

## **ENGLISH (CORE)**

**Code No. 301**

**(2022-23)**

### **Background**

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

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

### **Competencies to be focused on:**

The general objectives at this stage are to:

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

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

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

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

### **A. Specific Objectives of Reading**

Students are expected to develop the following study skills:

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

### **Develop literary skills as enumerated below:**

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

## **B. Listening and Speaking**

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

### **Specific Objectives of Listening & Speaking**

Students are expected to develop the ability to:

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

## **C. Specific Objectives of Writing**

**The students will be able to:**

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

## **D. More About Reading**

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

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

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

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

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

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

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

### **Methods and Techniques**

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations. The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role-play, dramatization, group discussion, writing, etc., although many such activities could be carried out without the preliminary use of textual material. It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionary, thesaurus, etc.) where necessary. Some pre-reading activity will generally be required, and the course books should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities. It is important to remember that students should be encouraged to interpret texts in different ways.

Group and pair activities can be resorted to when desired, although many useful language activities can be carried out individually. In general, teachers should encourage students to interact actively with texts and with each other. Oral activity (group discussion, etc.) should be encouraged.

**ENGLISH CORE  
CODE NO. 301  
CLASS – XI (2022-23)**

**Section A  
Reading Skills**

**Reading Comprehension through Unseen Passage** **18 Marks**

**I.** One unseen passage to assess comprehension, interpretation inference and vocabulary. The passage may be factual, descriptive or literary.

**II.** One unseen **case-based** passage with verbal/visual inputs like statistical data, charts etc.

*Note: The combined word limit for both the passages will be 600-750.*

Multiple Choice Questions / Objective Type Questions will be asked. **(10+8 = 18 Marks)**

**III.** Note Making and Summarization based on a passage of approximately 200-250 words.

- |            |                            |   |                |
|------------|----------------------------|---|----------------|
| <b>i.</b>  | Note Making:               |   | <b>5 Marks</b> |
|            | ○ Title:                   | 1 |                |
|            | ○ Numbering and indenting: | 1 |                |
|            | ○ Key/glossary:            | 1 |                |
|            | ○ Notes:                   | 2 |                |
| <b>ii.</b> | Summary (up to 50 words):  |   | <b>3 Marks</b> |
|            | ○ Content:                 | 2 |                |
|            | ○ Expression:              | 1 |                |

**Section B**

**IV. Grammar** **7 Marks**

i. Questions on Gap filling (Tenses, Clauses)

ii. Questions on re-ordering/transformation of sentences

**(Total seven questions to be done out of the eight given).**

**V. Creative Writing Skills** **16 Marks**

i. Short writing task – Classified Advertisements up to 50 words. One out of the two given questions to be answered **(3 Marks: Format : 1 / Content : 1 / Expression : 1)**

- ii. Short writing task –**Poster** up to 50 words. One out of the two given questions to be answered. **(3marks:Format : 1 / Content : 1 / Expression : 1)**
- iii. Writing a Speech in 120-150 words based on verbal / visual cues related to some contemporary / age-appropriate topic.
- iv. Writing a Debate based on visual/verbal inputs in 120-150 words. The theme should be contemporary topical issues. One out of the two given questions to be answered. **(5 Marks: Format: 1 / Content: 2 / Expression: 2)**

### Section C

**This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, analysis, interpretation and extrapolation beyond the text.**

#### **VI. Reference to the Context**

- i. One Poetry extract out of two from the book **Hornbill** to assess comprehension, interpretation, analysis and appreciation. **(3x1=3 Marks)**
- ii. One Prose extract out of two from the book **Hornbill** to assess comprehension, interpretation, analysis and appreciation. **(3x1=3 Marks)**
- iii. One prose extract out of two from the book **Snapshots** to assess comprehension, interpretation and analysis. **(4x1=4 Marks)**

**VII.** Two Short answer type question (one from Prose and one from Poetry from the book **Hornbill**), out of four, to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. **(3x2=6 Marks)**

**VIII.** One Short answer type question, from the book **Snapshots**, to be answered in 40- 50 words. Questions should elicit inferential responses through critical thinking. Any 1 out of 2 questions to be done. **(3x1=3 Marks)**

**IX.** One Long answer type question, from **Prose/Poetry Hornbill**, to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from student. Any 1 out of 2 questions to be done. **(1x6=6 Marks)**

**X.** One Long answer type question, based on the chapters from the book **Snapshots** to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done. **(1x6=6 Marks)**

### **Prescribed Books**

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

- The Portrait of a Lady (Prose)
- A Photograph (Poem)
- “We’re Not Afraid to Die... if we can be together
- Discovering Tut: the Saga Continues
- The Laburnum Top (Poem)
- The Voice of the Rain (Poem)
- Childhood (Poem)
- The Adventure
- Silk Road (Prose)
- Father to Son

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

- The Summer of the Beautiful White Horse (Prose)
- The Address (Prose)
- Mother’s Day (Play)
- Birth (Prose)
- The Tale of Melon City

### **INTERNAL ASSESSMENT**

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



## Question Paper Design 2022-23 English

### CORE XI (Code No. 301)

| Section  | Competencies  | Total marks  |
|--|---|--------------|
| <b>Reading Skills</b>  | Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.                   | 26           |
| <b>Creative Writing Sills</b>                                | Conceptual Understanding, application of rules, Analysis, Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity. | 23           |
| <b>Literature Text Books and Supplementary Reading Texts</b> | Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency, Critical Thinking.  | 31           |
|  | <b>TOTAL</b>  | <b>80</b>    |
|  | Assessment of Listening and Speaking Skills   | <b>10</b>    |
|  | Internal Assessment <ul style="list-style-type: none"><li>• Listening</li><li>• Speaking</li><li>• Project Work</li></ul>   | 5<br>5<br>10 |
|  | <b>GRAND TOTAL</b>  | <b>100</b>   |

**ENGLISH CORE**  
**CODE NO. 301**  
**CLASS – XII 2022-23**

**Section A**  
**Reading Skills**

**Reading Comprehension through Unseen Passage**

**20 Marks**

I. One unseen passage to assess comprehension, interpretation and inference. Vocabulary and inference of meaning will also be assessed. The passage may be factual, descriptive or literary.

**(10x1=10**

**Marks)**

II. One unseen **case-based** passage with verbal/visual inputs like statistical data, charts etc.

**(10x1=10 Marks)**

Note: The combined word limit for both the passages will be 700-750 words.

Multiple Choice Questions / Objective Type Questions will be asked.

**Section B**

**III. Creative Writing Skills**

**20 Marks**

The section has Short and Long writing tasks.

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

### Section C

This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, analysis, interpretation and extrapolation beyond the text.

#### IV. Reference to the Context

40 Marks

- i. One Poetry extract out of two from the book **Flamingo** to assess comprehension, interpretation, analysis and appreciation. **(6x1=6 Marks)**
  - ii. One Prose extract out of two from the book **Vistas** to assess comprehension, interpretation, analysis and appreciation. **(4x1=4 Marks)**
  - iii. One prose extract out of two from the book **Flamingo** to assess comprehension, interpretation and analysis. **(6x1=6Marks)**
- V.** Short answer type question (**from Prose and Poetry from the book Flamingo**), to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. Five questions out of the six given are to be answered. **(5x2=10 Marks)**
- VI.** Short answer type question, from **Prose (Vistas)**, to be answered in 40- 50 words. Questions should elicit inferential responses through critical thinking. Any 2 out of 3 questions to be done. **(2x2=4 Marks)**
- VII.** One Long answer type question, from **Prose/Poetry (Flamingo)**, to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from student. Any 1 out of 2 questions to be done. **(1x5=5 Marks)**
- VIII.** One Long answer type question, based on the chapters from the book **Vistas**,to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done. **(1x5=5 Marks)**

## **Prescribed Books**

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

### **(Prose)**

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

### **(Poetry)**

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

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

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

## **INTERNAL ASSESSMENT**

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

**Question Paper Design 2022-23**  
**Code No. 301**  
**English CORE XII**

| <b>Section</b>   | <b>Competencies</b>   | <b>Total marks</b> |
|--|---|--------------------|
| <b>Reading Skills</b>  | Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.                   | 20                 |
| <b>Creative Writing Sills</b>                                | Conceptual Understanding, application of rules, Analysis, Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity. | 20                 |
| <b>Literature Text Books and Supplementary Reading Texts</b> | Recalling, reasoning, critical thinking, appreciating literary convention, inference, analysis, creativity with fluency.  | 40                 |
|  | <b>TOTAL</b>  | <b>80</b>          |
|  | Assessment of Listening and Speaking Skills   | <b>10</b>          |
|  | Internal Assessment <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Project Work</li> </ul>   | 5<br>5<br>10       |
|  | <b>GRAND TOTAL</b>  | <b>100</b>         |

## Guidelines for Internal Assessment

### Classes XI-XII

ALS must be seen as an integrated component of all four language skills rather than a compartment of two. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

### Classes XI-XII      Total Marks: 20

#### Assessment of Listening and Speaking Skills: (5+5=10 Marks)

**i. Activities:**

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

**ii. Parameters for Assessment:** The listening and speaking skills are to be assessed on the following parameters:

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

A suggestive rubric is given below:

|                      | 1.  | 2.  | 3.  | 4.  | 5.  |
|----------------------|---|---|---|---|---|
| <b>Interaction</b>   | <ul style="list-style-type: none"> <li>• Contributions are mainly unrelated to those of other speakers</li> <li>• Shows hardly any initiative in the development of conversation</li> <li>• Very limited interaction</li> </ul> | <ul style="list-style-type: none"> <li>• Contributions are often unrelated to those of the other speaker</li> <li>• Generally passive in the development of conversation</li> </ul> | <ul style="list-style-type: none"> <li>• Develops interaction adequately, makes however minimal effort to initiate conversation</li> <li>• Needs constant prompting to take turns</li> </ul>  | <ul style="list-style-type: none"> <li>• Interaction is adequately initiated and develop</li> <li>• Can take turn but needs little prompting</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Can initiate &amp; logically develop simple conversation on familiar topics</li> <li>• Can take turns appropriately</li> </ul> |
| <b>Pronunciation</b> | <ul style="list-style-type: none"> <li>• Insufficient accuracy in pronunciation; many grammatical errors</li> <li>• Communication is severely affected</li> </ul>   | <ul style="list-style-type: none"> <li>• Frequently unintelligible articulation</li> <li>• Frequent phonological errors</li> <li>• Major communication problems</li> </ul>          | <ul style="list-style-type: none"> <li>• Largely correct pronunciation &amp; clear articulation except occasional errors</li> <li>• Some expressions cause stress without compromising with understanding of spoken discourse.</li> </ul> | <ul style="list-style-type: none"> <li>• Mostly correct pronunciation &amp; clear articulation</li> <li>• Can be clearly understood most of the time; very few phonological errors</li> </ul> | <ul style="list-style-type: none"> <li>• Can pronounce correctly &amp; articulate clearly</li> <li>• Is always comprehensible ; uses appropriate intonation</li> </ul>  |

|                                 |  |   |   |   |   |
|---------------------------------|--|---|---|---|---|
| <b>Fluency &amp; Coherence</b>  | <b>1.</b> <ul style="list-style-type: none"> <li>Noticeably/ long pauses; rate of Speech is slow</li> <li>Frequent repetition and/or self- correction</li> <li>Links only basic sentences; breakdown of coherence evident</li> </ul> | <b>2.</b> <ul style="list-style-type: none"> <li>Usually fluent; produces simple speech fluently, but loses coherence in complex communication</li> <li>Often hesitates and/or resorts to slow speech</li> <li>Topics partly developed; not always concluded logically</li> </ul> | <b>3.</b> <ul style="list-style-type: none"> <li>Is willing to speak at length, however repetition is noticeable</li> <li>Hesitates and/or self corrects; occasionally loses coherence</li> <li>Topics mainly developed, but usually not logically concluded</li> </ul> | <b>4.</b> <ul style="list-style-type: none"> <li>Speaks without noticeable effort, with a little repetition</li> <li>Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction</li> <li>Topics not fully developed to merit</li> </ul> | <b>5.</b> <ul style="list-style-type: none"> <li>Speaks fluently almost with no repetition &amp; minimal hesitation</li> <li>Develops topic fully &amp; coherently</li> </ul>   |
| <b>Vocabulary &amp; Grammar</b> | <ul style="list-style-type: none"> <li>Demonstrates almost no flexibility, and mostly struggles for appropriate words</li> <li>Uses very basic vocabulary to express view-points.</li> </ul>   | <ul style="list-style-type: none"> <li>Communicates with limited flexibility and appropriacy on some of the topics</li> <li>Complex forms and sentence structures are rare; exhibits limited vocabulary to express new ideas</li> </ul>   | <ul style="list-style-type: none"> <li>Communicate s' with limited flexibility and appropriacy on most of the topics</li> <li>Sometimes uses complex forms and sentence structures; has limited vocabulary to describe/ express new points</li> </ul>                   | <ul style="list-style-type: none"> <li>Can express with some flexibility and appropriacy on most of the topics</li> <li>Demonstrates ability to use complex forms and sentence structures most of the time; expresses with adequate vocabulary</li> </ul>                       | <ul style="list-style-type: none"> <li>Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel and current events</li> <li>Frequently uses complex forms and sentence structures; has enough vocabulary to express himself/ herself</li> </ul> |

**iii. Schedule:**

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

**Project Work + Viva: 10 Marks**

Out of ten marks, 5 marks will be allotted for the project report/script /essay etc. and 5 marks for the viva.

**I. Schedule:**

- Schools may refer to the suggestive timeline given in these guidelines for the planning, preparation and viva-voce of ALS based projects.
- The final assessment of the skills may be done on the basis of parameters suggested by the Board. Language teachers, however, have the option to adopt/ modify these parameters according to their school specific requirements.

**II. Suggestions for Project Work:**

- The Project can be inter-disciplinary in theme. The ideas/issues highlighted in the chapters/ poems/ drama given the prescribed books can also be developed in the form of a project. Students can also take up any relevant and age-appropriate theme.
- Such topics may be taken up that provide students with opportunities for listening and speaking.

Some suggestions are as follows:

**a. Interview-Based research:**

**Example:**

- Students can choose a topic on which to do their research/ interview, e.g. a student can choose the topic : “Evolving food tastes in my neighbourhood” or “Corona pandemic and the fallout on families.” Read the available literature.
  - The student then conducts interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/background.
  - The student will then write an essay/ write up / report etc. up to 1000 words on his/her research and submit it. He / She will then take a viva on the research project. The project can be done in individually or in pairs/ groups
- b.** Listen to podcasts/ interviews/radio or TV documentary on a topic and prepare a report countering or agreeing with the speakers. Write an 800 - 1000 words report and submit. Take a viva on the report.
- c.** Students create their own video/ Audio, after writing a script. Before they decide a format, the following elements can be taken into consideration:
- Theme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?
  - What are the elements that need to be part of the script?
  - Will the video/audio have an interview with one or more guests?
  - Would they prefer to improvise while chatting with guests, or work from a script?
  - What would be the duration?
  - How would they present the script/report to the teacher, e.g. Can it be in the form of a narrative?
- d. Write, direct and present a theatrical production, /One act play**  
This will be a project which will be done as a team. It will involve planning, preparation and presentation. In short, various language skills will be utilised. There will be researching, discussion, writing the script, auditioning and ultimately producing the play. The project will end with a presentation and subsequently a viva. Teachers will be able to assess the core language skills of the students and help them grow as 21<sup>st</sup> century critical thinkers.

### **III. Instructions for the Teachers:-**

- 1. Properly orient students about the Project work, as per the present Guidelines.**
- 2. Facilitate the students in the selection of theme and topic.**
- 3. Create a rubric for assessment and share with the students before they start so that they know the parameters of assessment:**
  - Teachers need to familiarize themselves with the method of assessing students with the rubric-- a table with different criteria and a grading scale.
  - Choose the criteria on which you will grade students and list them along the left side of the page.
  - Create an even number of columns along the top of the page. These columns will represent potential skill levels of the students.
  - Assessing students on four/five criteria is an easy way to begin. For each criterion, define the ability that a student would exhibit at each of the levels.
- The more detailed you make your criteria, the easier it will be to evaluate each student and define the level at which the student is presenting.  
**{Sample Rubric is attached at the end for reference}**

### **IV. Parameters for Overall Assessment:-**

- 1. Pronunciation:**
  - When evaluating the pronunciation of the students, teachers must listen for clearly articulated words, pronunciation of unusual spellings and intonation.
  - Assess the students for the pronunciation skills and determine at which level the student needs improvement.
- 2. Vocabulary:**
  - After noting their pronunciation levels, evaluate the students on the use of extensive and appropriate **vocabulary** during the viva. Check if students are using vocabulary appropriate to the context about which they are speaking.
- 3. Accuracy:**
  - Grammar has always been an important component of language skills. As students speak/ answer the questions during the viva, listen to their **grammatical structures**. *Are they competent enough to use multiple tenses? Is their word order correct in a given sentence?* An effective speaker will automatically use the correct grammatical structures of his language.



#### 4. Communication:

- Assessing the **communication skills** of the students means looking at more than language. Look at how creatively students use the language to make their points understood. Students with a low level of vocabulary and grammar may still have good communication skills if they are able to make the teacher understand their point of view.

#### 5. Interaction:

- During the viva teachers need to ask the students some questions. Questions need to be based on the projects that have been suggested or chosen by the students.
- It is imperative for a teacher to read the essays/project reports before they can be ready to ask questions.
- Teachers need to observe how students answer the questions that are posed to them: *Are they able to understand and answer questions independently or can they answer only when the questions are translated into simpler words or repeated? Are they able to give appropriate responses in a conversation?*
- These elements of **interaction** are necessary for clear and effective communication. A student with effective interaction skills will be able to answer questions with relative ease and follow the flow of conversation.

#### 6. Fluency:

- Fluency may be the easiest quality to judge in the students' speech: *How comfortable are they as they speak and express themselves? How easily do the words come out? Are there inappropriate pauses and gaps in the way a student speaks?*
- **Fluency** is a judgement of this communication and is an important criterion when evaluating speaking skills. These criteria: pronunciation, vocabulary, accuracy, interaction and fluency are all the hallmarks of a student's overall speaking abilities.
- Teachers must also remember that some **students may excel in one area and struggle in another**. Helping the students understand these issues will enable them to become effective speakers in future. Let your students know that you will be assessing them in these various areas when you evaluate their progress and encourage them to work and improve in these areas.
- **Finally**, teachers must remember that a proper evaluation of the students will take into consideration **more than just one oral interview on the final ASL project**. Teachers must take note of a student's progress throughout the academic year.

#### V. Project-Portfolio/ Project Report

The **Project-Portfolio/Project Report** is a compilation of the work that the students produce during the process of working on their ALS Project.

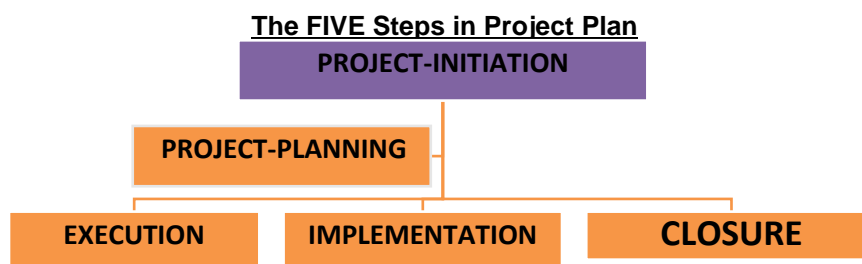
##### The Project-Portfolio may include the following:

- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Action plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires for interview, written assignments, essays, survey-reports and other material evidence of learning progress and academic accomplishment.
- The 800-1000 words essay/Script/Report.
- Student/group reflections.
- If possible, Photographs that capture the positive learning experiences of the student(s).
- List of resources/bibliography.

##### The following points must be kept for consideration while assessing the project portfolios:

- Quality of content of the project
- Accuracy of information
- Adherence to the specified timeline
- Content in respect of (spellings, grammar ,punctuation)
- Clarity of thoughts and ideas
- Creativity
- Contributions by group members
- Knowledge and experience gained

VI. Suggestive Timeline:



| Month  | Objectives   |
|--|--|
| <b>Planning and Research for the Project Work</b><br><br>Preferably till November-December | <ul style="list-style-type: none"> <li>● Teachers plan a day to orient students about the ALS projects, details are shared with all stakeholders.</li> <li>● Students choose a project, select team members and develop project- plan.</li> <li>● Group meets (preferably online) and reports to the team leader about the progress: shortfalls and successes are detailed.</li> <li>● Team leader apprises teacher-mentor.</li> <li>● Students working individually or in pairs also update the teachers.</li> <li>● A logical, deliverable and practical plan is drafted by the team/ pair/individual. Goals/objectives are clearly defined for all.</li> <li>● Work is delegated to team members by the team leader. Students wishing to work alone develop their own plan of Action.</li> <li>● Detailed project schedules are shared with the teacher.</li> </ul> |
| <b>December-January</b>  | <ul style="list-style-type: none"> <li>● Suggestions and improvements are shared by the teacher, wherever necessary.</li> <li>● Group members coordinate and keep communication channels open for interaction.</li> <li>● Gaps ( if any) are filled with the right skill sets by the Team Leader/ individual student.</li> </ul>   |
| <b>January-February</b>  | <ul style="list-style-type: none"> <li>● The final draft of the project portfolio/ report is prepared and submitted for evaluation.</li> </ul>   |
| <b>January-February</b>  | <ul style="list-style-type: none"> <li>● Students are assessed on their group/pair/individual presentations on allotted days. Final Viva is conducted by the External/Internal examiner.</li> </ul>  |
| <b>February-March or as per the timelines given by the Board</b>                           | <ul style="list-style-type: none"> <li>● Marks are uploaded on the CBSE website.</li> </ul>  |

**SAMPLE RUBRIC FOR ALS Project Work  
(For Theatre/Role Play/Oral presentation/Interview/Podcast)**

| CATEGORY                                 | 1   | 2   | 3  | 4   | 5   |
|--|---|---|--|---|---|
| <b>TIME LIMIT</b>                        | Presentation is less than or more than 5 minutes long                                 | Presentation exceeded or less than specified time limit by 4 to 5 minutes | Presentation exceeded or less than specified time limit by 3 to 4 minutes        | Presentation exceeded or less than specified time limit by 2 to 3 minutes               | Student/ group adhered to the given time limit  |
| <b>CONTENT/SCRIPT/ QUESTIONNAIRE</b>     | Script is not related to topic or issue   | Well written script/ content shows little understanding of parts of topic | Well written script/ content shows good understanding of parts of topic          | Well written script/ content shows a good understanding of subject topic                | Well written script/ content shows full understanding of subject topic                      |
| <b>CREATIVITY</b>                        | No props/costumes/ stage presentation lack-lustre                                     | Some work done, average stage set- up and costumes                        | Well organized presentation, could have improved                                 | Logical use of props ,reasonable work done, creative                                    | Suitable props / honest effort seen/ considerable work done/ creative and relevant costumes |
| <b>PREPAREDNESS</b>                      | Student /group seems to be unprepared   | Some preparedness visible, but rehearsal is lacking                       | Somewhat prepared, rehearsal is lacking  | Good preparedness ,but need better rehearsal  | Complete preparedness/ rehearsed presentation   |
| <b>CLARITY OF SPEECH</b>                 | Lack of clarity in presentation many words mispronounced                              | Speaks clearly, some words are mispronounced                              | Speaks clearly 90% of the time/ a few mispronounced words                        | Speaks clearly and distinctly 95% of time/ few mispronounced words                      | Speaks clearly distinctly 95% of time/ fluency in pronunciation                             |
| <b>USE OF PROPS ( Theatre/Role Play)</b> | Only 1/no relevant props used   | 1 to 2 relevant props used  | 2 to 3 relevant props used   | 3 to 4 relevant props used  | 4 to 5 relevant props used  |
| <b>EXPRESSION/ BODY LANGUAGE</b>         | Very little use of facial expressions/ body language, does not generate much interest | Little Use of facial expressions and body language                        | Facial expressions and body language are used to try to generate some enthusiasm | Facial expression and body language sometimes generate strong enthusiasm with the topic | Facial expression and body language generate strong enthusiasm with the topic               |
| <b>PORTFOLIO- PRESENTATION</b>           | Inadequate & unimpressive   | Somewhat suitable & convincing  | Adequate & relevant  | Interesting, enjoyable & relevant   | Brilliant, creative & exceptional   |

## **MATHEMATICS (XI-XII)**

**(Code No. 041)**

**Session – 2022-23**

The Syllabus in the subject of Mathematics has undergone changes from time to time in accordance with growth of the subject and emerging needs of the society. Senior Secondary stage is a launching stage from where the students go either for higher academic education in Mathematics or for professional courses like Engineering, Physical and Biological science, Commerce or Computer Applications. The present revised syllabus has been designed in accordance with National Curriculum Framework 2005 and as per guidelines given in Focus Group on Teaching of Mathematics 2005 which is to meet the emerging needs of all categories of students. Motivating the topics from real life situations and other subject areas, greater emphasis has been laid on application of various concepts.

### **Objectives**

The broad objectives of teaching Mathematics at senior school stage intend to help the students:

- to acquire knowledge and critical understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles, symbols and mastery of underlying processes and skills.
- to feel the flow of reasons while proving a result or solving a problem.
- to apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method.
- to develop positive attitude to think, analyze and articulate logically.
- to develop interest in the subject by participating in related competitions.
- to acquaint students with different aspects of Mathematics used in daily life.
- to develop an interest in students to study Mathematics as a discipline.
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases.
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.

**COURSE STRUCTURE**  
**CLASS XI (2022-23)**

One Paper

Total Period–240 [35 Minutes each]

**Three Hours**

**Max Marks: 80**

| No.  | Units                      | No. of Periods | Marks |
|------|----------------------------|----------------|-------|
| I.   | Sets and Functions         | 60             | 23    |
| II.  | Algebra                    | 50             | 25    |
| III. | Coordinate Geometry        | 50             | 12    |
| IV.  | Calculus                   | 40             | 08    |
| V.   | Statistics and Probability | 40             | 12    |
|      | Total                      | 240            | 80    |
|      | Internal Assessment        |                | 20    |

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

**Unit-I: Sets and Functions**

**1. Sets (20) Periods**

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

**2. Relations & Functions (20) Periods**

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

**3. Trigonometric Functions (20) Periods**

Positive and negative angles. Measuring angles in radians and in degrees and conversion from one measure to another. Definition of trigonometric functions with the help of unit circle. Truth of

the identity  $\sin^2x + \cos^2x = 1$ , for all  $x$ . Signs of trigonometric functions. Domain and range of trigonometric functions and their graphs. Expressing  $\sin(x \pm y)$  and  $\cos(x \pm y)$  in terms of  $\sin x$ ,  $\sin y$ ,  $\cos x$  &  $\cos y$  and their simple applications. Deducing identities like the following:

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

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

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

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

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

## Unit-II: Algebra

### 1. Complex Numbers and Quadratic Equations (10) Periods

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

### 2. Linear Inequalities (10) Periods

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

### 3. Permutations and Combinations (10) Periods

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

### 4. Binomial Theorem (10) Periods

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

### 5. Sequence and Series (10) Periods

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

### **Unit-III: Coordinate Geometry**

#### **1. Straight Lines (15) Periods**

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

#### **2. Conic Sections (25) Periods**

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

#### **3. Introduction to Three-dimensional Geometry (10) Periods**

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

### **Unit-IV: Calculus**

#### **1. Limits and Derivatives (40) Periods**

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

### **Unit-V Statistics and Probability**

#### **1. Statistics (20) Periods**

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

#### **2. Probability (20) Periods**

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

**MATHEMATICS**  
**QUESTION PAPER DESIGN**  
**CLASS – XI (2022-23)**

**Time: 3 Hours**

**Max. Marks: 80**

| S. No. | Typology of Questions  | Total Marks | % Weight age |
|--------|--|-------------|--------------|
| 1      | <p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>  | 44          | 55           |
| 2      | <p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>   | 20          | 25           |
| 3      | <p><b>Analysing :</b><br/>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p><b>Evaluating:</b><br/>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p><b>Creating:</b><br/>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p> | 16          | 20           |
|        | <b>Total</b>   | 80          | 100          |

- No chapter wise weightage. Care to be taken to cover all the chapters*
- Suitable internal variations may be made for generating various templates keeping the overall weightage to different form of questions and typology of questions same.*

**Choice(s):**

There will be no overall choice in the question paper.

However, 33% internal choices will be given in all the sections

|   |                 |
|---|-----------------|
| <b>INTERNAL ASSESSMENT</b>                        | <b>20 MARKS</b> |
| Periodic Tests ( Best 2 out of 3 tests conducted) | 10 Marks        |
| Mathematics Activities                            | 10 Marks        |

Note: Please refer the guidelines given under XII Mathematics Syllabus:



**CLASS-XII**  
**(2022-23)**

**One Paper**

**Max Marks: 80**

| No.  | Units                                    | No. of Periods | Marks |
|------|--|----------------|-------|
| I.   | Relations and Functions                  | 30             | 08    |
| II.  | Algebra                                  | 50             | 10    |
| III. | Calculus                                 | 80             | 35    |
| IV.  | Vectors and Three - Dimensional Geometry | 30             | 14    |
| V.   | Linear Programming                       | 20             | 05    |
| VI.  | Probability                              | 30             | 08    |
|      | <b>Total</b>                             | 240            | 80    |
|      | <b>Internal Assessment</b>               |                | 20    |

**Unit-I: Relations and Functions**

**1. Relations and Functions** **15 Periods**

Types of relations: reflexive, symmetric, transitive and equivalence relations. One to one and onto functions.

**2. Inverse Trigonometric Functions** **15 Periods**

Definition, range, domain, principal value branch. Graphs of inverse trigonometric functions.

**Unit-II: Algebra**

**1. Matrices** **25 Periods**

Concept, notation, order, equality, types of matrices, zero and identity matrix, transpose of a matrix, symmetric and skew symmetric matrices. Operation on matrices: Addition and multiplication and multiplication with a scalar. Simple properties of addition, multiplication and scalar multiplication. Non-commutativity of multiplication of matrices and existence of non-zero matrices whose product is the zero matrix (restrict to square matrices of order 2). Invertible matrices and proof of the uniqueness of inverse, if it exists; (Here all matrices will have real entries).

**2. Determinants** **25 Periods**

Determinant of a square matrix (up to 3 x 3 matrices), minors, co-factors and applications of determinants in finding the area of a triangle. Adjoint and inverse of a square matrix. Consistency, inconsistency and number of solutions of system of linear equations by examples, solving system of linear equations in two or three variables (having unique solution) using inverse of a matrix.

### Unit-III: Calculus

#### 1. Continuity and Differentiability

20 Periods

Continuity and differentiability, chain rule, derivative of inverse trigonometric functions, like  $\sin^{-1} x$ ,  $\cos^{-1} x$  and  $\tan^{-1} x$ , derivative of implicit functions. Concept of exponential and logarithmic functions.

Derivatives of logarithmic and exponential functions. Logarithmic differentiation, derivative of functions expressed in parametric forms. Second order derivatives.

#### 2. Applications of Derivatives

10 Periods

Applications of derivatives: rate of change of bodies, increasing/decreasing functions, maxima and minima (first derivative test motivated geometrically and second derivative test given as a provable tool). Simple problems (that illustrate basic principles and understanding of the subject as well as real-life situations).

#### 3. Integrals

20 Periods

Integration as inverse process of differentiation. Integration of a variety of functions by substitution, by partial fractions and by parts, Evaluation of simple integrals of the following types and problems based on them.

$$\int \frac{dx}{x^2 \pm a^2}, \int \frac{dx}{\sqrt{x^2 \pm a^2}}, \int \frac{dx}{\sqrt{a^2 - x^2}}, \int \frac{dx}{ax^2 + bx + c}, \int \frac{dx}{\sqrt{ax^2 + bx + c}}$$

$$\int \frac{px + q}{ax^2 + bx + c} dx, \int \frac{px + q}{\sqrt{ax^2 + bx + c}} dx, \int \sqrt{a^2 \pm x^2} dx, \int \sqrt{x^2 - a^2} dx$$

$$\int \sqrt{ax^2 + bx + c} dx,$$

Fundamental Theorem of Calculus (without proof). Basic properties of definite integrals and evaluation of definite integrals.

#### 4. Applications of the Integrals

15 Periods

Applications in finding the area under simple curves, especially lines, circles/ parabolas/ellipses (in standard form only)

#### 5. Differential Equations

15 Periods

Definition, order and degree, general and particular solutions of a differential equation. Solution of differential equations by method of separation of variables, solutions of homogeneous differential equations of first order and first degree. Solutions of linear differential equation of the type:

$$\frac{dy}{dx} + py = q, \text{ where } p \text{ and } q \text{ are functions of } x \text{ or constants.}$$

$$\frac{dx}{dy} + px = q, \text{ where } p \text{ and } q \text{ are functions of } y \text{ or constants.}$$

#### **Unit-IV: Vectors and Three-Dimensional Geometry**

##### **1. Vectors**

**15 Periods**

Vectors and scalars, magnitude and direction of a vector. Direction cosines and direction ratios of a vector. Types of vectors (equal, unit, zero, parallel and collinear vectors), position vector of a point, negative of a vector, components of a vector, addition of vectors, multiplication of a vector by a scalar, position vector of a point dividing a line segment in a given ratio. Definition, Geometrical Interpretation, properties and application of scalar (dot) product of vectors, vector (cross) product of vectors.

##### **2. Three - dimensional Geometry**

**15 Periods**

Direction cosines and direction ratios of a line joining two points. Cartesian equation and vector equation of a line, skew lines, shortest distance between two lines. Angle between two lines.

#### **Unit-V: Linear Programming**

##### **1. Linear Programming**

**20 Periods**

Introduction, related terminology such as constraints, objective function, optimization, graphical method of solution for problems in two variables, feasible and infeasible regions (bounded or unbounded), feasible and infeasible solutions, optimal feasible solutions (up to three non-trivial constraints).

#### **Unit-VI: Probability**

##### **1. Probability**

**30 Periods**

Conditional probability, multiplication theorem on probability, independent events, total probability, Bayes' theorem, Random variable and its probability distribution, mean of random variable.

**MATHEMATICS (Code No. - 041)**  
**QUESTION PAPER DESIGN CLASS - XII**  
**(2022-23)**

Time: 3 hours

Max. Marks: 80

| S. No. | Typology of Questions  | Total Marks | % Weightage |
|--------|--|-------------|-------------|
| 1      | <p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>  | 44          | 55          |
| 2      | <p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>   | 20          | 25          |
| 3      | <p><b>Analysing :</b><br/>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p><b>Evaluating:</b><br/>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p><b>Creating:</b><br/>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p> | 16          | 20          |
|        | <b>Total</b>   | 80          | 100         |

- No chapter wise weightage. Care to be taken to cover all the chapters*
- Suitable internal variations may be made for generating various templates keeping the overall weightage to different form of questions and typology of questions same.*

**Choice(s):**

There will be no overall choice in the question paper.

