ENGLISH CORE
Subject Code-301
Classes-XI- XII (2025-26)

Background

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

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

Competencies to be focused on:

The general objectives at this stage are to:

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

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

The core course should draw upon the language items suggested for class IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:
- The use of passive forms in scientific and innovative writings.
- Convert one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries- uses based on semantic considerations.

A. Specific Objectives of Reading

Students are expected to develop the following study skills:

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

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

B. Listening and Speaking

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

Specific Objectives of Listening & Speaking

Students are expected to develop the ability to:

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

C. Specific Objectives of Writing

The students will be able to:

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

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

D. More About Reading

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

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

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

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

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

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

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

Methods and Techniques

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

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

ENGLISH CORE
CLASS –XI (2025-26)

Section A
Reading Skills-- 26 Marks

I. Reading Comprehension through Unseen Passages   **10+8=18 Marks**

1. One unseen passage to assess comprehension, interpretation, analysis, inference and vocabulary. The passage may be factual, descriptive or literary.
2. One unseen case-based factual passage with verbal/visual inputs like statistical data, charts etc.to assess comprehension, interpretation, analysis, inference and evaluation.

Note: The combined word limit for both the passages will be 600-750. Multiple Choice Questions / Objective Type Questions will be asked.

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

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

Section B
Grammar and Creative Writing Skills– 23 Marks

II. Grammar   **7 Marks**

4. Questions on Gap filling (Tenses, Clauses)
5. Questions on re-ordering/transformation of sentences

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

III. Creative Writing Skills   **16 Marks**

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

7. Short writing task –Poster up to 50 words. One out of the two given questions to be answered. (3 marks: Format: 1 / Content: 1 / Expression: 1)

8. Long Writing task: Speech in 120-150 words based on verbal / visual cues related to contemporary / age-appropriate topic. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)

9. Long Writing Task: Debate based on visual/verbal inputs in 120-150 words, thematically related to contemporary, topical issues. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)

Section C
Literature Text Book and Supplementary Reading Text-31 Marks

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

10. One Poetry extract out of two, from the book Hornbill, to assess comprehension, interpretation, analysis, inference and appreciation. **3x1=3 Marks**

11. One Prose extract out of two, from the book Hornbill, to assess comprehension, interpretation, analysis, evaluation and appreciation. **3x1=3 Marks**

12. One prose extract out of two, from the book Snapshots, to assess comprehension, interpretation, analysis, inference and appreciation. **4x1=4 Marks**

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

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

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

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

Prescribed Books

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

- The Portrait of a Lady (Prose)
- A Photograph   (Poem)
- "We're Not Afraid to Die… if We Can Be Together
- Discovering Tut: The Saga Continues
- The Laburnum Top (Poem)
- The Voice of the Rain (Poem)
- Childhood (Poem)
- The Adventure
- Silk Road (Prose)
- Father to Son

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

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

INTERNAL ASSESSMENT

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

ENGLISH CORE
QUESTION PAPER DESIGN
CLASS-XI (2025-26)

Section	Competencies	Total marks
Reading Skills	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.	26
Grammar and Creative Writing Skills	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriate style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	23
Literature Text Book and Supplementary Reading Text	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency, Critical Thinking.	31
	TOTAL	**80**
Internal Assessment	Assessment of Listening and Speaking Skills • Listening • Speaking	**10** 5+5
	• Project Work	**10**
	GRAND TOTAL	**100**

ENGLISH CORE
CLASS – XII (2025-26)

Section A
Reading Skills-22 Marks

I. Reading Comprehension through Unseen Passage   **12+10 = 22 Marks**

1. One unseen passage to assess comprehension, interpretation, analysis and inference. Vocabulary assessment will also be assessed via inference. The passage may be factual, descriptive or literary.
2. One unseen **case-based factual** passage with verbal/visual inputs like statistical data, charts etc. to assess comprehension, interpretation, analysis, inference and evaluation.

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

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

Section B
Creative Writing Skills-18 Marks

3. Notice, up to 50 words. One out of the two given questions to be answered. **(4 Marks**: Format :1 / Content: 2 / Accuracy of Spelling and Grammar: 1).

4. Formal/Informal Invitation and Reply, up to 50 words. One out of the two given questions to be answered.   **(4 Marks**: Format: 1 / Content: 2 / Accuracy of Spelling and Grammar :1).

5. Letters based on verbal/visual input, to be answered in approximately 120-150 words. Letter types include application for a job with bio data or resume. Letters to the editor (giving suggestions or opinion on issues of public interest). One out of the two given questions to be answered. **(5 Marks**: Format: 1/Organisation of Ideas:1/Content:2/ Accuracy of Spelling and Grammar :1).

6. Article/ Report Writing, descriptive and analytical in nature, based on verbal inputs, to be answered in 120-150 words. One out of the two given questions to be answered. **(5 Marks**:Format:1/Organisation of Ideas:1/Content:2/Accuracy of Spelling and Grammar:1).

Section C

Literature Text Book and Supplementary Reading Text- 40 Marks

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

7. One Poetry extract out of two, from the book **Flamingo,** to assess comprehension, interpretation, analysis, inference and appreciation. **(6x1=6 Marks)**

8. One Prose extract out of two, from the book **Vistas,** to assess comprehension, interpretation, analysis, evaluation and appreciation. **(4x1=4 Marks)**

9. One prose extract out of two from the book **Flamingo,** to assess comprehension, interpretation, analysis, inference and evaluation. **(6x1=6Marks)**

10. Short answer type questions **(from Prose and Poetry from the book Flamingo**), to be answered in 40-50 words each. Questions should elicit inferential responses through critical thinking. Five questions out of the six given, are to be answered. **(5x2=10 Marks)**

11. Short answer type questions, from **Prose (Vistas)**, to be answered in 40- 50 words each. Questions should elicit inferential responses through critical thinking. Any two out of three questions to be done. **(2x2=4 Marks)**

12. One Long answer type question, from **Prose/Poetry (Flamingo)**, to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from the student. Any one out of two questions to be done. **(1x5=5 Marks)**

13. One Long answer type question, based on the chapters from the book **Vistas**, to be answered in 120-150 words, to assess global comprehension and extrapolation beyond the text. Questions to provide analytical and evaluative responses using incidents, events, themes, as reference points. Any one out of two questions to be done. **(1x5=5 Marks)**

Prescribed Books

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

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

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

2. **Vistas:** Supplementary Reader published by National Council of Education Research and Training, New Delhi
   - The Third Level
   - The Tiger King
   - Journey to the End of the Earth
   - The Enemy
   - On the Face of It
   - Memories of Childhood
       - The Cutting of My Long Hair
       - We Too are Human Beings

INTERNAL ASSESSMENT

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

ENGLISH CORE
QUESTION PAPER DESIGN
CLASS- XII (2025-26)

Section	Competencies	Total marks
Reading Skills	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.	22
Creative Writing Sills	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriate style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	18
Literature Text Book and Supplementary Reading Text	Recalling, reasoning, critical thinking, appreciating literary convention, inference, analysis, creativity with fluency.	40
	TOTAL	**80**
Internal Assessment	Assessment of Listening and Speaking Skills • Listening • Speaking	**10** 5+5
	• Project Work	**10**
	GRAND TOTAL	**100**

GUIDELINES FOR INTERNAL ASSESSMENT

Classes XI-XII   **Total Marks: 20**

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.

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)

SUGGESTIVE RUBRICS

	1	2	3	4	5
Interaction	• Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction	• Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation	• Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns	• Interaction is adequately initiated and developed • Takes turn but needs some prompting	• Initiates & logically develops simple conversation on familiar topics • Takes turns appropriately
Fluency & Coherence	• Noticeably/ long pauses; rate of speech is slow	• Usually fluent; produces simple speech	• Is willing to speak at length, however repetition is	• Speaks without noticeable effort, with a little repetition	• Speaks fluently almost with no repetition & minimal

	• Frequent repetition and/or self-correction this is all right in informal conversation • Links only basic sentences; breakdown of coherence evident	fluently, but loses coherence in complex communication • Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically	noticeable • Hesitates and/or self corrects; occasionally loses coherence • Topics developed, but usually not logically concluded	• Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction • Topics not fully developed to merit.	hesitation Develops topic fully & coherently
Pronunciation	• Frequent inaccurate pronunciation • Communication is severely affected	• Frequently unintelligible articulation • Frequent phonological errors • Major communication problems	• Largely correct pronunciation &clear articulation except occasional errors	• Mostly correct pronunciation & clear articulation • Is clearly understood most of the time;very few phonological errors	• Pronounces correctly & articulates clearly • Is always comprehensible • uses appropriate intonation
Vocabulary & Grammar	• Demonstrates almost no flexibility, and mostly struggles for appropriate words • Many Grammatical errors impacting communication	• Is able to communicate on some of the topics, with limited vocabulary. • Frequent errors, but self- corrects	• Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors	• Is able to communicate on most of the topics with appropriate vocabulary • Minor errors that do not hamper communication	• Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expression • No grammatical errors

iii.   Schedule:

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

Project Work + Viva: 10 Marks

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

I. **Schedule:**

- Schools may refer to the suggestive timeline given in these guidelines for the planning, preparation and viva-voce of ALS based projects.

- The final assessment of the skills may be done on the basis of parameters suggested by the Board. Language teachers, however, have the option to adopt/ modify these parameters according to their school specific requirements.

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

a) **Interview-Based research:**

Example:
- Students can choose a topic on which to do their research/ interview, e.g. a student can choose the topic: "Evolving food tastes in my neighbourhood" or "Corona pandemic and the fallout on families." Read the available literature.

- The student then conducts interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/background.

- The student will then write an essay/ write up / report etc. up to 1000 words on his/her research and submit it. He/ She will then take a viva on the research project. The project can be done in individually or in pairs/ groups

b) Students listen to podcasts/ interviews/radio or TV documentary on a topic and prepare a report countering or agreeing with the speakers. Write an 800 - 1000 words report and submit. Take a viva on the report.

c) Students create their own video/ Audio, after writing a script. Before they decide a format, the following elements can be taken into consideration:

- Theme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?
- What are the elements that need to be part of the script?
- Will the video/audio have an interview with one or more guests?

- Would they prefer to improvise while chatting with guests, or work from a script?
- What would be the duration?
- How would they present the script/report to the teacher? Can it be in the form of a narrative?

d) Students write**, direct and present a theatrical production, /One act play**

This will be a project which will be done as a team. It will involve planning, preparation and presentation. In short, various language skills will be utilised. There will be researching, discussion, writing the script, auditioning and ultimately producing the play. The project will end with a presentation and subsequently a viva. Teachers will be able to assess the core language skills of the students and help them grow as 21st century critical thinkers.