However, 33% internal choices will be given in all the sections

| <b>INTERNAL ASSESSMENT</b>                        | <b>20 MARKS</b> |
|---|-----------------|
| Periodic Tests ( Best 2 out of 3 tests conducted) | 10 Marks        |
| Mathematics Activities                            | 10 Marks        |

**Note:** For activities NCERT Lab Manual may be referred.

## Conduct of Periodic Tests:

Periodic Test is a Pen and Paper assessment which is to be conducted by the respective subject teacher. The format of periodic test must have questions items with a balance mix, such as, very short answer (VSA), short answer (SA) and long answer (LA) to effectively assess the knowledge, understanding, application, skills, analysis, evaluation and synthesis. Depending on the nature of subject, the subject teacher will have the liberty of incorporating any other types of questions too. The modalities of the PT are as follows:

- a) **Mode:** The periodic test is to be taken in the form of pen-paper test.
- b) **Schedule:** In the entire Academic Year, three Periodic Tests in each subject may be conducted as follows:

| Test            | Pre Mid-term (PT-I) | Mid-Term (PT-II) | Post Mid-Term (PT-III) |
|-----------------|---------------------|------------------|------------------------|
| Tentative Month | July-August         | November         | December-January       |

*This is only a suggestive schedule and schools may conduct periodic tests as per their convenience. The winter bound schools would develop their own schedule with similar time gaps between two consecutive tests.*

- c) **Average of Marks:** Once schools complete the conduct of all the three periodic tests, they will convert the weightage of each of the three tests into ten marks each for identifying best two tests. The best two will be taken into consideration and the average of the two shall be taken as the final marks for PT.
- d) The school will ensure simple documentation to keep a record of performance as suggested in detail circular no.Acad-05/2017.
- e) **Sharing of Feedback/Performance:** The students' achievement in each test must be shared with the students and their parents to give them an overview of the level of learning that has taken place during different periods. Feedback will help parents formulate interventions (conducive ambience, support materials, motivation and morale-boosting) to further enhance learning. A teacher, while sharing the feedback with student or parent, should be empathetic, non- judgmental and motivating. It is recommended that the teacher share best examples/performances of IA with the class to motivate all learners.

### **Assessment of Activity Work:**

Throughout the year any 10 activities shall be performed by the student from the activities given in the NCERT Laboratory Manual for the respective class (XI or XII) which is available on the link: <http://www.ncert.nic.in/exemplar/labmanuals.html> a record of the same may be kept by the student. An year end test on the activity may be conducted

The weightage are as under:

- The activities performed by the student throughout the year and record keeping : 5 marks
- Assessment of the activity performed during the year end test: 3 marks
- Viva-voce: 2 marks

### **Prescribed Books:**

- 1) Mathematics Textbook for Class XI, NCERT Publications
- 2) Mathematics Part I - Textbook for Class XII, NCERT Publication
- 3) Mathematics Part II - Textbook for Class XII, NCERT Publication
- 4) Mathematics Exemplar Problem for Class XI, Published by NCERT
- 5) Mathematics Exemplar Problem for Class XII, Published by NCERT
- 6) Mathematics Lab Manual class XI, published by NCERT
- 7) Mathematics Lab Manual class XII, published by NCERT

**PHYSICS**  
**Class XI-XII (Code No.42)**  
**(2022-23)**

Senior Secondary stage of school education is a stage of transition from general education to discipline-based focus on curriculum. The present updated syllabus keeps in view the rigor and depth of disciplinary approach as well as the comprehension level of learners. Due care has also been taken that the syllabus is comparable to the international standards. Salient features of the syllabus include:

- Emphasis on basic conceptual understanding of the content.
- Emphasis on use of SI units, symbols, nomenclature of physical quantities and formulations as per international standards.
- Providing logical sequencing of units of the subject matter and proper placement of concepts with their linkage for better learning.
- Reducing the curriculum load by eliminating overlapping of concepts/content within the discipline and other disciplines.
- Promotion of process-skills, problem-solving abilities and applications of Physics concepts.

**Besides, the syllabus also attempts to**

- Strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.
- Expose the learners to different processes used in Physics-related industrial and technological applications.
- Develop process-skills and experimental, observational, manipulative, decision making and investigatory skills in the learners.
- Promote problem solving abilities and creative thinking in learners.
- Develop conceptual competence in the learners and make them realize and appreciate the interface of Physics with other disciplines.

**PHYSICS (Code No. 042)**  
**COURSE STRUCTURE**  
**Class XI – 2022-23 (Theory)**

Time: 3 hrs.

Max Marks: 70

|                  |   | No. of Periods | Marks     |
|------------------|---|----------------|-----------|
| <b>Unit-I</b>    | <b>Physical World and Measurement</b>                         | <b>08</b>      | <b>23</b> |
|                  | Chapter-2: Units and Measurements                             |                |           |
| <b>Unit-II</b>   | <b>Kinematics</b>   | <b>24</b>      |           |
|                  | Chapter-3: Motion in a Straight Line                          |                |           |
|                  | Chapter-4: Motion in a Plane                                  |                |           |
| <b>Unit-III</b>  | <b>Laws of Motion</b>   | <b>14</b>      |           |
|                  | Chapter-5: Laws of Motion                                     |                |           |
| <b>Unit-IV</b>   | <b>Work, Energy and Power</b>                                 | <b>14</b>      |           |
|                  | Chapter-6: Work, Energy and Power                             |                |           |
| <b>Unit-V</b>    | <b>Motion of System of Particles and Rigid Body</b>           | <b>18</b>      |           |
|                  | Chapter-7: System of Particles and Rotational Motion          |                |           |
| <b>Unit-VI</b>   | <b>Gravitation</b>  | <b>12</b>      |           |
|                  | Chapter-8: Gravitation  |                |           |
| <b>Unit-VII</b>  | <b>Properties of Bulk Matter</b>                              | <b>24</b>      | <b>20</b> |
|                  | Chapter-9: Mechanical Properties of Solids                    |                |           |
|                  | Chapter-10: Mechanical Properties of Fluids                   |                |           |
|                  | Chapter-11: Thermal Properties of Matter                      |                |           |
| <b>Unit-VIII</b> | <b>Thermodynamics</b>   | <b>12</b>      |           |
|                  | Chapter-12: Thermodynamics                                    |                |           |
| <b>Unit-IX</b>   | <b>Behaviour of Perfect Gases and Kinetic Theory of Gases</b> | <b>08</b>      |           |
|                  | Chapter-13: Kinetic Theory                                    |                |           |
| <b>Unit-X</b>    | <b>Oscillations and Waves</b>                                 | <b>26</b>      | <b>10</b> |
|                  | Chapter-14: Oscillations                                      |                |           |
|                  | Chapter-15: Waves   |                |           |
| <b>Total</b>     |   | <b>160</b>     | <b>70</b> |



**Unit I: Physical World and Measurement**

**08 Periods**

**Chapter–2: Units and Measurements**

Need for measurement: Units of measurement; systems of units; SI units, fundamental and derived units. significant figures. Dimensions of physical quantities, dimensional analysis and its applications.

**Unit II: Kinematics**

**24 Periods**

**Chapter–3: Motion in a Straight Line**

Frame of reference, Motion in a straight line, Elementary concepts of differentiation and integration for describing motion, uniform and non- uniform motion, and instantaneous velocity, uniformly accelerated motion, velocity - time and position-time graphs. Relations for uniformly accelerated motion (graphical treatment).

**Chapter–4: Motion in a Plane**

Scalar and vector quantities; position and displacement vectors, general vectors and their notations; equality of vectors, multiplication of vectors by a real number; addition and subtraction of vectors, Unit vector; resolution of a vector in a plane, rectangular components, Scalar and Vector product of vectors.

Motion in a plane, cases of uniform velocity and uniform acceleration- projectile motion, uniform circular motion.

**Unit III: Laws of Motion**

**14 Periods**

**Chapter–5: Laws of Motion**

Intuitive concept of force, Inertia, Newton's first law of motion; momentum and Newton's second law of motion; impulse; Newton's third law of motion.

Law of conservation of linear momentum and its applications.

Equilibrium of concurrent forces, Static and kinetic friction, laws of friction, rolling friction, lubrication.

Dynamics of uniform circular motion: Centripetal force, examples of circular motion (vehicle on a level circular road, vehicle on a banked road).

**Unit IV: Work, Energy and Power**

**14 Periods**

**Chapter–6: Work, Energy and Power**

Work done by a constant force and a variable force; kinetic energy, work-energy theorem, power.

Notion of potential energy, potential energy of a spring, conservative forces: non- conservative forces, motion in a vertical circle; elastic and inelastic collisions in one and two dimensions.

**Unit V: Motion of System of Particles and Rigid Body**

**18Periods**

**Chapter–7: System of Particles and Rotational Motion**

Centre of mass of a two-particle system, momentum conservation and Centre of mass motion. Centre of mass of a rigid body; centre of mass of a uniform rod.

Moment of a force, torque, angular momentum, law of conservation of angular momentum and its applications.

Equilibrium of rigid bodies, rigid body rotation and equations of rotational motion, comparison of linear and rotational motions.

Moment of inertia, radius of gyration, values of moments of inertia for simple geometrical objects (no derivation).

**Unit VI: Gravitation**

**12 Periods**

**Chapter–8: Gravitation**

Kepler's laws of planetary motion, universal law of gravitation.

Acceleration due to gravity and its variation with altitude and depth.

Gravitational potential energy and gravitational potential, escape velocity,

orbital velocity of a satellite.

**Unit VII: Properties of Bulk Matter**

**24 Periods**

**Chapter–9: Mechanical Properties of Solids**

Elasticity, Stress-strain relationship, Hooke's law, Young's modulus, bulk modulus, shear modulus of rigidity (qualitative idea only), Poisson's ratio; elastic energy.

**Chapter–10: Mechanical Properties of Fluids**

Pressure due to a fluid column; Pascal's law and its applications (hydraulic lift and hydraulic brakes), effect of gravity on fluid pressure.

Viscosity, Stokes' law, terminal velocity, streamline and turbulent flow, critical velocity, Bernoulli's theorem and its simple applications.

Surface energy and surface tension, angle of contact, excess of pressure across a curved surface, application of surface tension ideas to drops, bubbles and capillary rise.

**Chapter–11: Thermal Properties of Matter**

Heat, temperature, thermal expansion; thermal expansion of solids, liquids and gases, anomalous expansion of water; specific heat capacity;  $C_p$ ,  $C_v$  - calorimetry; change of state - latent heat capacity.

Heat transfer-conduction, convection and radiation, thermal conductivity, qualitative ideas of Blackbody radiation, Wein's displacement Law, Stefan's law .

**Unit VIII: Thermodynamics**

**12 Periods**

**Chapter–12: Thermodynamics**

Thermal equilibrium and definition of temperature zeroth law of thermodynamics, heat, work and internal energy. First law of thermodynamics, Second law of thermodynamics: gaseous state of matter, change of condition

of gaseous state -isothermal, adiabatic, reversible, irreversible, and cyclic processes.

**Unit IX: Behavior of Perfect Gases and Kinetic Theory of Gases 08 Periods**

**Chapter–13: Kinetic Theory**

Equation of state of a perfect gas, work done in compressing a gas.

Kinetic theory of gases - assumptions, concept of pressure. Kinetic interpretation of temperature; rms speed of gas molecules; degrees of freedom, law of equi-partition of energy (statement only) and application to specific heat capacities of gases; concept of mean free path, Avogadro's number.

**Unit X: Oscillations and Waves**

**26 Periods**

**Chapter–14: Oscillations**

Periodic motion - time period, frequency, displacement as a function of time, periodic functions and their application.

Simple harmonic motion (S.H.M) and its equations of motion; phase; oscillations of a loaded spring- restoring force and force constant; energy in S.H.M. Kinetic and potential energies; simple pendulum derivation of expression for its time period.

**Chapter–15: Waves**

Wave motion: Transverse and longitudinal waves, speed of travelling wave, displacement relation for a progressive wave, principle of superposition of waves, reflection of waves, standing waves in strings and organ pipes, fundamental mode and harmonics, Beats.

## PRACTICALS

**Total Periods: 60**

The record, to be submitted by the students, at the time of their annual examination, has to include:

- Record of at least 8 Experiments [with 4 from each section], to be performed by the students.
- Record of at least 6 Activities [with 3 each from section A and section B], to be performed by the students.
- Report of the project carried out by the students.

## EVALUATION SCHEME

**Time 3 hours**

**Max. Marks: 30**

| Topic  | Marks     |
|--|-----------|
| Two experiments one from each section        | 7+7       |
| Practical record (experiment and activities) | 5         |
| One activity from any section                | 3         |
| Investigatory Project                        | 3         |
| Viva on experiments, activities and project  | 5         |
| <b>Total</b>                                 | <b>30</b> |

## SECTION–A

### Experiments

1. To measure diameter of a small spherical/cylindrical body and to measure internal diameter and depth of a given beaker/calorimeter using Vernier Callipers and hence find its volume.
2. To measure diameter of a given wire and thickness of a given sheet using screw gauge.

3. To determine volume of an irregular lamina using screw gauge.
4. To determine radius of curvature of a given spherical surface by a spherometer.
5. To determine the mass of two different objects using a beam balance.
6. To find the weight of a given body using parallelogram law of vectors.
7. Using a simple pendulum, plot its  $L-T^2$  graph and use it to find the effective length of second's pendulum.
8. To study variation of time period of a simple pendulum of a given length by taking bobs of same size but different masses and interpret the result.
9. To study the relationship between force of limiting friction and normal reaction and to find the co-efficient of friction between a block and a horizontal surface.
10. To find the downward force, along an inclined plane, acting on a roller due to gravitational pull of the earth and study its relationship with the angle of inclination  $\theta$  by plotting graph between force and  $\text{Sin}\theta$ .

### **Activities**

1. To make a paper scale of given least count, e.g., 0.2cm, 0.5 cm.
2. To determine mass of a given body using a metre scale by principle of moments.
3. To plot a graph for a given set of data, with proper choice of scales and error bars.
4. To measure the force of limiting friction for rolling of a roller on a horizontal plane.
5. To study the variation in range of a projectile with angle of projection.
6. To study the conservation of energy of a ball rolling down on an inclined plane (using a double inclined plane).
7. To study dissipation of energy of a simple pendulum by plotting a graph between square of amplitude and time.

## SECTION-B

### Experiments

1. To determine Young's modulus of elasticity of the material of a given wire.
2. To find the force constant of a helical spring by plotting a graph between load and extension.
3. To study the variation in volume with pressure for a sample of air at constant temperature by plotting graphs between P and V, and between P and  $1/V$ .
4. To determine the surface tension of water by capillary rise method.
5. To determine the coefficient of viscosity of a given viscous liquid by measuring terminal velocity of a given spherical body.
6. To study the relationship between the temperature of a hot body and time by plotting a cooling curve.
7. To determine specific heat capacity of a given solid by method of mixtures.
8. To study the relation between frequency and length of a given wire under constant tension using sonometer.
9. To study the relation between the length of a given wire and tension for constant frequency using sonometer.
10. To find the speed of sound in air at room temperature using a resonance tube by two resonance positions.

### Activities

1. To observe change of state and plot a cooling curve for molten wax.
2. To observe and explain the effect of heating on a bi-metallic strip.
3. To note the change in level of liquid in a container on heating and interpret the observations.
4. To study the effect of detergent on surface tension of water by observing capillary rise.
5. To study the factors affecting the rate of loss of heat of a liquid.
6. To study the effect of load on depression of a suitably clamped metre scale loaded at (i) its end (ii) in the middle.
7. To observe the decrease in pressure with increase in velocity of a fluid.

**Practical Examination for Visually Impaired  
Students Class XI**

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

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

Spherical ball, Cylindrical objects, vernier calipers, beaker, calorimeter, Screw gauge, wire, Beam balance, spring balance, weight box, gram and milligram weights, forceps, Parallelogram law of vectors apparatus, pulleys and pans used in the same 'weights' used, Bob and string used in a simple pendulum, meter scale, split cork, suspension arrangement, stop clock/stop watch, Helical spring, suspension arrangement used, weights, arrangement used for measuring extension, Sonometer, Wedges, pan and pulley used in it, 'weights' Tuning Fork, Meter scale, Beam balance, Weight box, gram and milligram weights, forceps, Resonance Tube, Tuning Fork, Meter scale, Flask/Beaker used for adding water.

**B. List of Practicals**

1. To measure diameter of a small spherical/cylindrical body using vernier calipers.
2. To measure the internal diameter and depth of a given beaker/calorimeter using vernier calipers and hence find its volume.
3. To measure diameter of given wire using screw gauge.
4. To measure thickness of a given sheet using screw gauge.
5. To determine the mass of a given object using a beam balance.
6. To find the weight of given body using the parallelogram law of vectors.
7. Using a simple pendulum plot L-T and L-T<sup>2</sup> graphs. Hence find the effective length of second's pendulum using appropriate length values.
8. To find the force constant of given helical spring by plotting a graph between load and extension.
9. (i) To study the relation between frequency and length of a given wire under constant tension using a sonometer.



(ii) To study the relation between the length of a given wire and tension, for constant frequency, using a sonometer.

10. To find the speed of sound in air, at room temperature, using a resonance tube, by observing the two resonance positions.

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

**Prescribed Books:**

1. Physics Part-I, Textbook for Class XI, Published by NCERT
2. Physics Part-II, Textbook for Class XI, Published by NCERT
3. Laboratory Manual of Physics, Class XI Published by NCERT
4. The list of other related books and manuals brought out by NCERT (consider multimedia also).

**Note:**

**The content indicated in NCERT textbooks as excluded for the year 2022-23 is not to be tested by schools.**

**CLASS XII (2022-23)**  
**PHYSICS (THEORY)**

Time: 3 hrs.

Max Marks: 70

|                  |   | No. of Periods | Marks     |
|------------------|---|----------------|-----------|
| <b>Unit-I</b>    | <b>Electrostatics</b>   | <b>26</b>      | <b>16</b> |
|                  | Chapter-1: Electric Charges and Fields  |                |           |
|                  | Chapter-2: Electrostatic Potential and Capacitance                            |                |           |
| <b>Unit-II</b>   | <b>Current Electricity</b>  | <b>18</b>      |           |
|                  | Chapter-3: Current Electricity  |                |           |
| <b>Unit-III</b>  | <b>Magnetic Effects of Current and Magnetism</b>                              | <b>25</b>      | <b>17</b> |
|                  | Chapter-4: Moving Charges and Magnetism                                       |                |           |
|                  | Chapter-5: Magnetism and Matter   |                |           |
| <b>Unit-IV</b>   | <b>Electromagnetic Induction and Alternating Currents</b>                     | <b>24</b>      |           |
|                  | Chapter-6: Electromagnetic Induction  |                |           |
|                  | Chapter-7: Alternating Current  |                |           |
| <b>Unit-V</b>    | <b>Electromagnetic Waves</b>  | <b>04</b>      |           |
|                  | Chapter-8: Electromagnetic Waves  |                |           |
| <b>Unit-VI</b>   | <b>Optics</b>   | <b>30</b>      | <b>18</b> |
|                  | Chapter-9: Ray Optics and Optical Instruments                                 |                |           |
|                  | Chapter-10: Wave Optics   |                |           |
| <b>Unit-VII</b>  | <b>Dual Nature of Radiation and Matter</b>                                    | <b>8</b>       | <b>12</b> |
|                  | Chapter-11: Dual Nature of Radiation and Matter                               |                |           |
| <b>Unit-VIII</b> | <b>Atoms and Nuclei</b>   | <b>15</b>      |           |
|                  | Chapter-12: Atoms   |                |           |
|                  | Chapter-13: Nuclei  |                |           |
| <b>Unit-IX</b>   | <b>Electronic Devices</b>   | <b>10</b>      | <b>7</b>  |
|                  | Chapter-14: Semiconductor Electronics: Materials, Devices and Simple Circuits |                |           |
| <b>Total</b>     |   | <b>160</b>     | <b>70</b> |

**Unit I: Electrostatics****26 Periods****Chapter–1: Electric Charges and Fields**

Electric charges, Conservation of charge, Coulomb's law-force between two-point charges, forces between multiple charges; superposition principle and continuous charge distribution.

Electric field, electric field due to a point charge, electric field lines, electric dipole, electric field due to a dipole, torque on a dipole in uniform electric field.

Electric flux, statement of Gauss's theorem and its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet and uniformly charged thin spherical shell (field inside and outside).

**Chapter–2: Electrostatic Potential and Capacitance**

Electric potential, potential difference, electric potential due to a point charge, a dipole and system of charges; equipotential surfaces, electrical potential energy of a system of two-point charges and of electric dipole in an electrostatic field.

Conductors and insulators, free charges and bound charges inside a conductor. Dielectrics and electric polarization, capacitors and capacitance, combination of capacitors in series and in parallel, capacitance of a parallel plate capacitor with and without dielectric medium between the plates, energy stored in a capacitor (no derivation, formulae only).

**Unit II: Current Electricity****18 Periods****Chapter–3: Current Electricity**

Electric current, flow of electric charges in a metallic conductor, drift velocity, mobility and their relation with electric current; Ohm's law, V-I characteristics (linear and non-linear), electrical energy and power, electrical resistivity and conductivity, temperature dependence of resistance, Internal resistance of a cell, potential difference and emf of a cell, combination of cells in series and in parallel, Kirchhoff's rules, Wheatstone bridge.

**Unit III: Magnetic Effects of Current and Magnetism**

**25 Periods**

**Chapter–4: Moving Charges and Magnetism**

Concept of magnetic field, Oersted's experiment.

Biot - Savart law and its application to current carrying circular loop.

Ampere's law and its applications to infinitely long straight wire. Straight solenoid (only qualitative treatment), force on a moving charge in uniform magnetic and electric fields.

Force on a current-carrying conductor in a uniform magnetic field, force between two parallel current-carrying conductors-definition of ampere, torque experienced by a current loop in uniform magnetic field; Current loop as a magnetic dipole and its magnetic dipole moment, moving coil galvanometer-its current sensitivity and conversion to ammeter and voltmeter.

**Chapter–5: Magnetism and Matter**

Bar magnet, bar magnet as an equivalent solenoid (qualitative treatment only), magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis (qualitative treatment only), torque on a magnetic dipole (bar magnet) in a uniform magnetic field (qualitative treatment only), magnetic field lines.

Magnetic properties of materials- Para-, dia- and ferro - magnetic substances with examples, Magnetization of materials, effect of temperature on magnetic properties.

**Unit IV: Electromagnetic Induction and Alternating Currents**

**24 Periods**

**Chapter–6: Electromagnetic Induction**

Electromagnetic induction; Faraday's laws, induced EMF and current; Lenz's Law, Self and mutual induction.

## **Chapter–7: Alternating Current**

Alternating currents, peak and RMS value of alternating current/voltage; reactance and impedance; LCR series circuit (phasors only), resonance, power in AC circuits, power factor, wattless current.

AC generator, Transformer.

## **Unit V: Electromagnetic waves**

**04 Periods**

### **Chapter–8: Electromagnetic Waves**

Basic idea of displacement current, Electromagnetic waves, their characteristics, their transverse nature (qualitative idea only).

Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, X-rays, gamma rays) including elementary facts about their uses.

## **Unit VI: Optics**

**30 Periods**

### **Chapter–9: Ray Optics and Optical Instruments**

**Ray Optics:** Reflection of light, spherical mirrors, mirror formula, refraction of light, total internal reflection and optical fibers, refraction at spherical surfaces, lenses, thin lens formula, lens maker's formula, magnification, power of a lens, combination of thin lenses in contact, refraction of light through a prism.

Optical instruments: Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying powers.

### **Chapter–10: Wave Optics**

**Wave optics:** Wave front and Huygen's principle, reflection and refraction of plane wave at a plane surface using wave fronts. Proof of laws of reflection and refraction using Huygen's principle. Interference, Young's double slit experiment and expression for fringe width (No derivation final expression only), coherent sources and sustained interference of light, diffraction due to a single slit, width of central maxima (qualitative treatment only).

**Unit VII: Dual Nature of Radiation and Matter**

**08 Periods**

**Chapter–11: Dual Nature of Radiation and Matter**

Dual nature of radiation, Photoelectric effect, Hertz and Lenard's observations; Einstein's photoelectric equation-particle nature of light.

Experimental study of photoelectric effect

Matter waves-wave nature of particles, de-Broglie relation.

**Unit VIII: Atoms and Nuclei**

**15 Periods**

**Chapter–12: Atoms**

Alpha-particle scattering experiment; Rutherford's model of atom; Bohr model of hydrogen atom, Expression for radius of nth possible orbit, velocity and energy of electron in his orbit, of hydrogen line spectra (qualitative treatment only).

**Chapter–13: Nuclei**

Composition and size of nucleus, nuclear force

Mass-energy relation, mass defect; binding energy per nucleon and its variation with mass number; nuclear fission, nuclear fusion.

**Unit IX: Electronic Devices**

**10 Periods**

**Chapter–14: Semiconductor Electronics: Materials, Devices and Simple Circuits**

Energy bands in conductors, semiconductors and insulators (qualitative ideas only) Intrinsic and extrinsic semiconductors- p and n type, p-n junction

Semiconductor diode - I-V characteristics in forward and reverse bias, application of junction diode -diode as a rectifier.

## PRACTICALS

**Total Periods 60**

The record to be submitted by the students at the time of their annual examination has to include:

- Record of at least 8 Experiments [with 4 from each section], to be performed by the students.
- Record of at least 6 Activities [with 3 each from section A and section B], to be performed by the students.
- The Report of the project carried out by the students.

### Evaluation Scheme

**Max. Marks: 30**

**Time 3 hours**

|   |                 |
|---|-----------------|
| Two experiments one from each section         | 7+7 Marks       |
| Practical record [experiments and activities] | 5 Marks         |
| One activity from any section                 | 3 Marks         |
| Investigatory Project                         | 3 Marks         |
| Viva on experiments, activities and project   | 5 Marks         |
| <b>Total</b>                                  | <b>30 marks</b> |

### Experiments

### SECTION–A

1. To determine resistivity of two / three wires by plotting a graph for potential difference versus current.
2. To find resistance of a given wire / standard resistor using metre bridge.
3. To verify the laws of combination (series) of resistances using a metre bridge.

**OR**

To verify the laws of combination (parallel) of resistances using a metre bridge.

4. To determine resistance of a galvanometer by half-deflection method and to find its figure of merit.
5. To convert the given galvanometer (of known resistance and figure of merit) into a voltmeter of desired range and to verify the same.

**OR**

To convert the given galvanometer (of known resistance and figure of merit) into an ammeter of desired range and to verify the same.

6. To find the frequency of AC mains with a sonometer.

**Activities**

1. To measure the resistance and impedance of an inductor with or without iron core.
2. To measure resistance, voltage (AC/DC), current (AC) and check continuity of a given circuit using multimeter.
3. To assemble a household circuit comprising three bulbs, three (on/off) switches, a fuse and a power source.
4. To assemble the components of a given electrical circuit.
5. To study the variation in potential drop with length of a wire for a steady current.
6. To draw the diagram of a given open circuit comprising at least a battery, resistor/rheostat, key, ammeter and voltmeter. Mark the components that are not connected in proper order and correct the circuit and also the circuit diagram.

**SECTION-B**

**Experiments**

1. To find the value of  $v$  for different values of  $u$  in case of a concave mirror and to find the focal length.
2. To find the focal length of a convex mirror, using a convex lens.
3. To find the focal length of a convex lens by plotting graphs between  $u$  and  $v$  or between  $1/u$  and  $1/v$ .
4. To find the focal length of a concave lens, using a convex lens.
5. To determine angle of minimum deviation for a given prism by plotting a graph



between angle of incidence and angle of deviation.

6. To determine refractive index of a glass slab using a travelling microscope.
7. To find the refractive index of a liquid using convex lens and plane mirror.
8. To find the refractive index of a liquid using a concave mirror and a plane mirror.
9. To draw the I-V characteristic curve for a p-n junction diode in forward and reverse bias.

### **Activities**

1. To identify a diode, an LED, a resistor and a capacitor from a mixed collection of such items.
2. Use of multimeter to see the unidirectional flow of current in case of a diode and an LED and check whether a given electronic component (e.g., diode) is in working order.
3. To study effect of intensity of light (by varying distance of the source) on an LDR.
4. To observe refraction and lateral deviation of a beam of light incident obliquely on a glass slab.
5. To observe diffraction of light due to a thin slit.
6. To study the nature and size of the image formed by a (i) convex lens, or (ii) concave mirror, on a screen by using a candle and a screen (for different distances of the candle from the lens/mirror).
7. To obtain a lens combination with the specified focal length by using two lenses from the given set of lenses.

### **Suggested Investigatory Projects**

1. To study various factors on which the internal resistance/EMF of a cell depends.
2. To study the variations in current flowing in a circuit containing an LDR because of a variation in
  - (a) the power of the incandescent lamp, used to 'illuminate' the LDR (keeping all the lamps at a fixed distance).

- (b) the distance of a incandescent lamp (of fixed power) used to 'illuminate' the LDR.
3. To find the refractive indices of (a) water (b) oil (transparent) using a plane mirror, an equiconvex lens (made from a glass of known refractive index) and an adjustable object needle.
  4. To investigate the relation between the ratio of (i) output and input voltage and (ii) number of turns in the secondary coil and primary coil of a self-designed transformer.
  5. To investigate the dependence of the angle of deviation on the angle of incidence using a hollow prism filled one by one, with different transparent fluids.
  6. To estimate the charge induced on each one of the two identical Styrofoam (or pith) balls suspended in a vertical plane by making use of Coulomb's law.
  7. To study the factor on which the self-inductance of a coil depends by observing the effect of this coil, when put in series with a resistor/(bulb) in a circuit fed up by an A.C. source of adjustable frequency.
  8. To study the earth's magnetic field using a compass needle -bar magnet by plotting magnetic field lines and tangent galvanometer.

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

**Time 2 hours**

**Max. Marks: 30**

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

**General Guidelines**

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

## Class XII

### A. Items for Identification/ familiarity with the apparatus for assessment in practicals (All experiments)

Meter scale, general shape of the voltmeter/ammeter, battery/power supply, connecting wires, standard resistances, connecting wires, voltmeter/ammeter, meter bridge, screw gauge, jockey Galvanometer, Resistance Box, standard Resistance, connecting wires, Potentiometer, jockey, Galvanometer, Lechlanche cell, Daniell cell [simple distinction between the two vis-à-vis their outer (glass and copper) containers], rheostat connecting wires, Galvanometer, resistance box, Plug-in and tapping keys, connecting wires battery/power supply, Diode, Resistor (Wire-wound or carbon ones with two wires connected to two ends), capacitors (one or two types), Inductors, Simple electric/electronic bell, battery/power supply, Plug-in and tapping keys, Convex lens, concave lens, convex mirror, concave mirror, Core/hollow wooden cylinder, insulated wire, ferromagnetic rod, Transformer core, insulated wire.

### B. List of Practicals

1. To determine the resistance per cm of a given wire by plotting a graph between voltage and current.
2. To verify the laws of combination (series/parallel combination) of resistances by Ohm's law.
3. To find the resistance of a given wire / standard resistor using a meter bridge.
4. To determine the resistance of a galvanometer by half deflection method.
5. To identify a resistor, capacitor, inductor and diode from a mixed collection of such items.
6. To observe the difference between
  - (i) a convex lens and a concave lens
  - (ii) a convex mirror and a concave mirror and to estimate the likely difference between the power of two given convex /concave lenses.
7. To design an inductor coil and to know the effect of
  - (i) change in the number of turns

(ii) Introduction of ferromagnetic material as its core material on the inductance of the coil.

8. To design a (i) step up (ii) step down transformer on a given core and know the relation between its input and output voltages.

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

**Prescribed Books:**

1. Physics, Class XI, Part -I and II, Published by NCERT.
2. Physics, Class XII, Part -I and II, Published by NCERT.
3. Laboratory Manual of Physics for class XII Published by NCERT.
4. The list of other related books and manuals brought out by NCERT (consider multimedia also).

**Note:**

**The content indicated in NCERT textbooks as excluded for the year 2022-23 is not to be tested by schools and will not be assessed in the Board examinations 2022-23.**

## QUESTION PAPER DESIGN

Theory (Class: XI/XII)

Maximum Marks: 70

Duration: 3 hrs.

| S | Typology of Questions  | Total Marks | Approximate Percentage |
|---|--|-------------|------------------------|
| 1 | <b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.<br><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas   | 27          | 38 %                   |
| 2 | <b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.  | 22          | 32%                    |
| 3 | <b>Analysing :</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations<br><b>Evaluating:</b><br>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.<br><b>Creating:</b><br>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. | 21          | 30%                    |
|   | Total Marks  | 70          | 100                    |
|   | Practical  | 30          |                        |
|   | Gross Total  | 100         |                        |

**Note:**

*The above template is only a sample. Suitable internal variations may be made for generating similar templates keeping the overall weightage to different form of questions and typology of questions same.*

**For more details kindly refer to Sample Question Paper of class XII for the year 2022-23 to be published by CBSE at its website.**

## **CHEMISTRY (Code No. 043) (2022-2023)**

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

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

### **OBJECTIVES**

The curriculum of Chemistry at Senior Secondary Stage aims to:

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

### **COURSE STRUCTURE**

## CLASS–XI (THEORY) (2022-23)

Time:3Hours

Total Marks70

| S.NO | UNIT   | PERIODS    | MARKS     |
|------|--|------------|-----------|
| 1    | Some Basic Concepts of Chemistry                         | 18         | 7         |
| 2    | Structure of Atom  | 20         | 9         |
| 3    | Classification of Elements and Periodicity in Properties | 12         | 6         |
| 4    | Chemical Bonding and Molecular Structure                 | 20         | 7         |
| 5    | Chemical Thermodynamics                                  | 23         | 9         |
| 6    | Equilibrium  | 20         | 7         |
| 7    | Redox Reactions  | 9          | 4         |
| 8    | Organic Chemistry: Some basic Principles and Techniques  | 20         | 11        |
| 9    | Hydrocarbons   | 18         | 10        |
|      | <b>TOTAL</b>   | <b>160</b> | <b>70</b> |

### Unit I: Some Basic Concepts of Chemistry

18 Periods

General Introduction: Importance and scope of Chemistry. Nature of matter, laws of chemical combination, Dalton's atomic theory: concept of elements, atoms and molecules. Atomic and molecular masses, mole concept and molar mass, percentage composition, empirical and molecular formula, chemical reactions, stoichiometry and calculations based on stoichiometry.

### Unit II: Structure of Atom

20 Periods

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

### Unit III: Classification of Elements and Periodicity in Properties

12 Periods

Significance of classification, brief history of the development of periodic table, modern periodic law and the present form of periodic table, periodic trends in properties of elements -atomic radii, ionic radii, inert gas radii, Ionization enthalpy, electron gain enthalpy, electronegativity, valency. Nomenclature of elements with atomic number greater than 100.

### Unit IV: Chemical Bonding and Molecular Structure

20 Periods

Valence electrons, ionic bond, covalent bond, bond parameters, Lewis's structure, polar character of covalent bond, covalent character of ionic bond, valence bond theory, resonance, geometry of covalent molecules, VSEPR theory, concept of hybridization,



involving s, p and d orbitals and shapes of some simple molecules, molecular orbital theory of homonuclear diatomic molecules (qualitative idea only), Hydrogen bond.

### **Unit VI: Chemical Thermodynamics**

**23 Periods**

Concepts of System and types of systems, surroundings, work, heat, energy, extensive and intensive properties, state functions. First law of thermodynamics - internal energy and enthalpy, heat capacity and specific heat, measurement of  $\Delta U$  and  $\Delta H$ , Hess's law of constant heat summation, enthalpy of bond dissociation, combustion, formation, atomization, sublimation, phase transition, ionization, solution and dilution. Second law of Thermodynamics (brief introduction) Introduction of entropy as a state function, Gibb's energy change for spontaneous and non-spontaneous processes, criteria for equilibrium. Third law of thermodynamics (brief introduction).

### **Unit VII: Equilibrium**

**20 Periods**

Equilibrium in physical and chemical processes, dynamic nature of equilibrium, law of mass action, equilibrium constant, factors affecting equilibrium - Le Chatelier's principle, ionic equilibrium- ionization of acids and bases, strong and weak electrolytes, degree of ionization, ionization of poly basic acids, acid strength, concept of pH, hydrolysis of salts (elementary idea), buffer solution, Henderson Equation, solubility product, common ion effect (with illustrative examples).