II. Instructions for the Teachers: -

1. Properly orient students about the Project work, as per the present Guidelines.
2. Facilitate the students in the selection of theme and topic.
3. Create a rubric for assessment and share with the students before they start so that they know the parameters of assessment:

- Teachers need to familiarize themselves with the method of assessing students with the rubric-- a table with different criteria and a grading scale.
- Choose the criteria on which you will grade students and list them along the left side of the page.
- Create an even number of columns along the top of the page. These columns will represent potential skill levels of the students.
- Assessing students on four/five criteria is an easy way to begin. For each criterion, define the ability that student would exhibit at each of the levels.
- The more detailed you make your criteria, the easier it will be to evaluate each student and define the level at which the student is presenting**.
  {Sample Rubric is attached at the end for reference}**

III. 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.

IV. Project-Portfolio/ Project Report

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

The Project-Portfolio may include the following:

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

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

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

V.   Suggestive Timeline:

The FIVE Steps in Project Plan

Month	Objectives
Planning and Research for the Project Work **Preferably till November-December**	• Teachers plan a day to orient students about the ALS projects, details are shared with all stakeholders. • Students choose a project, select team members and develop project- plan. • Group meets (preferably online) and reports to the team leader about the progress: shortfalls and successes are detailed. • Team leader apprises teacher-mentor. • Students working individually or in pairs also update the teachers. • A logical, deliverable and practical plan is drafted by the team/ pair/individual. Goals/objectives are clearly defined for all. • Work is delegated to team members by the team leader. Students wishing to work alone develop their own plan of Action. • Detailed project schedules are shared with the teacher.
December- January	• Suggestions and improvements are shared by the teacher, wherever necessary. • Group members coordinate and keep communication channels open for interaction. • Gaps (if any) are filled with the right skill sets by the Team Leader/ individual student. • The final draft of the project portfolio/ report is prepared and submitted for evaluation.
January-February	• Students are assessed on their group/pair/individual presentations on allotted days. Final Viva is conducted by the External/Internal examiner.
February-March or as per the timelines given by the Board	• Marks are uploaded on the CBSE website.

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

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

RATIONALE

The History curriculum introduces the students to a set of important historical events and processes through a focus on a series of historical issues, debates and through various sources. Discussion of these themes would allow students not only to know about the events and processes, but also to discover the excitement of reading history. However, practical way of assessing whether the learning objectives have been actualised or not, can be ensure d by the way of having stated outcomes. These outcomes have been enumerated against the learning objectives so that the concerned teachers and their students can adopt different kinds of constructive strategies and competency-based assessment techniques. It is also to be understood that the learning objectives and their outcomes are essentially linked and complementary to each other.

AIMS & OBJECTIVES

History gives us the tools to analyse and explain problems in the past, it helps us to see the patterns that might otherwise be not known in the present. It provides a crucial perspective for understanding and solving the current and future problems.

Studying the diversity of human experience helps us appreciate cultures, ideas, and traditions and to recognise them as meaningful outcomes of specific times and places. History helps us realise how different is our life from that of our ancestors, yet how similar we are in our goals and values. With lessons from the past, we not only learn about ourselves and how we came to be, but also develop the ability to avoid mistakes and create better paths for our societies.

The subject emphasises that history is a critical discipline, a process of enquiry, a way of knowing about the past, rather than just a collection of facts. The syllabus would help them to understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading their sources critically. They will appreciate how historians follow the trails that lead to the past, and how historical knowledge develops.

The syllabus would also enable students to store/relate/compare developments in different situations, analyse connections between similar processes located in different time periods, and discover the relationship between different methods of enquiry within history and the allied disciplines.

THEMES IN CLASS XI

The syllabus in class XI is organised around some major themes in the world history.

1. Focus on some important developments in different spheres-political, social, cultural, and economic.

2. Study not only the grand narratives of development-urbanisation, industrialisation, and modernisation-but also to know about the processes of displacements and marginalisation. Through the study of these themes' students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.

   The treatment of each theme in class XI would include an overview of the theme under discussion, a more detailed focus on one region of study and an introduction to a critical debate associated with the issue.

   Many of the themes will introduce to the debates in the field and show how historians continuously rethink old issues.

THEMES IN CLASS XII

In class XII the focus will shift to a detailed study of some themes in ancient, medieval, and modern Indian history although the attempt is to soften the distinction between what is conventionally termed as ancient, medieval and modern. The object would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the course will be built on the knowledge that the students have acquired in the earlier classes.

Each theme in class XII will also introduce the students to one type of source for the study of history. Through such a study, students would begin to see what different types of sources can reveal and what they cannot tell. They would come to know how historians analyse these sources, the problems, and difficulties of interpreting each type of source, and the way a larger picture of an event, a historical process, or a historical figure, is built by looking at different types of sources.

Each theme for class XII will be organised around four sub heads:

1. A detailed overview of the events, issues, and processes under discussion.
2. A summary of the present state of research on the theme.
3. An account of how knowledge about the theme has been acquired.
4. An excerpt from a primary source related to the theme, explaining how it has been said by historians.

While the themes in both the classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion. In the textbooks each theme would be located in a specific time and place. But these discussions would be situated within a wider context by……

- Plotting the specific event within timelines.
- Discussing the event or process in relation to the developments in other places and other times.

COURSE STRUCTURE
Class XI

Section Title	Theme No.	Theme Title	Marks
Reading of World History		Introduction of World History	
I EARLY SOCIETIES		Introduction Timeline I (6 MYA TO 1 BCE)	
	1	Writing and City Life	10
II EMPIRES		Introduction Timeline II (C. 100 BCE TO 1300 CE)	
	2	An Empire Across Three Continents	10
	3	Nomadic Empires	10
III CHANGING TRADITIONS		Introduction Timeline III (C. 1300 TO 1700)	
	4	The Three orders	10
	5	Changing Cultural Traditions	10
IV TOWARDS MODERNISATION		Introduction Timeline IV (C. 1700 TO 2000)	
	6	Displacing Indigenous Peoples	10
	7	Paths to Modernisation	15
	Map	Map work of the related Themes	05
		Theory Total	80
		Project work	20
		TOTAL	**100**

Note-The Maps available in the official website of Govt., of India may be used

COURSE CONTENT
CLASS XI

Section	Theme	Learning outcome with specific competencies
I EARLY SOCIETIES	**Timeline I (6 MYA TO 1 BCE)**	❖ Understanding the concept of chronology
	Theme 1 Writing and City Life Focus: Iraq, 3rd millennium BCE a. Growth of towns b. Nature of early urban societies c. Historians 'Debate on uses of writing.	❖ Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations through their writings. ❖ Analyse the outcomes of a sustained tradition of writing. ❖ Explain the connection between the growth of human civilisation and the tradition of writing.
	Timeline II (C.100 BCE TO 1300 CE)	❖ Understanding the periods in order of time.
II EMPIRES	**Theme 2** **An Empire across Three Continents**	❖ Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture. ❖ Analyse the implications of Roman's contacts with the subcontinent empires and discuss about slavery. ❖ Examine the domains of cultural transformation in that period & the impact of slavery.
	Theme 3 **NOMADIC EMPIRES**	❖ Identify the living patterns of nomadic pastoralist society. ❖ Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler. ❖ Analyse socio-political and economic changes during the period of the descendants of Genghis khan ❖ Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan
III CHANGING TRADITIONS	**Timeline III (C. 1300 TO 1700)** **Theme 4 The Three Orders**	❖ Explain the myriad aspects of feudalism with reference to first, second, third and fourth order of the society. ❖ Relate between ancient slavery and serfdom. ❖ Assess the 14th century crisis and rise of the nation states.

	Theme 5 **Changing Cultural Traditions**	❖ Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration. ❖ Relate the different facets of Italian cities to understand the characteristics of Renaissance, Humanism and Realism. ❖ Compare and contrast the condition of women in the Renaissance period. ❖ Recognise major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance. ❖ Critically analyse the impact on later reforms. ❖ Evaluate the Roman Catholic Church's response to the Protestant Reformation.
IV TOWARDS MODERNISATION	**Timeline IV (C. 1700 to 2000)**	❖ Remember and understand the time frame.
	Theme 6 **Displacing Indigenous People**	❖ Evaluate the process of displacements of the native people which led to the development of America and Australia to understand their condition. ❖ Analyse the realms of settlement of Europeans in Australia and America. ❖ Compare and contrast the lives and roles of indigenous people in these continents ❖ Analyse the domains of Japanese nationalism prior and after the Second World War.
	Theme 7 **Paths to Modernization** (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.	❖ Summarise the nationalist upsurge in China from Dr Sun Yat Sen to Mao Zedong to understand the era of Communism. ❖ Analyse the Chinese path to modernization under Deng Xioping and Zhou enlai in order to understand the transformation from rigid communism to liberal socialism. ❖ Deduce the histories of China and Japan from the phase of imperialism to modernization. ❖ Analyse the domains of Japanese nationalism prior and after the Second World War.

Section	Theme	MCQ MM-1	SA MM-3	LA MM-8	Source based MM-4	Total
I- EARLY SOCIETIES	Theme 1	3	1	0	1	10
II -EMPIRES	Theme 2-3	4	0	2	0	20
III-CHANGING TRADITIONS	Theme 4-5	6	2	0	2	20
IV- TOWARDS MODERNISATION	Theme 6-7	8	3	1	0	25
MAP						05
Total		21x1=21	6x3=18	8x3=24	4x3=12	80

CLASS XI
INTERNAL ASSESSMENT

PROJECT WORK   **MM- 20**

INTRODUCTION

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breath 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, scrutinises, and assembles different types of evidence to write history. The syllabus in class-XI is organised around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval, and modern Indian history.

CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 as a part of regular studies in classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, analyse it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.

OBJECTIVES

Project work will help students to:

- ❖ develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- ❖ develop skill to comprehend, analyse, interpret, evaluate historical evidence, and understand the limitation of historical evidence.
- ❖ develop 21st century managerial skills of co-ordination, self-direction, and time management
- ❖ learn to work on diverse cultures, races, religions, and lifestyles.
- ❖ learn through constructivism-a theory based on observation and scientific study.
- ❖ inculcate a spirit of inquiry and research.
- ❖ communicate data in the most appropriate form using a variety of techniques.
- ❖ provide greater opportunity for interaction and exploration.
- ❖ understand contemporary issues in context to our past.
- ❖ develop a global perspective and an international outlook.
- ❖ grow into caring, sensitive individuals capable of making informed, intelligent, and independent choices.
- ❖ develop lasting interest in history discipline.

GUIDELINES FOR TEACHERS

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- ❖ The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- ❖ Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- ❖ The Project Work should be suitably spaced from April to November in classes XI and XII so that students can prepare for Final Examination.
- ❖ The teachers must ensure that the students submit original work.
- ❖ Project report should be Handwritten only. (Eco-friendly materials can be used by students)

The following steps are suggested:

- ❖ Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
- ❖ The project must be done individually / In-groups.
- ❖ The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project.

- ❖ The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. to enrich the subject content.

- ❖ The Project Work needs to enhance cognitive, affective, and psychomotor domains in the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning. Art integrated Activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)

- ❖ The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/ albums/ files /song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to visually impaired candidates.

- ❖ Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches

- ❖ Secondary sources may also be used after proper authentication.

- ❖ Evaluation will be done by external examiner appointed by the Board in class XII and internal class XI.