### **Unit VIII: Redox Reactions**

**09 Periods**

Concept of oxidation and reduction, redox reactions, oxidation number, balancing redox reactions, in terms of loss and gain of electrons and change in oxidation number, applications of redox reactions.

### **Unit XII: Organic Chemistry -Some Basic Principles and Techniques**

**20 Periods**

General introduction, methods of purification, qualitative and quantitative analysis, classification and IUPAC nomenclature of organic compounds. Electronic displacements in a covalent bond: inductive effect, electromeric effect, resonance and hyper conjugation. Homolytic and heterolytic fission of a covalent bond: free radicals, carbocations, carbanions, electrophiles and nucleophiles, types of organic reactions.

### **Unit XIII: Hydrocarbons**

**18 Periods**

#### **Classification of Hydrocarbons**

#### **Aliphatic Hydrocarbons:**

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

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

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

**Aromatic Hydrocarbons:**

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

**PRACTICALS****3 HOURS/ 30 Marks**

| <b>Evaluation Scheme for Examination</b> | <b>Marks</b> |
|--|--------------|
| Volumetric Analysis                      | 08           |
| Salt Analysis                            | 08           |
| Content Based Experiment                 | 06           |
| Project Work                             | 04           |
| Class record and viva                    | 04           |
| <b>Total</b>                             | <b>30</b>    |

**PRACTICAL SYLLABUS****Total Periods: 60**

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

**A. Basic Laboratory Techniques**

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

**B. Characterization and Purification of Chemical Substances**

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

**C. Experiments based on pH**

1. Any one of the following experiments:
  - Determination of pH of some solutions obtained from fruit juices, solution of known and varied concentrations of acids, bases and salts using pH paper or universal indicator.

- Comparing the pH of solutions of strong and weak acids of same concentration. □ Study the pH change in the titration of a strong base using universal indicator.
2. Study the pH change by common-ion in case of weak acids and weak bases.

#### D. Chemical Equilibrium

##### One of the following experiments:

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

#### E. Quantitative Estimation

1. Using a mechanical balance/electronic balance.
2. Preparation of standard solution of Oxalic acid.
3. Determination of strength of a given solution of Sodium hydroxide by titrating it against standard solution of Oxalic acid.
4. Preparation of standard solution of Sodium carbonate.
5. Determination of strength of a given solution of hydrochloric acid by titrating it against standard Sodium Carbonate solution.

#### F. Qualitative Analysis

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

##### Cation:

$\text{Pb}^{2+}$ ,  $\text{Cu}^{2+}$ ,  $\text{As}^{3+}$ ,  $\text{Al}^{3+}$ ,  $\text{Fe}^{3+}$ ,  $\text{Mn}^{2+}$ ,  $\text{Zn}^{2+}$ ,  $\text{Ni}^{2+}$ ,  $\text{Ca}^{2+}$ ,  $\text{Sr}^{2+}$ ,  $\text{Ba}^{2+}$ ,  $\text{Mg}^{2+}$ ,  $\text{NH}_4^+$

##### Anions:

$(\text{CO}_3)^{2-}$ ,  $\text{S}^{2-}$ ,  $(\text{SO}_3)^{2-}$ ,  $(\text{NO}_2)^-$ ,  $(\text{SO}_4)^{2-}$ ,  $\text{Cl}^-$ ,  $\text{Br}^-$ ,  $\text{I}^-$ ,  $(\text{PO}_4)^{3-}$ ,  $(\text{C}_2\text{O}_4)^{2-}$ ,  $\text{CH}_3\text{COO}^-$ ,  $\text{NO}_3^-$

**(Note: Insoluble salts excluded)**

2. Detection of -Nitrogen, Sulphur, Chlorine in organic compounds.

#### G. PROJECTS

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

A few suggested Projects

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

- Study of acidity of fruit and vegetable juices.

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

### **PRACTICAL EXAMINATION FOR VISUALLY IMPAIRED STUDENTS**

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

#### **A. List of apparatus for identification for assessment in practical (All experiments)**

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

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

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

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

#### **C. Experiments based on pH**

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

#### **D. Chemical Equilibrium**

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

#### **E. Quantitative estimation**

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

#### **F. Qualitative Analysis**

1. Determination of one anion and one cation in a given salt
2. Cations -  $\text{NH}_4^+$

Anions –  $(\text{CO}_3)^{2-}$ ,  $\text{S}^{2-}$ ,  $(\text{SO}_3)^{2-}$ ,  $\text{Cl}^-$ ,  $\text{CH}_3\text{COO}^-$   
(Note: insoluble salts excluded)

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

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

**PRESCRIBED BOOKS:**

1. Chemistry Part – I, Class-XI, Published by NCERT.
2. Chemistry Part – II, Class-XI, Published by NCERT.
3. Laboratory Manual of Chemistry, Class XI Published by NCERT
4. Other related books and manuals of NCERT including multimedia and online sources

**Note:**

**The content indicated in NCERT textbooks as excluded for the year 2022-23 is not to be tested by schools.**

**CLASS XII (2022-23) (THEORY)****Time: 3 Hours****70 Marks**

| S.No. | Title                                   | No. of Periods | Marks     |
|-------|---|----------------|-----------|
| 1     | Solutions                               | 15             | 7         |
| 2     | Electrochemistry                        | 18             | 9         |
| 3     | Chemical Kinetics                       | 15             | 7         |
| 4     | d -and f -Block Elements                | 18             | 7         |
| 5     | Coordination Compounds                  | 18             | 7         |
| 6     | Haloalkanes and Haloarenes              | 15             | 6         |
| 7     | Alcohols, Phenols and Ethers            | 14             | 6         |
| 8     | Aldehydes, Ketones and Carboxylic Acids | 15             | 8         |
| 9     | Amines                                  | 14             | 6         |
| 10    | Biomolecules                            | 18             | 7         |
|       | <b>Total</b>                            | <b>160</b>     | <b>70</b> |

**Unit II: Solutions****15 Periods**

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

**Unit III: Electrochemistry****18 Periods**

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

**Unit IV: Chemical Kinetics****15 Periods**

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

**Unit VIII: d and f Block Elements****18 Periods**

General introduction, electronic configuration, occurrence and characteristics of transition metals, general trends in properties of the first-row transition metals – metallic character, ionization enthalpy, oxidation states, ionic radii, colour, catalytic property, magnetic

properties, interstitial compounds, alloy formation, preparation and properties of  $K_2Cr_2O_7$  and  $KMnO_4$ .

### **Lanthanoids –**

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

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

## **Unit IX: Coordination Compounds**

**18 Periods**

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

## **Unit X: Haloalkanes and Haloarenes.**

**15 Periods**

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

**Haloarenes:** Nature of C–X bond, substitution reactions (Directive influence of halogen in monosubstituted compounds only). Uses and environmental effects of - dichloromethane, trichloromethane, tetrachloromethane, iodoform, freons, DDT.

## **Unit XI: Alcohols, Phenols and Ethers**

**14 Periods**

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

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

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

## **Unit XII: Aldehydes, Ketones and Carboxylic Acids**

**15 Periods**

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

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

## **Unit XIII: Amines**

**14 Periods**

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

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

#### Unit XIV: Biomolecules

18 Periods

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

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

**Vitamins** - Classification and functions.

**Nucleic Acids:** DNA and RNA.

#### Note:

*The content indicated in NCERT textbooks as excluded for the year 2022-23 is not to be tested by schools.*

#### PRACTICALS 3 HOURS/ 30 MARKS

| Evaluation Scheme for Examination | Marks     |
|-----------------------------------|-----------|
| Volumetric Analysis               | 08        |
| Salt Analysis                     | 08        |
| Content Based Experiment          | 06        |
| Project Work                      | 04        |
| Class record and viva             | 04        |
| <b>Total</b>                      | <b>30</b> |

#### PRACTICAL SYLLABUS

60 Periods

Micro-chemical methods are available for several of practical experiments.

Wherever possible, such techniques should be used.

##### A. Surface Chemistry

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

Lyophilic sol - starch, egg albumin and gum

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

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

##### B. Chemical Kinetics

- (a) Effect of concentration and temperature on the rate of reaction between Sodium Thiosulphate and Hydrochloric acid.  
(b) Study of reaction rates of any one of the following:  
(i) Reaction of Iodide ion with Hydrogen Peroxide at room temperature using different concentrations of Iodide ions.



- (ii) Reaction between Potassium Iodate, ( $\text{KIO}_3$ ) and Sodium Sulphite: ( $\text{Na}_2\text{SO}_3$ ) using starch solution as an indicator (clock reaction).

### C. Thermochemistry

Any one of the following experiments

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

### D. Electrochemistry

Variation of cell potential in  $\text{Zn}/\text{Zn}^{2+}||\text{Cu}^{2+}/\text{Cu}$  with change in concentration of electrolytes ( $\text{CuSO}_4$  or  $\text{ZnSO}_4$ ) at room temperature.

### E. Chromatography

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

### F. Preparation of Inorganic Compounds

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

### G. Preparation of Organic Compounds

Preparation of any one of the following compounds

- Acetanilide
- Di-benzalacetone
- p-Nitroacetanilide
- Aniline yellow or 2-Naphthol Anilinedye.

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

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

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

### J. Determination of concentration/ molarity of $\text{KMnO}_4$ solution by titrating it against a standard solution of:

- Oxalic acid,
- Ferrous Ammonium Sulphate

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

### K. Qualitative analysis

Determination of one anion and one cation in a given salt

#### Cation:

$\text{Pb}^{2+}$ ,  $\text{Cu}^{2+}$ ,  $\text{As}^{3+}$ ,  $\text{Al}^{3+}$ ,  $\text{Fe}^{3+}$ ,  $\text{Mn}^{2+}$ ,  $\text{Zn}^{2+}$ ,  $\text{Ni}^{2+}$ ,  $\text{Ca}^{2+}$ ,  $\text{Sr}^{2+}$ ,  $\text{Ba}^{2+}$ ,  $\text{Mg}^{2+}$ ,  $\text{NH}_4^+$

#### Anions:

$(\text{CO}_3)^{2-}$ ,  $\text{S}^{2-}$ ,  $(\text{SO}_3)^{2-}$ ,  $(\text{NO}_2)^-$ ,  $(\text{SO}_4)^{2-}$ ,  $\text{Cl}^-$ ,  $\text{Br}^-$ ,  $\text{I}^-$ ,  $(\text{PO}_4)^{3-}$ ,  $(\text{C}_2\text{O}_4)^{2-}$ ,  $\text{CH}_3\text{COO}^-$ ,  $\text{NO}_3^-$   
**(Note: Insoluble salts excluded)**

### INVESTIGATORY PROJECT

Scientific investigations involving laboratory testing and collecting information from other sources A few suggested Projects.

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

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

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

Time Allowed: Two hours

Max. Marks:30

| Topic   | Marks     |
|---|-----------|
| Identification/Familiarity with the apparatus       | 5         |
| Written test (based on given/prescribed practicals) | 10        |
| Practical Record                                    | 5         |
| Viva  | 10        |
| <b>Total</b>  | <b>30</b> |

### General Guidelines

- The practical examination will be of two hours duration.
- A separate list of ten experiments is included here.
- The written examination in practicals for these students will be conducted at the time of the practical examination of all other students.
- The written test will be of 30 minutes duration.
- The question paper given to the students should be legibly typed. It should contain a total of 15 practical skill-based very short answer type questions. A student would be required to answer any 10 questions.
- A writer may be allowed to such students as per CBSE examination rules.

- All questions included in the question papers should be related to the listed practical. Every question should require about two minutes to be answered.
- These students are also required to maintain a practical file. A student is expected to record at least five of the listed experiments as per the specific instructions for each subject. These practicals should be duly checked and signed by the internal examiner.
- The format of writing any experiment in the practical file should include aim, apparatus required, simple theory, procedure, related practical skills, precautions etc.
- Questions may be generated jointly by the external/internal examiners and used for assessment.
- The viva questions may include questions based on basic theory/principle/concept, apparatus/materials/ chemicals required, procedure, precautions, sources of error etc.

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

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

Hands-on Assessment

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

### **2. List of Practicals**

**The experiments have been divided into two sections:**

**Section A and Section B.**

**The experiments mentioned in Section B are mandatory.**

#### **SECTION- A**

##### **A Surface Chemistry**

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

##### **B Chromatography**

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

##### **C Tests for the functional groups present in organic compounds:**

- (1) Alcoholic and Carboxylic groups.
- (2) Aldehydic and Ketonic

**D Characteristic tests of carbohydrates and proteins in the given foodstuffs.**

**E Preparation of Inorganic Compounds- Potash Alum**

**SECTION-B (Mandatory)**

**F Quantitative analysis**

- (1) (a) Preparation of the standard solution of Oxalic acid of a given volume
- (b) Determination of molarity of  $\text{KMnO}_4$  solution by titrating it against a standard solution of Oxalic acid.
- (2) The above exercise [F 1 (a) and (b)] to be conducted using Ferrous ammonium sulphate (Mohr's salt)

**G Qualitative analysis:**

- (1) Determination of one cation and one anion in a given salt. Cation  $-\text{NH}_4^+$   
Anions  $-\text{CO}_3^{2-}, \text{S}^{2-}, \text{SO}_3^{2-}, \text{Cl}^-, \text{CH}_3\text{COO}^-$   
(Note: Insoluble salts excluded)

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

**PRESCRIBED BOOKS**

1. Chemistry Part -I, Class-XII, Published by NCERT.
2. Chemistry Part -II, Class-XII, Published by NCERT.
3. Laboratory Manual of Chemistry, Class XI Published by NCERT
4. Other related books and manuals of NCERT including multimedia and online sources

**QUESTION PAPER DESIGN CLASSES –XI and XII (2022-23)**

| S.No | Domains  | Marks | %  |
|------|--|-------|----|
| 1    | <b>Remembering and Understanding:</b><br>Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.  | 28    | 40 |
| 2    | <b>Applying:</b><br>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.   | 21    | 30 |
| 3    | <b>Analyzing, Evaluating and Creating:</b><br>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, the validity of ideas or quality of work based on a set of criteria.<br>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. | 21    | 30 |

**For more details kindly refer to Sample Question Paper of class XII for the year 2022-23 to be published by CBSE at its website.**

**BIOLOGY (Code No. 044)**  
**Classes XI & XII (2022-23)**

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

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

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

**BIOLOGY (Code No. 044)**  
**COURSE STRUCTURE**  
**CLASS XI (2022 -23) (THEORY)**

**Time: 03 Hours**

**Max. Marks: 70**

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

## **Unit-I Diversity of Living Organisms**

### **Chapter-1: The Living World**

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

### **Chapter-2: Biological Classification**

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

### **Chapter-3: Plant Kingdom**

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

### **Chapter-4: Animal Kingdom**

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

## **Unit-II Structural Organization in Animals and Plant**

### **Chapter-5: Morphology of Flowering Plants**

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

### **Chapter-6: Anatomy of Flowering Plants**

Anatomy and functions of tissue systems in dicots and monocots.

### **Chapter-7: Structural Organisation in Animals**

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

## **Unit-III Cell: Structure and Function**

### **Chapter-8: Cell-The Unit of Life**

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

### **Chapter-9: Biomolecules**

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

### **Chapter-10: Cell Cycle and Cell Division**

Cell cycle, mitosis, meiosis and their significance

## **Unit-IV Plant Physiology**

### **Chapter-13: Photosynthesis in Higher Plants**

Photosynthesis as a means of autotrophic nutrition; site of photosynthesis, pigments involved in photosynthesis (elementary idea); photochemical and biosynthetic phases of photosynthesis; cyclic and non-cyclic photophosphorylation; chemiosmotic hypothesis; photorespiration; C<sub>3</sub> and C<sub>4</sub> pathways; factors affecting photosynthesis.

### **Chapter-14: Respiration in Plants**

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

### **Chapter-15: Plant - Growth and Development**

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

## **Unit-V Human Physiology**

### **Chapter-17: Breathing and Exchange of Gases**

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

### **Chapter-18: Body Fluids and Circulation**

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

### Chapter-19: Excretory Products and their Elimination

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

### Chapter-20: Locomotion and Movement

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

### Chapter-21: Neural Control and Coordination

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

### Chapter-22: Chemical Coordination and Integration

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

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

## PRACTICALS

**Time: 03 Hours**

**Max. Marks: 30**

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

### A: List of Experiments

1. Study and describe locally available common flowering plants, from family Solanaceae (Poaceae, Asteraceae or Brassicaceae can be substituted in case of particular geographical location) including dissection and display of floral whorls, anther and ovary to show number of chambers (floral formulae and floral diagrams), type of root (tap and adventitious); type of stem (herbaceous and woody); leaf (arrangement, shape, venation, simple and compound).



2. Preparation and study of T.S. of dicot and monocot roots and stems (primary).
3. Study of osmosis by potato osmometer.
4. Study of plasmolysis in epidermal peels (e.g. Rhoeo/lily leaves or flashy scale leaves of onion bulb).
5. Study of distribution of stomata on the upper and lower surfaces of leaves.
6. Comparative study of the rates of transpiration in the upper and lower surfaces of leaves.
7. Test for the presence of sugar, starch, proteins and fats in suitable plant and animal materials.
8. Separation of plant pigments through paper chromatography.
9. Study of the rate of respiration in flower buds/leaf tissue and germinating seeds.
10. Test for presence of urea in urine.
11. Test for presence of sugar in urine.
12. Test for presence of albumin in urine.
13. Test for presence of bile salts in urine.

**B. Study and Observe the following (spotting):**

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

**Practical Examination for Visually Impaired Students Class XI**

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

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

**B. Equipments** - compound microscope, test tube, petridish, chromatography paper, chromatography chamber, beaker, scalpel

**Chemical** – alcohol

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

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

**C. List of Practicals**

1. Study locally available common flowering plants of the family – Solanaceae and

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

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

**Prescribed Books:**

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

## CLASS XII (2022-23) (THEORY)

Time: 03 Hours

Max. Marks: 70

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

### Unit-VI Reproduction

#### Chapter-2: Sexual Reproduction in Flowering Plants

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

#### Chapter-3: Human Reproduction

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

#### Chapter-4: Reproductive Health

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

### Unit-VII Genetics and Evolution

#### Chapter-5: Principles of Inheritance and Variation

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

#### Chapter-6: Molecular Basis of Inheritance

Search for genetic material and DNA as genetic material; Structure of DNA and RNA; DNA packaging; DNA replication; Central Dogma; transcription, genetic code, translation; gene

expression and regulation - lac operon; Genome, Human and rice genome projects; DNA fingerprinting.

### **Chapter-7: Evolution**

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

## **Unit-VIII Biology and Human Welfare**

### **Chapter-8: Human Health and Diseases**

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

### **Chapter-10: Microbes in Human Welfare**

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

## **Unit-IX Biotechnology and its Applications**

### **Chapter-11: Biotechnology - Principles and Processes**

Genetic Engineering (Recombinant DNA Technology).

### **Chapter-12: Biotechnology and its Applications**

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

## **Unit-X Ecology and Environment**

### **Chapter-13: Organisms and Populations**

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

### Chapter-14: Ecosystem

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

### Chapter-15: Biodiversity and its Conservation

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

## PRACTICALS

Time allowed: 3 Hours

Max. Marks: 30

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

### A. List of Experiments

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

### B. Study and observe the following (Spotting):

1. Flowers adapted to pollination by different agencies (wind, insects, birds).
2. Pollen germination on stigma through a permanent slide or scanning electron micrograph.
3. Identification of stages of gamete development, i.e., T.S. of testis and T.S. of ovary through permanent slides (from grasshopper/mice).
4. Meiosis in onion bud cell or grasshopper testis through permanent slides.
5. T.S. of blastula through permanent slides (Mammalian).
6. Mendelian inheritance using seeds of different colour/sizes of any plant.
7. Prepared pedigree charts of any one of the genetic traits such as rolling of tongue, blood groups, ear lobes, widow's peak and colour blindness.
8. Controlled pollination - emasculation, tagging and bagging.
9. Common disease causing organisms like *Ascaris*, *Entamoeba*, *Plasmodium*, any fungus causing ringworm through permanent slides, models or virtual images or specimens. Comment on symptoms of diseases that they cause.

10. Models specimen showing symbolic association in root modules of leguminous plants, Cuscuta on host, lichens.
11. Flash cards models showing examples of homologous and analogous organs.

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

**Time: 02 Hours**

**Max. Marks: 30**

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

**General Guidelines**

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

**Class XII**

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

**B. List of Practicals**

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

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

**Prescribed Books:**

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

**Question Paper Design (Theory) 2022-23**

**Class XII**

**Biology (044)**

| <b>Competencies</b>                            |     |
|--|-----|
| <b>Demonstrate Knowledge and Understanding</b> | 50% |
| <b>Application of Knowledge / Concepts</b>     | 30% |
| <b>Analyse, Evaluate and Create</b>            | 20% |

**Note:**

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

**Suggestive verbs for various competencies**

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



**Computer Science**  
**CLASS-XI**  
**Code No. 083**  
**2022-23**

### 1. Learning Outcomes

Student should be able to

- a) develop basic computational thinking
- b) explain and use data types
- c) appreciate the notion of algorithm
- d) develop a basic understanding of computer systems - architecture, operating system and cloud computing
- e) explain cyber ethics, cyber safety and cybercrime
- f) Understand the value of technology in societies along with consideration of gender and disability issues

### 2. Distribution of Marks

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

### 3. Unit wise Syllabus

#### Unit I: Computer Systems and Organisation

- Basic Computer Organisation: Introduction to computer system, hardware, software, input device, output device, CPU, memory (primary, cache and secondary), units of memory (Bit, Byte, KB, MB, GB, TB, PB)
- Types of software: system software (operating systems, system utilities, device drivers), programming tools and language translators (assembler, compiler & interpreter), application software
- Operating system (OS): functions of operating system, OS user interface
- Boolean logic: NOT, AND, OR, NAND, NOR, XOR, truth table, De Morgan's laws and logic circuits
- Number system: Binary, Octal, Decimal and Hexadecimal number system; conversion between number systems.
- Encoding schemes: ASCII, ISCII and UNICODE (UTF8, UTF32)

## Unit II: Computational Thinking and Programming – 1

- Introduction to problem solving: Steps for problem solving (analysing the problem, developing an algorithm, coding, testing and debugging). representation of algorithms using flow chart and pseudo code, decomposition
- Familiarization with the basics of Python programming: Introduction to Python, features of Python, executing a simple "hello world" program, execution modes: interactive mode and script mode, Python character set, Python tokens (keyword, identifier, literal, operator, punctuator), variables, concept of l-value and r-value, use of comments
- Knowledge of data types: number (integer, floating point, complex), boolean, sequence (string, list, tuple), none, mapping (dictionary), mutable and immutable data types
- Operators: arithmetic operators, relational operators, logical operators, assignment operator, augmented assignment operators, identity operators (is, is not), membership operators (in, not in)
- Expressions, statement, type conversion & input/output: precedence of operators, expression, evaluation of expression, python statement, type conversion (explicit & implicit conversion), accepting data as input from the console and displaying output
- Errors: syntax errors, logical errors, runtime errors
- Flow of control: introduction, use of indentation, sequential flow, conditional and iterative flow control
- Conditional statements: if, if-else, if-elif-else, flowcharts, simple programs: e.g.: absolute value, sort 3 numbers and divisibility of a number
- Iterative statements: for loop, range function, while loop, flowcharts, break and continue statements, nested loops, suggested programs: generating pattern, summation of series, finding the factorial of a positive number etc
- Strings: introduction, indexing, string operations (concatenation, repetition, membership & slicing), traversing a string using loops, built-in functions: len(), capitalize(), title(), lower(), upper(), count(), find(), index(), endswith(), startswith(), isalnum(), isalpha(), isdigit(), islower(), isupper(), isspace(), lstrip(), rstrip(), strip(), replace(), join(), partition(), split()
- Lists: introduction, indexing, list operations (concatenation, repetition, membership & slicing), traversing a list using loops, built-in functions: len(), list(), append(), extend(), insert(), count(), index(), remove(), pop(), reverse(), sort(), sorted(), min(), max(), sum(); nested lists, suggested programs: finding the maximum, minimum, mean of numeric values stored in a list; linear search on list of numbers and counting the frequency of elements in a list
- Tuples: introduction, indexing, tuple operations (concatenation, repetition, membership & slicing), built-in functions: len(), tuple(), count(), index(), sorted(), min(), max(), sum(); tuple assignment, nested tuple, suggested programs: finding the minimum, maximum, mean of values stored in a tuple; linear search on a tuple of numbers, counting the frequency of elements in a tuple
- Dictionary: introduction, accessing items in a dictionary using keys, mutability of dictionary (adding a new item, modifying an existing item), traversing a dictionary, built-in functions: len(), dict(), keys(), values(), items(), get(), update(), del, clear(), fromkeys(), copy(), pop(), popitem(), setdefault(), max(), min(), count(), sorted(), copy(); suggested programs : count the number of times a character appears in a given string using a dictionary, create a dictionary with names of employees, their salary and access them
- Introduction to Python modules: Importing module using 'import <module>' and using from statement, Importing math module (pi, e, sqrt, ceil, floor, pow, fabs, sin, cos, tan); random module (random, randint, randrange), statistics module (mean, median, mode)

### Unit III: Society, Law and Ethics

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

### 4. Practical

| S.No. | Unit Name   | Marks<br>(Total=30) |
|-------|---|---------------------|
| 1.    | <b>Lab Test (12 marks)</b>  |                     |
|       | Python program (60% logic + 20% documentation + 20% code quality)   | <b>12</b>           |
| 2.    | <b>Report File + Viva (10 marks)</b>  |                     |
|       | Report file: Minimum 20 Python programs   | <b>7</b>            |
|       | Viva voce   | <b>3</b>            |
| 3.    | Project (that uses most of the concepts that have been learnt)<br>(See CS-XII for the rules regarding the projects) | <b>8</b>            |

### 5. Suggested Practical List

#### Python Programming

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

| Pattern-1 | Pattern-2 | Pattern-3 |
|-----------|-----------|-----------|
| *         | 1 2 3 4 5 | A         |
| **        | 1 2 3 4   | AB        |
| ***       | 1 2 3     | ABC       |
| ****      | 1 2       | ABCD      |
| *****     | 1         | ABCDE     |

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

## 6. Suggested Reading Material

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

**Computer Science**  
**CLASS-XII**  
**Code No. 083**  
**2022-23**

**1. Prerequisites**

Computer Science- Class XI

**2. Learning Outcomes**

Student should be able to

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

**3. Distribution of Marks:**

| Unit No. | Unit Name                                  | Marks | Periods |           |
|----------|--|-------|---------|-----------|
|          |  |       | Theory  | Practical |
| I        | Computational Thinking and Programming - 2 | 40    | 70      | 50        |
| II       | Computer Networks                          | 10    | 15      | ---       |
| III      | Database Management                        | 20    | 25      | 20        |
|          | Total                                      | 70    | 110     | 70        |

**4. Unit wise Syllabus**

**Unit I: Computational Thinking and Programming – 2**

- Revision of Python topics covered in Class XI.
- Functions: types of function (built-in functions, functions defined in module, user defined functions), creating user defined function, arguments and parameters, default parameters, positional parameters, function returning value(s), flow of execution, scope of a variable (global scope, local scope)
- Introduction to files, types of files (Text file, Binary file, CSV file), relative and absolute paths
- Text file: opening a text file, text file open modes (r, r+, w, w+, a, a+), closing a text file, opening a file using with clause, writing/appending data to a text file using write() and writelines(), reading from a text file using read(), readline() and readlines(), seek and tell methods, manipulation of data in a text file

- Binary file: basic operations on a binary file: open using file open modes (rb, rb+, wb, wb+, ab, ab+), close a binary file, import pickle module, dump() and load() method, read, write/create, search, append and update operations in a binary file
- CSV file: import csv module, open / close csv file, write into a csv file using csv.writer() and read from a csv file using csv.reader( )
- Data Structure: Stack, operations on stack (push & pop), implementation of stack using list.

## **Unit II: Computer Networks**

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

## **Unit III: Database Management**

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

- Interface of python with an SQL database: connecting SQL with Python, performing insert, update, delete queries using cursor, display data by using fetchone(), fetchall(), rowcount, creating database connectivity applications

## 5. Practical

| S.No | Unit Name   | Marks<br>(Total=30) |
|------|---|---------------------|
| 1    | <b>Lab Test:</b>  | <b>8</b>            |
|      | 1. Python program (60% logic + 20% documentation + 20% code quality)  |                     |
|      | 2. A stub program with Python SQL connectivity must be provided with blanks (4 blanks) to be filled by the student with the desired SQL query.  | <b>4</b>            |
| 2    | Report file: <ul style="list-style-type: none"> <li>• Minimum 15 Python programs.</li> <li>• SQL Queries – Minimum 5 sets using one table / two tables.</li> <li>• Minimum 4 programs based on Python - SQL connectivity</li> </ul> | <b>7</b>            |
| 3    | Project (using concepts learnt in Classes 11 and 12)  | <b>8</b>            |
| 4    | Viva voce   | <b>3</b>            |

## 6. Suggested Practical List:

### Python Programming

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

## Database Management

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

## 7. Suggested Reading Material

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

## 8. Project

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

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

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



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

**(CLASS – XI AND XII)**

**(2022-2023)**

### **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 be able to:

1. function as a productive and responsible individual in relation to self, family, community and society.
2. apply the basics of human development with specific reference to self, family and community.
3. utilize the skills of judicious management of various resources.
4. 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.

HOME SCIENCE (2022-2023)  
CLASS XI

**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.

Course Structure:

Theory & Practical

Time: 3 Hrs.

Theory: 70 Marks  
Practical: 30 Marks

| No. | Units                                       | Marks      | No.of Pd.  |
|-----|---|------------|------------|
| 1.  | Introduction to Home Science                | 02         | 04         |
| 2.  | Understanding oneself: Adolescence          | 20         | 35         |
| 3.  | Understanding Family, Community and Society | 15         | 35         |
| 4.  | Childhood                                   | 15         | 24         |
| 5.  | Adulthood                                   | 18         | 28         |
|     | <b>Total</b>                                | <b>70</b>  | <b>126</b> |
|     | <b>Practical</b>                            | <b>30</b>  | <b>28</b>  |
|     | <b>Grand Total</b>                          | <b>100</b> | <b>154</b> |

## Class XI

### Theory: 70Marks

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

Unit IV: Childhood

Ch.-Survival, Growth and Development

Ch.- Nutrition, Health and Wellbeing

Ch.- Our Apparel

UnitV: Adulthood

Ch.- Health and Wellness

Ch.- Financial Management and planning

Ch.- Care and Maintenance of fabrics

## **HOME SCIENCE (2022-23)**

### **CLASS XI**

#### **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-Qualities of potable water, methods of water purification(Boiling, chlorine, storage and electric filter ,RO)

#### **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

## **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.**

## PRACTICALS FOR CLASS XI

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. Preparation of different healthy snacks for an adolescent suitable in her/his context.
6.
  - a) Record one day's activities relating to time use and work
  - b) Prepare a time plan for yourself
7. Plan a budget for a given situation/purpose.
8.
  - a) Record the fabrics and apparel used in a day
  - b) Categorize them according to functionality
9. Relationship of fibre properties to their usage:
  - a) Thermal property and flammability
  - b) Moisture absorbency and comfort
10. (a) Analyze label of any one garment with respect to: Clarity, fiber content, size and care instructions.
  - (b) Prepare one care label of any garment.
  - (c) Analyze two different fabric samples for color fastness.

## **Scheme for practical examination**

**30 Marks**

1. Observe developmental norms: (Physical, Motor, Language and social emotional) birth to three years.

5 marks

**OR**

List and discuss 4-5 areas of agreement and disagreement with

- a) Mother
  - b) Father
  - c) Siblings/ Friends
  - d) Teacher
2. Preparation of healthy snacks for an adolescent. 7marks
  3. Plan a budget for a given situation/purpose. 3 marks
  4. Prepare a time plan for yourself. 3 marks
  5. Relationship of fibre properties to their usage: 5 marks
    - a) Thermal property and flammability
    - b) Moisture absorbency and comfort

**OR**

Prepare one care label of any garment.

6. File 5 marks
7. Viva 2 marks

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

# Home Science (2022-23)

## Class XII

### 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.

**Course Structure:**

**Theory and practical**

**Time-3 Hours**

**Theory: 70 marks**

**Practical: 30 marks**

| No. | Units                                  | Marks      | No. of Periods |
|-----|--|------------|----------------|
| 1   | Work, Livelihood and Career            | 05         | 10             |
| 2   | Nutrition, Food Science and Technology | 23         | 33             |
| 3   | Human Development and Family Studies   | 10         | 24             |
| 4   | Fabric and Apparel                     | 17         | 28             |
| 5   | Resource Management                    | 10         | 24             |
| 6   | Communication and Extension            | 05         | 07             |
|     | <b>THEORY</b>                          | <b>70</b>  | <b>126</b>     |
|     | <b>PRACTICAL</b>                       | <b>30</b>  | <b>28</b>      |
|     | <b>GRAND TOTAL</b>                     | <b>100</b> | <b>154</b>     |

## CLASS XII

THEORY: 70 Marks

### **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

### **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**  
**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
  - Lifeskills 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)
- 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

## **PRACTICALS FOR CLASS XII**

### **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

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

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

### **UNIT V RESOURCE MANAGEMENT**

9. Evaluate any one advertisement for any job position.
10. 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 Problem

## **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**

**30 Marks**

1. Project (5 marks)
2. Modification of any one family meal for elderly person. Preparing any one of the modified dish. (5 marks)

OR

Development and preparation of any one supplementary food for pre-schooler (2-6 years) nutrition programme.

OR

Planning a menu for school canteen and preparing any one nutritious dish.

3. Identify adulterant using chemical test in any one of the following- pure ghee, tea leaves, whole black pepper, turmeric powder, milk, asafoetida.

) (2 marks)

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



**QUESTION PAPER DESIGN 2022-23**  
**HOME SCIENCE (CODE NO. 064)**  
**CLASS- XI & XII**

**TIME: 3 HOURS**

**Max. Marks: 70**

| <b>S. No</b> | <b>Typology of Questions</b>   | <b>Total Marks</b> | <b>% Weightage</b> |
|--------------|--|--------------------|--------------------|
| 1.           | Knowledge and understanding based question terms, concepts, principles, or theories; Identify, define, or recite interpret, compare, contrast, explain, paraphrase information)  | 28                 | 40%                |
| 2.           | Application - or knowledge/concepts based questions<br>(Use abstract information in concrete situation, to apply knowledge to new situations. Use given content to interpret a situation, provide an example, or solve a problem)  | 21                 | 30%                |
| 3..          | Formulation, analysis, Evaluation and creativity based question (Appraise, judge, and /or justify the value or worth of a decision or outcome, or to predict outcomes)<br>Classify, compare, contrast, or differentiate between different pieces of integrate unique piece of information from a variety of sources) | 21                 | 30%                |
| <b>TOTAL</b> |  | <b>70</b>          | <b>100</b>         |

**NOTE:** Internal Choice of 30% will be given

Easy- 20%

Average- 60%

Difficult- 20%

## **PHYSICAL EDUCATION (048)**

**Class XI (2022–23)**

**Theory**

**Max. Marks 70**

### **Unit I Changing Trends & Career in Physical Education**

- Concept, Aims & Objectives of Physical Education
- Changing Trends in Sports- playing surface, wearable gears and sports equipment, technological advancements
- Career Options in Physical Education
- Khelo-India and Fit-India Program

### **Unit II Olympism**

- Ancient and Modern Olympics
- Olympism – Concept and Olympics Values (Excellence, Friendship & Respect)
- Olympics - Symbols, Motto, Flag, Oath, and Anthem
- Olympic Movement Structure - IOC, NOC, IFS, Other members

### **Unit III Yoga**

- Meaning & Importance of Yoga
- Introduction to Ashtanga Yoga
- Introduction to Yogic Kriyas (Shat Karma)

### **Unit IV Physical Education & Sports for CWSN (Children with Special Needs - Divyang)**

- Concept of Disability and Disorder
- Types of Disability, its causes & nature (Intellectual disability, Physical disability)
- Aim & Objective of Adaptive Physical Education
- Role of various professionals for children with special needs (Counsellor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist & Special Educator)

### **Unit V Physical Fitness, Health and Wellness**

- Meaning and Importance of Wellness, Health and Physical Fitness
- Components/Dimensions of Wellness, Health and Physical Fitness
- Traditional Sports & Regional Games for promoting wellness

### **Unit VI Test, Measurement & Evaluation**

- Concept of Test, Measurement & Evaluation in Physical Education & sports.
- Classification of Test in Physical Education and Sports.
- Test administration guidelines in physical education and sports

### **Unit VII Fundamentals of Anatomy, Physiology in Sports**

- Definition and Importance of Anatomy and Physiology in exercise and sports
- Functions of Skeletal system, classification of bone and types of joints.
- Function and Structure of Circulatory system and heart.
- Function and Structure of Respiratory system.