SUGGESTIVE TOPICS FOR PROJECTS - CLASS XI

1. Facets of the Industrialization in sixteenth- eighteenth centuries.
2. Crusades: causes; rationale; events; outcomes; Holy Alliance
3. Ancient History in depth: Mesopotamia
4. Greek Philosophy and City States
5. Contributions of Roman Civilization
6. The spirit of Renaissance: Manifestation in art; Literature; Sculpture; Influence on Trading Community; Social Fabric; Philosophy; Political Values; Rational Thinking; Existentialism
7. Aspects of Development -South American States /Central American States
8. Different schools of thoughts- Realism: Humanism: Romanticism
9. Piecing together the past of Genghis Khan
10. Myriad Realms of Slavery in ancient, medieval, and modern world
11. History of Aborigines – America /Australia
12. Facets of Modernization – China /Japan/Korea

(Projects are an imperative component in enhancing students learning with the related themes. In the research project, students can go beyond the textbook and explore the world of knowledge. They can conceptualise 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.)

CLASS XII
COURSE STRUCTURE

Theory Paper

S.No.	Part	Marks
1	Themes in Indian History Part--I	25
2	Themes in Indian History Part—II	25
3	Themes in Indian History Part—III	25
4	Map	05
	Total	80

Note-The Maps available in the website of Survey of India may be used.(https://surveyofindia.gov.in/)

Themes in Indian History	Part-I	25 Marks
Sr No.	**Theme Title**	**Marks**
1	Bricks, Beads and Bones The Harappa Civilisation	25
2	Kings, Farmers and Towns Early States and Economies (*c.*600 BCE 600 CE)	
3	Kingship, Caste and class Early Societies (c. 600 BCE600 CE)	
4	Thinkers, Beliefs and Buildings Cultural Developments (c. 600 BCE 600 CE)	
Themes in Indian History	**Part-II**	**25 marks**
5	Through the eyes of Travellers Perceptions of Society (c. tenth to seventeenth centuries)	
6	Bhakti-Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)	25
7	An Imperial Capital – Vijayanagar (c. fourteenth to sixteenth centuries)	
8	Peasants, zamindars and the States Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries)	

	Themes in Indian History	Part-III	25 marks
09	Colonialism and The Countryside Exploring Official Archives		25
10	Rebels and Raj 1857 Revolt and its Representations		
11	Mahatma Gandhi and the National Movement Civil Disobedience and Beyond		
12	Framing of the Constitution The Beginning of a New Era		
	Including Map work of the related Themes		05
	Theory Total		80
	Project Work		20
	TOTAL		**100**

Note-The Maps available in the official website of Govt., of India may be used

CLASS XII
COURSE CONTENT

Theme No. and Title	Learning outcome with specific competencies
Themes in Indian History Part – I	
1 **BRICKS, BEADS AND BONES The Harappan Civilisation**	❖ Investigate, explore and interpret the early urban centres and social institutions. ❖ State and deduce the multi-lateral aspects of Harappan civilisation to understand the first civilization of the world. ❖ Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.
2 **KINGS, FARMERS AND TOWNS Early States and Economies (c.600 BCE 600 CE)**	❖ Critically evaluate and interpret major trends in the political and economic history of the subcontinent. ❖ Decode inscriptional evidence. ❖ Analyse inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.

3 **KINSHIP, CASTE AND CLASS** **Early Societies** **(c. 600 BCE 600 CE)**	❖ Examine, analyse the issues of social history. ❖ Analyse social norms in order to understand the perspectives of society given in the scriptures of ancient India. ❖ Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata.
4 **THINKERS, BELIEFS AND BUILDINGS** **Cultural Developments** **(c. 600 BCE 600 CE)**	❖ Infer and compare the major religious developments in early India. ❖ Elucidate the rich religious sculpture and infer the stories hidden in it. ❖ Create a picture album of the Buddhist Sculpture.
Themes in Indian History Part—II	
5 **THROUGH THE EYES OF TRAVELLERS** **Perceptions of Society** **(c. tenth to seventeenth centuries)**	❖ Understand salient features of social histories described by the travellers and apply the learning in real life. ❖ Elucidating the accounts of foreign travellers in order to understand the social political and economic life during the tenure of different rulers in the medieval period.
6 **BHAKTI –SUFI TRADITIONS** **Changes in Religious Beliefs and Devotional Texts** **(c. eighth to eighteenth centuries)**	❖ Understand the religious developments. ❖ Summarise the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period. ❖ Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society.
7 **AN IMPERIAL CAPITAL: VIJAYANAGARA** **(c. fourteenth to sixteenth centuries)**	❖ Students will be able to Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India. ❖ Analyse accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city. ❖ Assess and appreciate the city planning, water management system, administration of the rulers.

8 **PEASANTS, ZAMINDARS AND THE STATE** **Agrarian Society and the Mughal Empire** **(c. sixteenth seventeenth centuries)**	❖ Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period. ❖ Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries. ❖ Make a table and bring out the differences in the agrarian sector.

Themes in Indian History	Part—III

9 **COLONIALISM AND THE COUNTRYSIDE** **Exploring Official Archives**	❖ Evaluate the revenue systems introduced by the British to understand the economic aspects of colonization in India. ❖ Analyse the colonial official records& reports to understand the divergent interest of British and Indians. ❖ Find solution to be taken to protect the peasants and artisans in this century.
10 **REBELS AND THE RAJ** **1857 Revolt and its Representations**	❖ Examine the events of 1857. ❖ Correlate the Planning and coordination of the rebels of 1857 to infer its domains and nature. ❖ Examine the momentum of the revolt to understand its spread. ❖ Analyse how revolt created vision of unity amongst Indians. ❖ Interpret visual images to understand the emotions portrayed by the nationalist and British.
11 **MAHATMA GANDHI AND THE NATIONALIST MOVEMENT** **Civil** **Disobedience and Beyond**	❖ Understand the nationalist movement in chronological order. ❖ Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership. ❖ Debate on the significant contributions of Gandhi to understand his mass appeal for nationalism. ❖ Explore the ways of interpreting historical source such as newspapers, biographies and autobiographies diaries, letters
12 **FRAMING THE CONSTITUTION** **The Beginning of a New Era**	❖ Highlight the role of Constituent Assembly to understand functionaries in framing the constitution of India. ❖ Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution

Note: This is not an exhaustive list. For reflective teaching- learning process, explicit Learning Objectives and Outcomes can be added by teachers during the course-delivery for student's real learning.

S. No	Page No.	Part – I Maps
1	2	**Mature Harappan sites:** Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, Kot Diji.
2	3	**Mahajanapada and cities:** Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
3	33	**Distribution of Ashokan inscriptions:** • Pillar inscriptions – Sanchi, Topra, Meerut Pillar and Kaushambi. • Kingdom of Cholas, Cheras and Pandyas.
4	43	**Important kingdoms and towns:** • Kushanas, Shakas, Satavahanas, Vakatakas, Guptas • Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha
5	95	**Major Buddhist Sites:** Nagarjunakonda, Sanchi, Amaravati, Lumbini, Bharhut, Bodh Gaya, Ajanta
S. No	Page No.	Part II - Maps
6	174	Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli
7	214	**Territories under Babur, Akbar and Aurangzeb:** • Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.
S. No	Page No.	Part III - Maps
8	287	**Territories/cities under British Control in 1857:** Punjab, Sindh, Bombay, Madras Berar, Bengal, Bihar, Orissa, Surat, Calcutta, Patna, Allahabad
9	260	**Main centres of the Revolt of 1857:** Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh
10		**Important centres of the National Movement:** Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi

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CLASS XII
QUESTION PAPER DESIGN

Book	MCQ		SA		LA		Source Based		Map	Total	
	No of questions	MM	No of questions	MM	No of questions	MM	No of questions	MM		Theory	Internal
Part I	7	1	2	3	1	8	1	4		25	
Part II	7	1	2	3	1	8	1	4		25	
Part III	7	1	2	3	1	8	1	4		25	
Map									05	05	
Project										80	20
Total	7x3=21		6x3=18		3x8=24		3x4=12		1x5=5	100 Marks	

WEIGHTAGE BASED ON COMPETENCIES

Competencies	Marks	%
Knowledge Remembering previously learned material by recalling facts, terms, basic concepts, and answers.	21	26.25
Understanding demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	18	22.50
Applying and Analyzing: applying acquired knowledge, facts, techniques and rules and solving the problems.	24	30
Formulating, Evaluating and Creating skills: Examining, making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information and piling information	12	15
Map skills	05	6.25

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INTERNAL ASSESSMENT

PROJECT WORK   **MM-20**
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3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. to enrich the subject content.
5. The Project Work needs to enhance cognitive, affective, and psychomotor domains in the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning. Art integrated Activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020) The Project work can culminate in the form of Power Point Presentation/ Exhibition/ Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to visually impaired candidates.
6. Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
7. Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

Note: The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE**.**

A FEW SUGGESTIVE TOPICS FOR CLASS XII PROJECTS

1. The Indus Valley Civilization-Archaeological Excavations and New Perspectives
2. The History and Legacy of Mauryan Empire
3. "Mahabharat"- The Great Epic of India
4. The History and Culture of the Vedic period
5. Buddha Charita
6. A Comprehensive History of Jainism

7. Bhakti Movement- Multiple Interpretations and Commentaries.
8. The Mystical Dimensions of Sufism
9. Global Legacy of Gandhian Ideas
10. The Architectural Culture of the Vijayanagar Empire
11. Life of Women in the Mughal Rural Society
12. Comparative Analysis of the Land Revenue Systems Introduced by the Britishers in India
13. The Revolt of 1857- Causes; Planning & Coordination; Leadership, Vision of Unity
14. The Philosophy of Guru Nanak Dev
15. The Vision of Kabir
16. An Insight into the Indian Constitution
17. Comparative Study of Stupas and Pillar Edicts
18. Comparative Study of Mughal and Vijayanagar Architecture

(Projects are an imperative component in enhancing students learning with the related themes. In the research project, students can go beyond the textbook and explore the world of knowledge. They can conceptualise 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.

Kindly refer to the guidelines on project work for classes XI and XII given below: - One Project to be done throughout the session, as per the existing scheme.

1. **Steps involved in the conduct of the project:** Students may work upon the following lines as suggested**:**
   1. Choose a Title/Topic
   2. Need of the Study, Objective of the Study
   3. Hypothesis
   4. Content -Timeline, Maps, Mind maps, Pictures, etc. (Organization of Material/Data Present Material/Data)
   5. Analysing the Material/Data for Conclusion
   6. Draw the Relevant Conclusion
   7. Bibliography

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

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

3. Assessment of Project Work:

1. Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
2. The aspects of the project work to be covered by students can be assessed during the academic year.
3. 20 marks assigned for Project Work can be divided in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
April-July	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/ Need and objectives of the study, Hypothesis/ Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data	6
August - October	Planning and organization: forming an action plan, feasibility, or baseline study, Updating/ modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
November- January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall P resentation.	5
January - February	Final Assessment and VIVA by both Internal and External Examiners	External/ Internal Viva based on the project	4
TOTAL			**20**

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

RATIONALE

A discipline of Social Science, Political Science deals with understanding the social structures and methods used to manage a government or State. It also encompasses the historical, philosophical, constitutional, and legal foundation of the political system. It further provides scope to identify the political values and ideas, governing institutions and their policy making process. The subject enhances the ability to address the functions and processes of government and politics in international, national, and state levels. It ensures that students acquire citizenship skills and engage as active citizens by appreciating human diversity. This subject is interdisciplinary by nature and draws upon other social disciplines or branches of knowledge and there by influenced by them in many ways. At Senior Secondary level, curriculum of Political Science is organised in a systematic manner to facilitate students to have an understanding of political ideas, ideologies, institutions, policies, processes, and behaviour, as well as groups, classes, government, law, peace and war which are the bedrock of human society and polity. The contents develop knowledge about current and past political events across the world and also enrich student's writing, communication, data analysis skills. An earnest effort is directed towards laying the foundation for a serious engagement with the discipline and developing competencies that prepare students for higher education, learning, and acquiring knowledge.