### Unit VIII Fundamentals of Kinesiology and Biomechanics in Sports

- Definition and Importance of Kinesiology and Biomechanics in sports
- Principles of Biomechanics
- Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation
- Axis and Planes – Concept and its application in body movements

### Unit IX Psychology & Sports

- Definition & Importance of Psychology in Physical Education & Sports
- Adolescent Problems & Their Management
- Team Cohesion and Sports

### Unit X Training and Doping in Sports

- Concept and Principles of Sports Training
- Training Load: Over Load, Adaptation, and Recovery
- Concept of Doping and its disadvantages

### Practical

Max. Marks 30

- |   |         |
|---|---------|
| 01. Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*        | 6 Marks |
| 02. Proficiency in Games and Sports<br>(Skill of any one IOA recognised Sport/Game of Choice)** | 7 Marks |
| 03. Yogic Practices   | 7 Marks |
| 04. Record File ***   | 5 Marks |
| 05. Viva Voce (Health/ Games & Sports/ Yoga)  | 5 Marks |

\* Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, Body Composition, Muscular strength & Endurance, Range of Motion or Flexibility)

\*\*CWSN (Children With Special Needs – Divyang): Bocce/Boccia , Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.

\*\*Children With Special Needs can also opt any one Sport/Game from the list as alternative to Yogic Practices. However, the Sport/Game must be different from Test - ‘Proficiency in Games and Sports’

### \*\*\*Record File shall include:

- ❖ Practical-1: Labelled diagram of 400 M Track & Field with computations.
- ❖ Practical-2: Describe Changing Trends in Sports & Games in terms of changes in Playing surface, Wearable gears, Equipment, Technological advancements.
- ❖ Practical-3: Labelled diagram of field & equipment of any one IOA recognised Sport/Game of choice.

## PHYSICAL EDUCATION (048)

Class XII (2022–23)

Theory

Max. Marks 70

### Unit I Management of Sporting Events

- Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling)
- Various Committees & their Responsibilities (pre; during & post)
- Fixtures and its Procedures – Knock-Out (Bye & Seeding) & League (Staircase & Cyclic)

### Unit II Children & Women in Sports

- Common Postural Deformities - Knock Knee; Bow Legs; Flat Foot; Round Shoulders; Lordosis, Kyphosis, and Scoliosis and their corrective measures
- Special consideration (Menarche & Menstrual Dysfunction)
- Female Athletes Triad (Osteoporosis, Amenorrhea, Eating Disorders)

### Unit III Yoga as Preventive measure for Lifestyle Disease

- Obesity: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama.
- Diabetes: Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta-vajarasana, Paschimottanasana, Ardha-Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati.
- Asthma: Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansana, UttanMandukasana, Bhujangasana, Dhanurasana, Ushtrasana, Vakrasana, Kapalabhati, Gomukhasana Matsyaasana, Anuloma-Viloma.
- Hypertension: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, UttanMandukasana, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi-shodhanapranayam, Sitlipranayam.

### Unit IV Physical Education & Sports for CWSN (Children with Special Needs - *Divyang*)

- Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics)
- Advantages of Physical Activities for children with special needs.
- Strategies to make Physical Activities assessable for children with special needs.

### Unit V Sports & Nutrition

- Concept of balance diet and nutrition
- Macro and Micro Nutrients: Food sources & functions
- Nutritive & Non-Nutritive Components of Diet

### Unit VI Test & Measurement in Sports

- Fitness Test – SAI Khelo India Fitness Test in school:
  - Age group 5-8 yrs/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test
  - Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Abdominal Partial Curl Up, Push-Ups for boys, Modified Push-Ups for girls).
- Computing Basal Metabolic Rate (BMR)

- Rikli & Jones - Senior Citizen Fitness Test
  - I. Chair Stand Test for lower body strength
  - II. Arm Curl Test for upper body strength
  - III. Chair Sit & Reach Test for lower body flexibility
  - IV. Back Scratch Test for upper body flexibility
  - V. Eight Foot Up & Go Test for agility
  - VI. Six Minute Walk Test for Aerobic Endurance

### **Unit VII Physiology & Injuries in Sports**

- Physiological factors determining components of physical fitness
- Effect of exercise on Muscular System
- Effect of exercise on Cardio-Respiratory System
- Sports injuries: Classification (Soft Tissue Injuries -Abrasion, Contusion, Laceration, Incision, Sprain & Strain; Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted)

### **Unit VIII Biomechanics & Sports**

- Newton's Law of Motion & its application in sports
  - Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports
- Friction & Sports
- Projectile in Sports

### **Unit IX Psychology & Sports**

- Personality; its definition & types (Jung Classification & Big Five Theory)
- Meaning, Concept & Types of Aggressions in Sports
- Psychological Attributes in Sports – Self Esteem, Mental Imagery, Self Talk, Goal Setting

### **Unit X Training in Sports**

- Concept of Talent Identification and Talent Development in Sports
- Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle.
- Types & Method to Develop – Strength, Endurance and Speed
- Types & Method to Develop – Flexibility and Coordinative Ability

### **Practical**

**Max. Marks 30**

01. Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)\* 6 Marks
02. Proficiency in Games and Sports  
(Skill of any one IOA recognised Sport/Game of Choice)\*\* 7 Marks
03. Yogic Practices 7 Marks
04. Record File \*\*\* 5 Marks
05. Viva Voce (Health/ Games & Sports/ Yoga) 5 Marks

\* Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, Body Composition, Muscular strength & Endurance, Range of Motion or Flexibility)

\*\*CWSN (Children With Special Needs – Divyang): Bocce/Boccia , Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.

\*\*Children With Special Needs can also opt any one Sport/Game from the list as alternative to Yogic Practices. However, the Sport/Game must be different from Test - 'Proficiency in Games and Sports'

### **\*\*\*Record File shall include:**

- ❖ Practical-1: Fitness tests administration.
- ❖ Practical-2: Procedure for Asanas, Benefits & Contraindication for any two Asanas for each lifestyle disease.
- ❖ Practical-3: Anyone one IOA recognised Sport/Game of choice. Labelled diagram of Field & Equipment. Also mention its Rules, Terminologies & Skills.

**Note: For PE (048) Curriculum, Handbooks are already available at Board's website. However, the revised version of these Handbooks would soon be available that include following topics at Board's Academic website [www.cbseacademic.nic.in](http://www.cbseacademic.nic.in)**

### **Class XI Handbook:**

**Unit I Changing Trends & Career in Physical Education** - Concept, Aims & Objectives of Physical Education; Development of Physical Education in India – Post Independence; Changing Trends in Sports- playing surface, wearable gears and sports equipment, technological advancements; Career Options in Physical Education; Khelo-India and Fit-India Program

**Unit II Olympism** - Olympism – Concept and Olympics Values (Excellence, Friendship & Respect); Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind; Ancient and Modern Olympics; Olympics - Symbols, Motto, Flag, Oath, and Anthem; Olympic Movement Structure - IOC, NOC, IFS, Other members

**Unit III Yoga** - Meaning & Importance of Yoga; Introduction to Ashtanga Yoga; YogicKriyas (Shat Karma); Pranayama and its types; Active lifestyle and Stress Management through Yoga

**Unit IV Physical Education & Sports for CWSN** (Children with Special Needs - Divyang) - Concept of Disability and Disorder; Types of Disability, its causes & nature (Intellectual disability, Physical disability); Disability Etiquettes; Aim & Objective of Adaptive Physical Education; Role of various professionals for children with special needs (Counsellor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist & Special Educator)

**Unit V Physical Fitness, Health and Wellness** - Meaning and Importance of Wellness, Health and Physical Fitness; Components/Dimensions of Wellness, Health and Physical Fitness; Traditional Sports & Regional Games for promoting wellness; Leadership through Physical Activity and Sports; Introduction to First Aid – PRICE

**Unit VI Test, Measurement & Evaluation** - Concept of Test, Measurement & Evaluation in Physical Education & sports; Importance of Test, Measurement and Evaluation in Sports; Classification of Test in Physical Education and Sports; Test administration guidelines in physical education and sports; BMI, Waist-Hip Ratio, Skin fold Measures (3-site)

**Unit VII Fundamentals of Anatomy, Physiology in Sports** - Definition and Importance of Anatomy and Physiology in exercise and sports; Functions of Skeletal system, classification of bone and types of joints; Properties and Functions of Muscles; Function and Structure of Circulatory system and heart; Function and Structure of Respiratory system

**Unit VIII Fundamentals of Kinesiology and Biomechanics in Sports** - Definition and Importance of Kinesiology and Biomechanics in sports; Principles of Biomechanics; Kinetics and Kinematics in Sports; Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation; Axis and Planes – Concept and its application in body movements

**Unit IX Psychology & Sports** - Definition & Importance of Psychology in Physical Education & Sports; Developmental Characteristics at Different Stages of Development; Adolescent Problems & their Management; Team Cohesion and Sports; Introduction to Psychological Attributes: Attention, Resilience, Mental Toughness

**Unit X Training and Doping in Sports** - Concept and Principles of Sports Training; Training Load: Over Load, Adaptation, and Recovery; Warming-up & Limbering Down – Types, Method & Importance; Concept of Skill, Technique, Tactics & Strategies; Concept of Doping and its disadvantages

### **Class XII Handbook:**

**Unit I Management of Sporting Events** - Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling); Various Committees & their Responsibilities (pre; during & post); Fixtures and its Procedures – Knock-Out (Bye & Seeding) & League (Staircase & Cyclic); Intramural & Extramural – Meaning, Objectives & Its Significance; Community Sports – Purpose and benefits

**Unit II Children & Women in Sports** - Exercise Guidelines of WHO for different age groups; Common Postural Deformities - Knock Knee; Bow Legs; Flat Foot; Round Shoulders; Lordosis, Kyphosis, and Scoliosis and their corrective measures; Women participation in Sports – Physical, Psychological and Social benefits; Special consideration (Menarche & Menstrual Dysfunction); Female Athletes Triad (Osteoporosis, Amenorrhea, Eating Disorders)

**Unit III Yoga as Preventive measure for Lifestyle Disease** - Obesity: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama; Diabetes: Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta-vajarasana, Paschimottanasana, Ardha-Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati; Asthma: Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansana, Uttan Mandukasana, Bhujangasana, Dhanurasana, Ushtrasana, Vakrasana, Kapalabhati, Gomukhasana Matsyaasana, Anuloma-Viloma; Hypertension: Procedure, Benefits & Contraindications for Tadasana, Katichakransan, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, Uttan Mandukasana, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi-shodhanapranayam, Sitlipranayam; Back Pain and Arthritis: Procedure, Benefits & Contraindications of Tadasana, Urdhawahastottansana, Ardha-Chakrasana, Ushtrasana, Vakrasana, Sarala Matsyendrasana, Bhujangasana, Gomukhasana, Bhadrasana, Makarasana, Nadi-Shodhana Pranayam;

**Unit IV Physical Education & Sports for CWSN (Children with Special Needs - *Divyang*)** – Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics); Concept of Classification and Divisioning in Sports; Concept of Inclusion in sports, its need, and Implementation; Advantages of Physical Activities for children with special needs; Strategies to make Physical Activities assessable for children with special needs

**Unit V Sports & Nutrition** - Concept of balance diet and nutrition; Macro and Micro Nutrients: Food sources & functions; Nutritive & Non-Nutritive Components of Diet; Eating For Weight Control – A Healthy Weight, The Pit falls of Dieting, Food Intolerance & Food Myths; Importance of Diet in Sports and Pre, During and Post requirement

**Unit VI Test & Measurement in Sports** - Fitness Test – SAI Khelo India Fitness Test in school [Age group 5-8 yrs/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test; Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Abdominal Partial Curl Up, Push-Ups for boys, Modified Push-Ups for girls)]; Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds x100/5.5 X Pulse count of 1-1.5 Min after Exercise; Computing Basal Metabolic Rate (BMR); Rikli & Jones - Senior Citizen Fitness Test - Chair Stand Test for lower body strength, Arm Curl Test for upper body strength, Chair Sit & Reach Test for lower body flexibility, Back Scratch Test for upper body flexibility, Eight Foot Up & Go Test for agility, Six Minute Walk Test for Aerobic Endurance; Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping Half-Turn, Jumping full-turn)

**Unit VII Physiology & Injuries in Sports** - Physiological factors determining components of physical fitness; Effect of exercise on Muscular System; Effect of exercise on Cardio-Respiratory System; Physiological changes due to aging; Sports injuries: Classification (Soft Tissue Injuries – Abrasion, Contusion, Laceration, Incision, Sprain & Strain; Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted)

**Unit VIII Biomechanics & Sports** - Newton's Law of Motion & its application in sports; Types of Lever and its application in Sports; Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports; Friction & Sports; Projectile in Sports

**Unit IX Psychology & Sports** - Personality; its definition & types (Jung Classification & Big Five Theory); Motivation, its type & techniques; Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it; Meaning, Concept & Types of Aggressions in Sports; Psychological Attributes in Sports – Self Esteem, Mental Imagery, Self Talk, Goal Setting

**Unit X Training in Sports** - Concept of Talent Identification and Talent Development in Sports; Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle; Types & Method to Develop – Strength, Endurance and Speed; Types & Method to Develop – Flexibility and Coordinative Ability; Circuit Training - Introduction & its importance

## Fine Arts (2022-23)

A student may offer any one of the following course:

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

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

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



## **Introduction**

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

### **Components of a Portfolio:**

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

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

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

**PORTFOLIO ASSESSMENT FOR FINE ARTS MAY BE DONE ON  
THE BASIS OF FOLLOWING CRITERIA**

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

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

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

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

**The learners:**

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

**Execution of Work**

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

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

## **Experimentation**

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

## (A) PAINTING (Code No. 049)

### Introduction

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

### Objectives

#### A) Theory (History of Indian Art)

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

#### B) Practicals

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

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

**CLASS-XI (THEORY) (2022-23)**  
**(Code No. 049)**

One Theory Paper  
Unit wise Weightage

30 Marks  
Time: 2 Hours

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

| Unit | Content  | 24 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>   |            |
|      | 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).  |            |

|               |   |                   |
|---------------|---|-------------------|
| <b>Unit 2</b> | <b>Buddhist, Jain and Hindu Art<br/>(3rd century B.C. to 8th century A.D.)</b>  | <b>24 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:   |                   |
|               | i. Lion Capital from Sarnath (Mauryan period) Polished sandstone, Circa 3rd Century B.C. (Collection: Sarnath Museum, U.P.)   |                   |
|               | ii. Chauri Bearer from Didar Ganj (Yakshi) (Mauryan period) Polished sandstone Circa 3rd Century B.C.(Collection: Patna Museum, Bihar)  |                   |
|               | iii. Seated Buddha from Katra Mound, Mathura-(Kushan Period-Mathura Style) Red-spotted Sand Stone, Circa 3rd Century AD. (Collection: Govt. Museum, Mathura)  |                   |
|               | iv. Jain Tirathankara (Gupta period) Stone Circa 5th Century A.D. (Collection: State Museum, Lucknow U.P.)  |                   |
| 3.            | <b>Introduction to Ajanta Location</b><br>Period, No of caves, Chaitya and Vihara, paintings and sculptures, subject matter and technique etc.  |                   |
| <b>Unit 3</b> | <b>Temple Sculpture, Bronzes and artistic aspects of Indo-Islamic Architecture</b>  | <b>24 Periods</b> |
| <b>(A)</b>    | Artistic aspects of Indian Temple sculpture (6 <sup>th</sup> Century A.D. to 13 <sup>th</sup> Century A.D.)<br>1) Introduction to Temple Sculpture (6 <sup>th</sup> Century A.D. to 13 <sup>th</sup> Century A.D.)<br>2) Study and appreciation of following Temple-Sculptures:<br>i. Descent of Ganga (Pallava period, Mahabalipuram, Tamil Nadu), granite rock Circa 7 <sup>th</sup> Century A.D.<br>ii. Trimuti (Elephanta, Maharashtra) Stone Circa 9 <sup>th</sup> Century A.D.<br>iii. Lakshmi Narayana (Kandariya Mahadev Temple) (Chandela period, Khajuraho, Madhya Pradesh) Stone Circa 10 <sup>th</sup> Century A.D.<br>iv. Cymbal Player, Sun Temple (Ganga Dynasty, Konark, Orrisa) Stone Circa 13 <sup>th</sup> Century A.D.<br>v. Mother and Child (Vimal-Shah Temple, Solanki Dynasty, Dilwara, Mount Abu; Rajasthan) white marble, Circa 13 <sup>th</sup> Century A.D. |                   |
| <b>(B)</b>    | <b>Bronzes :</b><br>1. Introduction to Indian Bronzes.<br>2. Method of casting (solid and hollow)<br>3. Study and appreciation of following South Indian Bronze:  |                   |
|               | i. Nataraj (Chola period Thanjavur Distt.,Tamil Nadu) 12th Century A.D. (Collection : National Museum, New Delhi)   |                   |

|            |   |  |
|------------|---|--|
| <b>(C)</b> | <b>Artistic aspects of the indo-Islamic architecture:</b> <ol style="list-style-type: none"><li>1. Introduction</li><li>2. Study and appreciation of following architecture:<ol style="list-style-type: none"><li>i. Qutub Minar, Delhi</li><li>ii. Gol Gumbad of Bijapur</li></ol></li></ol> |  |
|------------|---|--|

**CLASS-XI (2022-23)**  
**(PRACTICAL)**

**One Practical Paper**

**70 Marks**  
**Time: 6 Hours (3+3)**

**Unit wise Weightage**

| <b>Units</b> | <b>Content</b>          | <b>Periods</b> | <b>Marks</b> |
|--------------|-------------------------|----------------|--------------|
| 1            | Nature and Object Study | 50             | 25           |
| 2            | Painting Composition    | 50             | 25           |
| 3            | Portfolio Assessment    | 48             | 20           |
|              |                         | 148            | 70           |

**Unit 1: Nature and Object Study**

**25 Marks 50 Periods**

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

**Unit 2: Painting Composition**

**25 Marks 50 Periods**

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

**Unit 3: Portfolio Assessment**

**20 Marks 48 Periods**

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

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

**Note:**

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



**PAINTING (Code No. 049)**  
**CLASS-XII (2022-23)**

Theory

Maximum Marks:30

Time allowed: 2 hours

Unit wise Weightage

Time: 2 Hours

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

|            |  |                   |
|------------|--|-------------------|
| <b>(a)</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> |
|------------|--|-------------------|

**Unit 1**

**(a) The Rajasthani School:**

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

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

**(b)The Pahari School:**

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

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

## **Unit 2**

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

18 Periods

### **(a) The Mughal School**

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

#### **Title**

#### **Painter**

Krishna Lifting Mount Govardhana

Miskin

Falcon on a Bird-Rest

Ustad Mansoor

Kabirand Raidas

Ustad Faquirullah Khan

Marriage Procession of Dara Shukoh

Haji Madni

### **(b) The Deccan School**

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

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

| <b>Unit 3:</b><br><b>(a)</b> | <b>The Bengal School of Painting and the Modern trends in Indian Art</b><br>(About the beginning to mid of the 20th Century)  | <b>24</b><br><b>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>(iv) Radhika - M.A.R.Chughtai<br>(v) Meghdoot - Ram Gopal Vijaivargiya<br>Contribution of Indian artists in the struggle for National Freedom Movement. |  |
| <b>(b)</b>   | <b>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.

**PAINTING (Code No. 049)**  
**CLASS-XII (2022-23)**

**Practical**

**Maximum Marks:70**

**Time allotted: 6 hours (3+3)**  
**Unitwise Weightage**

| <b>Unit</b> | <b>Content</b>           | <b>Periods</b> | <b>Marks</b> |
|-------------|--------------------------|----------------|--------------|
| <b>1</b>    | Nature, and Object Study | 50             | 25           |
| <b>2</b>    | Painting Composition     | 50             | 25           |
| <b>3</b>    | Portfolio Assessment     | 48             | 20           |
|             | <b>Total</b>             | <b>148</b>     | <b>70</b>    |

|                |  |                                      |
|----------------|--|--------------------------------------|
| <b>Unit 1</b>  | <b>Nature and Object study</b><br>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. | <b>25 marks</b><br><b>50 Periods</b> |
| <b>Unit 2:</b> | <b>Painting Composition</b><br>Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values.   | <b>25 marks</b><br><b>50 Periods</b> |
| <b>Unit 3:</b> | <b>Portfolio Assessment</b>  | <b>20 marks</b><br><b>48 Periods</b> |
| <b>a)</b>      | Record of the entire year's performance from sketch to finished product.   | <b>10 marks</b>                      |
| <b>b)</b>      | Four selected nature and object study exercises in any media done during the session   | <b>5 marks</b>                       |
| <b>c)</b>      | Two selected works of paintings composition done by the candidate during the year  | <b>3 marks</b>                       |
| <b>d)</b>      | One selected works based on any Indian Folk Art (Painting)   | <b>2 marks</b>                       |

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

**Note:**

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

## Guidelines for Evaluation of Practical

### 1. Marking Scheme:

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

### Part III : Portfolio Assessment

**20 marks**

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

### 2. Format of the Questions:

#### Part I: Nature and Object Study

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

#### Part II: Painting Composition:

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

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

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

1. The examiners (Internal and External) are to select/decide two or three suitable objects in such a way so that natural and geometrical forms may be covered in the group of objects:

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

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

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

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

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

**4. General Instructions to the examiners:**

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

## **B. GRAPHICS (Code No. 050)**

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

### **Objectives**

#### **A) Theory**

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

#### **B) Practical**

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

**Graphics Code No. 050**  
**CLASS-XI (2022-23)**

**Theory**

**Maximum Marks:30**

**Time allowed: 2 hours**

**Unit wise Weightage**

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

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



Graphics Code No. 050

CLASS-XI (2022-23)

Practical

Maximum Marks:70

Time allowed: 6 Hours (3+3)

Unit wise Weightage

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

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

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

**Notes:**

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

**Graphics (Code No. 050)**  
**CLASS-XII (2022-23)**

**Theory**  
**Time allowed: 2 Hours**  
**Unit wise Weightage**

**Maximum Marks: 30**

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

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

**Graphics Code No. 050**

**CLASS-XII (2022-23)**

**Practical**  
**Time allowed: 6 hours.**  
**Unit wise Weightage**

**Maximum Marks:70**

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

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

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

## GUIDELINES FOR EVALUATION OF PRACTICAL

### 1. Marking Scheme:

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

### 2. Format of the questions:

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

|  |                 |
|--|-----------------|
| <b>Part I: Graphic Composition (print-making)</b>  | <b>50 marks</b> |
| <ul style="list-style-type: none"><li>Choose one of the print-making medium available and taught in your school viz. serigraphy, lithography, etching and engraving.</li><li>Make a Graphic-Composition on any one of the five subjects given below according to the possibility and suitability of the medium:</li><li><b>(Note:</b> Any five suitable subjects for “Graphic-Composition (Print-making)” are to be decided by the internal and external examiners jointly in accordance with the instructions are to be mentioned here).</li><li>Make use of line, tone and texture, exploiting the medium fully to realize composition. Print your composition in one or two colours.</li><li>Pay special attention to print quality and cleanliness. Submit two identical prints along with all the rough layouts as your final submission.</li></ul> |                 |
| <b>Size of the plate:</b>  |                 |
| (i) Serigraphy   | 30 cm x 20cm.   |
| (ii) Lithography   | 30 cm x 20cm.   |
| (iii) Etching & engraving  | 30 cm x 20cm.   |

### Instructions to decide the subjects for Graphic –Composition:

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

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

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

**4. Instructions to the examiners:**

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

(C)

## SCULPTURE (Code No.051)

### Introduction

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

### Objectives:

#### A) THEORY

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

#### B) PRACTICAL

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

Sculpture Code No. 051

CLASS-XI (2022-23)

Theory

Maximum Marks:30

Time allowed: 2 Hours

Unit wise weightage

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

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

**Sculpture (Code No. 051)**  
**CLASS–XI (2022-23)**

**Practical**

**Maximum Marks:70**

**Time allowed: 6 hours**

**Unit wise Weightage**

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

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

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

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

**Note:**

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



**Sculpture (Code No . 051)**  
**Class XII (2022-23)**

**Theory**

**Maximum Marks:30**

**Time allowed: 2 Hours**

**Unit wise weightage**

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

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

**Sculpture (Code No . 051)**  
**Class XII (2022-23)**

**Practical**  
**Time allowed: 6 hours. (3+3)**  
**Unit wise Weightage**

**Maximum Marks:70**

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

**Unit 1:** Modeling in relief\* **50Pds**

**Unit 2:** Modeling in round\* **50Pds**

**Unit 3:** Portfolio Assessment **48Pds**

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

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

\* Use of clay composition in hollow for baking.

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

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

**Note:**

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

## GUIDELINES FOR EVALUATION OF PRACTICAL

### 1. Marking Scheme:

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

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

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

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

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

### Part II: Modeling in Round:

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

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

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

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

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

#### **4. General instructions to the examiners:**

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

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

**10 marks**

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

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

(D)

**APPLIED ART (COMMERCIAL ART)**  
**(Code No.052)**

**Introduction**

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

**Objectives**

**A) THEORY**

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

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

**APPLIED ART (COMMERCIAL ART)**  
**(Code No. 052)**  
**CLASS–XI (2022-23)**

**Theory**  
**Time allowed: 2 Hours**

**Maximum Marks:30**

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

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

**APPLIED ART -COMMERCIAL ART (PRACTICALS)**  
**(Code No. 052)**  
**CLASS-XI (2022-23)**

**Practical**

**Maximum Marks:70**

**Time allowed: 6 hours. (3+3)**

| <b>Unit</b> |                      | <b>Period</b> | <b>Marks</b> |
|-------------|----------------------|---------------|--------------|
| 1           | Drawing              | 50            | 25           |
| 2           | Lettering and layout | 50            | 25           |
| 3           | Portfolio Assessment | 48            | 20           |
|             | <b>Total</b>         | 148           | 70           |

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

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

**Notes:**

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

**APPLIED ART -COMMERCIAL ART (Code No. 052)**  
**CLASS–XII (2022-23)**

**Theory**

**Maximum Marks: 30**

**Time: 2 Hour Unit wise Weightage**

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

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



**APPLIED ART -COMMERCIAL ART (Code No. 052)**  
**CLASS-XII (2022-23)**

**Practical**

**Maximum Marks:70**

**Time allowed: 6 hours. (3+3)**

| <b>Unit</b> |                      | <b>Period</b> | <b>Marks</b> |
|-------------|----------------------|---------------|--------------|
| <b>1</b>    | Illustration         | 50            | 25           |
| <b>2</b>    | Poster               | 50            | 25           |
| <b>3</b>    | Portfolio Assessment | 48            | 20           |
|             | <b>Total</b>         | <b>148</b>    | <b>70</b>    |

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

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

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

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

**PartI: Illustrations**

**25 Marks**

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

**PartII: Poster**

**25 Marks**

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

**Part III: Portfolio Assessment**

**25 Marks**

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

**1. Format of the questions:**

**Part: Illustration**

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

Size of the illustration: 30 cm x 22 cm.

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

**Part II: Poster**

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

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

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

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

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

#### **Subject with a specific situation:**

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

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

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

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

#### **1. For Advertise Mention:**

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

#### **2. Instructions to the examiners:**

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



**HINDUSTANI MUSIC VOCAL (Code – 034)**  
**Examination Structure for Assessment (2022-23)**  
**Class XI**

**Theory :**  
**Time: 02 Hours**

**Practical :**  
**Time: 20-25 Minutes for each candidate**

**Total: 100 Marks**

**30 Marks**

**70 Marks**

1. Examiners are requested to ask the questions directly related to the syllabus.
2. Marks should be awarded in accordance with the marking scheme.

**Distribution of Marks**

| <b>Sr. No.</b> | <b>Value Points</b>   | <b>Marks</b> |
|----------------|---|--------------|
| 1              | Choice Raga (Vilambit&DrutKhyal) any one of the following <ul style="list-style-type: none"><li>• Bihagi</li><li>• Bhim</li><li>• Palasi</li><li>• Bhairavi</li></ul> | 15           |
| 2              | Examiner's Choice Ragas   | 12           |
| 3              | 1 Drupad with Dugun in any one of the prescribed Ragas  | 14           |
| 4              | Devotional Song.  | 06           |
| 5              | Ability to recognize the prescribed ragas from the phrases of swarasrended by the examiner  | 08           |
| 6              | Recitation of Thekas of prescribed Talas with Thah, Dugun,Chaugun: <ul style="list-style-type: none"><li>• Teentala</li><li>• Ektala</li><li>• Chautala</li></ul>     | 05+05=10     |
| 7              | Practical File  | 05           |

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

**HINDUSTANI MUSIC VOCAL (Code – 034)**  
**Examination Structure for Assessment (2022-23)**  
**Class XIII**

**Total: 100 Marks**

**Theory :**

**30 Marks**

**Time: 02 hours**

**Practical (External Assessment)**

**70 Marks**

**Time: 25-30 Minutes for each candidate**

1. Examiners are requested to ask the questions directly related to the syllabus.

**Distribution of Marks**

| <b>Sr. No</b> | <b>Value Points</b>   | <b>Marks</b> |
|---------------|---|--------------|
| 1.            | Choice Raga (Vilambit and DrutKhayal) with simple elaborations in prescribed Ragas (anyone) Bhairav <ul style="list-style-type: none"><li>• Bageshri</li><li>• Shuddh</li><li>• Sarang</li><li>• Malkauns</li></ul> | 10+6=18      |
| 2.            | Examiner's Choice Ragas   | 10           |
| 3.            | One Tarana and one Dhamar with dugun and Chaugun  | 8+8=16       |
| 6.            | Identification of Ragas   | 06           |
| 7.            | Reciting the Thekas of Prescribed Talas with hand beats with Thah and Dugun and Chaugun: <ul style="list-style-type: none"><li>• Jhaptala</li><li>• Rupak</li><li>• Dhamar</li></ul>                                | 5+5=10       |
| 8.            | Tuning of Tanpura and questions regarding it  | 5            |
| 9.            | Practical file  | 5            |

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

**HINDUSTANI MUSIC VOCAL (Code – 034)**  
**Course Structure (2022-23) Class XI**

**Theory –40 Periods**

**30 Marks**

**Time: 02 hours**

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

| No.           | Units   | No. of Periods | Marks |
|---------------|---|----------------|-------|
| <b>Unit 1</b> |   | <b>10</b>      |       |
| 1.1           | Brief of the following<br>Nada, Shruti, Swar, Saptak, Thaata, Jati, Laya, Tala  | 04             | 06    |
| 1.2           | Brief study of the following: Margi- Desi, Raga,  | 06             |       |
| <b>Unit 2</b> |   | <b>06</b>      |       |
| 2.1           | Brief History of the following<br>Dhrupad, Khayal and Tarana  | 06             | 06    |
| <b>Unit 3</b> |   | <b>08</b>      |       |
| 3.1           | Brief study of Musical Elements in Natya Shastra  | 04             | 06    |
| 3.2           | Life sketch and contribution of Tansen, V.N. Bhatkhande and V.D.Paluskar  | 04             |       |
| <b>Unit 4</b> |   | <b>06</b>      |       |
| 4.1           | Description of Prescribed Talas along with Tala Notation with<br>Thah, Dugun and Chaugun <ul style="list-style-type: none"> <li>• Teentala</li> <li>• Ektala</li> <li>• Chautala</li> </ul> | 06             | 06    |
| 4.2           | Knowledge of the Structure of Tanpura   | 04             |       |
| <b>Unit 5</b> |   | <b>10</b>      |       |
| 5.1           | Critical study of Prescribed Ragas along with Recognizing Ragas from phrases of Swaras and elaborating them excluding Raga Jaunpuri   | 04             | 06    |
| 5.2           | <ul style="list-style-type: none"> <li>• Writing in notation the compositions of Prescribed Ragas Bihag</li> <li>• Bhimpalasi</li> <li>• Bhairavi</li> </ul>                                | 06             |       |

Class – XI

Practical -100

Periods :

70 Marks

| S.No | Topics  | No. of periods |
|------|---|----------------|
| 1.   | One vilambit Khayal with simple elaborations and few tanas in any one of the prescribed Ragas.                  | 18             |
| 2.   | One Drut Khayal with simple elaboration and few tanas in the following Ragas- bihag, Bhairavi and Bhimpalasi.   | 40             |
| 3.   | One Dhrupad with Dugun in any one of the prescribed Ragas.  | 12             |
| 4.   | One Devotional Songs.   | 10             |
| 5.   | Ability to recognize the prescribed Ragas from the phrases of Swaras rendered by the Examiner.                  | 05             |
| 6.   | Recitation of the Thekas of Teentala, Chautala and Ektala with Dugun and Chaugun, keeping Tala with hand beats. | 15             |



**HINDUSTANI MUSIC VOCAL (Code – 034)**  
**Course Structure (2022-23) Class XII**

**Theory-60periods**

**30 Marks**

**Time: 02 hours**

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

| No.            | Units  | No.of Periods | Marks     |
|----------------|--|---------------|-----------|
| <b>Units 1</b> |  | <b>08</b>     |           |
| 1.1            | Brief study of the following :-<br>Alankar, Kan, Meend, Khatka, Murki, Gamak.  | 05            | <b>06</b> |
| 1.2            | Brief study of the following<br>Gram, Murchhana, Alap, Tana.   | 07            |           |
| <b>Unit 2</b>  |  | <b>05</b>     |           |
|                |  |               | <b>06</b> |
| 2.1            | Historical development of Time Theory of Ragas   | 05            |           |
| <b>Unit 3</b>  |  | <b>08</b>     |           |
| 3.1            | Detail study of the following<br>Sangeet Ratnakar<br>Sangeet Parijat   | 04            | <b>06</b> |
| 3.2            | Life sketch and Cotributionof Faiyaz Khan, Bade Ghulam Ali Khan, Krishna Rao, Shankar Pandit   | 04            |           |
| <b>Unit 4</b>  |  | <b>09</b>     |           |
| 4.1            | Description of Prescribed Talas along with Tala Notation with Thah, Dugun, Tigun and Chaugun Jhaptala Rupak Dhamar   | 06            | <b>06</b> |
| 4.2            | Tuning of Tanpura  | 03            |           |
| <b>Unit 5</b>  |  | <b>10</b>     |           |
| 5.1            | Critical study of Prescribed Ragas along with recognizing Ragas from phrases of Swaras and elaborating them excluding Raga Shuddha Sarang                        | 04            | <b>06</b> |
| 5.2            | Writing in Notation the Compositions of Prescribed Ragas.<br><ul style="list-style-type: none"> <li>• Bhairav</li> <li>• Bageshri</li> <li>• Malkauns</li> </ul> | 06            |           |

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

**Practical : 100periods**

**70 Marks**

| <b>S.No</b> | <b>Topics</b>   | <b>No. of periods</b> |
|-------------|---|-----------------------|
| 1.          | One Vilambit Khayal with simple elaborations and few Tanas in any two of the prescribed Ragas.                  | 18                    |
| 2.          | One Drut Khayal with simple elaborations and few tanas in the following Ragas- Bhairav, Bageshri, and Malkauns. | 42                    |
| 3.          | One Tarana and one Dhamar with dugun andchaugun in any one of the prescribed Ragas.                             | 10                    |
| 4.          | Ability to recognize the Ragas from the Phrases of swaras rendered by the examiner.                             | 10                    |
| 5.          | Recitation of the Thekas of Jhaptala, Rupak, and Dhamar with Dugun and Chaugun, keeping tala with handbeats.    | 15                    |
| 6.          | Tuning of Tanpura.  | 05                    |

# **ACCOUNTANCY (Code No. 055)**

## **Rationale**

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

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

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

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

## **Objectives:**

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

## Accountancy (Code No.055)

### Course Structure

Class-XI (2022-23)

Theory: 80 Marks

3 Hours

Project: 20 Marks

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

### PART A: FINANCIAL ACCOUNTING - I

#### Unit-1: Theoretical Frame Work

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

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

## Unit-2: Accounting Process

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

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

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

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

**Bank Reconciliation Statement:**

- Need and preparation, Bank Reconciliation Statement

**Depreciation, Provisions and Reserves**

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

**Note: Excluding change of method**

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

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

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

## Part B: Financial Accounting - II

### Unit 3: Financial Statements of Sole Proprietorship

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

**Part C: Project Work (Any One)**

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



## PROJECT WORK

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

### Specific Guidelines for Teachers

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

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

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

A suggested list of different item is given below.

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

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

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

**Suggested Question Paper Design**  
**Accountancy (Code No. 055)**  
**Class XI (2022-23)**

**Theory: 80 Marks**  
**Project: 20 Marks**

**3 hrs.**

| S<br>N       | Typology of Questions   | Marks     | Percentage  |
|--------------|---|-----------|-------------|
| 1            | <p><b>Remembering and Understanding:</b><br/> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.<br/> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>  | 44        | 55%         |
| 3            | <p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>  | 19        | 23.75%      |
| 4            | <p><b>Analysing, Evaluating and Creating:</b><br/> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.<br/> Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.<br/> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p> | 17        | 21.25%      |
| <b>TOTAL</b> |   | <b>80</b> | <b>100%</b> |

**Accountancy (Code No. 055)**  
**Class-XII (2022-23)**

Theory: 80 Marks

3 Hours

Project: 20 Marks

| Units         |   | Periods             | Marks     |
|---------------|---|---------------------|-----------|
| <b>Part A</b> | <b>Accounting for Partnership Firms and Companies</b> |                     |           |
|               | Unit 1. Accounting for Partnership Firms              | 105                 | 36        |
|               | Unit 2. Accounting for Companies                      | 45                  | 24        |
|               |   | <b>150</b>          | <b>60</b> |
| <b>Part B</b> | <b>Financial Statement Analysis</b>                   |                     |           |
|               | Unit 3. Analysis of Financial Statements              | 30                  | 12        |
|               | Unit 4. Cash Flow Statement                           | 20                  | 8         |
|               |   | <b>50</b>           | <b>20</b> |
| <b>Part C</b> | <b>Project Work</b>                                   | 20                  | 20        |
|               | Project work will include:                            |                     |           |
|               | Project File  | 4 Marks             |           |
|               | Written Test  | 12 Marks (One Hour) |           |
|               | Viva Voce   | 4 Marks             |           |
| <b>Or</b>     |   |                     |           |
| <b>Part B</b> | <b>Computerized Accounting</b>                        |                     |           |
|               | Unit 4. Computerized Accounting                       | 50                  | 20        |
| <b>Part C</b> | <b>Practical Work</b>                                 | 20                  | 20        |
|               | Practical work will include:                          |                     |           |
|               | Practical File  | 4 Marks             |           |
|               | Practical Examination                                 | 12 Marks (One Hour) |           |
|               | Viva Voce   | 4 Marks             |           |

## Part A: Accounting for Partnership Firms and Companies

### Unit 1: Accounting for Partnership Firms

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

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

### Unit-3 Accounting for Companies

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

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

## Part B: Financial Statement Analysis

### Unit 4: Analysis of Financial Statements

| Units/Topics  | Learning Outcomes   |
|---|---|
| <b>Financial statements of a Company:</b><br>Meaning, Nature, Uses and importance of financial Statement. | <b>After going through this Unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>• develop the understanding of major headings</li> </ul> |

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

**Note:** Net Profit Ratio is to be calculated on the basis of profit before and after tax.

### Unit 5: Cash Flow Statement

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

|  |  |
|--|--|
| <p><b>Note:</b></p> <p><i>(i) Adjustments relating to depreciation and amortization, profit or loss on sale of assets including investments, dividend (both final and interim) and tax.</i></p> <p><i>(ii) Bank overdraft and cash credit to be treated as short term borrowings.</i></p> <p><i>(iii) Current Investments to be taken as Marketable securities unless otherwise specified.</i></p> | <p>Cash Flow Statement using indirect method as per AS 3 with given adjustments.</p> |
|--|--|

**Note:** Previous years' Proposed Dividend to be given effect, as prescribed in AS-4, Events occurring after the Balance Sheet date. Current years' Proposed Dividend will be accounted for in the next year after it is declared by the shareholders.



## Project Work

**Note:** Kindly refer to the Guidelines published by the CBSE.  
The comprehensive project may contain simple GST calculations.

OR

## Part B: Computerised Accounting

### Unit 4: Computerised Accounting

#### Overview of Computerised Accounting System

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

#### Accounting Application of Electronic Spreadsheet.

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

#### Using Computerized Accounting System.

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

## Part C: Practical Work

Please refer to the guidelines published by CBSE.

#### Prescribed Books:

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

Guidelines for Project Work in Accounting and Practical work in computerised Accounting Class XII CBSE Publication

**Suggested Question Paper Design**  
**Accountancy (Code No. 055)**  
**Class XII (2022-23)**

**Theory: 80 Marks**  
**Project: 20 Marks**

**3 hrs.**

| <b>S<br/>N</b> | <b>Typology of Questions</b>   | <b>Marks</b> | <b>Percentage</b> |
|----------------|--|--------------|-------------------|
| 1              | <b>Remembering and Understanding:</b><br>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.<br>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas  | 44           | 55%               |
| 3              | <b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.  | 19           | 23.75%            |
| 4              | <b>Analysing, Evaluating and Creating:</b><br>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.<br>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.<br>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. | 17           | 21.25%            |
| <b>TOTAL</b>   |  | <b>80</b>    | <b>100%</b>       |

## **BUSINESS STUDIES (Code No. 054)**

### **Rationale**

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

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

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

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

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

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

### **Objectives:**

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

**BUSINESS STUDIES (Code No. 054)**  
**CLASS–XI (2022-23)**

Theory: 80 Marks

Project: 20 Marks

3 Hours

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

**Part A: Foundation of Business**

Concept includes meaning and features

**Unit 1: Evolution and Fundamentals of Business**

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

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

## Unit 2: Forms of Business organizations

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

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

### Unit 3: Public, Private and Global Enterprises

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

### Unit 4: Business Services

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

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

### Unit 5: Emerging Modes of Business

|   |   |
|---|---|
| E - business: concept, scope and benefits | <ul style="list-style-type: none"> <li>Give the meaning of e-business.</li> <li>Discuss the scope of e-business.</li> <li>Appreciate the benefits of e-business</li> <li>Distinguish e-business from traditional business.</li> </ul> |
|---|---|

### Unit 6: Social Responsibility of Business and Business Ethics

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

### Part B: Finance and Trade

#### Unit 7: Sources of Business Finance

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

## Unit 8: Small Business and Enterprises

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

## Unit 9: Internal Trade

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

## Unit 10: International Trade

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



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

### **Unit 11: Project Work**

As per CBSE guidelines.

**Suggested Question Paper Design  
Business Studies (Code No. 054)  
Class XI (2022-23)  
March 2023 Examination**

**Marks: 80**

**Duration: 3 hrs.**

| <b>SN</b>    | <b>Typology of Questions</b>   | <b>Marks</b> | <b>Percentage</b> |
|--------------|--|--------------|-------------------|
| 1            | <p><b>Remembering and Understanding:</b><br/>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.<br/>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>   | 44           | 55%               |
| 2            | <p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way</p>  | 19           | 23.75%            |
| 3            | <p><b>Analysing, Evaluating and Creating:</b><br/>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.<br/>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.<br/>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p> | 17           | 21.25%            |
| <b>Total</b> |  | <b>80</b>    | <b>100%</b>       |

## Business Studies CLASS–XII (2022-23)

**Theory: 80 Marks**  
**Project: 20 Marks**

**3 Hours**

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

### Part A: Principles and Functions of Management

#### Unit 1: Nature and Significance of Management

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

|  |   |
|--|---|
|  | <p>characteristics of coordination.</p> <ul style="list-style-type: none"> <li>• Explain the importance of coordination.</li> </ul> |
|--|---|

## Unit 2: Principles of Management

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

## Unit 3: Business Environment

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

## Unit 4: Planning

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

## Unit 5: Organising

|                        |  |
|------------------------|--|
| Concept and importance | <ul style="list-style-type: none"> <li>• Understand the concept of organizing as a structure and as a</li> </ul> |
|------------------------|--|

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

### Unit 6: Staffing

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

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

### Unit 7: Directing

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

### Unit 8: Controlling

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

## Part B: Business Finance and Marketing

### Unit 9: Financial Management

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

### Unit 10: Financial Markets

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

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

### Unit 11: Marketing

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

### Unit 12: Consumer Protection

|   |  |
|---|--|
| Concept and importance of consumer protection | <ul style="list-style-type: none"> <li>• Understand the concept of consumer protection.</li> <li>• Describe the importance of</li> </ul> |
|---|--|



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

### Unit 13: Project Work

## **PROJECT WORK IN BUSINESS STUDIES FOR CLASS XI AND XII**

### **Introduction**

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

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

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

### **Objectives**

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

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

### **CLASS XI: GUIDELINES FOR TEACHERS**

This section provides some basic guidelines for the teachers to launch the projects in Business Studies. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

The teachers must ensure that the project work assigned to the students whether individually or in group are discussed at different stages right from assignment to drafts review and finalization. Students should be facilitated in terms of providing relevant

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

The following steps might be followed:

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

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

### **I. Project One: Field Visit**

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

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

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

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

#### **1. Visit to a Handicraft Unit**

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

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

## **2. Visit to an Industry.**

The students are required to observe the following:

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

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

The students are required to observe the following:

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

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

#### **4. Visit to a Departmental store**

The students are required to observe the following:

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

#### **5. Visit to a Mall.**

The students are required to observe the following:

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

#### **II. Project Two: Case Study on a Product**

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

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

Students may develop a Case Study on the following lines:

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

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

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

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

### **III. Project Three: Aids to Trade**

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

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

Teachers to develop such aspects for other aids to trade.

### **IV. Project Four: Import /Export Procedure**

Any one from the following

1. Import /Export procedure

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

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

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

Presentation and submission of project report.

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

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

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

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

The purpose of this project is that it leads to -

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

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

### **Presentation and Submission of Project Report**

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

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

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



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

## ASSESSMENT

The marks will be allocated on the following heads.

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

## CLASS XII: GUIDELINES FOR TEACHERS

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

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

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

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

### I. Project One: Elements of Business Environment

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

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

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

2. The reasons behind changes in the following:

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

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

The students may be asked to enquire about

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

The teacher may develop the following on the above lines

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

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

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

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

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

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

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

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

The students can take examples like:

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

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

## **II. Project Two: Principles of Management**

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

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

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

Fayol's principles

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

OR

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

Scientific techniques of management.

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

### **Tips to teacher**

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

(v) The observations could be on the basis of

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

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

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

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

### **III. Project Three: Stock Exchange**

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

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

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

The project work will enable the students to:

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

The students are expected to:

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

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

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

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

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

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

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

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

#### **IV. Project Four: Marketing**

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

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

Any more as suggested by the teacher.

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

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

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

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

What is the profit margin in percentage to the

- Manufacturer.
- Wholesaler.
- Retailer.

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

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

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

### **Presentation and Submission of Project Report**

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

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

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

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

### **ASSESSMENT**

Allocation of Marks = 20 Marks

The marks will be allocated under the following heads:

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



**Suggested Question Paper Design  
Business Studies (Code No. 054)  
Class XII (2022-23)  
March 2023 Examination**

**Marks: 80**

**Duration: 3 hrs.**

| <b>SN</b> | <b>Typology of Questions</b>   | <b>Marks</b> | <b>Percentage</b> |
|-----------|--|--------------|-------------------|
| 1         | <p><b>Remembering and Understanding:</b><br/>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.<br/>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>   | 44           | 55%               |
| 2         | <p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way</p>  | 19           | 23.75%            |
| 3         | <p><b>Analysing, Evaluating and Creating:</b><br/>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.<br/>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.<br/>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p> | 17           | 21.25%            |
|           | <b>Total</b>   | <b>80</b>    | <b>100%</b>       |

# **ECONOMICS (Code No. 030)**

## **(2022-23)**

### **Rationale**

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

At senior secondary stage, the learners are in a position to understand abstract ideas, exercise the power of thinking and to develop their own perception. It is at this stage, the learners are exposed to the rigour of the discipline of economics in a systematic way.

The economics courses are introduced in such a way that in the initial stage, the learners are introduced to the economic realities that the nation is facing today along with some basic statistical tools to understand these broader economic realities. In the later stage, the learners are introduced to economics as a theory of abstraction.

The economics courses also contain many projects and activities. These will provide opportunities for the learners to explore various economic issues both from their day-to-day life and also from issues, which are broader and invisible in nature. The academic skills that they learn in these courses would help to develop the projects and activities. The syllabus is also expected to provide opportunities to use information and communication technologies to facilitate their learning process.

### **Objectives:**

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

# ECONOMICS (030)

## CLASS – XI (2022-23)

Theory: 80 Marks

3 Hours

Project: 20 Marks

| Units         |  | Marks     | Periods    |
|---------------|--|-----------|------------|
| <b>Part A</b> | <b>Statistics for Economics</b>  |           |            |
|               | Introduction   | 15        | 10         |
|               | Collection, Organisation and Presentation of Data  |           | 30         |
|               | Statistical Tools and Interpretation   | 25        | 50         |
|               |  | <b>40</b> |            |
| <b>Part B</b> | <b>Introductory Microeconomics</b>   |           |            |
|               | Introduction   | 04        | 10         |
|               | Consumer's Equilibrium and Demand  | 15        | 40         |
|               | Producer Behaviour and Supply  | 15        | 35         |
|               | Forms of Market and Price Determination under perfect competition with simple applications | 06        | 25         |
|               |  | <b>40</b> |            |
|               |  |           | <b>200</b> |
| <b>Part C</b> | <b>Project Work</b>  | <b>20</b> | <b>20</b>  |

### Part A: Statistics for Economics

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

#### Unit 1: Introduction

**10 Periods**

What is Economics?

Meaning, scope, functions and importance of statistics in Economics

#### Unit 2: Collection, Organisation and Presentation of data

**30 Periods**

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

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

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

### **Unit 3: Statistical Tools and Interpretation**

**50 Periods**

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

**Measures of Central Tendency-** Arithmetic mean, median and mode

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

**Introduction to Index Numbers** - meaning, types - wholesale price index, consumer price index and index of industrial production, uses of index numbers; Inflation and index numbers.

## **Part B: Introductory Microeconomics**

### **Unit 4: Introduction**

**10 Periods**

Meaning of microeconomics and macroeconomics; positive and normative economics

What is an economy? Central problems of an economy: what, how and for whom to produce; concepts of production possibility frontier and opportunity cost.

### **Unit 5: Consumer's Equilibrium and Demand**

**40 Periods**

Consumer's equilibrium - meaning of utility, marginal utility, law of diminishing marginal utility, conditions of consumer's equilibrium using marginal utility analysis.

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

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

**Unit 6: Producer Behaviour and Supply****35 Periods**

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

Total Product, Average Product and Marginal Product.

Returns to a Factor

Cost: Short run costs - total cost, total fixed cost, total variable cost; Average cost; Average fixed cost, average variable cost and marginal cost-meaning and their relationships.

Revenue - total, average and marginal revenue - meaning and their relationship.

Producer's equilibrium-meaning and its conditions in terms of marginal revenue-marginal cost. Supply, market supply, determinants of supply, supply schedule, supply curve and its slope, movements along and shifts in supply curve, price elasticity of supply; measurement of price elasticity of supply - percentage-change method.

**Unit 7: Forms of Market and Price Determination under Perfect Competition with simple applications.****25 Periods**

Perfect competition - Features; Determination of market equilibrium and effects of shifts in demand and supply.

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

**Part C: Project in Economics****20 Periods**

Guidelines as given in class XII curriculum

**Suggested Question Paper Design**  
**Economics (Code No. 030)**  
**Class XI (2022-23)**  
**March 2023 Examination**

**Marks: 80**

**Duration: 3 hrs.**

| SN           | Typology of Questions   | Marks     | Percentage  |
|--------------|---|-----------|-------------|
| 1            | <p><b>Remembering and Understanding:</b><br/> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.<br/> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>  | 44        | 55%         |
| 2            | <p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>  | 18        | 22.5%       |
| 3            | <p><b>Analysing, Evaluating and Creating:</b><br/> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.<br/> Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.<br/> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p> | 18        | 22.5%       |
| <b>Total</b> |   | <b>80</b> | <b>100%</b> |

**ECONOMICS**  
**CLASS - XII (2022-23)**

**Theory: 80 Marks**  
**Project: 20 Marks**

**3 Hours**

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

**Part A: Introductory Macroeconomics**

**Unit 1: National Income and Related Aggregates**

**30 Periods**

What is Macroeconomics?

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

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

Aggregates related to National Income:

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

GDP and Welfare

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

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

Money creation by the commercial banking system.

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

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

Aggregate demand and its components.

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

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

Meaning of full employment and involuntary unemployment.

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

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

Government budget - meaning, objectives and components.

Classification of receipts - revenue receipts and capital receipts;

Classification of expenditure – revenue expenditure and capital expenditure.

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

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

Balance of payments account - meaning and components;

Balance of payments – Surplus and Deficit

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

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

Managed Floating exchange rate system



## **Part B: Indian Economic Development**

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

**28 Periods**

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

Indian economic system and common goals of Five Year Plans.

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

#### **Economic Reforms since 1991:**

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

Concepts of demonetization and GST

### **Unit 7: Current challenges facing Indian Economy**

**60 Periods**

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

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

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

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

### **Unit 8: Development Experience of India:**

**12 Periods**

A comparison with neighbours

India and Pakistan

India and China

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

## **Part C: Project in Economics**

**20 Periods**

#### **Prescribed Books:**

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

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

**Suggested Question Paper Design**  
**Economics (Code No. 030)**  
**Class XII (2022-23)**  
**March 2023 Examination**

**Marks: 80**

**Duration: 3 hrs.**

| SN           | Typology of Questions   | Marks     | Percentage  |
|--------------|---|-----------|-------------|
| 1            | <p><b>Remembering and Understanding:</b><br/> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.<br/> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>  | 44        | 55%         |
| 2            | <p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>  | 18        | 22.5%       |
| 3            | <p><b>Analysing, Evaluating and Creating:</b><br/> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.<br/> Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.<br/> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p> | 18        | 22.5%       |
| <b>Total</b> |   | <b>80</b> | <b>100%</b> |

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

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

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

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

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

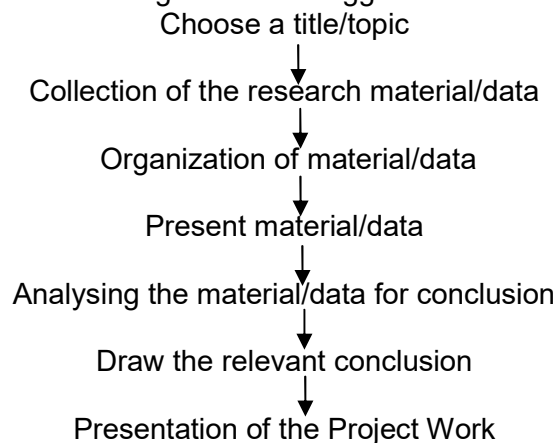
### **Role of the teacher:**

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

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

### **Scope of the project:**

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



### **Expected Checklist:**

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

### **Mode of presentation/submission of the Project:**

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

### **Marking Scheme :**

Marks are suggested to be given as –

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

### **Suggestive List of Projects:**

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

| <b>Class XII</b>   |  |
|--|--|
| • Micro and Small Scale Industries   | • Food Supply Channel in India                                     |
| • Contemporary Employment situation in India                                     | • Disinvestment policy of the government                           |
| • Goods and Services Tax Act and its Impact on GDP                               | • Health Expenditure (of any state)                                |
| • Human Development Index  | • Inclusive Growth Strategy  |
| • Self-help group  | • Trends in Credit availability in India                           |
| • Monetary policy committee and its functions                                    | • Role of RBI in Control of Credit                                 |
| • Government Budget & its Components   | • Trends in budgetary condition of India                           |
| • Exchange Rate determination – Methods and Techniques                           | • Currency War – reasons and repercussions                         |
| • Livestock – Backbone of Rural India  | • Alternate fuel – types and importance                            |
| • Sarwa Siksha Abhiyan – Cost Ratio Benefits                                     | • Golden Quadrilateral- Cost ratio benefit                         |
| • Minimum Support Prices   | • Relation between Stock Price Index and Economic Health of Nation |
| • Waste Management in India – Need of the hour                                   | • Minimum Wage Rate – approach and Application                     |
| • Digital India- Step towards the future   | • Rain Water Harvesting – a solution to water crises               |
| • Vertical Farming – an alternate way  | • Silk Route- Revival of the past                                  |
| • Make in India – The way ahead  | • Bumper Production- Boon or Bane for the farmer                   |
| • Rise of Concrete Jungle- Trend Analysis  | • Organic Farming – Back to the Nature                             |
| • Any other newspaper article and its evaluation on basis of economic principles | • <b>Any other topic</b>   |

**Informatics Practices (2022-23)**  
**CLASS XI Code No. 065**

1. **Prerequisite.** None

**2. Learning Outcomes**

At the end of this course, students will be able to:

- Identify the components of computer system.
- Create Python programs using different data types, lists and dictionaries.
- Understand database concepts and Relational Database Management Systems.
- Retrieve and manipulate data in RDBMS using Structured Query Language
- Identify the Emerging trends in the fields of Information Technology.

**3. Distribution of Marks and Periods**

| <b>Unit No</b> | <b>Unit Name</b>                                    | <b>Marks</b> | <b>Periods Theory</b> | <b>Periods Practical</b> | <b>Total Period</b> |
|----------------|---|--------------|-----------------------|--------------------------|---------------------|
| 1              | Introduction to computer system                     | 10           | 10                    | -                        | 10                  |
| 2              | Introduction to Python                              | 25           | 35                    | 28                       | 63                  |
| 3              | Database concepts and the Structured Query Language | 30           | 23                    | 17                       | 40                  |
| 4              | Introduction to Emerging Trends                     | 5            | 7                     | -                        | 7                   |
|                | Practical   | 30           | -                     | -                        | -                   |
|                | Total   | 100          | 75                    | 45                       | 120                 |

**4. Unit Wise syllabus**

**Unit 1: Introduction to Computer System**

Introduction to computer and computing: evolution of computing devices, components of a computer system and their interconnections, Input/output devices.

Computer Memory: Units of memory, types of memory – primary and secondary, data deletion, its recovery and related security concerns.

Software: purpose and types – system and application software, generic and specific purpose software.

## **Unit 2: Introduction to Python**

Basics of Python programming, Python interpreter - interactive and script mode, the structure of a program, indentation, identifiers, keywords, constants, variables, types of operators, precedence of operators, data types, mutable and immutable data types, statements, expressions, evaluation and comments, input and output statements, data type conversion, debugging.

Control Statements: if-else, for loop

Lists: list operations - creating, initializing, traversing and manipulating lists, list methods and built-in functions.

Dictionary: concept of key-value pair, creating, initializing, traversing, updating and deleting elements, dictionary methods and built-in functions.

## **Unit 3: Database concepts and the Structured Query Language**

Database Concepts: Introduction to database concepts and its need, Database Management System.

Relational data model: Concept of domain, tuple, relation, candidate key, primary key, alternate key

Advantages of using Structured Query Language, Data Definition Language, Data Query Language and Data Manipulation Language, Introduction to MySQL, creating a database using MySQL, Data Types

Data Definition: CREATE TABLE

Data Query: SELECT, FROM, WHERE.

Data Manipulation: INSERT

## **Unit 4: Introduction to the Emerging Trends**

Artificial Intelligence, Machine Learning, Natural Language Processing, Immersive experience (AR, VR), Robotics, Big data and its characteristics, Internet of Things (IoT), Sensors, Smart cities, Cloud Computing and Cloud Services (SaaS, IaaS, PaaS); Grid Computing, Block chain technology.

### Practical Marks Distribution

| S.No. | Unit Name  | Marks |
|-------|--|-------|
| 1     | Problem solving using Python programming language                  | 11    |
| 3     | Creating database using MySQL and performing Queries               | 7     |
| 4     | Practical file (minimum of 14 python programs, and 14 SQL queries) | 7     |
| 5     | Viva-Voce  | 5     |
|       | Total  | 30    |

## 5. Suggested Practical List

### 5.1 Programming in Python

1. To find average and grade for given marks.
2. To find sale price of an item with given cost and discount (%).
3. To calculate perimeter/circumference and area of shapes such as triangle, rectangle, square and circle.
4. To calculate Simple and Compound interest.
5. To calculate profit-loss for given Cost and Sell Price.
6. To calculate EMI for Amount, Period and Interest.
7. To calculate tax - GST / Income Tax.
8. To find the largest and smallest numbers in a list.
9. To find the third largest/smallest number in a list.
10. To find the sum of squares of the first 100 natural numbers.
11. To print the first 'n' multiples of given number.
12. To count the number of vowels in user entered string.
13. To print the words starting with a alphabet in a user entered string.
14. To print number of occurrences of a given alphabet in each string.
15. Create a dictionary to store names of states and their capitals.
16. Create a dictionary of students to store names and marks obtained in 5 subjects.
17. To print the highest and lowest values in the dictionary.

### 5.3 Data Management: SQL Commands

18. To create a database
19. To create student table with the student id, class, section, gender, name, dob, and marks as attributes where the student id is the primary key.
20. To insert the details of at least 10 students in the above table.
21. To display the entire content of table.
22. To display Rno, Name and Marks of those students who are scoring marks more than 50.
23. To find the average of marks from the student table.



24. To find the number of students, who are from section 'A'.
25. To display the information all the students, whose name starts with 'AN' (Examples: ANAND, ANGAD,..)
26. To display Rno, Name, DOB of those students who are born between '2005- 01-01' and '2005-12-31'.
27. To display Rno, Name, DOB, Marks, Email of those male students in ascending order of their names.
28. To display Rno, Gender, Name, DOB, Marks, Email in descending order of their marks.
29. To display the unique section available in the table.

### **Suggested material**

NCERT Informatics Practices - Text book for class - XI (ISBN- 978-93-5292-148-5 )

Excluded topics

- Nested loop(Chapter -3, Section - 3.13)
- Loading and saving NumPy array in text files (Chapter-6, Sections- 6.10 and 6.11)

**Informatics Practices**  
**CLASS XII**  
**Code No. 065**  
**2022-2023**

1. **Prerequisite:** Informatics Practices – Class XI

**2. Learning Outcomes**

At the end of this course, students will be able to:

- Create Series, Data frames and apply various operations.
- Visualize data using relevant graphs.
- Design SQL queries using aggregate functions.
- Import/Export data between SQL database and Pandas.
- Learn terminology related to networking and internet.
- Identify internet security issues and configure browser settings.
- Understand the impact of technology on society including gender and disability issues.

**3. Distribution of Marks and Periods**

| <b>Unit No</b> | <b>Unit Name</b>                                  | <b>Marks</b> | <b>Periods Theory</b> | <b>Periods Practical</b> | <b>Total Period</b> |
|----------------|---|--------------|-----------------------|--------------------------|---------------------|
| 1              | Data Handling using Pandas and Data Visualization | 25           | 25                    | 25                       | 50                  |
| 2              | Database Query using SQL                          | 25           | 20                    | 17                       | 37                  |
| 3              | Introduction to Computer Networks                 | 10           | 12                    | 0                        | 12                  |
| 4              | Societal Impacts                                  | 10           | 14                    | -                        | 14                  |
|                | Project   | -            | -                     | 7                        | 7                   |
|                | Practical   | 30           | -                     | -                        | -                   |
|                | Total   | 100          | 71                    | 49                       | 120                 |

**4. Unit Wise syllabus**

**Unit 1: Data Handling using Pandas -I**

Introduction to Python libraries- Pandas, Matplotlib.

Data structures in Pandas - Series and Data Frames.

Series: Creation of Series from – ndarray, dictionary, scalar value; mathematical operations; Head and Tail functions; Selection, Indexing and Slicing.

Data Frames: creation - from dictionary of Series, list of dictionaries, Text/CSV files; display; iteration; Operations on rows and columns: add, select, delete, rename; Head and Tail functions; Indexing using Labels, Boolean Indexing;

Importing/Exporting Data between CSV files and Data Frames.

## **Data Visualization**

Purpose of plotting; drawing and saving following types of plots using Matplotlib – line plot, bar graph,

histogram

Customizing plots: adding label, title, and legend in plots.

## **Unit 2: Database Query using SQL**

Math functions: POWER (), ROUND (), MOD ().

Text functions: UCASE ()/UPPER (), LCASE ()/LOWER (), MID ()/SUBSTRING ()/SUBSTR (), LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM ().

Date Functions: NOW (), DATE (), MONTH (), MONTHNAME (), YEAR (), DAY (), DAYNAME ().

Aggregate Functions: MAX (), MIN (), AVG (), SUM (), COUNT (); using COUNT (\*).

Querying and manipulating data using Group by, Having, Order by.

## **Unit 3: Introduction to Computer Networks**

Introduction to networks, Types of network: LAN, MAN, WAN.

Network Devices: modem, hub, switch, repeater, router, gateway

Network Topologies: Star, Bus, Tree, Mesh.

Introduction to Internet, URL, WWW, and its applications- Web, email, Chat, VoIP.

Website: Introduction, difference between a website and webpage, static vs dynamic web page, web server and hosting of a website.

Web Browsers: Introduction, commonly used browsers, browser settings, add-ons and plug-ins, cookies.

## Unit 4: Societal Impacts

Digital footprint, net and communication etiquettes, data protection, intellectual property rights (IPR), plagiarism, licensing and copyright, free and open source software (FOSS), cybercrime and cyber laws, hacking, phishing, cyber bullying, overview of Indian IT Act.

E-waste: hazards and management.

Awareness about health concerns related to the usage of technology.

### Project Work

The aim of the class project is to create tangible and useful IT application. The learner may identify a real-world problem by exploring the environment. e.g. Students can visit shops/business places, communities or other organizations in their localities and enquire about functioning of the organization, and how data are generated, stored, and managed.

The learner can take data stored in csv or database file and analyze using Python libraries and generate appropriate charts to visualize.

If an organization is maintaining data offline, then the learner should create a database using MySQL and store the data in tables. Data can be imported in Pandas for analysis and visualization.

Learners can use Python libraries of their choice to develop software for their school or any other social good.

Learners should be sensitized to avoid plagiarism and violation of copyright issues while working on projects. Teachers should take necessary measures for this. Any resources (data, image etc.) used in the project must be suitably referenced.

The project can be done individually or in groups of 2 to 3 students. The project should be started by students at least 6 months before the submission deadline.

### Practical Marks Distribution

| S. No. | Unit Name                            | Marks |
|--------|--------------------------------------|-------|
| 1      | Programs using Pandas and Matplotlib | 8     |
| 2      | SQL Queries                          | 7     |

|   |  |    |
|---|--|----|
| 3 | Practical file (minimum of 15 programs based on Pandas, 4 based on Matplotlib and 15 SQL queries must be included) | 5  |
| 4 | Project Work (using concepts learned in class XI and XII)  | 5  |
| 5 | Viva-Voce  | 5  |
|   | TOTAL  | 30 |

## 5. Suggested Practical List

### 5.1 Data Handling

1. Create a panda's series from a dictionary of values and a ndarray
2. Given a Series, print all the elements that are above the 75th percentile.
3. Create a Data Frame quarterly sales where each row contains the item category, item name, and expenditure. Group the rows by the category and print the total expenditure per category.
4. Create a data frame for examination result and display row labels, column labels data types of each column and the dimensions
5. Filter out rows based on different criteria such as duplicate rows.
6. Importing and exporting data between pandas and CSV file

### 5.2 Visualization

1. Given the school result data, analyses the performance of the students on different parameters, e.g subject wise or class wise.
2. For the Data frames created above, analyze, and plot appropriate charts with title and legend.
3. Take data of your interest from an open source (e.g. data.gov.in), aggregate and summarize it. Then plot it using different plotting functions of the Matplotlib library.

### 5.3 Data Management

1. Create a student table with the student id, name, and marks as attributes where the student id is the primary key.
2. Insert the details of a new student in the above table.
3. Delete the details of a student in the above table.
4. Use the select command to get the details of the students with marks more than 80.
5. Find the min, max, sum, and average of the marks in a student marks table.
6. Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by.
7. Write a SQL query to order the (student ID, marks) table in descending order of the marks.

**HISTORY**  
**CLASS XI-XII (2022-23)**  
**(Code No. 027)**

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**Rationale**

Through a focus on a series of critical historical issues and debates (class XI) or on a range of important historical sources (class XII), the students would be introduced to a set of important historical events and processes. A discussion of these themes, it is hoped, would allow students not only to know about these events and processes, but also to discover the excitement of reading history. However, practical way of assessing whether the learning objectives have been actualized or not, can be ensured by the way of having stated outcomes. These outcomes have been enumerated against the learning objectives so that the concerned teachers and their students can adopt different kinds of constructive strategies and competency-based assessment techniques. It is also to be understood that the learning objectives and their outcomes are organically linked and complementary to each other.

**Objectives:**

- Effort in these senior secondary classes would be to emphasize to students that history is a critical discipline, a process of enquiry, a way of knowing about the past, rather than just a collection of facts. The syllabus would help them to understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading their sources critically. They will appreciate how historians follow the trails that lead to the past, and how historical knowledge develops.
- The syllabus would also enable students store/relate/compare developments in different situations, analyze connections between similar processes located in different time periods, and discover the relationship between different methods of enquiry within history and the allied disciplines.
- The syllabus in class XI is organized around some major themes in the world history. The themes have been selected so as to (i) focus on some important developments in different spheres-political, social, cultural and economic, (ii) study not only the grand narratives of development-urbanization, industrialization and modernization-but also to know about the processes of displacements and marginalization. Through the study of these themes' students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.