AIMS AND OBJECTIVES

1. **Indian Constitution at Work:**

    *   Understand the historical circumstances and the processes in which the Constitution was drafted.

    *   Be familiar with the diverse perspectives that guided the makers of the Indian Constitution.

    *   Analyse the working of the three pillars of democracy: Legislature, Executive, and Judiciary and their role with changing times.

    *   Identify the key features of the Indian Constitution and compare these to other constitutions in the world.

2. **Political Theory:**

- Recognise the ideas, concepts, and values inherent in the political life of a citizen.

- Systematic reflection and critical analysis of the political phenomenon.

- Provide clarity on what is 'political' in relation to 'social', 'economic', 'moral', and the like.

- Augment the ability of students to build a good state in a good society, and create processes, procedures, institutions, and structures which could be rationally achievable.

3. **Contemporary World Politics**

- Enable an understanding of the nature of political interactions amongst the sovereign states in the World.

- Trace the key political events and processes in the post-cold war era.

- Analyse the all-encompassing impact of various global institutions, processes, and events.

- Promote international understanding and respect for humanity.

4. **Politics in India since Independence**

- Understand and analyse constitutional institutions and their working in the post-independence era.

- Appreciate the contribution of political leaders in Nation Building.

- Develop the capacity to link Government structure, processes, and their policies with contemporary political realities.

- Acquaint the students to the changing trends and developments in India.

CLASS XI
COURSE STRUCTURE

Chapter No.	Chapter Name	Marks
PART A INDIAN CONSTITUTION AT WORK		
1	Constitution: Why and How?	8
2	Rights in the Indian Constitution	
3	Election and Representation	6
4	Executive	12
5	Legislature	
6	Judiciary	
7	Federalism	6
8	Local Governments	4
9	Constitution as a Living Document	4
10	The Philosophy of the Constitution	
	Marks allotted to Indian Constitution at Work	**40**
PART B POLITICAL THEORY		
1	Political Theory: An Introduction	4
2	Freedom	12
3	Equality	
4	Social Justice	6
5	Rights	4
6	Citizenship	8
7	Nationalism	
8	Secularism	6
	Marks allotted for Political Theory	**40**
	Total	**80**

COURSE CONTENT

Chapter No. and Name	Learning Outcomes with Specific Competencies
1- Constitution: Why and How? a) Why do we need a Constitution? • Constitution allows coordination and assurance • Specification of decision-making powers • Limitations on the powers of government • Aspirations and goals of a society • Fundamental identity of a people b) The authority of a Constitution • Mode of promulgation • The substantive provisions of constitution • Balanced institutional design c) How was the Indian Constitution made? • Composition of the Constituent Assembly • Procedures • Inheritance of the nationalist movement • Institutional arrangements d) Provisions adapted from Constitutions of different countries	**Students will be able to:** • Appreciate the need for a Constitution. • Understand the historical processes and the circumstances in which the Indian Constitution was drafted. • Critically evaluate how constitutions, govern the distribution of power in society. • Analyse the ways in which the provisions of the Constitution have worked in real political life.
2- Rights in the Indian Constitution a) The importance of rights • Bill of Rights b) Fundamental rights in the Indian Constitution • Right to Equality • Right to Freedom • Right against Exploitation • Right to Freedom of Religion • Cultural and Educational Rights • Right to Constitutional Remedies c) Directive principles of state policy • What do the directive principles contain? d) Relationship between fundamental rights and directive principles	**Students will be able to:** • Analyse the working of the Constitution in real life • Learn to respect others, think critically, and make informed decisions • Identify violations of the rights to equality and freedom in the society around them • Justify the need for reasonable restrictions on the rights guaranteed. • Use freedom of expression to advocate for ensuring rights is given to people around them.

3. Election and Representation
 	
a) Elections and democracy
b) Election system in India
   • First Past the Post System
   • Proportional Representation
c) Why did India adopt the FPTP system?
d) Reservation of constituencies
e) Free and fair elections
   • Universal franchise and right to contest
   • Independent Election Commission
f) Electoral Reforms
	Students will be able to:
	
	• Identify different types and methods of election
	• Develop critical thinking about the role of various stakeholders in ensuring free and fair elections.
	• Demonstrate the innate role played by Election Commission
	• Compare election systems of different countries of the world.

4. Executive
 	
a) What is an executive?
b) What are the different types of executives?
c) Parliamentary executive in India
   • Power and position of President
   • Discretionary Powers of the President
d) Prime Minister and Council of ministers
e) Permanent Executive: Bureaucracy
	Student will be able to:
	
	• Recognise the meaning of Executive.
	• Compare and contrast the Parliamentary and Presidential Executive.
	• Analyse the composition and functioning of the executive.
	• Know the significance of the administrative machinery.

5. Legislature
 	
a) Why do we need a parliament?
b) Why do we need two houses of parliament?
   • Rajya Sabha
   • Lok Sabha
c) What does the parliament do?
   • Powers of Rajya Sabha
   • Special Powers of Rajya Sabha
d) How does the parliament make laws?
e) How does the parliament control the executive?
f) What do the committees of parliament do?
g) How does the parliament regulate itself?
	Students will be able to:
	
	• Describe the law- making process in India.
	• Differentiate between the powers and functions of Lok Sabha and Rajya Sabha.
	• Examine the parliamentary control over the Executive.
	• Analyse the role of Parliamentary committees for the success of Indian democracy.

6. Judiciary
 	
a) Why do we need an independent judiciary?
   • Independence of Judiciary
   • Appointment of Judges
   • Removal of Judges
b) Structure of the Judiciary
	Students will be able to:
	
	• Identify the different aspects which makes the Judiciary independent
	• Compare and contrast the different jurisdictions

c) Jurisdiction of supreme Court
   • Original Jurisdiction
   • Writ Jurisdiction
   • Appellate Jurisdiction
   • Advisory Jurisdiction
   • Judicial Activism
d) Judiciary and Rights
   • Judiciary and Parliament
	• Analyse the reasons why Judiciary has become proactive.
	• Examine the reasons for the conflicts between the judiciary and parliament with respect to Constitutional Amendments.

7. Federalism
 	
a) What is Federalism?
b) Federalism in the Indian Constitution
   • Division of Powers
c) Federalism with a strong central government
d) Conflicts in India's federal system
   • Centre-State Relations
   • Demands for Autonomy
   • Role of Governors and President's Rule
   • Demands for New States
   • Interstate Conflicts
e) Special provisions
   • Jammu and Kashmir
	Students will be able to:
	
	• Explain the basic features of a federation.
	• Identify the different levels of the government &subjects on which the union and state governments can make laws.
	• Discuss the various constitutional provisions that led to a strong Centre in India.

8. Local Governments
 	
a) Why local governments?
b) Growth of Local Government in India
   • Local Governments in Independent India
c) 73rd and 74thamendments
d) 73rd Amendment
   • Three Tier Structure
   • Elections
   • Reservations
   • Transfer of Subjects
   • State Election Commissioners
   • State Finance Commission
e) 74th Amendment
• Implementation of 73rdand 74th Amendments
	Students will be able to:
	
	• Understand the Panchayati Raj system of local government in India, its emergence and significance
	• Identify the objectives, functions and sources of income of rural and urban local government bodies
	• Justify the significance of 73rd and 74th constitutional amendments
	• Acknowledge and examine the significance of decentralization
	• Introspect and realise the need to empower local government bodies

Constitution as a Living Document a) Are constitutions static? b) How to amend the constitution? c) Why have there been so many amendments?	**Students will be able to:** • Analyse the working of the Constitution. • Know the various amendments that have

9. Contents of amendments made so far
  • Differing Interpretations
  • Amendments through Political Consensus
  • Controversial Amendments
e) Basic structure and evolution of the constitution
f) Constitution as a Living Document
  • Contribution of the Judiciary
  • Maturity of the Political Leadership
	• taken place and the controversies raised.
	• Appreciate why the Constitution is called a Living Document.

10. The Philosophy of the Constitution
 	
a) What is meant by philosophy of the constitution?
  • Constitution as Means of Democratic Transformation
b) Why do we need to go back to the Constituent Assembly?
c) What is the political philosophy of our constitution?
  • Individual freedom
  • Social Justice
  • Respect for diversity and minority rights
  • Secularism
  • Universal franchise
  • Federalism
  • National identity
 	
d) Procedural Achievements
e) Criticisms
  • Limitations
	Students will be able to:
	• Appreciate the philosophical vision of our Constitution.
	• Recognise the core features of the Indian Constitution.
	
	• Evaluate the strengths and limitations of the Constitution.

PART B
POLITICAL THEORY

1. Political Theory: An Introduction a) What is politics? b) What do we study in political theory? c) Putting Political theory into practice d) Why should we study political theory?	**Students will be able to:** • Define the term politics and identify various political principles. • Explain the innate ideas of various Political theories. • Appreciate the contribution of Political Thinkers

2. Freedom a) The Ideal of freedom b) The sources of Constraints-Why do we need constraints? c) The Harm Principle d) Negative and Positive liberty	**Students will be able to:** • Appreciate the ideal of freedom. • Critically evaluate the dimensions of negative and positive liberty. • Demonstrate spirit of enquiry • Explain the ideas introduced by J.S. Mill in Harm Principle. • Assess the possible limitations on freedom resulting from the social and economic structures of society.
3. Equality a) Why does equality matter? • Equality of opportunities • Natural and Social Inequalities b) Three dimensions of equality c) Feminism, Socialism d) How can we promote equality?	**Students will be able to:** • Understand the moral and political ideals of equality. • Assess how equality is perceived through different ideologies • Recognise the means and methods to promote equality. • Evaluate the possible solutions to minimise inequality.
4. Social Justice a) What is Justice? • Equal Treatment for Equals • Proportionate Justice • Recognition of Special Needs b) Just distribution c) John Rawls Theory of Justice d) Pursuing Social Justice e) Free Markets versus State Intervention	**Students will be able to:** • Classify the different dimensions of justice. • Appreciate the measures taken by the government of India to secure social justice. • Enlist the basic minimum requirements of people for living a healthy and productive life. • State John Rawls' theory of veil of ignorance.
5. Rights a) What are Rights? b) Where do rights come from? c) Legal rights and the state d) Kinds of rights e) Rights and responsibilities	**Students will be able to:** • Define rights • Identify the need for rights and its importance to mankind. • why rights need to be sanctioned by law. • Describe the features of different kinds of rights.
6. Citizenship a) Introduction b) Full and equal membership c) Equal Rights d) Citizen and Nation e) Universal Citizenship f) Global Citizenship	**Students will be able to:** • Explain the meaning of citizenship. • Contribute to meaningful discussion on ways of granting citizenship. • Discuss the probable solutions or alternatives to solve citizenship issue • Analyse the problems to be surmounted to strengthen links between the people and governments

7. Nationalism
 	
a) Introducing Nationalism
b) Nations and Nationalism
   • Shared Beliefs and History
   • Shared National Identity
c) National self-determination
d) Nationalism and Pluralism
	Students will be able to:
	
	• Understand the concepts of nation and nationalism
	• Assess the strengths and limitations of nationalism.
	• Identify and build an understanding on the factors related to creation of collective identities
	• Examine the concept of national self-determination
	• Acknowledge the need to make nations more democratic and inclusive

8. Secularism
 	
a) What is Secularism?
b) Inter-religious Domination
c) Intra-religious Domination
d) Secular State
   • The western model of secularism
   • The Indian model of secularism
e) Criticisms of Indian secularism
   • Western Import and Minoritism
   • Interventionist
   • Vote Bank Politics
	Student will be able to:
	
	• Define Secularism.
	• Differentiate between Inter-religious and Intra-Religious Domination.
	• Recognise the concept of a Secular State.
	• Compare Western and Indian Model of Secularism.
	• Make an appraisal of Indian Secularism.