- The treatment of each theme in class XI would include
  - an overview of the theme under discussion
  - a more detailed focus on one region of study
  - an introduction to a critical debate associated with the issue.
- In class XII the focus will shift to a detailed study of some themes in ancient, medieval and modern Indian history although the attempt is to soften the distinction between what is conventionally termed as ancient, medieval and modern. The object would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the course will be built on the knowledge that the students have acquired in the earlier classes.
- Each theme in class XII will also introduce the students to one type of source for the study of history. Through such a study, students would begin to see what different types of sources can reveal and what they cannot tell. They would come to know how historians analyze these sources, the problems and difficulties of interpreting each type of source, and the way a larger picture of an event, a historical process, or a historical figure, is built by looking at different types of sources.
- Each theme for class XII will be organized around four sub heads:
  - a detailed overview of the events, issues and processes under discussion
  - a summary of the present state of research on the theme
  - an account of how knowledge about the theme has been acquired
  - an excerpt from a primary source related to the theme, explaining how it has been used by historians.
- While the themes in both the classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion.
- In the text books each theme would be located in a specific time and place. But these discussions would be situated within a wider context by
  - plotting the specific event within time-lines
  - discussing the particular event or process in relation to developments in other places and other times.

**COURSE STRUCTURE  
CLASS XI (2022-23)**

**One-Theory Paper**

**80Marks  
3 Hours**

| S.NO                                     | THEMES                            | No. of Periods | Marks                |
|--|-----------------------------------|----------------|----------------------|
| 1.                                       | Introduction to World History     | <b>10</b>      |                      |
| <b>Section A: Early Societies</b>        |                                   |                |                      |
| 2.                                       | Introduction                      | 5              |                      |
| 3.                                       | Writing and City Life             | 20             | 10                   |
| <b>Section B: Empires</b>                |                                   |                |                      |
| 4.                                       | Introduction                      | 5              |                      |
| 5.                                       | An empire across three continents | 20             | 10                   |
| 6.                                       | Nomadic Empires                   | 20             | 10                   |
| <b>Section C: Changing Traditions</b>    |                                   |                |                      |
|  | Introduction                      | 5              |                      |
| 7.                                       | The Three Orders                  | 20             | 10                   |
| 8.                                       | Changing Cultural Traditions      | 20             | 10                   |
| <b>Section D: Paths to Modernization</b> |                                   |                |                      |
| 9.                                       | Introduction                      | 5              |                      |
| 10.                                      | Displacing Indigenous People      | 20             | 10                   |
| 11.                                      | Paths To Modernization            | 20             | 15                   |
| 12.                                      | MAP WORK OF THE RELATED THEMES    | 15             | 5                    |
| <b>Total</b>                             |                                   |                | <b>80</b>            |
| <b>Project work</b>                      |                                   | <b>25</b>      | <b>20</b>            |
| <b>Total</b>                             |                                   | <b>210</b>     | <b>100<br/>Marks</b> |



**CLASS-XI: THEMES IN WORLD HISTORY**

| THEMES  | LEARNING OBJECTIVES  | LEARNING OUTCOMES  |
|---|--|--|
| <p><b>Writing and City Life</b><br/>Focus: Iraq, 3<sup>rd</sup> millennium BCE</p> <ul style="list-style-type: none"> <li>a) Growth of towns</li> <li>b) Nature of early urban societies</li> <li>c) Historians' Debate on uses of writing</li> </ul>   | <ul style="list-style-type: none"> <li>● Familiarize the learner with the nature of early urban Centre's.</li> <li>● Discuss whether writing is significant as a marker of civilization.</li> </ul>                    | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>● Compare and analyze the transformation from Neolithic to Bronze Age Civilization in order to understand the myriad spheres of human development.</li> <li>● Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations.</li> <li>● Analyze the outcomes of a sustained tradition of writing.</li> </ul> |
| <p><b>An Empire across Three Continents</b><br/>Focus: Roman Empire, 27 BCE to 600 CE</p> <ul style="list-style-type: none"> <li>a) Political evolution</li> <li>b) Economic Expansion</li> <li>c) Religion-culture foundation</li> <li>d) Late Antiquity</li> <li>e) Historians' view on the Institution of Slavery</li> </ul>           | <ul style="list-style-type: none"> <li>● Familiarize the learner with the history of a major world empire</li> <li>● Discuss whether slavery was a significant element in the economy.</li> </ul>                      | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture.</li> <li>● Analyze the implications of Roman's contacts with the subcontinent Empires</li> <li>● Examine the domains of cultural transformation in that period</li> </ul>  |
| <p><b>NOMADIC EMPIRES</b><br/>Focus: The Mongol, 13<sup>th</sup> to 14<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) The nature of nomadism</li> <li>b) Formation of empires</li> <li>c) Conquests and relations with other states</li> <li>d) Historians' views on nomadic societies and state formation</li> </ul> | <ul style="list-style-type: none"> <li>● Familiarize the learner with the varieties of nomadic society and their institutions.</li> <li>● Discuss whether state formation is possible in nomadic societies.</li> </ul> | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the living patterns of nomadic pastoralist society.</li> <li>● Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler.</li> <li>● Analyze socio-political and economic changes during the period of the descendants of Genghis Khan.</li> </ul>  |

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|  |   | <ul style="list-style-type: none"> <li>● Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan.</li> </ul>   |
| <p><b>The Three Orders.</b><br/> <b>Focus:</b> Western Europe 13<sup>th</sup>-16<sup>th</sup> century</p> <ol style="list-style-type: none"> <li>Feudal society and economy</li> <li>Formation of state</li> <li>Church and society</li> <li>Historians' views on decline of feudalism</li> </ol>  | <ul style="list-style-type: none"> <li>● Familiarize the learner with the nature of the economy and society of this period and the changes within them.</li> <li>● Show how the debate on the decline of feudalism helps in understanding processes of transition.</li> </ul> | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society.</li> <li>● Relate between ancient slavery and serfdom</li> <li>● Assess the 14<sup>th</sup> century crisis and rise of the nation states.</li> </ul>  |
| <p><b>Changing Cultural Traditions</b><br/> <b>Focus:</b> Europe 14<sup>th</sup>-17<sup>th</sup> century</p> <ol style="list-style-type: none"> <li>New ideas and new trends in literature and arts</li> <li>Relationship with earlier ideas</li> <li>The contribution of West Asia</li> <li>Historians' viewpoint on the validity of the notion 'European Renaissance'</li> </ol> | <ul style="list-style-type: none"> <li>● Explore the intellectual trends in the period.</li> <li>● Familiarize students with the paintings and buildings of the period.</li> <li>● Introduce the debate around the idea of 'Renaissance'.</li> </ul>                          | <p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>● Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</li> <li>● Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism.</li> <li>● Compare and contrast the condition of women in the Renaissance period.</li> <li>● Recognize major influences on the architectural, artistic, and literary developments in order to understand the facades of Renaissance.</li> <li>● Critical analysis of the Roman Catholic Church by Martin Luther and Erasmus and their impact on later reforms.</li> <li>● Evaluate the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformations</li> </ul> |

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| <p><b>Displacing Indigenous People</b><br/> <b>Focus:</b> North America and Australia, 18<sup>th</sup> to 20<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) European colonists in North America and Australia</li> <li>b) Formation of White Settler societies</li> <li>c) Displacement and repression of local people</li> <li>d) Historians' viewpoint on the impact of European settlement on indigenous population</li> </ul>                                   | <ul style="list-style-type: none"> <li>● Sensitize students to the processes of displacements that accompanied the development of America and Australia.</li> <li>● Understand the implications of such processes for the displaced populations.</li> </ul> | <p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>● Recount some aspects of the history of the native people of America to understand their condition.</li> <li>● To analyze the realms of settlement of Europeans in Australia and America.</li> <li>● Compare and contrast the lives and roles of indigenous people in these continents</li> </ul>   |
| <p><b>Paths to Modernization</b><br/> <b>Focus:</b> East Asia, late 19<sup>th</sup> to 20<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) Militarization and economic growth in Japan</li> <li>b) China and the communist alternative</li> <li>c) Historians' Debate on the meaning of modernization</li> </ul> <p><b>(NOTE- Keeping in view the importance of the themes i.e. Japan, China and Korea; it is advised that all must be taught in the schools)</b></p> | <ul style="list-style-type: none"> <li>● Make students aware that transformation in the modern world takes many different forms.</li> <li>● Show how notions like 'modernization' need to be critically assessed.</li> </ul>                                | <p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>● Deduce the histories of China and Japan from the phase of imperialism to modernization</li> <li>● Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration.</li> <li>● Analyze the domains of Japanese nationalism prior and after the Second World War.</li> <li>● Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism.</li> <li>● To analyze the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.</li> </ul> |
| <p>Map Work on The Related Themes</p>   |   |  |

**COURSE STRUCTURE****CLASS XII (2022-23)****One Theory Paper****Max. Marks-80****Time:3 Hours**

| <b>THEMES</b>  | <b>Periods</b> | <b>Marks</b> |
|--|----------------|--------------|
| <b>Themes in Indian History Part-I</b>               |                | <b>25</b>    |
| Theme 1 Bricks, Beads and Bones                      | 15             |              |
| Theme 2 Kings, Farmers and Towns                     | 15             |              |
| Theme 3 Kinship, Caste and Class                     | 15             |              |
| Theme 4 Thinkers, Beliefs and Buildings              | 15             |              |
| <b>Themes In Indian History Part-II</b>              |                | <b>25</b>    |
| Theme 5 Through the Eyes of Travellers               | 15             |              |
| Theme 6 Bhakti –Sufi Traditions                      | 15             |              |
| Theme 7 An Imperial Capital: Vijayanagar             | 15             |              |
| Theme 8 – Peasants, Zamindars and the State          | 15             |              |
| <b>Themes In Indian History Part-III</b>             |                | <b>25</b>    |
| Theme 10 Colonialism and The Countryside             | 15             |              |
| Theme 11 Rebels and the Raj                          | 15             |              |
| Theme 13 Mahatma Gandhi and the Nationalist Movement | 15             |              |
| Theme 15 Framing the Constitution                    | 15             |              |
| Including Map Work of The Related Themes             | 15             | <b>5</b>     |
| <b>Total</b>   |                | <b>80</b>    |
| <b>Project work</b>                                  | <b>25</b>      | <b>20</b>    |
| <b>Total</b>   | <b>220</b>     | <b>100</b>   |

## **COURSE CONTENT**

### **Class XII: Themes in Indian History**

| <b>Themes</b>   | <b>NOTE- This is not an exhaustive list. For reflective teaching- learning process, explicit Learning Objectives and Outcomes can be added by teachers during the course-delivery for student's real learning.</b>   |  |
|---|--|--|
|   | <b>Learning Objective</b>  | <b>Learning Outcomes</b>   |
| <p style="text-align: center;"><b>Part-I</b></p> <p><b>BRICKS, BEADS AND BONES</b></p> <p><b>The Harappan Civilization:</b></p> <p><b>Broad overview:</b> Early urban centers</p> <p><b>Story of discovery:</b> Harappan civilization</p> <p><b>Excerpt:</b> Archaeological report on a major site</p> <p><b>Discussion:</b> How it has been utilized by archaeologists/ historians</p>   | <ul style="list-style-type: none"> <li>● Familiarize the learner with early urban centers as economic and social institution.</li> <li>● Introduce the ways in which new data can lead to a revision of existing notions of history.</li> </ul>  | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>● State and deduce the multi-lateral aspects of Harappan civilization in order to understand the first civilization of the world.</li> <li>● Develop an ability to use and analyze socio- economic, political aspects of Harappa                             <ul style="list-style-type: none"> <li>● Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.</li> </ul> </li> </ul> |
| <p><b>KINGS, FARMERS AND TOWNS: Early States and Economies (c. 600 BCE-600 CE)</b></p> <p><b>Broad overview:</b> Political and economic History from the Mauryan to the Gupta period</p> <p><b>Story of discovery:</b> Inscriptions and the Decipherment of the script. Shifts in the Understanding of political and economic history.</p> <p><b>Excerpt:</b> Ashokan inscription and Gupta period land grant</p> <p><b>Discussion:</b> Interpretation of inscriptions by historians.</p> | <ul style="list-style-type: none"> <li>● Familiarize the learner with major trends in the political and economic history of the subcontinent.</li> <li>● Introduce inscrip-tional analysis and the ways in which these have shaped the understanding of political and economic processes.</li> </ul> | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain major trends in the 6th century BCE in order to understand the political and economic history of the subcontinent.</li> <li>● Analyze inscrip-tional evidences and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>  |
| <p><b>KINSHIP, CASTE AND CLASS</b></p> <p><b>Early Society Societies (C. 600 BCE-600 CE)</b></p> <p><b>Broad overview:</b></p> <p><b>Social Histories: Using the</b></p>  | <ul style="list-style-type: none"> <li>● Familiarize the learners with issues in social history.</li> <li>● Introduce the</li> </ul>   | <p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>● Analyze social norms in order to understand the perspectives of society given in the scriptures of</li> </ul>  |

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| <p><b>Mahabharata</b><br/>Issues in social history, including caste, class, kinship and gender<br/><b>Story of discovery:</b><br/>Transmission and publications of the Mahabharata<br/><b>Excerpt:</b> from the Mahabharata, illustrating how it has been used by historians.<br/><b>Discussion:</b> Other sources for reconstructing social history.</p>   | <p>strategies of textual analysis and their use in reconstructing social history.</p>   | <p>ancient India.</p> <ul style="list-style-type: none"> <li>● Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata.</li> </ul>   |
| <p><b>THINKERS, BELIEFS AND BUILDINGS</b><br/><b>Cultural Developments (c. 600 BCE - 600 CE)</b><br/><b>Broad overview:</b><br/><b>A History of Buddhism: Sanchi Stupa</b><br/>A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Shaivism (Puranic Hinduism)<br/>b) Focus on Buddhism.<br/><b>Story of discovery:</b> Sanchi stupa.<br/><b>Excerpt:</b> Reproduction of sculptures from Sanchi.<br/><b>Discussion:</b> Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism.</p> | <ul style="list-style-type: none"> <li>● Discuss the major religious developments in early India.</li> <li>● Introduce strategies of visual analysis and their use in reconstructing the theories of religion.</li> </ul> | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>● Compare the distinct religious facets in order to understand the religious developments in ancient India</li> <li>● Elucidate the rich religious sculpture and infer the stories hidden in it.</li> </ul> |
| <p><b>Part-II</b><br/><b>THROUGH THE EYES OF TRAVELLERS</b><br/><b>Perceptions of Society (c. tenth to seventeenth century)</b></p>   | <ul style="list-style-type: none"> <li>● Familiarize the learner with the salient features of social histories described by the travellers.</li> </ul>  | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the accounts of foreign travellers in order to</li> </ul>  |

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| <p><b>Broad Overview:</b> outlines of social and cultural life as they appear in traveller's account.</p> <p><b>Story of their writings:</b> A discussion of where they travelled, what they wrote and for whom they wrote.</p> <p><b>Excerpts:</b> from Al Biruni, Ibn Battuta, Francois Bernier.</p> <p><b>Discussion:</b> What these travel accounts can tell us and how they have been interpreted by historians.</p>  | <ul style="list-style-type: none"> <li>• Discuss how traveller's accounts can be used as sources of social history.</li> </ul>   | <p>understand the social political and economic life during the tenure of different rulers in the medieval period</p> <ul style="list-style-type: none"> <li>• Compare and contrast the perspectives of Al Biruni, Ibn Battuta and Bernier towards Indian society.</li> </ul>  |
| <p><b>BHAKTI –SUFI TRADITIONS: Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)</b></p> <p><b>Broad overview:</b></p> <ol style="list-style-type: none"> <li>Outline of religious developments during this period saints.</li> <li>Ideas and practices of the Bhakti-Sufi</li> </ol> <p><b>Story of Transmission:</b> How Bhakti-Sufi compositions have been preserved.</p> <p><b>Excerpt:</b> Extracts from selected Bhakti-Sufi works.</p> <p><b>Discussion:</b> Ways in which these have been interpreted by historians.</p> | <ul style="list-style-type: none"> <li>• Familiarize the learner with the religious developments.</li> <li>• Discuss ways of analyzing devotional literature as sources of history.</li> </ul> | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Summarize the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period.</li> <li>• Comprehend the religious movement in order to establish unity, peace, harmony and brotherhood in society.</li> </ul> |
| <p><b>AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries)</b></p> <p><b>Broad Over View: New Architecture: Hampi</b></p> <ol style="list-style-type: none"> <li>Outline of new buildings</li> </ol>   | <ul style="list-style-type: none"> <li>• Familiarize the learner with the new buildings that were built during the time. Discuss the ways in</li> </ul>  | <p>At the completion of this unit students will be able to:</p>  |

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| <p>during Vijayanagar period-temples, forts, irrigation facilities.</p> <p>b. Relationship between architecture and the political system</p> <p><b>Story of Discovery:</b><br/>Account of how Hampi was found.</p> <p><b>Excerpt:</b> Visuals of buildings at Hampi</p> <p><b>Discussion:</b> Ways in which historians have analyzed and interpreted these structures.</p>  | <p>which architecture can be analyzed to reconstruct history.</p>   | <ul style="list-style-type: none"> <li>● Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India</li> <li>● Analyze accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city.</li> </ul>                                   |
| <p><b>PEASANTS, ZAMINDARS AND THE STATE: Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries)</b></p> <p><b>Broad overview: The Ain-i-Akbari</b></p> <p>a. Structure of agrarian relations in the 16<sup>th</sup> and 17<sup>th</sup> centuries.</p> <p>b. Patterns of change over the period.</p> <p><b>Story of Discovery:</b><br/>Account of the compilation and translation of Ain I Akbari</p> <p><b>Excerpt:</b> from the Ain-i-Akbari.</p> <p><b>Discussion:</b> Ways in which historians have used texts to reconstruct history.</p> | <ul style="list-style-type: none"> <li>● Discuss the developments in agrarian relations.</li> <li>● Discuss how to supplement official documents with other sources.</li> </ul> | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>● Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period.</li> </ul> <p>Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries.</p> |



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| <p style="text-align: center;"><b>Part-III</b></p> <p><b>COLONIALISM AND THE COUNTRYSIDE: Exploring Official Archives</b></p> <p><b>Broad overview:</b></p> <p><b>Colonialism and Rural Society: Evidence from Official Reports</b></p> <p>a) Life of zamindars, peasants and artisans in the late 18<sup>th</sup> century</p> <p>b). Permanent Settlement, Santhals and Paharias</p> <p><b>Story of official records:</b><br/>An account of why official investigations in rural societies were undertaken and the types of records and reports produced.</p> <p><b>Excerpts:</b> From Fifth Report</p> <p><b>Discussion:</b> What the official records tell and do not tell, and how they have been used by historians.</p> | <ul style="list-style-type: none"> <li>● Discuss how colonialism affected zamindars, peasants and artisans.</li> <li>● Comprehend the problems and limits of using official sources for understanding the lives of the people</li> </ul> | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>● Compare and contrast the revenue systems introduced by the British in order to understand the economic aspects of colonization in India.</li> <li>● Analyze the colonial official records &amp; reports in order to understand the divergent interest of British and Indians.</li> </ul>   |
| <p><b>REBELS AND THE RAJ: 1857 Revolt and its Representations- Broad overview:</b></p> <p>a. The events of 1857-58.</p> <p>b. Vision of Unity</p> <p>c. How these events were recorded and narrated.</p> <p><b>Focus:</b> Lucknow</p> <p><b>Excerpts:</b> Pictures of 1857. Extracts from contemporary accounts.</p> <p><b>Discussion:</b> How the pictures of 1857 shaped British opinion of what had happened.</p>  | <ul style="list-style-type: none"> <li>● Discuss how the events of 1857 are being interpreted.</li> <li>● Discuss how visual material can be used by historians.</li> </ul>  | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>▸ Correlate the planning and coordination of the rebels of 1857 to infer its domains and nature.</li> <li>● Examine the momentum of the revolt to understand its spread.</li> <li>▸ Analyze how revolt created vision of unity amongst Indians.</li> <li>● Identify and interpret visual images to understand the emotions portrayed by the nationalist and British</li> </ul> |

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| <p><b>MAHATMA GANDHI AND THE NATIONALIST MOVEMENT: Civil Disobedience and Beyond</b></p> <p><b>Broad overview:</b></p> <ol style="list-style-type: none"> <li>a. The Nationalist Movement 1918 -48.</li> <li>b. The nature of Gandhian politics and leadership.</li> </ol> <p><b>Focus:</b> Mahatma Gandhi and the three movements and his last days as “finest hours”</p> <p><b>Excerpts:</b> Reports from English and Indian language newspapers and other contemporary writings.</p> <p><b>Discussion:</b> How newspapers can be a source of history.</p> | <ul style="list-style-type: none"> <li>● Familiarize the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership.</li> <li>● Discuss how Gandhi was perceived by different groups. Discuss how historians need to read and interpret newspapers diaries and letters as a historical so</li> </ul> | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>● Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership.</li> <li>● Analyze the significant contributions of Gandhiji to understand his mass appeal for nationalism. Analyze the perceptions and contributions of different communities towards the Gandhian movement.</li> <li>● Analyze the ways of interpreting historical source such as newspapers, biographies and auto-biographies diaries and letters.</li> </ul> |
| <p><b>FRAMING THE CONSTITUTION: The Beginning of a New Era</b></p> <p><b>Broad overview: The Making of the Constitution an overview:</b></p> <ol style="list-style-type: none"> <li>a. Independence and then new nation state.</li> <li>b. The making of the Constitution</li> </ol> <p><b>Focus:</b> The Constituent Assembly Debates</p> <p><b>Excerpts:</b> from the debates</p> <p><b>Discussion:</b> What such debates reveal and how they can be analyzed.</p>   | <ul style="list-style-type: none"> <li>● Discuss how the founding ideals of the new nation state were debated and formulated.</li> <li>● Understand how such debates and discussions can be read by historians.</li> </ul>  | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>● Highlight the role of Constituent Assembly to understand functionaries in framing the constitution of India.</li> <li>● Analyze how debates and discussions around important issues in the Constituent Assembly shaped our Constitution.</li> </ul>   |

## LIST OF MAPS

| <b>Book 1</b> |             |   |
|---------------|-------------|---|
| 1             | Page<br>2   | <p>Mature Harappan sites:</p> <ul style="list-style-type: none"> <li>● Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji.</li> </ul>   |
| 2             | Page<br>30  | <p>Mahajanapada and cities:</p> <ul style="list-style-type: none"> <li>● Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.</li> </ul>   |
| 3             | Page<br>33  | <p>Distribution of Ashokan inscriptions:</p> <ul style="list-style-type: none"> <li>● Kushanas, Shakas, Satavahanas, Vakatakas, Guptas</li> <li>● Cities/towns: Mathura, Kannauj, Puhar, Braghukachchha</li> <li>● Pillar inscriptions – Sanchi, Topra, Meerut Pillar and Kaushambi.</li> <li>● Kingdom of Cholas, Cheras and Pandyas.</li> </ul> |
| 4             | Page<br>43  | <p>Important kingdoms and towns:</p> <ul style="list-style-type: none"> <li>● Kushanas, Shakas, Satavahanas, Vakatakas, Guptas</li> <li>● Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha</li> </ul>   |
| 5             | Page<br>95  | <p>Major Buddhist Sites:</p> <ul style="list-style-type: none"> <li>● Nagarjunakonda, Sanchi, Amaravati, Lumbini, Nasik, Bharhut, Bodh Gaya, Ajanta.</li> </ul>   |
| <b>Book 2</b> |             |   |
| 6             | Page<br>174 | Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli  |
| 7             | Page<br>214 | <p>Territories under Babur, Akbar and Aurangzeb:</p> <ul style="list-style-type: none"> <li>● Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.</li> </ul>   |
| <b>Book 3</b> |             |   |
| 8             | Page<br>297 | <b>Territories/cities under British Control in 1857:</b> Punjab, Sindh, Bombay, Madras, Fort St. David, Masulipatam, Berar, Bengal, Bihar, Orissa, Avadh, Surat, Calcutta, Patna, Benaras, Allahabad and Lucknow.   |
| 9             | Page<br>305 | <b>Main centres of the Revolt of 1857:</b> Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh.   |
| 10            |             | <b>Important centres of the National Movement:</b> Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi.  |

**HISTORY -027**  
**Class XI & XII (2022-23)**  
**Project work**

**PROJECT WORK**

**MM-20**

**INTRODUCTION**

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.

The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidence to write history.

The syllabus in class-XI is organized around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval, and modern Indian history.

CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 as a part of regular studies in classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, analyze it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.

**OBJECTIVES**

Project work will help students:

- To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence, and understand the limitation of historical evidence.
- To develop 21st century managerial skills of co-ordination, self-direction, and time management.
- To learn to work on diverse cultures, races, religions, and lifestyles.
- To learn through constructivism-a theory based on observation and scientific study.
- To inculcate a spirit of inquiry and research.
- To communicate data in the most appropriate form using a variety of techniques.
- To provide greater opportunity for interaction and exploration.
- To understand contemporary issues in context to our past.
- To develop a global perspective and an international outlook.
- To grow into caring, sensitive individuals capable of making informed, intelligent, and independent choices.
- To develop lasting interest in history discipline.

## **GUIDELINES TO TEACHERS**

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- The Project Work should be suitably spaced from April to November in classes XI and XII so that students can prepare for Final Examination.
- The teachers must ensure that the students submit original work.
- Project report should be **Handwritten** only. (Eco-friendly materials can be used by students)

### **The following steps are suggested:**

- 1) Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
- 2) The project must be done individually / In-groups.
- 3) The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
- 4) The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. to enrich the subject content.
- 5) The Project Work needs to enhance cognitive, affective, and psychomotor domains in the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning. Art integrated **Activities** , experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020) The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to visually impaired candidates.
- 6) Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
- 7) Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

**Note: The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.**

### **FEW SUGGESTIVE TOPICS FOR CLASS XI PROJECTS**

- 1) Facets of the Industrialization in sixteenth- eighteenth centuries.
- 2) Crusades: causes; rationale; events; outcomes; Holy Alliance
- 3) Ancient History in depth: Mesopotamia
- 4) Greek Philosophy and City States
- 5) Contributions of Roman Civilization

- 6) The spirit of Renaissance: Manifestation in art; Literature; Sculpture; Influence on Trading Community; Social Fabric; Philosophy; Political Values; Rational Thinking; Existentialism
- 7) Aspects of Development -South American States /Central American States
- 8) Different schools of thoughts- Realism: Humanism: Romanticism
- 9) Piecing together the past of Genghis Khan
- 10) Myriad Realms of Slavery in ancient, medieval, and modern world
- 11) History of Aborigines – America /Australia
- 12) Facets of Modernization – China /Japan/Korea

*(Projects are an imperative component in enhancing students learning with the related themes. In the research project, students can go beyond the textbook and explore the world of knowledge. They can conceptualize under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept and for assessment.)*

**Note: Please refer Circular No. Acad.16/2013 dated 17.04.2013 for complete guidelines.**

### FEW SUGGESTIVE TOPICS FOR CLASS XII PROJECTS

1. The Indus Valley Civilization-Archeological Excavations and New Perspectives
2. The History and Legacy of Mauryan Empire
3. "Mahabharat"- The Great Epic of India
4. The History and Culture of the Vedic period
5. Buddha Charita
6. A Comprehensive History of Jainism
7. Bhakti Movement- Multiple interpretations and commentaries.
8. "The Mystical Dimensions of Sufism
9. Global legacy of Gandhian ideas
10. The Architectural Culture of the Vijayanagar Empire
11. Life of women in the Mughal rural society
12. Comparative Analysis of the Land Revenue Systems introduced by the Britishers in India
13. The Revolt of 1857- Causes; Planning & Coordination; Leadership, Vision of Unity
14. The Philosophy of Guru Nanak Dev
15. The Vision of Kabir
16. An insight into the Indian Constitution

*(Projects are an imperative component in enhancing students learning with the related themes. In the research project, students can go beyond the textbook and explore the world of knowledge. They can conceptualize under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept & for assessment.)*

**Note: Please refer Circular No. Acad.16/2013 dated 17.04.2013 for complete guidelines**

**Note:** Kindly refer to the guidelines on project work for classes XI and XII

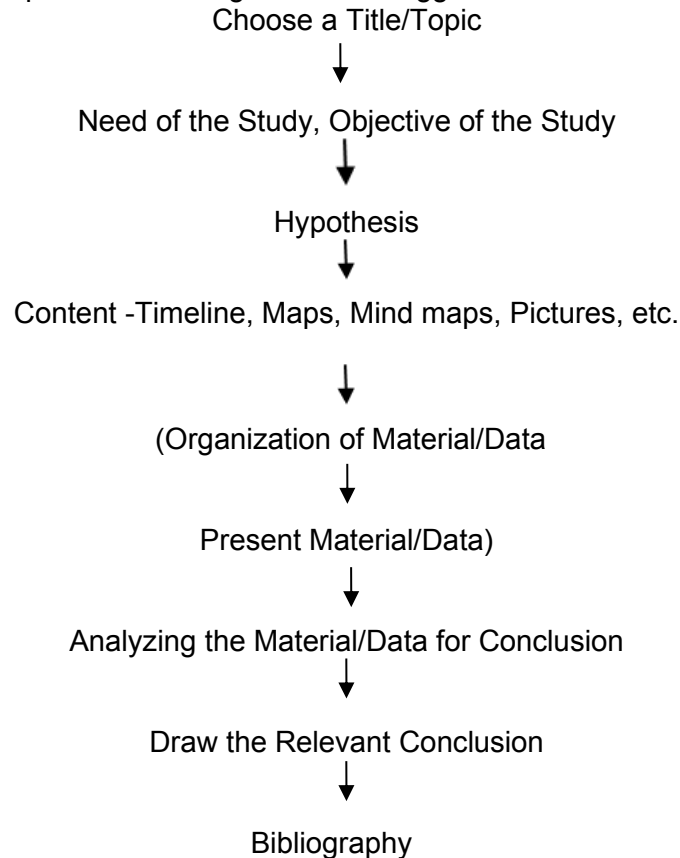
given below: -

**Guidelines for History Project Work: 20 Marks**

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

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

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



**2. 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 during 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.

**3. 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 academic year.
- 20 marks assigned for Project Work can be divided in the following manner:

## **PROJECT WORK: 20 Marks**

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

| Month              | Periodic Work   | Assessment Rubrics  | Marks     |
|--------------------|---|---|-----------|
| April -July        | Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis                   | Introduction, Statement of Purpose/Need and objectives of the study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data Collection. | 6         |
| August - October   | Planning and organization: forming an action plan, feasibility, or baseline study, Updating/modifying the action plan, Data Collection                  | Significance and relevance of the topic; challenges encountered while conducting the research.  | 5         |
| November - January | Content/data analysis and interpretation.<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         |
| January/ February  | <b>Final Assessment and VIVA by both Internal and External Examiners</b>  | External/ Internal Viva based on the project  | 4         |
|                    |   | <b>TOTAL</b>  | <b>20</b> |

#### **4. Viva-Voce**

- At the end, 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. \*\*\*\*\*



## POLITICAL SCIENCE (Code No. 028)

(2022-23)

### Rationale

At the senior secondary level, students who opt for Political Science are given an opportunity to get exposed to the diverse concepts of the discipline helping them to be a global citizen and develop skills to understand, apply and evaluate. At this level, there is a need to enable students to have the skills to engage with political processes that surround them and provide them with an understanding of the historical context that has shaped the present. The different courses expose the students to various streams of the discipline of Political Science: Political Theory, Indian Politics and International Politics. Concerns of the other two streams - Comparative Politics and Public Administration- are accommodated at different places in these courses. In introducing these streams, special care has been taken not to burden the students with the current jargon of the discipline. The basic idea here is to lay the foundations for a serious engagement with the discipline and develop competencies related to Political Science to prepare them for higher education, learning and knowledge.

### Competencies and Outcomes:

#### 1. Indian Constitution at Work:

**1.1 Competency:** Understanding, identifying and analyzing the key features, historical processes and working of the Constitution of India.

**1.2 Outcomes:** The students will:

- 1.2.1 Understand the historical processes and the circumstances in which the Constitution was drafted.
- 1.2.2 Be familiar with the diverse perspectives that guided the makers of the Indian Constitution.
- 1.2.3 Identify key features of the Constitution and compare these to other constitutions in the world.
- 1.2.4 Analyse the working of the Constitution in real life.

#### 2. Political Theory:

**2.1 Competency:** Understanding, critically evaluating and applying political theory

**2.2 Outcomes:** After the course the students will:

- 2.2.1 Understand different themes and thinkers associated with the real life.
- 2.2.2 Develop the skills for logical reasoning
- 2.2.3 Meaningfully participate in the issues and concerns of political life surrounding them.

#### 3. Contemporary World Politics:

**3.1 Competency:** Understanding, analyzing the Contemporary World Politics

**3.2 Outcomes:** After the course the students will:

- 3.2.1 Understand the contemporary world.
- 3.2.2 Understand the key political events and processes in the post-cold war era.
- 3.2.3 Analyze various global institutions, processes and events shaping their lives.

#### 4. Politics in India after Independence:

**4.1 Competency:** Critically evaluate and understand, analyze politics in India after Independence

**4.2 Outcomes:** After the course the students will:

- 4.2.1 Understand and analyze constitutional institutions, figures and their working in the post-independence period; political events, trends, other facts and figures and contribution of eminent personalities from the post-independence to contemporary India.
- 4.2.2 Develop their capacity to link political policies and processes with contemporary realities.
- 4.2.3 Encourage the students to understand and analyse the challenges for contemporary India.

**POLITICAL SCIENCE (028)**  
**Class XI (2022-23)**

**Total Marks = 100(80+20)**

**A.Theory**

**Max Marks: 80**  
**Time: 3 hrs.**

**Part A: Indian Constitution at Work**

| <b>Units</b> | <b>Contents</b>             | <b>Marks</b> |
|--------------|-----------------------------|--------------|
| 1            | Constitution                | 12           |
| 2            | Election and Representation | 10           |
| 3            | The Legislature             |              |
| 4            | The Executive               | 08           |
| 5            | The Judiciary               |              |
| 6            | Federalism                  | 10           |
| 7            | Local Governments           |              |
|              | <b>Total</b>                | <b>40</b>    |

**Part B: Political Theory**

| <b>Units</b> | <b>Contents</b>                   | <b>Marks</b> |
|--------------|-----------------------------------|--------------|
| 8            | Political Theory: An Introduction | 04           |
| 9            | Liberty                           | 10           |
| 10           | Equality                          |              |
| 11           | Justice                           | 08           |
| 12           | Rights                            |              |
| 13           | Citizenship                       | 10           |
| 14           | Nationalism                       |              |
| 15           | Secularism                        | 08           |
|              | <b>Total</b>                      | <b>40</b>    |

**B. Project Work:**

**20 Marks**  
**Grand Total = 100 Marks**

## COURSE CONTENT

### Part A: Indian Constitution at Work

- 1. Constitution** **28 Periods**  
Constitution: Why and How, The Making of the Constitution, Fundamental Rights and Duties, Directive Principles of State Policy, constitutional Amendments.
- 2. Election and Representation** **12 Periods**  
Elections and Democracy, Election System in India, Electoral Reforms.
- 3. Legislature** **16 Periods**  
Why do we need a Parliament? Unicameral / Bicameral Legislature. Functions and Power of the Parliament, Parliamentary committees. Parliamentary Officials: Speaker, Deputy Speaker, Parliamentary Secretary.
- 4. Executive** **16 Periods**  
What is an Executive? Different Types of Executive. Parliamentary Executive in India, Prime Minister and Council of Ministers. Permanent Executive: Bureaucracy.
- 5. Judiciary** **16 Periods**  
Why do we need an Independent Judiciary? Structure of the Judiciary, Judicial Review, Judicial Activism, Judicial Over-reach.
- 6. Federalism** **14 Periods**  
What is Federalism? Evolution & Growth of the Indian Federalism: Quasi Federalism, Cooperative Federalism & Competitive Federalism.
- 7. Local Governments** **12 Periods**  
Why do we need Local Governments? Growth of Local Government in India, 73rd and 74<sup>th</sup> Amendments, Working and Challenges of Local Governments.