Prescribed Textbooks:

1. Indian Constitution at Work, Class XI, Published by NCERT
2. Political Theory, Class XI, Published by NCERT
3. Added Reference Material available with the document in the Annexure

Note: The above textbooks are also available in Hindi and Urdu versions.

CLASS XII

COURSE STRUCTURE

Chapter No.	Chapter Name	Marks Allotted
PART A-CONTEMPORARY WORLD POLITICS		
1	The End of Bipolarity	6
2	Contemporary Centres of Power	6
3	Contemporary South Asia	6
4	International Organizations	6
5	Security in the Contemporary World	6
6	Environment and Natural Resources	6
7	Globalisation	4
	PART A - Total	**40**
PART B-POLITICS IN INDIA SINCE INDEPENDENCE		
1	Challenges of Nation-Building	6
2	Era of One-Party Dominance	4
3	Politics of Planned Development	2
4	India's External Relations	6
5	Challenges to and Restoration of the Congress System	4
6	The Crisis of Democratic Order	4
7	Regional Aspirations	6
8	Recent Developments in Indian Politics	8
	PART B - Total	**40**
	TOTAL	**80**

Chapter No. and Name	Learning Outcomes with Specific Competencies
1. The End of Bipolarity Topics to be focused: a) The Soviet System b) Gorbachev and the disintegration c) Causes and Consequences of disintegration of Soviet Union d) Shock Therapy and its Consequences e) New entities in world politics • Russia • Balkan States • Central Asian States f) India's relations with Russia and other post-communist countries	**Students will be able to:** • Identify the basic features of the Soviet System. • Discuss the background and outcome of disintegration of the Soviet Union. • Examine the consequences of unipolar world • Assess the features of Shock Therapy • Probe into the recent happenings in the Post-Communist Countries. • Trace the developments between India & Russia
2. Contemporary Centres of Power Topics to be focused: a) European Union b) Association of Southeast Asian Nations c) Rise of China as an economic power d) Japan and South Korea as emerging powers	**Students will be able to:** • Compare and contrast the importance of European Union and ASEAN. • Evaluate the extent of rise of Chinese economy and its impact on world politics. • Summarise India's relations with China.
3. Contemporary South Asia Topics to be focused: a) Military and Democracy in Pakistan and Bangladesh b) Monarchy and Democracy in Nepal c) Ethnic Conflict and Democracy in Sri Lanka d) India-Pakistan Conflicts e) India and its Neighbours f) Peace and Cooperation	**Students will be able to:** • Identify & locate the seven countries of the South Asian region. • Appreciate the mixed record of democracy in the South Asian region. • Examine the role of Political leaders • Reflect upon the causes of various conflicts and movements in this region. • Justify the creation of SAARC • Understand the involvement of US and China in South Asia.
4. International Organizations Topics to be focused: a) Meaning and importance of International Organisations b) Evolution of the UN c) Structure and function of International Organisations d) Principal Organs of UN	**Students will beable to:** • Define International Organisation • Appreciate the role of United Nations and its agencies • Reflect on the events taking place in the post-cold war era • Understand the need for reforms in the United Nations

e) Reform of the UN after ColdWar f) Reform of Structures, Processes and Jurisdiction of the UN h) India and the UN Reforms i) Key Agencies: IMF, World Bank, WTO, ILO, IAEA. j) NGO: Amnesty International, Human Rights Watch. g) Implications and Future of International Organisations	
5. Security in the Contemporary World Topics to be focused: a) Meaning and Type of Security. b) Traditional concept of Security c) Non-tradition notions of Security. d) New Sources of Threats e) Cooperative Security f) India's Security strategy	**Students will be able to:** • Recognise the causes of security threats • Enhance analytical skills to provide solutions to security concerns. • Develop critical thinking about the role of various stakeholders in ensuring security today.
6. Environment and Natural Resources Topics to be focused: a) Environmental Concerns b) Global Commons c) Common but differentiated responsibilities d) India's Stand on Environment Issues f) Environmental Movements g) Resource Geopolitics e) Rights of Indigenous peoples	**Students will be able to:** • Enlist and explain the facts related to global environmental issues • Recognise and understand the need to conserve critical resources Demonstrate knowledge and appreciation towards India's responsibility in protecting environment • Realise the need to conserve resources and exhibit responsibility towards prudential use to facilitate sustainable development • Know about the nature of concerns of indigenous communities and understand how the governments of different countries respond to their plea
7. Globalisation Topics to be focused: a) Concept of globalisation b) Causes and Consequences of globalisation c) India and globalization d) Resistance to globalisation e) India and resistance to globalisation	**Students will be able to:** • Appreciate the significance of Globalisation • Elucidate the political, economic, and cultural dimensions of Globalisation. • Critically evaluate the impact of globalisation on India. • Draw attention to resistance movements to Globalisation and envisage its future trends.

PART B-POLITICS IN INDIA SINCE INDEPENDENCE

1. Challenges of Nation Building
 	
Topics to be focused:
a) Challenges for the new Nation.
    • Three Challenges.
b) Partition: Displacement and Rehabilitation.
    • Consequences of Partition.
c) Integration of Princely States.
    • The problem
    • Government's approach
    • Hyderabad
    • Manipur
d) Reorganisation of States.
	Students will be able to:
	
	• Analyse the challenges which Independent India faced.
	• Describe the factors that led to the partition of India.
	• Explain the circumstances under which different princely states signed the Instrument of Accession.
	• Assess how language became the basis of reorganisation of the states.
	• Evaluate the role played by leaders in Nation Building.

2. Era of One-Party Dominance
 	
Topics to be focussed:
a) Challenge of building democracy.
b) Congress dominance in the first three general elect ions.
    • Nature of Congress dominance
    • Congress as social and ideological coalition.
    • Tolerance and management of Factions
c) Emergence of opposition parties.
	Students will be able to:
	
	• Appreciate the sustenance of democratic politics in the country.
	• Evaluate the electoral politics post-Independence
	• Assess the dominance of the Indian National Congress from 1952 to1967.
	• Evaluate the role of Opposition parties

3.Politics of Planned Development
 	
Topics to be focussed:
a) Political contestation.
    • Ideas of Development.
    • Planning
    • Planning Commission
b) The Early Initiatives
    • The First Five Year Plan.
    • Rapid Industrialisation.
	Students will be able to:
	
	• Identify the varied option considered by the government to balance growth and socio-economic justice.
	• Know the difference between Left and Right Ideology
	• Understand the need for the formation of the Planning Commission.
	• Appreciate the need for strategic long-term development programme and policies

4.India's External Relations Topics to be focussed: a) International Context b) The Policy of Non-Alignment.	**Students will be able to:** • Recognise the significance of NAM • Interpret, compare and contrast multi-lateral aspects of Indo-China relationship • Demonstrate knowledge on Indo-Pak wars

• Nehru's role
• Distance from two camps.
• Afro Asian Unity
c) Peace and conflict with China
  • The Chinese Invasion1962
  • War and Peace with Pakistan
  • Bangladesh War 1971
d) India's Nuclear Policy.
	• Appreciate the steps taken by Indian government to develop military capacity
	• Reflect and introspect on the choices that the country must consider for the cause of development and peace building

5. Challenges to and Restoration of the Congress System
 	
Topics to be focused:
a) Challenge of Political Succession
  • From Nehru to Shastri
  • From Shastri to Indira Gandhi
b) Fourth General Election1967
  • Context of the Election.
  • Non Congressism
  • Electoral Verdict
  • Coalitions
  • Defections
c) Split in the Congress
  • Indira vs the Syndicate
  • Presidential Election 1969
d) The 1971 Election and Restoration of Congress
  • The outcome and after Restoration
	Students will be able to:
	
	• Understand the challenges of political succession after Nehru.
	Evaluate the opposition unity and the Congress split as a challenge to Congress dominance.
	• Compare and contrast the new Congress and the old Congress.
	• Summarise the initiatives taken by Indira Gandhi to overcome the challenges faced by her
	• Analyse the process of restoration of the Congress system

6. The Crisis of Democratic Order
Topics to be focused:
a) Background to Emergency.
  • Economic Context.
  • Gujarat and Bihar Movements
  • Conflict with Judiciary
c) Declaration of Emergency
  • Crisis and response
  • Consequences
c) Lessons of the Emergency.
d) Politics after Emergency.
  • Lok Sabha Elections 1977
  • Janata Government
d) Legacy
	Students will be able to:
	
	• Understand the causes and consequences of Emergency
	• Examine the lessons of Emergency
	• Evaluate the rule of Janata Government

7. Regional Aspirations Topics to be focused: a) Region and the Nation • Indian Approach • Areas of Tension • Jammu and Kashmir • Roots of the Problem • External and Internal disputes • Politics since 1948 • Insurgency and After • 2022 and Beyond b) Punjab • Political Context • Cycle of Violence • Road to Peace c) The Northeast • Demand for autonomy • Secessionist Movements • Movements against outsiders • Assam and National Integration	**Students will be able to:** • Discuss the implications of regional demands. • Analyse the importance of integrity in India. • Appreciate the initiatives taken by the government in dealing with regional aspirations
8. Recent Developments in Indian **Politics Topics to be focused** a) Context of 1990s b) Era of Coalition • Alliance Politics c) Political rise if the Backward Classes • Mandal Implemented • Political Fallouts d) Communalism, Secularism and Democracy. • Ayodhya Dispute • Demolition and after e) Emergence of New Consensus f) Lok Sabha Elections 2004 g) Growing Consensus	**Students will be able to:** • Understand momentous changes taking place in the nation since 1989 • Trace the rise and growth of BJP. • Identify the areas of growing consensus

Prescribed Books:
1. Contemporary World Politics, Class XII, Published by NCERT
2. Politics in India since Independence, Class XII, Published by NCERT
3. Added Reference Material available with the document in the Annexure

Note: The above textbooks are also available in Hindi and Urdu Languages.