### Part B: Political Theory

- 8. Political Theory: An Introduction** **08 Periods**  
What is Politics? Politics V/s Political Theory, Importance of Political Theory.
- 9. Liberty** **12 Periods**  
Liberty V.s Freedom, Negative and Positive Liberty.
- 10. Equality** **12 Periods**  
What is Equality? Significance of Equality. Various dimensions of Equality. How can we promote Equality?
- 11. Justice** **14 Periods**  
What is Justice? Different dimensions of Justice, Distributive Justice.
- 12. Rights** **14 Periods**  
What are Rights? Where do Rights come from? Legal Rights and the State. Kinds of Rights. Human Rights.

**13. Citizenship****12 Periods**

What is citizenship? Citizen and Citizenship, Citizen and Nation, Global Citizenship

**14. Nationalism****16 Periods**

Nations and Nationalism, Variants of Nationalism, Nationalism, Pluralism and Multiculturalism.

**15. Secularism****18 Periods**

What is Secularism? What is Secular State? The Western and the Indian perspectives to Secularism. Salient Features of Indian Secularism.

**Prescribed Books:**

1. Indian Constitution at work, Class XI, Published by NCERT
2. Political Theory, Class XI, Published by NCERT
3. Reference Material available with the document

**Note:** The above textbooks are also available in Hindi and Urdu versions.

| <b>Question Paper Design (2022-23)</b><br><b>POLITICAL SCIENCE (CODE NO. 028)</b><br><b>CLASS XI</b> |   |
|--|---|
| <b>TIME: 3 Hours</b>   | <b>Max. Marks: 80</b>   |
| S.No.  | Competencies  |
| <b>1</b>   | <b>Demonstrative Knowledge + Understanding</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information) (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information) |
| <b>2</b>   | <b>Knowledge / Conceptual Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example or solve a problem)   |
| <b>3</b>   | <b>Formulation Analysis, Evaluation and Creativity</b> Analysis & Synthesis- classify, compare, contrast, or differentiate between different pieces of information; organize and/or integrate unique pieces of information from a variety of sources; includes map interpretation   |

**Project Work: 20 Marks**

| <u>Details of Project Work</u>   |
|--|
| <ol style="list-style-type: none"> <li>1. The Project work will be implemented for 20 Marks.</li> <li>2. Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.</li> <li>3. For class XII, the evaluation for 20 marks project work should be done jointly by the internal as well as the external examiners.</li> <li>4. The project can be individual/pair/group of 4-5 each. The Project can be made on the topics given in the syllabus of a particular class.</li> <li>5. The suggestive list of activities for project work is as follows: -<br/> Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.</li> <li>6. The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.</li> </ol> |

**POLITICAL SCIENCE (Code No. 028)**  
**Class XII (2022-23)**

**Time: 3 hrs.**

**Max. Marks: 80**

**Part A: Contemporary World Politics**

| <b>Units</b> | <b>Contents</b>                      | <b>Marks</b> |
|--------------|--------------------------------------|--------------|
| 1            | The End of Bipolarity                | 8            |
| 2            | New Centres of Power                 | 12           |
| 3            | Contemporary South Asia              |              |
| 4            | United Nations and its Organizations | 10           |
| 5            | Security in Contemporary World       |              |
| 6            | Environment and Natural Resources    | 10           |
| 7            | Globalization                        |              |
|              | <b>Total</b>                         | <b>40</b>    |

**Part B: Politics in India since Independence**

| <b>Units</b> | <b>Contents</b>                                | <b>Marks</b> |
|--------------|--|--------------|
| 1            | Challenges of Nation-Building                  | 08           |
| 2            | Planned Development                            |              |
| 3            | India's Foreign Policy                         | 08           |
| 4            | Parties and Party System in India              | 12           |
| 5            | Democratic Resurgence                          |              |
| 6            | Regional Aspirations                           | 12           |
| 7            | Indian Politics: Recent Trends and Development |              |
|              | <b>Total</b>                                   | <b>40</b>    |

## COURSE CONTENTS

| <b>Part A: Contemporary World Politics</b>          |  |            |
|---|--|------------|
| 1.  | <b>The End of Bipolarity</b><br>Disintegration of Soviet Union, Unipolar World, Middle East Crisis – Afghanistan, Gulf War, Democratic Politics and Democratization – CIS and the 21 <sup>st</sup> Century (Arab Spring).  | 22 Periods |
| 2   | <b>New Centres of Power</b><br>Organizations: European Union, ASEAN, SAARC, BRICS. Nations: Russia, China, Israel, India, Japan and South Korea.   | 18 Periods |
| 3   | <b>Contemporary South Asia</b><br>Conflicts and efforts for Peace Democratization in South Asia: Pakistan, Nepal, Bangladesh, Sri Lanka, Maldives.   | 18 Periods |
| 4   | <b>United Nations and its Organizations</b><br>Principal Organs, Key Agencies: UNESCO, UNICEF, WHO, ILO, Security Council and the Need for its Expansion.  | 10 Periods |
| 5   | <b>Security in Contemporary World</b><br>Security: Meaning and Type; Terrorism.  | 12 Periods |
| 6   | <b>Environment and Natural Resources</b><br>Environmental Movements, Global Warming and Climate Change, Conservation of Natural Resources.   | 12 Periods |
| 7   | <b>Globalization</b><br>Globalization: Meaning, Manifestation and Debates.   | 12 Periods |
| <b>Part B: Politics in India since Independence</b> |  |            |
| 1   | <b>Challenges of Nation-Building</b><br>Nation and Nation Building. Sardar Vallabh Bhai Patel and Integration of States. Nehru's approach to nation-building; Legacy of partition: challenge of 'refugee' Resettlement, the Kashmir problem. Political conflicts over language. Linguistic Organisation of States. | 16 Periods |
| 2   | <b>Planned Development</b><br>Changing nature of India's Economic Development Planning Commission and Five Year Plans, National Development Council, NITI Aayog.   | 08 Periods |
| 3   | <b>India's Foreign Policy</b><br>Principles of Foreign Policy; India's Changing Relations with Other Nations: US, Russia, China, Israel; India's Relations with its Neighbours: Pakistan, Bangladesh, Bhutan, Nepal, Sri Lanka and Myanmar; India's Nuclear Programme.   | 20 Periods |
| 4   | <b>Parties and Party System in India</b><br>One Party Dominance, Bi-Party System, Multi-Party Coalition System.  | 30 Periods |
| 5   | <b>Democratic Resurgence</b><br>Jaya Prakash Narayan and Total Revolution, Ram Manohar Lohia and Socialism, Pandit Deendayal Upadhyaya and Integral Humanism, National Emergency, Democratic Upsurges – Participation of the Adults, Backwards and Youth.  |            |
| 6   | <b>Regional Aspirations</b><br>Rise of regional parties. Punjab Crisis. The Kashmir Issue, Movements for Autonomy.   | 36 Periods |
| 7   | <b>Indian Politics: Recent Trends and Development</b><br>Era of Coalitions, National Front, United Front, United Progressive Alliance (UPA) – I & II, National Democratic Alliance (NDA) I, II, III & IV, Issues of Development and Governance.  |            |

**Prescribed Books:**

1. Contemporary World Politics, Class XII, Published by NCERT
2. Politics in India since Independence, Class XII, Published by NCERT
3. Reference Material available with this document.

**Note:**

- The above textbooks are also available in Hindi and Urdu versions.

| <b>POLITICAL SCIENCE (CODE NO. 028)</b><br><b>CLASS XII</b> |  |
|---|--|
| <b>S. No.</b>   | <b>Competencies</b>  |
| <b>1</b>  | <b>Demonstrative Knowledge + Understanding</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information)<br>(Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information) |
| <b>2</b>  | <b>Knowledge / Conceptual Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example, or solve a problem)   |
| <b>3</b>  | <b>Formulation Analysis, Evaluation and Creativity Analysis &amp; Synthesis-</b> classify, compare, contrast, or differentiate between different pieces of information; organize and/or integrate unique pieces of information from a variety of sources; includes map interpretation  |

**Project Work: 20 Marks**Details of Project Work

1. The Project work will be implemented for 20 Marks.
2. Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
3. For class XII, the evaluation for 20 marks project work should be done jointly by the internal as well as the external examiners.
4. The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class.
5. The suggestive list of activities for project work is as follows: -  
Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
6. The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.



## **Guidelines for Subject having Project Work: 20 Marks (Political Science)**

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

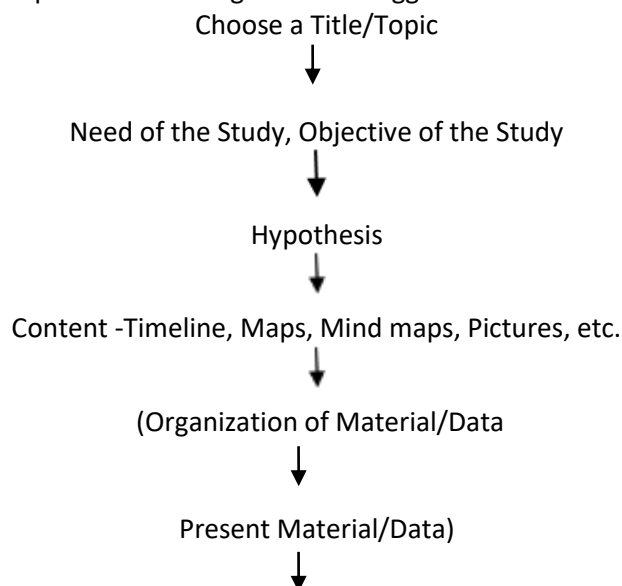
### **2. Role of the teacher:**

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:



Analyzing the Material/Data for Conclusion



Draw the Relevant Conclusion



Bibliography

#### 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. 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 academic year.
- 20 marks assigned for Project Work can be divided in the following manner:

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

| Month              | Periodic Work  | Assessment Rubrics  | Marks |
|--------------------|--|---|-------|
| April -July        | Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis  | Introduction, Statement of Purpose/Need and objectives of the study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data Collection. | 6     |
| August - October   | Planning and organization: forming an action plan, feasibility, or baseline study, Updating/modifying the action plan, Data Collection | Significance and relevance of the topic; challenges encountered while conducting the research.  | 5     |
| November - January | Content/data analysis and interpretation.<br><br>Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall             | Content analysis and its relevance in the current scenario.<br><br>Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.   | 5     |

|                      |  |  |           |
|----------------------|--|--|-----------|
|                      | presentation of the project.   |  |           |
| January/<br>February | <b>Final Assessment and VIVA by both Internal and External Examiners</b> | External/ Internal Viva based on the project | 4         |
|                      |  | <b>TOTAL</b>                                 | <b>20</b> |

### 6. Suggestive Topics:

Students can choose any topic related to the syllabus.

- Assessment will be done by external examiner in coordination with internal examiner and the date of Project Assessment will be fixed by CBSE in the month of February/March 2023.

### 7. 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.

**POLITICAL SCIENCE**

**REFERENCE MATERIAL**

## Class XI

### Paper I: Indian Constitution at Work

#### **Unit -1: Constitution**

##### **Sub-Unit: Constitutional Amendments**

As of 2021, there have been total 105 amendments of the Constitution of India.

Source : <https://legislative.gov.in/amendment-acts-102-to-onwards>

#### **Unit - 2: Election and Representation Sub-Unit:**

##### **'Electoral Reforms in Indian Politics'**

Electoral Reforms in the 21<sup>st</sup> Century include use of EVM [Electronic Voting Machine], VVPAT [Voter Verifiable Paper Audit Trail] and NOTA [None of the Above]. Restriction on exit polls, ceiling on election expenditure (Rs.50- 70 Lakhs for the Lok Sabha election and Rs. 20-28 Lakhs for the Assembly election) and the use electoral bonds in election funding are some of the major reforms initiated by the Election Commission of India that have sought to bring about revolutionary changes in the electoral process and the voter behaviour in contemporary India.

#### **Unit- 5: Judiciary**

##### **Sub-Unit: 'Judicial Over reach'**

When judiciary assumes the roles and functions of the legislature and executive, thus diluting the concept of separation of powers, it becomes judicial overreach. Unrestrained activism on the part of judiciary often leads to its overreach.

We all know that Article 142 and judicial review have been put to many constructive uses but some actions like declaring the NJAC (National Judicial Appointment Commission) unconstitutional as it tried to apply checks on judicial power highlight the need for judicial restraints in the exercise of judicial review.

#### **Unit- 6: Federalism**

##### **Sub-Unit: 'Quasi Federalism', 'Cooperative Federalism', 'Competitive Federalism'**

Quasi Federalism: In the context of special features and provisions of Indian federalism we use the phrase, 'Quasi Federalism', a concept given by K. C. Wheare. Quasi federalism represents a strong centre with comparatively less stronger units. Wheare describes the Indian case in its formative phase as a 'quasi federation – A unitary state with subsidiary federal features rather than a federal state with subsidiary unitary features'.

Cooperative Federalism: Cooperative federalism is the concept which reflects the relationship between the Union and the States where both come together and resolve the common problems with each other's cooperation in amicable manner thus contributing towards the growth of a strong federation. It shows the horizontal relationship between the Union and the States where none is placed over and above on the other. To ensure this strong relationship between the two, the Indian constitution has evolved and incorporated certain instruments and agencies like the Inter-State Councils, Zonal Councils, the 7<sup>th</sup> Schedule, etc.

Competitive Federalism: Competitive federalism places all states vis a vis the Union on equal and competing footing where the best performing states can take the maximum benefits of the resources, services and taxes. It ensures a healthy competition among states leading towards better performance and delivery which constitute important part of governance. The post-liberalisation era reflects the trend of competitive federalism where states are more autonomous, accountable and efficient in their functioning.

## Class XI

### Paper II: Political Theory

#### Unit-2: Liberty

##### Sub-Unit: 'Liberty vs Freedom'

We hear a lot around us that people appear to use the word liberty and freedom as synonyms of each other. But there are some fundamental differences between these two concepts that must be understood. Liberty comes from the Latin word "*libertatem*" which means "condition of a freeman". While freedom comes from the English word "*freedom*" which means "state of free will". Liberty is power to act and express oneself according to one's will while freedom is the power to decide one's action. Freedom is more concrete concept than liberty which is more associated with an individual's connection with the state rather than with other individuals and circumstances. State guarantees freedom through the liberty it grants to its citizens.

**The difference between these two concepts can briefly be outlined as follows:**

| <b>Liberty</b>            | <b>Freedom</b>      |
|---------------------------|---------------------|
| • Condition of a free man | State of free will  |
| • Power to act            | Power to decide     |
| • Free to do something    | Free from something |

The common feature between these two concepts is that both remain unconstrained, which means that their realization is free from any constraint. Further, both follow rightful or ethical conformity in terms of their realization.

#### Unit-4: Justice

##### Sub-Unit: 'Different Dimensions of Justice'

**Till now we have tried to understand what the term justice means. After considering this, we need to know different dimensions of justice which may help us in establishing a just society. Legal, social, political and economic justice are the key dimensions of justice. Here, we will try to understand these dimensions in some details.**

1. **Legal Justice:** It is a narrow concept of justice which is associated with the legal system and legal procedure existing in a society. The court of law interprets the law and applies it after hearing the partners involved in a dispute. Here, justice is what administered by the court of law and the interpretation of the judge is considered to be an embodiment of justice.
2. **Political Justice:** In any democratic society political justice means providing equal political rights. Political justice stands for a free

and fair participation of people in the political sphere. Universal adult franchise is the expression of political justice. Equality of opportunity in getting elected and in holding public offices, freedom of expression and association are important pillars of political justice.

3. **Social Justice:** It means to end all types of social inequalities and to provide proper opportunity to every citizen in every sphere of life, to develop her/his personality to ensure equality of law, prohibition of discrimination, social security, provision of equal political rights, etc. The concept of social justice is based on the belief that all human beings are equal and no discrimination should be made on the ground of race, religion, caste, gender and place of birth.
4. **Economic Justice:** It means to provide equal opportunities to everyone to earn her/his livelihood. It also means to help such people who are not able to work and earn their livelihood. The basic need of every person such as food, cloth, shelter and education should be fulfilled. It stands for by assuring adequate means of livelihood to all, by making provisions for equal pay for equal work, fair distribution of resources, equal economic opportunity to all, etc.

While the concept of political justice is closely linked with the ideal of “liberty”, economic and legal justice with “equality” and social justice with “fraternity”, a just combination of all these four dimensions will help in achieving justice in life.

### **Unit-5: Rights**

#### **Sub-Unit: 'Human Rights'**

Human rights are those rights which all human beings are entitled by virtue of being human. It is based on the principle of respect for the individual. The fundamental assumption behind the concept of human rights is that every person is a moral and rational being who deserves to be treated with dignity. Human rights are both universal and fundamental; these are universal in the sense that they belong to all human beings irrespective of race, nationality, community, religion, gender, etc; these are also fundamental because once given, these cannot be taken back.

Although the presence of human rights can be traced to the ancient Indian philosophy and culture, the concept formally originated at the international level in 1948 with the UN Declaration of Human Rights listing 30 rights for all people across the globe.

### **Unit-7: Nationalism**

#### **Sub-Unit: 'Multiculturalism'**

Multiculturalism in the general sense is the coexistence of people of different religions, cultural groups and communities in all countries of the globe. Originated in the 1970s with a counter-culturalism and human rights movement in opposition to the homogenization of other cultures in favor of the white culture of America and Europe, multiculturalism broadly comprises the principles of both ‘acceptance’ and ‘reverence’. It expects all countries of the globe to give equal acceptance and reverence to the cultural groups. In the India context, the concept of multiculturalism is identified with the notion of "Salad Bowl", advocated by social scientist, Ashish Nandy. It shows that different cultural groups within a nation maintain their identity with their respective distinct forms.

## **Class XII**

### **Paper I: Contemporary World Politics**

#### **Unit-2: The End of Bipolarity Sub-Unit: 'Arab Spring'**

The 21<sup>st</sup> century witnessed emergence of new developments for democracies and democratization in West Asian countries, one such event is characterized as Arab Spring that began in 2009. Located in Tunisia, the Arab Spring took its roots where the struggle against corruption, unemployment and poverty was started by the public which turned into a political movement because the people considered the existing problems as outcome of autocratic dictatorship. The demand for democracy that started in Tunisia spread throughout the Muslim-dominated Arab countries in West Asia. Hosni Mubarak, who had been in power in Egypt since 1979, also collapsed as a result of the massive democratic protests. In addition, the influence of Arab Spring could also be seen in Yemen, Bahrain, Libya and Syria where similar protests by the people led to democratic awakening throughout the region.

#### **Unit-3: New Centres of Power**

##### **Sub-Unit: 'BRICS'**

The term BRICS refers to Brazil, Russia, India, China, and South Africa respectively. BRIC was founded in 2006 in Russia. BRIC turned into BRICS after the inclusion of South Africa in its first meeting in the year 2009. The key objectives of BRICS are primarily to cooperate and distribute mutual economic benefits among its members besides non-interference in the internal policies of each nation and mutual equality. The 11<sup>th</sup> conference of the BRICS concluded in Brazil in 2019, chaired by Brazilian President Jair Bolsonaro.

##### **Sub-Unit: 'Russia'**

Russia has been the largest part of the former Soviet Union even before its disintegration. After the dissolution of the Soviet Union in late 1980s and early 1990s, Russia emerged as the strong successor of USSR [Union of Soviet Socialist Republics]. Russia's GDP is currently 11<sup>th</sup> in the world. Russia has reserves of minerals, natural resources and gases that make it a powerful country in the global world. In addition, Russia is a nuclear state with a huge stock of sophisticated weapons. Russia is also a permanent member of the UN Security Council, called P-5.

##### **Sub-Unit: 'India'**

The 21<sup>st</sup> century India is being seen as an important emerging global power. The world is experiencing the power and rise of India in a multidimensional way. The economic, cultural, strategic position of the country with a population of more than 135 crores is very strong. From an economic perspective, targeting the goal of a \$5 trillion economy, a competitive huge market, an ancient inclusive culture with 200 million people of Indian Diaspora spreading across the globe impart distinct meaning and salience to India as a new centre of power in the 21<sup>st</sup> century.

From a strategic perspective, the military of India is self-sufficient with indigenous nuclear technology making it another nuclear power. 'Make in India' scheme in technology and science is another milestone of Indian economy. All these changes are making India an important centre of power in the present world.



### **Sub-Unit: 'Israel'**

Shown on the world map with a pointer, Israel has emerged as one of the most powerful nations in the 21<sup>st</sup> century world in terms of science and technology, defence, intelligence besides economy. Situated in the middle of the burning politics of West Asian countries, Israel has reached to the new heights of global political standing by virtue of its indomitable defence prowess, technological innovations, industrialization and agricultural development. Sustaining against adversity is the principle with which a small Jewish-Zionist nation, i.e., Israel is placed in the contemporary global politics in general and the Arab-dominated West Asian politics in particular.

## **Unit-5: United Nations and Its Organizations**

### **Sub-Unit: 'UNESCO'**

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was established on 4 November 1946. With its headquarter in Paris, France, UNESCO is a special body of the United Nations whose main objective is to promote education, natural science, society and anthropology, culture and communication. During past several years, the special work done by UNESCO has been to promote literacy, technical and educational training and independent media etc. all across its member nations.

### **Sub-Unit: 'UNICEF'**

The United Nations International Children's Emergency Fund (UNICEF) was established in 1946 by the United Nations General Assembly as a body whose main task was to collect emergency funds for children and to help in their development work all across the world. Apart from this, UNICEF helps and encourages the works that promote children's health and better life in all parts of the world. With its' headquarter in New York, United States, UNICEF has been working successfully in almost all 193 countries of the world.

### **Sub-Unit: 'ILO'**

The International Labour Organization (ILO), founded in October 1919 with its headquarter in Geneva, Switzerland, is a body of the United Nations which aims to promote efficient conditions of social justice and work for workers through international labour standards at the global level. In addition, there is an incentive for women and male workers to engage in productive work and to create safety, parity and self-respectful conditions for them at the workplace.

## **Unit-6: Security in Contemporary World**

### **Unit: 'Terrorism'**

**Terrorism refers to systematic use of brutal violence that creates an atmosphere of fear in society. It is used for many purposes, very prominently the politico-religious purposes.**

**There could be three broad meanings of terrorism:**

- A systematic use of terror, often violent, especially as a means of coercion.
- Violent acts which are intended to create fear (terror); are perpetrated for a religious, political or, ideological goal; and deliberately target or disregard the safety of non-combatants (civilians).
- Acts of unlawful violence and war.

There is not a single nation in the world that does not suffer from terrorism. Although some countries have tried to divide terrorism into good and bad terrorism, India has always denied this distinction. India's current Prime Minister Narendra Modi has also clarified that terrorism cannot be divided into good or bad; it is a global problem and should be combated collectively.

## Class XII

### Paper II: Politics in India Since Independence

#### **Unit-9: Challenges of Nation Building Sub-Unit:**

#### **'Patel and National Integration'**

The first deputy Prime Minister and Home Minister of India, Sardar Vallabhbhai Patel, emerged as a major leader of the freedom movement after the Kheda Satyagraha (1918) and the Bardoli Satyagraha (1928).

At the time of independence, the problem of integration of princely states was a big challenge for the national unity and integrity of India. Under such difficult times, Sardar Patel undertook the daunting tasks of uniting all 565 princely states of India. Known as an 'Iron Man' of India, Patel's approach to the question of the merger of princely states into independent India was very clear. He was not in favour of any compromise with the territorial integrity of India. By his political experience, diplomatic prowess and foresightedness, out of India's 565 princely states many had already given their consent to merge with India even before achieving the independence.

Sardar Patel faced key challenges of integration from three states, viz., Hyderabad, Junagarh and Kashmir. It was under his leadership that Indian forces compelled Hyderabad and Junagarh to merge with India. Keeping well-versed with Pakistan's intentions from Jinnah's divisive 'Two Nation Theory', Sardar Patel's opinion on Kashmir was different from other leaders. Like Hyderabad, he also wanted Kashmir's integration with India through military operations. But due to various reasons, Sardar could not succeed in integrating Kashmir fully with India. However, Sardar will always remain as an astounding leader who combined in himself the features of a true 'Nationalist', 'Catalyst' and 'Realist' – popularly characterised as NCR in Indian political history.

#### **Unit-2: Planned Development Sub-Unit:**

#### **'NITI Aayog'**

After independence, a Planning Commission based on socialist model was formed for the planned development of India. But in the era of globalization, especially in the 21<sup>st</sup> century, it was becoming ineffective and irrelevant, particularly in terms of coping with the pressing challenges of development. Hence, during his Independence Day speech on 15 August 2014, Prime Minister Narendra Modi talked about the abolition of the Planning Commission. NITI Aayog was constituted in place of Planning Commission on 1 January 2015 with the objective of providing the necessary and technical advice to the Union Government regarding policy making at the Central and State levels.

The Prime Minister of India is the ex-officio Chairman of NITI Aayog and he appoints the Vice Chairperson of NITI Aayog. The first Vice Chairperson of NITI Aayog was Arvind Panagariya. Dr Rajiv Kumar is the current Vice Chairperson of NITI Aayog.

To harmonize the interests of national security and economic policy and to prepare strategic and long-term framework of policy and program, NITI Aayog acts as a think tank of the Union Government. By adopting a 'Bottom-Up Approach', the NITI Aayog acts in the spirit of cooperative federalism as it ensures equal participation of all states in the country.

### **Unit-3: India's Foreign Policy Sub-Unit:**

#### **'India-Israel Relations'**

Nearly 45 years after independence, due to various reasons, India's foreign policy with Israel remained largely unexplored notwithstanding the two nations gaining independence from the British colonial rule in 1947 and 1948 respectively.

Though historical and cultural ties between India and Israel have gone back from times immemorial, diplomatic relations formally developed between the two after the opening of Israeli embassy in India in 1992.

Relations between the two democratic nations further intensified with the visits of the Two Heads of Government in 2017 and 2018. The two nations have started cooperation in various fields like cultural exchange, security and defence, counterterrorism, space research, water and energy and agricultural development.

#### **Sub-Unit: 'India's Nuclear Program' (Updates)**

India's nuclear policy has always been peace-oriented, whose clear impression is reflected in the policy of *No First Use*. But in view of contemporary regional security challenges, the present government has made it clear that the policy of no first use can be reviewed and changed in consonance with India's regional and national security. In addition, India is committed to ensuring its membership in the Nuclear Suppliers Group (NSG) and opposing partisan and unjust nuclear treaties like CTBT and NPT.

### **Unit-5: Democratic Resurgence**

#### **Sub-Unit: 'Jaya Prakash Narayan and Total Revolution' [Updates]**

Jaya Prakash Narayan is known for three key contributions: Fight against Corruption, Principle of Communitarian Socialism and Championing of 'Total Revolution'.

Jaya Prakash Narayan was the first leader in post-independence India who undertook a tirade against corruption through the participation of youth, particularly in Gujarat and Bihar. He advocated the office of Lokpal against corruption. His principle of Communitarian Socialism views India as a society of communities encompassing three key layers, viz., community, region and *rashtra* – all combining together as an example of true federation.

Based on the above principles, Jaya Prakash Narayan advocated transformation of individual, society and state through his call for 'Total Revolution'. His call for total revolution sought to encompass moral, cultural, economic, political, educational and ecological transformations. His political transformation included the right to recall, the importance of village/*mohalla samities* in democratic politics, and his call for *Upper Ke Log* to join political struggle for a clean politics in the country.

The essence for transformation according to Jaya Prakash Narayan revolves around 'Man' who could be the real catalyst of change in India.

#### **Sub-Unit: 'Ram Manohar Lohia and Socialism'**

Ram Manohar Lohia has been one of the main proponents of socialism in India. He championed the idea of 'Democratic Socialism' while associating his socialism with democracy. Lohia considered both capitalism and communism equally irrelevant for Indian society. His principle of Democratic Socialism has two objectives - the economic objective in form of food and housing

and the non-economic objective in form of democracy and freedom.

Lohia advocated *Chourja Rajneeti* in which he opines four pillars of politics as well as socialism: Centre, Region, District and Village – all are linked with each other. Giving consideration to affirmative action, Lohia argued that the policy of affirmative action should not only be for the downtrodden but also for the women and the non-religious minorities.

Based on the premise of Democratic Socialism and *Chourja Rajneeti*, Lohia supported a 'Party of Socialism' as an attempt of merging all political parties. The Party of Socialism according to Lohia should have three symbols, viz., Spade [prepared to make efforts], Vote [power of voting], and Prison [Willingness to make sacrifices].

### **Sub-Unit: 'Deendayal Upadhyaya and Integral Humanism'**

Pandit Deendayal Upadhyaya was a philosopher, sociologist, economist and politician. The philosophy presented by him is called 'Integral Humanism' which was intended to present an 'indigenous socio-economic model' in which human being remains at the centre of development. The aim of Integral Humanism is to ensure dignified life for every human being while balancing the needs of the individual and society. It supports sustainable consumption of natural resources so that those resources can be replenished. Integral Humanism enhances not only political but also economic and social democracy and freedom. As it seeks to promote diversity, it is best suited for a country as diverse as India.

#### **The philosophy of Integral Humanism is based on the following three principles:**

- ▮ Primacy of whole, not part
- Supremacy of *Dharma*
- ▮ Autonomy of Society

Pandit Deendayal Upadhyaya opposed both Western 'capitalist individualism' and 'Marxist socialism'. According to Deendayal Upadhyaya, capitalist and socialist ideologies only consider the needs of the human body and mind, so they are based on materialistic purpose whereas spiritual development is equally considered important for the complete development of human being which is missing in both capitalism and socialism. Basing his philosophy on the internal conscience, pure human soul to be called *Chhitti*, Deendayal Upadhyaya envisaged a classless, casteless and conflict-free social system.

Deen Dayal Upadhyaya advocated Indianization of Democracy, particularly with a focus on Economic Democracy. For him, decentralization & Swadeshi are the foundation of Economic Democracy. His philosophy broadly revolved around the principle of Arthyaam which states that both the absence and prominence of artha lead to the destruction and denigration of Dharma which is so central to Integral Humanism.

### **Sub-Unit: 'Democratic Upsurges'**

Increasing participation of the people in the democratic politics of the country is broadly characterised as democratic upsurge. Based on this principle, social scientists have characterized three democratic upsurges in post- independence history of India.

The 'First Democratic Upsurge' could be attributed from the 1950s till 1970s which was based on the participation of Indian adult voters to the democratic politics both at the centre and in states. Falsifying the western myth that the success of democracy requires modernization, urbanization, education and access to media, the successful holding of elections to both Lok Sabha and legislative assemblies all across states on the principle of parliamentary democracy were the testimony of India's first democratic upsurge.

During the 1980's, the increasing political participation of the lower classes of the society such as SCs, STs and OBCs has been interpreted as 'Second Democratic Upsurge'. This participation has made Indian politics more accommodative and accessible for these classes. Although this upsurge has not made any major change in the standard of living of these classes, especially Dalits, the participation of these classes into the organizational and political platforms gave them the opportunity to strengthen their self-respect and ensure empowerment in the democratic politics of the country.

The era of Liberalization, Privatization and Globalization from the early 1990s is attributed to the emergence of a competitive market society encompassing all important sectors of economy, society and polity thus paving way for the 'Third Democratic Upsurge'. The Third Democratic Upsurge represents a competitive electoral market which is based not on the principle of *survival of the fittest* but rather the *survival of the ablest*. It underlines three shifts in India's electoral market: from *State to Market*, from *Government to Governance*, from *State as Controller to State as Facilitator*. Moreover, the Third Democratic Upsurge seeks to promote the participation of the youth who constitute a significant chunk of Indian society and have emerged as the real *game changers* in view of their increasing electoral preference for both development and governance in India's contemporary democratic politics.

### **Unit-7: Regional Aspirations**

#### **Sub-Unit: 'The Kashmir Issue'**

Since its integration with the Union of India, Kashmir has remained one of the burning issues in post-independence India. The problem became more complicated when it was accorded a special status in the Constitution through Article 370 and Article 35A – the former giving it special powers like having its separate Constitution/Constituent Assembly/Flag, new nomenclature for Chief Minister as Prime Minister and Governor as *Sadr-e-Riyasat*, and the non-enforcement of most of the Union laws in the state while the later imparting it special citizenship rights prohibiting the non-Kashmiris from buying property in the state.

It was against the special status of the state of Jammu and Kashmir that there was a clarion call for abrogation of Articles 370 and 35A. Others equated Article 370 and 35A as 'constitutionally recognized separatism'.

It was against this backdrop that current NDA Government presented the Jammu and Kashmir Reorganization Bill in Rajya Sabha on 5 August 2019 for the abolition of Section 370 and 35-A from Kashmir, which was passed by a majority. The bill was passed by the Lok Sabha on 6 August 2019. After the President's assent on 9 August 2019, Sections 370 and 35A were repealed and Jammu and Kashmir got divided into two Union Territories of Ladakh and Jammu and Kashmir.

### **Unit-8: Indian Politics: Trends and Developments**

**Sub-Unit: 'NDA III & IV'**

The Bharatiya Janata Party led by Prime Minister Narendra Modi got an absolute majority in the Lok Sabha elections held in May 2014 and after nearly 30 years in Indian politics, a strong government with an absolute majority was established at the Centre. Though called NDA III, the BJP-led coalition of 2014 was largely different its predecessor coalition governments. Where the previous coalitions were led by one of the national parties, the NDA III coalition was not only steered by a national party, i.e., BJP it was also dominated by BJP with an absolute majority of its own in Lok Sabha. It was also called a 'surplus majority coalition'. In that sense a major transformation could be seen in the nature of coalition politics which could be seen from *one party led coalition to one party dominated coalition*.

The 2019 Lok Sabha elections, the 17<sup>th</sup> since independence, once again brought back BJP led NDA [NDA IV] to the centre of power by winning more than 350 seats out of 543. The BJP on its own won 303 seats in Lok Sabha, the biggest number any single party has won in the lower house since 1984 when Congress swept the elections in the aftermath of Mrs Indira Gandhi's assassination. Based on the tumultuous success of the BJP in 2019, Social Scientists have started equating the contemporary party system with the 'BJP System' where an era of one party dominance, like the 'Congress System' has once again started appearing on the democratic politics of India.

### **Sub-Unit: 'Issues of Development and Governance'**

In addition to schemes already existing, several socio-economic welfare schemes have been initiated to make development and governance accessible to the masses such as -

*Pradhan Mantri Ujjwala Yojana, Swachh Bharat Abhiyan, Jan-Dhan Yojana, Deendayal Upadhyaya Gram Jyoti Yojana, Kisan Fasal Bima Yojna, Beti Bachao Beti Padhao, Ayushman Bharat Yojana, etc.*

All these schemes intended to take administration to the doorstep of the common man by making the rural households, particularly the women, real beneficiaries of the Central Government schemes.

**PSYCHOLOGY**  
**CLASS XI-XII (2022-2023)**  
**(CODE NO. 037)**

Psychology is introduced as an elective subject at the higher secondary stage of school education. As a discipline, psychology specializes in the study of experiences, behaviors and mental processes of human beings within a socio-cultural historical context. This course purports to introduce the learners to the basic ideas, principles, and methods in Psychology. The emphasis is to create interest and exposure needed by learners to develop their own knowledge base and understanding.

The course deals with psychological knowledge and practices which are contextually rooted. It emphasizes the complexity of behavioral processes and discourages simplistic cause-effect thinking. This is pursued by encouraging critical reasoning, allowing students to appreciate the role of cultural factors in behavior and illustrating how biology and experiences shape behavior.

It is suggested that the teaching - learning processes should involve students in evolving their own understanding, therefore, teaching of Psychology should be based on the use of case studies, narratives, experiential exercises, analysis of common everyday experiences, etc.

**Objectives:**

- To develop appreciation about human mind and behavior in the context of learners' immediate society and environment.
- To develop in learners an appreciation of the nature of psychological knowledge and its application to various aspects of life.
- To enable learners to become perceptive, socially aware and self-reflective.
- To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.

**COURSE STRUCTURE  
CLASS XI (2022-2023)**

**Theory Paper**

**3 Hours  
Marks: 70**

| <b>Units</b> | <b>Topics</b>                                 | <b>No. of periods</b> | <b>Marks</b> |
|--------------|---|-----------------------|--------------|
| I            | What is Psychology?                           | 27                    | 11           |
| II           | Methods of Enquiry in Psychology              | 32                    | 13           |
| IV           | Human Development                             | 26                    | 11           |
| V            | Sensory, Attentional and Perceptual Processes | 18                    | 8            |
| VI           | Learning                                      | 20                    | 9            |
| VII          | Human Memory                                  | 19                    | 8            |
| VIII         | Thinking                                      | 14                    | 5            |
| IX           | Motivation and Emotion                        | 14                    | 5            |
|              | <b>Total</b>                                  | <b>170</b>            | <b>70</b>    |

**COURSE STRUCTURE**

|                |  |                   |
|----------------|--|-------------------|
| <b>Unit I</b>  | <p><b>What is Psychology?</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. What is Psychology? <ul style="list-style-type: none"> <li>• Psychology as a Discipline</li> <li>• Psychology as a Natural Science</li> <li>• Psychology as a Social Science</li> </ul> </li> <li>3. Understanding Mind and Behaviour</li> <li>4. Popular Notions about the Discipline of Psychology</li> <li>5. Evolution of Psychology</li> <li>6. Development of Psychology in India</li> <li>7. Branches of Psychology</li> <li>8. Psychology and Other Disciplines</li> <li>9. Psychology in Everyday Life</li> </ol> | <b>27 Periods</b> |
| <b>Unit II</b> | <p><b>Methods of Enquiry in Psychology</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Goals of Psychological Enquiry <ul style="list-style-type: none"> <li>• Steps in Conducting Scientific Research</li> </ul> </li> </ol>  | <b>32 Periods</b> |



|                |   |                   |
|----------------|---|-------------------|
|                | <ul style="list-style-type: none"> <li>• Alternative Paradigms of Research</li> </ul> <ol style="list-style-type: none"> <li>3. Nature of Psychological Data</li> <li>4. Some Important Methods in Psychology <ul style="list-style-type: none"> <li>• Observational Method</li> <li>• Experimental Method</li> <li>• Correlational Research</li> <li>• Survey Research</li> <li>• Psychological Testing</li> <li>• Case Study</li> </ul> </li> <li>5. Analysis of Data <ul style="list-style-type: none"> <li>• Quantitative Method</li> <li>• Qualitative Method</li> </ul> </li> <li>6. Limitations of Psychological Enquiry</li> <li>7. Ethical Issues</li> </ol> |                   |
| <b>Unit IV</b> | <p><b>Human Development</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Meaning of Development <ul style="list-style-type: none"> <li>• Life-Span Perspective on Development</li> </ul> </li> <li>3. Factors Influencing Development</li> <li>4. Context of Development</li> <li>5. Overview of Developmental Stages <ul style="list-style-type: none"> <li>• Prenatal Stage</li> <li>• Infancy</li> <li>• Childhood</li> <li>• Challenges of Adolescence</li> <li>• Adulthood and Old Age</li> </ul> </li> </ol>   | <b>26 Periods</b> |
| <b>Unit V</b>  | <p><b>Sensory, Attentional and Perceptual Processes</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Knowing the world</li> <li>3. Nature and varieties of Stimulus</li> <li>4. Sense Modalities <ul style="list-style-type: none"> <li>• Functional limitation of sense organs</li> </ul> </li> <li>5. Attentional Processes <ul style="list-style-type: none"> <li>• Selective Attention</li> <li>• Sustained Attention</li> </ul> </li> </ol>   | <b>18 Periods</b> |

|                 |  |                   |
|-----------------|--|-------------------|
|                 | <ol style="list-style-type: none"> <li>6. Perceptual Processes <ul style="list-style-type: none"> <li>• Processing Approaches in Perception</li> </ul> </li> <li>7. The Perceiver</li> <li>8. Principles of Perceptual Organisation</li> <li>9. Perception of Space, Depth and Distance <ul style="list-style-type: none"> <li>• Monocular Cues and Binocular Cues</li> </ul> </li> <li>10. Perceptual Constancies</li> <li>11. Illusions</li> <li>12. Socio-Cultural Influences on Perception</li> </ol>  |                   |
| <b>Unit VI</b>  | <p><b>Learning</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of Learning</li> <li>3. Paradigms of Learning</li> <li>4. Classical Conditioning <ul style="list-style-type: none"> <li>• Determinants of Classical Conditioning</li> </ul> </li> <li>5. Operant/Instrumental Conditioning <ul style="list-style-type: none"> <li>• Determinants of Operant Conditioning</li> <li>• Key Learning Processes</li> </ul> </li> <li>6. Observational Learning</li> <li>7. Cognitive Learning</li> <li>8. Verbal Learning</li> <li>9. Skill Learning</li> <li>10. Factors Facilitating Learning</li> <li>11. Learning Disabilities</li> </ol> | <b>20 Periods</b> |
| <b>Unit VII</b> | <p><b>Human Memory</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of memory</li> <li>3. Information Processing Approach : The Stage Model</li> <li>4. Memory Systems : Sensory, Short-term and Long-term Memories</li> <li>5. Levels of Processing</li> <li>6. Types of Long-term Memory <ul style="list-style-type: none"> <li>• Declarative and Procedural; Episodic and Semantic</li> </ul> </li> <li>7. Nature and Causes of Forgetting</li> </ol>   | <b>19 Periods</b> |

|  |   |                   |
|--|---|-------------------|
|  | <ul style="list-style-type: none"> <li>• Forgetting due to Trace Decay, Interference and Retrieval Failure</li> </ul> <p>8. Enhancing Memory</p> <ul style="list-style-type: none"> <li>• Mnemonics using Images and Organisation</li> </ul>  |                   |
| <b>Unit VIII</b>   | <p><b>Thinking</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of Thinking <ul style="list-style-type: none"> <li>• Building Blocks of Thought</li> </ul> </li> <li>3. The Processes of Thinking</li> <li>4. Problem Solving</li> <li>5. Reasoning</li> <li>6. Decision-making</li> <li>7. Nature and Process of Creative Thinking <ul style="list-style-type: none"> <li>• Nature of Creative Thinking</li> <li>• Process of Creative Thinking</li> </ul> </li> <li>8. Thought and Language</li> <li>9. Development of Language and Language Use</li> </ol>         | <b>14 Periods</b> |
| <b>Unit IX</b>   | <p><b>Motivation and Emotion</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of Motivation</li> <li>3. Types of Motives <ul style="list-style-type: none"> <li>• Biological Motives</li> <li>• Psychosocial Motives</li> </ul> </li> <li>4. Maslow's Hierarchy of Needs</li> <li>5. Nature of Emotions</li> <li>6. Expression of Emotions <ul style="list-style-type: none"> <li>• Culture and Emotional Expression</li> <li>• Culture and Emotional Labelling</li> </ul> </li> <li>7. Managing Negative Emotions</li> <li>8. Enhancing Positive Emotions</li> </ol> | <b>14 Periods</b> |
| <p><b>Practical (Projects, experiments, small studies, etc.)      30 marks</b></p> <p>The students shall be required to undertake <b><i>one project and conduct two experiments</i></b>. The project would involve the use of different methods of enquiry like observation, survey, interview, questionnaire, small studies related to the topics covered in the course (e.g. Human</p> |   | <b>60 Periods</b> |

|   |                 |  |
|---|-----------------|--|
| development, Learning, Memory, Motivation, Perception, Attention and Thinking). Experiments could focus on cause-and-effect relationship. |                 |  |
| <b>Practical Examination</b>  |                 |  |
| • Practical (Experiments) file  | 05 Marks        |  |
| • Project File  | 05 Marks        |  |
| • Viva Voce (Project and experiments)   | 05 Marks        |  |
| • One experiment (05 marks for conduct of experiment and 10 marks for reporting)  | 15 Marks        |  |
| <b>Total</b>  | <b>30 Marks</b> |  |

**QUESTION PAPER DESIGN  
CLASS –XI (2022-23)**

**I. Theory**

| <b>Time: 3 Hours</b> |   | <b>Maximum Marks: 70</b> |                    |
|----------------------|---|--------------------------|--------------------|
| <b>S. No.</b>        | <b>Competencies</b>   | <b>Total Marks</b>       | <b>% Weightage</b> |
| 1                    | <b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas   | 25                       | 35%                |
| 2                    | <b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way  | 31                       | 45%                |
| 3                    | <b>Formulating, Analysing, Evaluating and Creating:</b> Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions | 14                       | 20%                |
|                      | <b>Total</b>  | <b>70</b>                | <b>100%</b>        |

**II. Practical: 30 Marks**

**COURSE STRUCTURE  
CLASS XII (2022-2023)**

**Theory Paper**

**3 Hours  
Marks: 70**

| <b>Units</b> | <b>Topics</b>                          | <b>No. of periods</b> | <b>Marks</b> |
|--------------|--|-----------------------|--------------|
| I            | Variations in Psychological Attributes | 30                    | 13           |
| II           | Self and Personality                   | 32                    | 13           |
| III          | Meeting Life Challenges                | 23                    | 9            |
| IV           | Psychological Disorders                | 30                    | 12           |
| V            | Therapeutic Approaches                 | 25                    | 9            |
| VI           | Attitude and Social Cognition          | 16                    | 8            |
| VII          | Social Influence and Group Processes   | 14                    | 6            |
|              | <b>Total</b>                           | <b>170</b>            | <b>70</b>    |

**COURSE CONTENT**

|                |   |                   |
|----------------|---|-------------------|
| <b>Unit I</b>  | <p><b>Variations in Psychological Attributes</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Individual Differences in Human Functioning</li> <li>3. Assessment of Psychological Attributes</li> <li>4. Intelligence</li> <li>5. Psychometric Theories of Intelligence, Information Processing Theory: Planning, Attention-arousal and Simultaneous successive Model of Intelligence, Triarchic Theory of Intelligence; Theory of Multiple Intelligences.</li> <li>6. Individual Differences in Intelligence</li> <li>7. Culture and Intelligence</li> <li>8. Emotional Intelligence</li> <li>9. Special Abilities: Aptitude: Nature and Measurement</li> <li>10. Creativity</li> </ol> | <b>30 Periods</b> |
| <b>Unit II</b> | <p><b>Self and Personality</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Self and Personality</li> <li>3. Concept of Self</li> <li>4. Cognitive and Behavioural aspects of Self</li> </ol>  | <b>32 Periods</b> |

|                 |   |                   |
|-----------------|---|-------------------|
|                 | <p>5. Culture and Self</p> <p>6. Concept of Personality</p> <p>7. Major Approaches to the Study of Personality</p> <ul style="list-style-type: none"> <li>• Type Approaches</li> <li>• Trait Approaches</li> <li>• Psychodynamic Approach and Post Freudian Approaches</li> <li>• Behavioural Approach</li> <li>• Cultural Approach</li> <li>• Humanistic Approach</li> </ul> <p>8. Assessment of Personality</p> <ul style="list-style-type: none"> <li>• Self-report Measures</li> <li>• Projective Techniques</li> <li>• Behavioural Analysis</li> </ul>   |                   |
| <b>Unit III</b> | <p><b>Meeting Life Challenges</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature, Types and Sources of Stress</li> <li>3. Effects of Stress on Psychological Functioning and Health <ul style="list-style-type: none"> <li>• Stress and Health</li> <li>• General Adaptation Syndrome</li> <li>• Stress and Immune System</li> <li>• Lifestyle</li> </ul> </li> <li>4. Coping with Stress <ul style="list-style-type: none"> <li>• Stress Management Techniques</li> </ul> </li> <li>5. Promoting Positive Health and Well-being <ul style="list-style-type: none"> <li>• Life Skills</li> <li>• Positive Health</li> </ul> </li> </ol> | <b>23 periods</b> |
| <b>Unit IV</b>  | <p><b>Psychological Disorders</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Concepts of Abnormality and Psychological Disorders <ul style="list-style-type: none"> <li>• Historical Background</li> </ul> </li> <li>3. Classification of Psychological Disorders</li> <li>4. Factors Underlying Abnormal Behaviour</li> <li>5. Major Psychological Disorders</li> </ol>   | <b>30 Periods</b> |

|                |  |                   |
|----------------|--|-------------------|
|                | <ul style="list-style-type: none"> <li>• Anxiety Disorders</li> <li>• Obsessive-Compulsive and Related Disorders</li> <li>• Trauma-and Stressor-Related Disorders</li> <li>• Somatic Symptom and Related Disorders</li> <li>• Dissociative Disorders</li> <li>• Depressive Disorder</li> <li>• Bipolar and Related Disorders</li> <li>• Schizophrenia Spectrum and Other Psychotic Disorders</li> <li>• Neurodevelopmental Disorders</li> <li>• Disruptive, Impulse-Control and Conduct Disorders</li> <li>• Feeding and Eating Disorders</li> <li>• Substance Related and Addictive Disorders</li> </ul>          |                   |
| <b>Unit V</b>  | <p><b>Therapeutic Approaches</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Nature and Process of psychotherapy <ul style="list-style-type: none"> <li>• Therapeutic relationship</li> </ul> </li> <li>2. Types of Therapies <ul style="list-style-type: none"> <li>• Behaviour Therapy</li> <li>• Cognitive Therapy</li> <li>• Humanistic-Existential Therapy</li> <li>• Alternative Therapies</li> <li>• Factors contributing to healing in Psychotherapy</li> <li>• Ethics in Psychotherapy</li> </ul> </li> <li>3. Rehabilitation of the Mentally Ill</li> </ol> | <b>25 Periods</b> |
| <b>Unit VI</b> | <p><b>Attitude and Social Cognition</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Explaining Social Behaviour</li> <li>3. Nature and Components of Attitudes</li> <li>4. Attitude Formation and Change <ul style="list-style-type: none"> <li>• Attitude Formation</li> <li>• Attitude Change</li> <li>• Attitude-Behaviour Relationship</li> </ul> </li> <li>5. Prejudice and Discrimination</li> <li>6. Strategies for Handling Prejudice</li> </ol>   | <b>16 Periods</b> |

|  |   |                                   |          |   |          |   |          |              |                 |                   |
|--|---|-----------------------------------|----------|---|----------|---|----------|--------------|-----------------|-------------------|
| <b>Unit VII</b>  | <b>Social Influence and Group Processes</b><br><i>The topics in this unit are:</i> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature and Formation of Groups</li> <li>3. Type of Groups</li> <li>4. Influence of Group on Individual Behaviour <ul style="list-style-type: none"> <li>• Social Loafing</li> <li>• Group Polarisation</li> </ul> </li> </ol> | <b>14 Periods</b>                 |          |   |          |   |          |              |                 |                   |
| <b>Practical</b> <span style="float: right;"><b>30 Marks</b></span><br><br>A. Development of case profile:<br>Using appropriate methods like interview, observation & psychological tests.<br>B. Test administration:<br>Students are required to administer and interpret five psychological tests related to various psychological attributes like intelligence, aptitude, attitude, personality, etc.<br>C. In the Practical examination, the student will be required to administer and interpret two psychological tests.<br><br><b>Distribution of Marks:</b> <table border="1" data-bbox="204 1106 1213 1457" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="204 1106 961 1184">• Practical File and Case Profile</td> <td data-bbox="961 1106 1213 1184">10 Marks</td> </tr> <tr> <td data-bbox="204 1184 961 1262">• Viva Voce (Case Profile &amp; Two Practicals)</td> <td data-bbox="961 1184 1213 1262">05 Marks</td> </tr> <tr> <td data-bbox="204 1262 961 1381">• Two Practicals (5 marks for conduct of practicals and 10 marks for reporting)</td> <td data-bbox="961 1262 1213 1381">15 Marks</td> </tr> <tr> <td data-bbox="204 1381 961 1457" style="text-align: center;"><b>Total</b></td> <td data-bbox="961 1381 1213 1457" style="text-align: center;"><b>30 Marks</b></td> </tr> </table> |   | • Practical File and Case Profile | 10 Marks | • Viva Voce (Case Profile & Two Practicals) | 05 Marks | • Two Practicals (5 marks for conduct of practicals and 10 marks for reporting) | 15 Marks | <b>Total</b> | <b>30 Marks</b> | <b>60 Periods</b> |
| • Practical File and Case Profile  | 10 Marks  |                                   |          |   |          |   |          |              |                 |                   |
| • Viva Voce (Case Profile & Two Practicals)  | 05 Marks  |                                   |          |   |          |   |          |              |                 |                   |
| • Two Practicals (5 marks for conduct of practicals and 10 marks for reporting)  | 15 Marks  |                                   |          |   |          |   |          |              |                 |                   |
| <b>Total</b>   | <b>30 Marks</b>   |                                   |          |   |          |   |          |              |                 |                   |



**QUESTION PAPER DESIGN**  
**CLASS – XII (2022-23)**

**I. Board Examination: Theory**

| <b>Time: 3 Hours</b> |   | <b>Maximum Marks: 70</b> |                    |
|----------------------|---|--------------------------|--------------------|
| <b>S. No.</b>        | <b>Competencies</b>   | <b>Total Marks</b>       | <b>% Weightage</b> |
| 1                    | <b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas   | 25                       | 35%                |
| 2                    | <b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way  | 31                       | 45%                |
| 3                    | <b>Formulating, Analysing, Evaluating and Creating:</b> Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions | 14                       | 20%                |
|                      | <b>Total</b>  | <b>70</b>                | <b>100%</b>        |

**II. Practical: 30 Marks**

**Prescribed Books:**

1. Psychology, Class XI, Published by NCERT
2. Psychology, Class XII, Published by NCERT

**Note:** The above textbooks are also available in Hindi medium.

**SOCIOLOGY**  
**CLASS XI-XII (2022-23)**  
**(Code No. 039)**

**Rationale**

Sociology is introduced as an elective subject at the senior secondary stage. The syllabus is designed to help learners to reflect on what they hear and see in the course of everyday life and develop a constructive attitude towards society in change; to equip a learner with concepts and theoretical skills for the purpose. The curriculum of Sociology at this stage should enable the learner to understand dynamics of human behavior in all its complexities and manifestations. The learners of today need answers and explanations to satisfy the questions that arise in their minds while trying to understand social world. Therefore, there is a need to develop an analytical approach towards the social structure so that they can meaningfully participate in the process of social change. There is scope in the syllabus not only for interactive learning, based on exercises and project work but also for teachers and students to jointly innovate new ways of learning.

- Sociology studies society. The child's familiarity with the society in which she /he lives in makes the study of Sociology a double edged experience. At one level Sociology studies institutions such as family and kinship, class, caste and tribe religion and region- contexts with which children are familiar of, even if differentially. For India is a society which is varied both horizontally and vertically. The effort in the books will be to grapple overtly with this both as a source of strength and as a site for interrogation.
- Significantly the intellectual legacy of Sociology equips the discipline with a plural perspective that overtly engages with the need for defamiliarization, to unlearn and question the given. This interrogative and critical character of Sociology also makes it possible to understand both other cultures as well as relearn about one's own culture.
- This plural perspective makes for an inbuilt richness and openness that not too many other disciplines in practice share. From its very inception, Sociology has had mutually enriching and contesting traditions of an interpretative method that openly takes into account 'subjectivity' and causal explanations that pay due importance to establishing causal correspondences with considerable sophistication. Not surprisingly its field work tradition also entails large scale survey methods as well as a rich ethnographic tradition. Indeed Indian Sociology, in particular has bridged this distinction between what has often been seen as distinct approaches of Sociology and Social Anthropology. The syllabus provides

ample opportunity to make the child familiar with the excitement of field work as well as its theoretical significance for the very discipline of Sociology.

- The plural legacy of Sociology also enables a bird's eye view and a worm's eye view of the society the child lives in. This is particularly true today when the local is inextricably defined and shaped by macro global processes.
- The syllabus proceeds with the assumption that gender as an organizing principle of society cannot be treated as an add on topic but is fundamental to the manner that all chapters shall be dealt with.
- The chapters shall seek for a child centric approach that makes it possible to connect the lived reality of children with social structures and social processes that Sociology studies.
- A conscious effort will be made to build into the chapters a scope for exploration of society that makes learning a process of discovery. A way towards this is to deal with sociological concepts not as givens but a product of societal actions humanly constructed and therefore open to questioning.

### Objectives

- To enable learners to relate classroom teaching to their outside environment.
- To introduce them to the basic concepts of Sociology that would enable them to observe and interpret social life.
- To be aware of the complexity of social processes.
- To appreciate diversity in Indian Society and the world at large.
- To build the capacity of students to understand and analyze the changes in contemporary Indian society.

## COURSE STRUCTURE CLASS XI (2022-23)

**One Theory Paper Time: 3 Hours**

**Max. Marks: 80**

| Units    |  | No. of periods | Marks |
|----------|--|----------------|-------|
| <b>A</b> | <b>Introducing Sociology</b>   |                |       |
|          | 1. Sociology, Society and its relationship with other Social Science disciplines | 18             | 10    |
|          | 2. Terms, concepts and their use in Sociology                                    | 16             | 10    |
|          | 3. Understanding Social Institutions   | 20             | 12    |
|          | 4. Culture and Socialization   | 16             | 12    |

|          |  |            |           |
|----------|--|------------|-----------|
|          | Total  | <b>70</b>  | <b>44</b> |
| <b>B</b> | <b>Understanding Society</b>                                 |            |           |
|          | 7. Social Change and Social order in Rural and Urban Society | 20         | 12        |
|          | 9. Introducing Western Sociologists                          | 20         | 12        |
|          | 10. Indian Sociologists                                      | 20         | 12        |
|          | Total  | <b>60</b>  | <b>36</b> |
|          | <b>Total</b>   | <b>130</b> | <b>80</b> |
|          | <b>Project Work</b>  | <b>40</b>  | <b>20</b> |

### COURSE CONTENT

|               |   |                   |
|---------------|---|-------------------|
| <b>A.</b>     | <b>INTRODUCING SOCIOLOGY</b>  | <b>44 Marks</b>   |
| <b>Unit 1</b> | <b>Sociology, Society and its Relationship with other Social Sciences</b> <ul style="list-style-type: none"> <li>• Introducing Society: Individuals and collectivities. Pluralities and Inequalities among societies.</li> <li>• Introducing Sociology: Emergence. Nature and Scope.</li> <li>• Relationship with other Social Science disciplines</li> </ul> | <b>18 Periods</b> |
| <b>Unit 2</b> | <b>Terms, Concepts and their use in Sociology</b> <ul style="list-style-type: none"> <li>• Social Groups and Society</li> <li>• Social Stratification</li> <li>• Status and Role</li> <li>• Society &amp; Social Control</li> </ul>   | <b>16 Periods</b> |
| <b>Unit 3</b> | <b>Understanding Social Institutions</b> <ul style="list-style-type: none"> <li>• Family, Marriage and Kinship</li> <li>• Work &amp; Economic Life</li> <li>• Political Institutions</li> <li>• Religion as a Social Institution</li> <li>• Education as a Social Institution</li> </ul>  | <b>20 Periods</b> |
| <b>Unit 4</b> | <b>Culture and Socialization</b> <ul style="list-style-type: none"> <li>• Defining Culture</li> <li>• Dimensions of Culture</li> <li>• Socialization</li> <li>• Agencies of Socialisation</li> </ul>  | <b>16 Periods</b> |

|                |  |                   |
|----------------|--|-------------------|
|                | &Sociology   |                   |
| <b>B.</b>      | <b>UNDERSTANDING SOCIETY</b>   | <b>36 Marks</b>   |
| <b>Unit 7</b>  | <b>Social Change and Social Order in Rural and Urban Society</b> <ul style="list-style-type: none"> <li>• Social Change: Types, Causes and Consequences</li> <li>• Social Order: Domination, Authority and Law; Contestation, Crime and Violence</li> <li>• Concepts: Village, Town and City</li> <li>• Social Order and Social Change in Rural and Urban Areas</li> </ul> | <b>20 Periods</b> |
| <b>Unit 9</b>  | <b>Introducing Western Sociologists</b> <ul style="list-style-type: none"> <li>• The Context of Sociology</li> <li>• Karl Marx on Class Conflict</li> <li>• Emile Durkheim : Division of Labour in society</li> <li>• Max Weber: Interpretive Sociology, Ideal Type &amp; Bureaucracy</li> </ul>   | <b>20 Periods</b> |
| <b>Unit 10</b> | <b>Indian Sociologists</b> <ul style="list-style-type: none"> <li>• G.S. Ghurye on Caste and Race</li> <li>• D.P. Mukherjee on Tradition and Change</li> <li>• A.R. Desai on the State</li> <li>• M.N. Srinivas on the Village</li> </ul>  | <b>20 Periods</b> |

|   |                 |
|---|-----------------|
| <b>PROJECT WORK</b>   |                 |
| <b>Periods: 40</b>  |                 |
| <b>Max. Marks: 20</b>   |                 |
| A. Project undertaken during the academic year at school level <ol style="list-style-type: none"> <li>1. Introduction -2 Marks</li> <li>2. Statement of Purpose – 2 Marks</li> <li>3. Research Question – 2 Marks</li> <li>4. Methodology – 3 Marks</li> <li>5. Data Analysis – 4 Marks</li> <li>6. Conclusion – 2 Marks</li> </ol> | <b>15 Marks</b> |
| B. Viva – based on the project work   | <b>05 Marks</b> |

**SOCIOLOGY (Code No. 039)**  
**QUESTION PAPER DESIGN**  
**CLASS XI (2022-23)**

| <b>S. No.</b> | <b>Competencies</b>   | <b>Total Marks</b> | <b>% Weight age</b> |
|---------------|---|--------------------|---------------------|
| <b>1</b>      | <p>Knowledge &amp; understanding</p> <p>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>  | <b>30</b>          | <b>37.5%</b>        |
| <b>2</b>      | <p>Application of Knowledge and Concepts</p> <p>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p> <p>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> | <b>32</b>          | <b>40%</b>          |
| <b>3</b>      | <p>Formulate, Analyse , Evaluate &amp; Create</p> <p>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p>   | <b>18</b>          | <b>22.5%</b>        |
|               | <b>Total</b>  | <b>80</b>          | <b>100%</b>         |

**COURSE STRUCTURE**  
**CLASS XII (2022-23)**

**One Theory Paper Time: 3 Hours**

**Max. Marks: 80**

| Units    |  | No. of periods | Marks          |
|----------|--|----------------|----------------|
| <b>A</b> | <b>Indian Society</b>                            |                |                |
|          | 1. Introducing Indian Society                    | 0              | Non-evaluative |
|          | 2. The Demographic Structure of Indian Society   | 10             | 10             |
|          | 3. Social Institutions: Continuity and Change    | 12             | 10             |
|          | 5. Patterns of Social Inequality and Exclusion   | 18             | 10             |
|          | 6. The Challenges of Cultural Diversity          | 22             | 10             |
|          | 7. Suggestions for Project Work                  | 10             | Non-evaluative |
|          |  | <b>Total</b>   | <b>40</b>      |
| <b>B</b> | <b>Social Change and Development in India</b>    |                |                |
|          | 8. Structural Change                             | 8              | 5              |
|          | 9. Cultural Change                               | 12             | 5              |
|          | 11. Change and Development in Rural Society      | 10             | 10             |
|          | 12. Change and Development in Industrial Society | 12             | 10             |
|          | 15. Social Movements                             | 18             | 10             |
|          |  | <b>Total</b>   | <b>40</b>      |
|          | <b>Total</b>                                     | <b>132</b>     | <b>80</b>      |

**COURSE CONTENT**

|           |   |                 |
|-----------|---|-----------------|
| <b>A.</b> | <b>INDIAN SOCIETY</b>   | <b>40 Marks</b> |
| Unit 1    | <b>Introducing Indian Society</b> <ul style="list-style-type: none"> <li>• Colonialism, Nationalism, Class and Community (<b>Non-evaluative</b>)</li> </ul> | 0 Periods       |
| Unit 2    | <b>The Demographic Structure of the Indian Society</b> <ul style="list-style-type: none"> <li>• Theories and concepts in demography</li> </ul>              | 10 Periods      |

|           |   |                 |
|-----------|---|-----------------|
|           | <ul style="list-style-type: none"> <li>• Rural-Urban Linkages and Divisions</li> <li>• Population Policy in India</li> </ul>  |                 |
| Unit 3    | <b>Social Institutions: Continuity and Change</b> <ul style="list-style-type: none"> <li>• Caste and the Caste System</li> <li>• Tribal Communities</li> <li>• Family and Kinship</li> </ul>  | 12 Periods      |
| Unit 5    | <b>Patterns of Social Inequality and Exclusion</b> <ul style="list-style-type: none"> <li>• Social Inequality and Social Exclusion</li> <li>• Systems justifying and perpetuating Inequality - Caste, Tribe, the Other Backward Classes</li> <li>• Adivasi Struggles</li> <li>• The Struggle for Women's Equality and Rights</li> <li>• The struggles of the Differently Abled</li> </ul> | 18 Periods      |
| Unit 6    | <b>The Challenges of Cultural Diversity</b> <ul style="list-style-type: none"> <li>• Cultural communities and the nation state</li> <li>• Regionalism in the Indian context</li> <li>• The Nation state and religion related issues and identities</li> <li>• Communalism, secularism and the nation state</li> <li>• State and Civil Society</li> </ul>                                  | 22 Periods      |
| Unit 7    | <b>Suggestions for Project Work</b>   | 10 Periods      |
| <b>B.</b> | <b>SOCIAL CHANGE AND DEVELOPMENT IN INDIA</b>   | <b>40 Marks</b> |
| Unit 8    | <b>Structural Change</b> <ul style="list-style-type: none"> <li>• Understanding Colonialism, Industrialization, Urbanization</li> </ul>   | 8 Periods       |
| Unit 9    | <b>Cultural Change</b> <ul style="list-style-type: none"> <li>• Social Reform Movements</li> <li>• Different Kinds of Social Change: Sanskritisation,</li> </ul>  | 12 Periods      |



|         | Westernization, Modernization, Secularization  |            |
|---------|--|------------|
| Unit 11 | <p><b>Change and Development in Rural Society</b></p> <ul style="list-style-type: none"> <li>• Agrarian Structure : Caste &amp; class in Rural India</li> <li>• Land Reforms, Green Revolution and Emerging Agrarian society</li> <li>• Green revolution and its social consequences</li> <li>• Transformation in Rural Society</li> <li>• Circulation of labour</li> <li>• Globalization, Liberalization and Rural Society</li> </ul> | 10 Periods |
| Unit 12 | <p><b>Change and Development in Industrial Society</b></p> <ul style="list-style-type: none"> <li>• From Planned Industrialization to Liberalization</li> <li>• How people find Jobs</li> <li>• Work Processes: How work is carried out, working conditions, home based work, Strikes and Unions</li> </ul>  | 12 Periods |
| Unit 15 | <p><b>Social Movements</b></p> <ul style="list-style-type: none"> <li>• Concept of Social Movements</li> <li>• Theories and Classification of Social Movements</li> <li>• Environmental Movements</li> <li>• Class-Based Movements: Workers, Peasants</li> </ul>   | 18 Periods |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Caste-Based Movements: Dalit Movement, Backward Class/Castes, Trends in Upper Caste Responses</li> <li>• Tribal Movements</li> <li>• Women's Movements in Independent India</li> </ul> |  |
|--|---|--|

| <b>PROJECT WORK</b>   |                 |
|---|-----------------|
| <b>Periods: 40</b>  |                 |
| <b>Max. Marks: 20</b>   |                 |
| C. Project undertaken during the academic year at school level <ol style="list-style-type: none"> <li>1. Introduction -2 Marks</li> <li>2. Statement of Purpose – 2 Marks</li> <li>3. Research Question – 2 Marks</li> <li>4. Methodology – 3 Marks</li> <li>5. Data Analysis – 4 Marks</li> <li>6. Conclusion – 2 Marks</li> </ol> | <b>15 Marks</b> |
| D. Viva – based on the project work   | <b>05 Marks</b> |

**Prescribed Books:**

1. Introducing Sociology, Class XI, Published by NCERT
2. Understanding Society, Class XI, Published by NCERT
3. Indian Society, Class XII, Published by NCERT
4. Social Change and Development in India, Class XII, published by NCERT

**SOCIOLOGY (Code No. 039)**  
**QUESTION PAPER DESIGN**  
**CLASS XII (2022-23)**

| <b>S. No.</b> | <b>Competencies</b>   | <b>Total Marks</b> | <b>% Weight age</b> |
|---------------|---|--------------------|---------------------|
| <b>1</b>      | <b>Knowledge &amp; understanding</b><br>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.<br>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas  | <b>30</b>          | <b>37.5%</b>        |
| <b>2</b>      | <b>Application of Knowledge and Concepts</b><br>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.<br>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations<br><br>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. | <b>32</b>          | <b>40%</b>          |
| <b>3</b>      | <b>Formulate, Analyse , Evaluate &amp; Create</b><br>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.   | <b>18</b>          | <b>22.5%</b>        |
|               | <b>Total</b>  | <b>80</b>          | <b>100%</b>         |

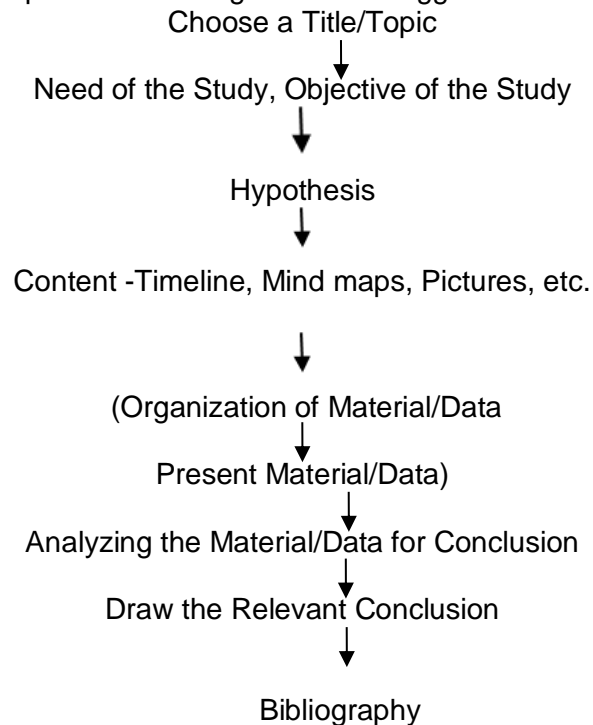
**Note: Kindly refer to the guidelines on project work for class XI and XII given below: -**

**Guidelines for Sociology Project Work: 20 Marks**

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

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

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



**2. 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 during 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.

**3. 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 academic year.
- 20 marks assigned for Project Work can be divided in the following manner:

## PROJECT WORK: 20 Marks

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

| Month              | Periodic Work   | Assessment Rubrics  | Marks     |
|--------------------|---|---|-----------|
| April -July        | Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis                   | Introduction, Statement of Purpose/Need and objectives of the study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data Collection. | 5         |
| August - October   | Planning and organization: forming an action plan, feasibility, or baseline study, Updating/modifying the action plan, Data Collection                  | Significance and relevance of the topic; challenges encountered while conducting the research.  | 6         |
| November - 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         |
| January/ February  | <b>Final Assessment and VIVA by both Internal and External Examiners</b>  | External/ Internal Viva based on the project  | 4         |
|                    |   | <b>TOTAL</b>  | <b>20</b> |

### 4. Viva-Voce

- At the end, 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. \*\*\*\*\*