CLASS XI-XII
QUESTION PAPER DESIGN

S. No.	Competencies	Marks	Percentage
1	**Knowledge and Remembering:** Exhibit memory of previously learned material by recalling facts, terms, basic concepts.	22	27.5%
2	**Understanding**: Understanding of facts and ideas by organizing, comparing, explaining, describing, and stating main ideas.	24	30%
3	**Applying**: Solve problems by applying acquired knowledge, facts to interpret a situation/ cartoon/ clippings/ sources/ Map	22	27.5%
4	**Analysis and Evaluation:** Classify, compare, contrast, or differentiate between pieces of information; organise and/ or integrate from a variety of sources; Examine, synthesize information into parts and identify motives or causes. Make inferences and find evidence to support generalizations.	12	15%
		80	100%

Note: Competency based questions for the examinations to be conducted in the academic year 2025-26 will be 50% in class XII.

QUESTION PAPER DESIGN

Book	Objective Type 1(M)	SA Type I 2(M)	SA Type II (4M)	Passage/Map/ Cartoon based Questions(4M)	LA Type (6M)	Total Weightage
Contemporary World Politics	6	3	3	1	2	40
Politics in India since Independence	6	3	2	2	2	40
Project/Practical						20
Total No. of Marks and Questions	**12**	**6**	**5**	**3**	**4**	**80+20**

NOTE-

1. Question paper will be in five parts (A, B, C, D & E). There will be an internal choice in Part C and Part-E.
2. In order to assess different mental abilities of learners, question paper is likely to include questions based on passages, visuals such as maps, cartoons.
3. Map question can be given from any lesson of Book 2 (Politics in India since Independence); but weightage of lessons should remain unaltered. The Maps available in the official websites of Govt of India may be used.
4. Cartoon and passage-based questions can be asked from either textbook, but weightage of lessons should be maintained

CLASS XI &XII
GUIDELINES FOR PROJECT WORK

Project Work: 20 Marks

Rationale

Political Science as a field of study in senior secondary classes enable students to get an exposure to political activities and processes that they are exposed to in everyday life. The study of political science has emerged as a multifaceted discipline, involving a contemporary interdisciplinary approaches and empirical framework, emphasizing more on field work rather than theoretical perceptions. The connect between government and citizen ensures the emergence of an active and reflective citizens and vibrant democracy. CBSE has therefore incorporated project work in Political Science to enable students to extend their interest beyond textbooks and provide them with a platform to gather information, value the decisions made to shape the community and visualise future course of action to be taken to ensure healthy democracy.

Objectives of project work

To enable learners to:

- probe deeper, initiate action and reflect on knowledge and skills acquired during the course of class XI and XII
- analyse and evaluate real world scenarios using social constructivism, a theory based on observation and scientific study
- become independent and empowered to choose their topic and gather data from a variety of source, investigate varied viewpoints acquired and arrive at logical deductions.
- enquire into, and reflect on, issues independently /in collaboration with others and identify the limitations
- develop 21st century skills of communication, cooperation, coordination, critical thinking, creativity and collaboration to produce an extended and independent work.

Role of the teacher

 A teacher should:

- help each learner select the topic based on recently published extracts from the news media, government policies, RBI bulletin, NITI *Aayog* reports, IMF/World Bank reports etc., after detailed discussions and deliberations of the topic.
- play the role of a facilitator to support and monitor the project work of the learner through periodic discussions.
- guide the research work in terms of sources for the relevant data.
- ensure that students understand the relevance and usage of primary evidence and other sources in their projects

- ensure that students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work

Project overview:

The Project work will be implemented for 20 Marks.

- Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
- For class XII, the evaluation for 20 marks project work should be done jointly by the internal and external examiners and for class XI the evaluation can be done by the internal examiner.
- The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class or any contemporary issues.
- The project work can be culminated in the form of films, albums, songs, storytelling, debate, Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
- The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.
- Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
- Viva-Voce
- At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her original work.
- In case of any doubt, authenticity should be checked and verified

The marks will be allocated under the following heads:

S.No.	Components	Marks Allotted
1.	Introduction/Overview	2
2.	Variety Of Contents	3
3.	Presentation	3
4.	Conclusion	1
5.	Bibliography	1
6.	Viva-Voce	10
	TOTAL	**20**

Class XII: Assessment will be done by external examiner in coordination with internal examiner and the date of Project Assessment will be fixed by CBSE. The project reports are to be preserved by the school till the final results are declared, for scrutiny by the Board.

Class XI: Assessment will be done by internal examiner.

SUGGESTED TOPICS

CLASS XI
1. Making of the Constitution.
2. Elections in India.
3. Working of the Indian Judiciary System.
4. Social Justice: Are ethics followed in Indian Politics
5. Human Rights Act and its gratification in India.
6. Political impact on Indian Legislation.

CLASSXII
1. NAM- 1961 to present times.
2. Division of Germany with special focus on the construction and dismantling of the Berlin Wall.
3. CIS-Central Asian Republics
4. Disintegration of USSR with special focus on Gorbachev.
5. Arab Spring
6. Cover the negative as well as positive aspects of relationship between India and the following countries.
   Focus on any one of the following (current updates should be highlighted):
   a) Relationship between India and Russia
   b) Relationship between India and China
   c) Relationship between India and Pakistan
   d) Relationship between India and Bangladesh
7. ASEAN
8. European Union and BREXIT
9. BRICS
10. SAARC
11. India's Nuclear Policy
12. United Nations with focus on India's candidature in Security Council.
13. UN Agencies – UNICEF, UNESCO, WHO
14. Pandemics: Covid 19- Its global impact (focus on worldwide cooperation and preparedness along with controversies (please collect newspaper clippings for the same)
15. Partition of India-Theory behind it and its legacy
16. Comparison between NITI AAYOG and Planning Commission and their contribution in India's Development.
17. Election 2019- Rise of BJP and Downfall of Congress (1989-2019).
18. Imposition of Emergency in India
19. NDA III and NDA IV – Social and Economic welfare programmes.

NOTE: The additional reference material is for classroom transaction and will not be assessed in the Board examination.

ADDITIONAL REFERENCE MATERIAL- CLASS XI

Part A - Indian Constitution at Work

Chapter -3: Election and Representation

Sub-Topic: 'Electoral Reforms in Indian Politics'

Electoral Reforms in the 21st Century include use of EVM [Electronic Voting Machine], VVPAT [Voter Verifiable Paper Audit Trail] and NOTA [None of the Above]. Restriction on exit polls, ceiling on election expenditure has been raised from 70 lakhs to 95 lakh rupees in bigger states like Maharashtra, Madhya Pradesh, Uttar Pradesh, West Bengal and Karnataka. And 54 lakhs to 75 lakhs in Smaller States which include Goa, Sikkim, Arunachal Pradesh and UTS for the Lok Sabha elections. For Assembly elections, expenditure limits have been enhanced from 28 lakh rupees to 40 lakhs in bigger states and from 20 lakhs to 28 lakhs in smaller states and the use electoral bonds in election funding are some of the major reforms initiated by the Election Commission of India that have sought to bring about revolutionary changes in the electoral process and the voter behaviour in contemporary India.

Chapter 6: Judiciary

Sub-Topics: 'Judiciary Overreach'

When judiciary assumes the roles and functions of the legislature and executive, thus diluting the concept of separation of powers, it becomes judicial overreach. Unrestrained activism on the part of judiciary often leads to its overreach.

We all know that Article 142 and judicial review have been put to many constructive uses but some actions like declaring the NJAC (National Judicial Appointment Commission) unconstitutional as it tried to apply checks on judicial power highlight the need for judicial restraints in the exercise of judicial review**.**

Chapter 7: Federalism

Sub-Topics: 'Quasi Federalism'. 'Competitive Federalism'

Quasi Federalism: In the context of special features and provisions of Indian federalism we use the phrase, 'Quasi Federalism', a concept given by K. C. Wheare. Quasi federalism represents a strong

centre with comparatively less strong units. Wheare describes the Indian case in its formative phase as a 'quasi federation – A unitary state with subsidiary federal features rather than a federal state with subsidiary unitary features'.

Cooperative Federalism: Cooperative federalism is the concept which reflects the relationship between the Union and the States where both come together and resolve the common problems with each other's cooperation in amicable manner thus contributing towards the growth of a strong federation. It shows the horizontal relationship between the Union and the States where none is placed over and above on the other. To ensure this strong relationship between the two, the Indian constitution has evolved and incorporated certain instruments and agencies like the Inter-State Councils, Zonal Councils, the 7th Schedule, etc.

Competitive Federalism: Competitive federalism places all states vis a vis the Union on equal and competing footing where the best performing states can take the maximum benefits of the resources, services and taxes. It ensures a healthy competition among states leading towards better performance and delivery which constitute important part of governance. The post- liberalization era reflects the trend of competitive federalism where states are more autonomous, accountable, and efficient in their functioning.

Chapter 9: Constitution as a Living Document Sub-Topics: Constitution Amendments

As of 2024, there have been total 106 amendments of the Constitution of India. Source: https://legislative.gov.in/constitution-of-india/

Part B- Political Theory

Chapter 2: Freedom

Sub-Topics: 'Liberty vs Freedom'

We hear a lot around us that people appear to use the word liberty and freedom as synonyms of each other. But there are some fundamental differences between these two concepts that must be understood. Liberty comes from the Latin word "libertatem" which means "condition of a freeman". While freedom come from the English word "freedom" which means "state of free will". Liberty is power to act and express oneself according to one's will while freedom is the power to decide one's action. Freedom is more concrete concept than liberty which is more associated with an individual's connection with the state rather than with other individuals and circumstances. State guarantees freedom through the liberty it grants to its citizens.

The difference between these two concepts can briefly be outlined as follows:

Liberty	Freedom
• Condition of a freeman	State of freewill
• Power to act	Power to decide
• Free to do something	Free from something

The common feature between these two concepts is that both remain unconstrained, which means that their realization is free from any constrain. Further, both follow rightful or ethical conformity in terms of their realization.

Chapter 4: Social Justice

Sub-Topics: 'Different Dimensions of justice'

Till now we have tried to understand what the term justice means. After considering this, we need to know different dimensions of justice which may help us in establishing a just society. Legal, social, political and economic justice are the key dimensions of justice. Here, we will try to understand these dimensions in some details.

Legal Justice: It is a narrow concept of justice which is associated with the legal system and legal procedure existing in a society. The court of law interprets the law and applies it after hearing the partners involved in a dispute. Here, justice is what administered by the court of law and the interpretation of the judge is considered to be an embodiment of justice.

Political Justice: In any democratic society political justice means providing equal political rights. Political justice stands for a free and fair participation of people in the political sphere. Universal adult franchise is the expression of political jus tice. Equality of opportunity in getting elected and in holding public offices, freedom of expression and association are important pillars of political justice.

Social Justice: It means to end all types of social inequalities and to provide proper opportunity to every citizen in every sphere of life, to develop her/his personality to ensure equality of law, prohibition of discrimination, social security, provision of equal political rights, etc. The concept of social justice is based on the belief that all human beings are equal and no discrimination should be made on the ground of race, religion, caste, gender and place of birth.

Economic Justice: It means to provide equal opportunities to everyone to earn her/his livelihood. It also means to help such people who are not able to work and earn their livelihood. The basic need of every person such as food, cloth, shelter and education should be fulfilled. It stands for by assuring adequate means of livelihood to all, by making provisions for equal pay for equal work, fair

distribution of resources, equal economic opportunity to all, etc.

While the concept of political justice is closely linked with the ideal of "liberty", economic and legal justice with "equality" and social justice with "fraternity", a just combination of all these four dimensions will help in achieving justice in life.

Chapter 5: Rights

Sub-Topics: 'Human Rights'

Human rights are those rights which all human beings are entitled by virtue of being human. It is based on the principle of respect for the individual. The fundamental assumption behind the concept of human rights is that every person is amoral and rational being who deserves to be treated with dignity. Human rights are both universal and fundamental; these are universal in the sense that they belong to all human beings irrespective of race, nationality, community, religion, gender, etc.; these are also fundamental because once given, these cannot be taken back.

Although the presence of human rights can be traced to the ancient Indian philosophy and culture, the concept formally originated at the international level in 1948 with the UN Declaration of Human Rights listing 30 rights for all people across the globe.

Chapter 7: Nationalism Sub-Topics: 'Multiculturalism'

Multiculturalism in the general sense is the coexistence of people of different religions, cultural groups and communities in all countries of the globe. Originated in the 1970s with a counter-culturalism and human rights movement in opposition to the homogenization of other cultures in favor of the white culture of America and Europe, multiculturalism broadly comprises the principles of both 'acceptance' and 'reverence'. It expects all countries of the globe to give equal acceptance and reverence to the cultural groups. In the India context, the concept of multiculturalism is identified with the notion of "Salad Bowl", advocated by social scientist, Ashish Nandy. It shows that different cultural groups within a nation maintain their identity with their respective distinct forms.

CLASS XII

Part A: Contemporary World Politics

Chapter-1: The End of Bipolarity

Sub-Topic: 'Arab Spring'

he 21st century witnessed emergence of new developments for democracies and democratization in West Asian countries, one such event is characterised as Arab Spring that began in 2009. Located in Tunisia, the Arab Spring took its roots where the struggle against corruption,

unemployment and poverty was started by the public which turned into a political movement because the people considered the existing problems as outcome of autocratic dictatorship. The demand for democracy that started in Tunisia spread throughout the Muslim-dominated Arab countries in West Asia. Hosni Mubarak, who had been in power in Egypt since 1979, also collapsed as a result of the massive democratic protests. In addition, the influence of Arab Spring could also be seen in Yemen, Bahrain, Libya and Syria where similar protests by the people led to democratic awakening throughout the region.

Chapter-2: Contemporary Centre's of Power

Sub-Topic: 'BRICS'

The term BRICS refers to Brazil, Russia, India, China, and South Africa respectively. BRIC was founded in 2006 in Russia. BRIC turned into BRICS after the inclusion of South Africa in its first meeting in the year 2009. The key objectives of BRICS are primarily to cooperate and distribute mutual economic benefits among its members besides non-interference in the internal policies of each nation and mutual equality. The 11th conference of the BRICS concluded in Brazil in 2019, chaired by Brazilian President Jair Bolsonaro.

Sub-Topic: 'Russia'

Russia has been the largest part of the former Soviet Union even before its disintegration. After the dissolution of the Soviet Union in late 1980s and early 1990s, Russia emerged as the strong successor of USSR [Union of Soviet Socialist Republics].

Russia's GDP is currently 11th in the world. Russia has reserves of minerals, natural resources and gases that make it a powerful country in the global world. In addition, Russia is a nuclear state with a huge stock of sophisticated weapons. Russia is also a permanent member of the UN Security Council, called P-5.

Sub-Topic: 'India'

The 21st century India is being seen as an important emerging global power. The world is experiencing the power and rise of India in a multidimensional way. The economic, cultural, strategic position of the country with a population of more than135 crores is very strong. From an economic perspective, targeting the goal of a $5 trillion economy, a competitive huge market, an ancient inclusive culture with 200 million people of Indian Diaspora spreading across the globe impart distinct meaning and salience to India as a new Centre of power in the 21st century.

From a strategic perspective, the military of India is self-sufficient with indigenous nuclear

technology making it another nuclear power. 'Make in India' scheme in technology and science is another milestone of Indian economy. All these changes are making India an important Centre of power in the present world.

Sub-Topic: 'Israel'

Shown on the world map with a pointer, Israel has emerged as one of the most powerful nations in the 21st century world in terms of science and technology, defence, intelligence besides economy. Situated in the middle of the burning politics of West Asian countries, Israel has reached to the new heights of global political standing by virtue of its indomitable defence prowess, technological innovations, industrialization and agricultural development. Sustaining against adversity is the principle with which a small Jewish-Zionist nation, i.e., Israel is placed in the contemporary global politics in general and the Arab-dominated West Asian politics in particular.

Chapter-4: International Organisation

Sub-Topic: 'UNESCO'

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was established on 4 November 1946. With its headquarter in Paris, France, UNESCO is a special body of the United Nations whose main objective is to promote education, natural science, society and anthropology, culture and communication. During past several years, the special work done by UNESCO has been to promote literacy, technical and educational training and independent media etc. all across its member nations.

Sub-Topic: 'UNICEF'

The United Nations International Children's Emergency Fund (UNICEF) was established in 1946 by the United Nations General Assembly as a body whose main task was to collect emergency funds for children and to help in their development work all across the world. Apart from this, UNICEF helps and encourages the works that promote children's health and better life in all parts of the world. With its' headquarter in New York, United States, UNICEF has been working successfully in almost all 193 countries of the world.

Sub-Topic: 'ILO'

The International Labour Organization (ILO), founded in October 1919 with its headquarter in Geneva, Switzerland, is a body of the United Nations which aims to promote efficient conditions of social justice and work for workers through international labour standards at the global level. In addition, there is an incentive for women and male workers to engage in productive work and to create safety, parity and self-respectful conditions for them at the workplace.

Chapter-5: Security in the Contemporary World

Sub-Topic: 'Terrorism'

Terrorism refers to systematic use of brutal violence that creates an atmosphere of fear in society. It is used for many purposes, very prominently the politico-religious purposes.

There could be three broad meanings of terrorism:

- A systematic use of terror, often violent, especially as a means of coercion.
- Violent acts which are intended to create fear (terror); are perpetrated for a religious, political or, ideological goal; and deliberately target or disregard the safety of non-combatants (civilians).
- Acts of unlawful violence and war.

There is not a single nation in the world that does not suffer from terrorism. Although some countries have tried to divide terrorism into good and bad terrorism, India has always denied this distinction. India's current Prime Minister Narendra Modi has also clarified that terrorism cannot be divided into good or bad; it is a global problem and should be combated collectively.

Part B

Politics in India since Independence

Chapter-1: Challenges of Nation Building

Sub-Topic: 'Patel and National Integration'

The first deputy Prime Minister and Home Minister of India, Sardar Vallabhbhai Patel, emerged as a major leader of the freedom movement after the Kheda Satyagraha (1918) and the Bardoli Satyagraha (1928).

At the time of independence, the problem of integration of princely states was a big challenge for the national unity and integrity of India. Under such difficult times, Sardar Patel undertook the daunting tasks of uniting all 565 princely states of India. Known as an 'Iron Man' of India, Patel's approach to the question of the merger of princely states into independent India was very clear. He was not in favour of any compromise with the territorial integrity of India. By his political experience, diplomatic prowess and foresightedness, out of India's 565 princely states many had already given their consent to merge with India even before achieving the independence.

Sardar Patel faced key challenges of integration from three states, viz., Hyderabad, Junagarh and Kashmir. It was under his leadership that Indian forces compelled Hyderabad and Junagarh to

merge with India. Keeping well- versed with Pakistan's intentions from Jinnah's divisive 'Two Nation Theory', Sardar Patel's opinion on Kashmir was different from other leaders. Like Hyderabad, he also wanted Kashmir's integration with India through military operations. But due to various reasons, Sardar Patel could not succeed in integrating Kashmir fully with India. However, Patel will always remain as an astounding leader who combined in himself the features of a true 'Nationalist', 'Catalyst' and 'Realist' – popularly characterised as NCR in Indian political history.

Chapter-3: Politics of Planned Development
Sub-Topic: 'NITI Aayog'

After independence, a Planning Commission based on socialist model was formed for the planned development of India. But in the era of globalization, especially in the 21st century, it was becoming ineffective and irrelevant, particularly in terms of coping with the pressing challenges of development. Hence, during his Independence Day speech on 15 August 2014, Prime Minister Narendra Modi talked about the abolition of the Planning Commission. NITI Aayog was constituted in place of Planning Commission on 1 January 2015 with the objective of providing the necessary and technical advice to the Union Government regarding policy making at the Central and State levels.

The Prime Minister of India is the ex-officio Chairman of NITI Aayog and he appoints the Vice Chairperson of NITI Aayog. The first Vice Chairperson of NITI Aayog was Arvind Panagariya. Shri Suman Bery is the current Vice Chairperson of NITI Aayog.

To harmonise the interests of national security and economic policy and to prepare strategic and long-term framework of policy and program, NITI Aayog acts as a think tank of the Union Government. By adopting a 'Bottom-Up Approach', the NITI Aayog acts in the spirit of cooperative federalism as it ensures equal participation of all states in the country.

Sub-Topic: National Development Council (NDC)

The National Development Council (NDC) or Rashtriya Vikas Parishad is the apex body for decision creating and deliberations on development matters in India, presided over by the Prime Minister. It was set up on 6 August 1952 under the chairmanship of India's first Prime Minister Pandit Jawaharlal Nehru to strengthen and mobilise the effort and resources of the nation in support of the Five Year Plans made by Planning Commission. The Council comprises the Prime Minister, the Union Cabinet Ministers and Chief Ministers of all States or their substitutes, representatives of the Union Territories and the members of the NITI Aayog (erstwhile Planning Commission).

Objectives of the Council:

- To secure cooperation of the states in the execution of the plan
- To strengthen and mobilise the effort and resources of the nation in support of the Plan
- To promote common economic policies in all vital spheres and
- To ensure the balanced and rapid development of all parts of the country.

Functions of the Council:

- To prescribe guidelines for the formulation of the National Plan, including the assessment of resources for the Plan;
- To consider the National Plan as formulated by the NITI Aayog.
- To make an assessment of the resources required for implementing the Plan and to suggest measures for augmenting them.
- To consider important questions of social and economic policy affecting national development; and
- To review the working of the Plan from time to time and to recommend such measures as are necessary for achieving the aims and targets set out in the National Plan.
- To recommend measures for achievement of the aims and targets set out in the national Plan.

Chapter-4: India's External Relations

Sub-Topic: 'India-Israel Relation'

Nearly 45 years after independence, due to various reasons, India's foreign policy with Israel remained largely unexplored notwithstanding the two nations gaining independence from the British colonial rule in 1947 and 1948 respectively.

Though historical and cultural ties between India and Israel have gone back from times immemorial, diplomatic relations formally developed between the two after the opening of Israeli embassy in India in 1992.

Relations between the two democratic nations further intensified with the visits of the Two Heads of Government in 2017and 2018. The two nations have started cooperation in various fields like cultural exchange, security and defense, counterterrorism, space research, water and energy and agricultural development.

Sub-Topic: 'India's Nuclear Program' (Updates)

India's nuclear policy has always been peace-oriented, whose clear impression is reflected in the policy of No First Use. Butin view of contemporary regional security challenges, the present government has made it clear that the policy of no first use can be reviewed and changed in

consonance with India's regional and national security. In addition, India is committed to ensuring its membership in the Nuclear Suppliers Group (NSG) and opposing partisan and unjust nuclear treaties like CTBT and NPT.

Chapter-6 The Crisis of Democratic Order

Sub-Topic: Jaya Prakash Narayan

Jaya Prakash Narayan is known for three key contributions: Fight against Corruption, Principle of Communitarian Socialism and Championing of 'Total Revolution'.

Jaya Prakash Narayan was the first leader in post-independence India who undertook a tirade against corruption through the participation of youth, particularly in Gujarat and Bihar. He the office of Lokpal against corruption. His principle of Communitarian Socialism views India as a society of communities encompassing three key layers, viz., community, region and rashtra – all combining together as an example of true federation.

Based on the above principles, Jaya Prakash Narayan advocated transformation of individual, society and state through his call for 'Total Revolution'. His call for total revolution sought to encompass moral, cultural, economic, political, educational and ecological transformations. His political transformation included the right to recall, the importance of village/ mohalla samities in democratic politics, and his call for Upper Ke Log to join political struggle for a clean politics in the country.

The essence for transformation according to Jaya Prakash Narayan revolves around 'Man' who could be the real catalyst of change in India.

Sub-Topic: 'Ram Manohar Lohia and Socialism'

Ram Manohar Lohia has been one of the main proponents of socialism in India. He championed the idea of 'Democratic Socialism' while associating his socialism with democracy. Lohia considered both capitalism and communism equally irrelevant for Indian society. His principle of Democratic Socialism has two objectives - the economic objective in form of food and housing. And the non-economic objective in form of democracy and freedom.

Lohia advocated Chouburja Rajneeti in which he opines four pillars of politics as well as socialism: Centre, Region, District and Village – all are linked with each other. Giving consideration to affirmative action, Lohia argued that the policy of affirmative action should not only be for the downtrodden but also for the women and the non-religious minorities.

Based on the premise of Democratic Socialism and Chouburja Rajneeti, Lohia supported a 'Party of

Socialism' as an attempt of merging all political parties. The Party of Socialism according to Lohia should have three symbols, viz., Spade [prepared to make efforts], Vote [power of voting], and Prison [Willingness to make sacrifices].

Sub-Topic: 'Deendayal Upadhyaya and integral Humanism'

Pandit Deendayal Upadhyaya was a philosopher, sociologist, economist and politician. The philosophy presented by him is called 'Integral Humanism' which was intended to present an 'indigenous socio-economic model' in which human being remains at the centre of development. The aim of Integral Humanism is to ensure dignified life for every human being while balancing the needs of the individual and society. It supports sustainable consumption of natural resources so that those resources can be replenished. Integral Humanism enhances not only political but also economic and social democracy and freedom. As it seeks to promote diversity, it is best suited for a country as diverse as India.

The philosophy of Integral Humanism is based on the following three principles:

- Primacy of whole, not part
- Supremacy of Dharma
- Autonomy of Society

Pandit Deendayal Upadhyaya opposed both Western 'capitalist individualism' and 'Marxist socialism'. According to Deendayal Upadhyaya, capitalist and socialist ideologies only consider the needs of the human body and mind, so they are based on materialistic purpose whereas spiritual development is equally considered important for the complete development of human being which is missing in both capitalism and socialism. Basing his philosophy on the internal conscience, pure human soul to be called Chhitti, Deendayal Upadhyaya envisaged a classless, casteless and conflict-free social system.

DeenDayal Upadhyaya advocated Indianization of Democracy, particularly with a focus on Economic Democracy. For him, decentralization & Swadeshi are the foundation of Economic Democracy. His philosophy broadly revolved around the principle of Arthayaam which states that both the absence and prominence of artha lead to the destruction and denigration of Dharma which is so central to Integral Humanism.

Sub-Topic: 'Democratic Upsurges'

Increasing participation of the people in the democratic politics of the country is broadly characterised as democratic upsurge. Based on this principle, social scientists have characterised three democratic upsurges in post- independence history of India.

The 'First Democratic Upsurge' could be attributed from the 1950s till 1970s which was based on the participation of Indian adult voters to the democratic politics both at the Centre and in states. Falsifying the western myth that the success of democracy requires modernization, urbanization, education and access to media, the successful holding of elections to both Lok Sabha and legislative assemblies all across states on the principle of parliamentary democracy were the testimony of India's first democratic upsurge.

During the 1980's, the increasing political participation of the lower classes of the society such as SCs, STs and OBCs has been interpreted as 'Second Democratic Upsurge'. This participation has made Indian politics more accommodative and accessible for these classes. Although this upsurge has not made any major change in the standard of living of these classes, especially Dalits, the participation of these classes into the organizational and political platforms gave them the opportunity to strengthen their self-respect and ensure empowerment in the democratic politics of the country. The era of Liberalization, Privatization and Globalization from the early 1990s is attributed to the emergence of a competitive market society encompassing all important sectors of economy, society and polity thus paving way for the 'Third Democratic Upsurge'. The Third Democratic Upsurge represents a competitive electoral market which is based not on the principle of survival of the fittest but rather the survival of the ablest. It underlines three shifts in India's electoral market: from State to Market, from Government to Governance, from State as Controller to State as Facilitator. Moreover, the Third Democratic Upsurge seeks to promote the participation of the youth who constitute a significant chunk of Indian society and have emerged as the real game changers in view of their increasing electoral preference for both development and governance in India's contemporary democratic politics.

 Chapter-7: Regional Aspiration
Sub-Topic: 'The Kashmir Issue'
Since its integration with the Union of India, Kashmir has remained one of the burning issues in post-independence India. The problem became more complicated when it was accorded a special status in the Constitution through Article 370 and Article 35A – the former giving it special powers like having its separate Constitution/Constituent Assembly/Flag, new nomenclature for Chief Minister as Prime Minister and Governor as Sadr-e-Riyasat, and the non-enforcement of most of the Union laws in the state while the later imparting it special citizenship rights prohibiting the non-Kashmiris from buying property in the state.

It was against the special status of the state of Jammu and Kashmir that there was a clarion call for abrogation of Articles 370 and 35A. Others equated Article 370 and 35A as 'constitutionally recognised separatism'.

It was against this backdrop that 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 form 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 370and 35A were repealed and Jammu and Kashmir got divided into two Union Territories of Ladakh and Jammu and Kashmir.

Chapter-8: Recent Development in Indian Politics

Sub-Topic: 'NDA III, IV & V'

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 government with an absolute majority was established at the Centre. Though called NDA III, the BJP-led coalition of 2014 was largely different from its predecessor coalition governments. Where the previous coalitions were led by one of the national parties, the NDA III coalition was not only steered by a national party, i.e., BJP it was also dominated by BJP with an absolute majority of its own in Lok Sabha. It was also called a 'surplus majority coalition'. In that sense a major transformation could be seen in the nature of coalition politics which could be seen from one party led coalition to one party dominated coalition.

The 2019 Lok Sabha elections, the 17th since independence, once again brought back BJP led NDA [NDA IV] to the centre of power by winning more than 350 seats out of 543. The BJP on its own won 303 seats in Lok Sabha, the biggest number any single party has won in the lower house since 1984 when Congress swept the elections in the aftermath of Mrs Indira Gandhi's assassination. Based on the tumultuous success of the BJP in 2019, Social Scientists have started equating the contemporary party system with the 'BJP System' where an era of one-party dominance, like the 'Congress System' has once again started appearing on the democratic politics of India.

In the 2024 elections for 18th Lok Sabha with 240 of the 543 seats, the BJP again emerged as the strongest party. NDA (V) Govt. was formed after the election with the BJP taking support from its partners to achieve 294 seats and form the government. The oppositional Indian National Developmental Inclusive Alliance was able to achieve 232 seats.

Sub-Topic: 'Issues of Development and Governance'

In addition to schemes already existing, several socio-economic welfare schemes have been initiated to make development and governance accessible to the masses such as –

Pradhan Mantri Ujjwala Yojana, Swachh Bharat Abhiyan, Jan-Dhan Yojana, Deendayal Upadhyaya Gram Jyoti Yojana, Kisan Fasal Bima Yojna, Beti Bachao Beti Padhao, Ayushman Bharat Yojana, etc. All these schemes are intended to take administration to the doorstep of the common man by making the rural households, particularly the women, real beneficiaries of the Central Government schemes.

SOCIOLOGY
Subject Code-039
CLASS XI-XII (2025-26)

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 defamiliarisation, 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 (2025-26)

Time: 3 Hours   **Max. Marks: 80**

Units		Marks
A	**Introducing Sociology**	
	1. Sociology, Society and its relationship with other Social Science disciplines	10
	2. Terms, concepts and their use in Sociology	10
	3. Understanding Social Institutions	12
	4. Culture and Socialization	12
	Total	**44**

B	Understanding Society	
	7. Social Change and Social order in Rural and Urban Society	12
	9. Introducing Western Sociologists	12
	10. Indian Sociologists	12
	Total	36
	Total	**80**
	Project Work	**20**

COURSE CONTENT

A.	INTRODUCING SOCIOLOGY	44 Marks
Unit 1	**Sociology, Society and its Relationship with other Social Sciences** • Introducing Society: Individuals and collectivities. Pluralities and Inequalities among societies. • Introducing Sociology: Emergence. Nature and Scope. • Relationship with other Social Science disciplines	
Unit 2	**Terms, Concepts and their use in Sociology** • Social Groups and Society • Social Stratification • Status and Role • Society & Social Control	
Unit 3	**Understanding Social Institutions** • Family, Marriage and Kinship • Work & Economic Life • Political Institutions • Religion as a Social Institution • Education as a Social Institution	
Unit 4	**Culture and Socialization** • Defining Culture • Dimensions of Culture • Socialization • Agencies of Socialisation &Sociology	

B.	**UNDERSTANDING SOCIETY**	**36 Marks**
Unit 7	**Social Change and Social Order in Rural and Urban Society** • Social Change: Types, Causes and Consequences • Social Order: Domination, Authority and Law; Contestation, Crime and Violence • Concepts: Village, Town and City • Social Order and Social Change in Rural and Urban Areas	
Unit 9	**Introducing Western Sociologists** • The Context of Sociology • Karl Marx on Class Conflict • Emile Durkheim: Division of Labour in society • Max Weber: Interpretive Sociology, Ideal Type & Bureaucracy	
Unit 10	**Indian Sociologists** • G.S. Ghurye on Caste and Race • D.P. Mukherjee on Tradition and Change • A.R. Desai on the State • M.N. Srinivas on the Village	

PROJECT WORK	
Max. Marks: 20	

A. Project undertaken during the academic year at school level
   1. Introduction -2 Marks
   2. Statement of Purpose – 2 Marks
   3. Research Question – 2 Marks
   4. Methodology – 3 Marks
   5. Data Analysis – 4 Marks
   6. Conclusion – 2 Marks
	15 Marks

B. Viva – based on the project work	**05 Marks**

SOCIOLOGY

QUESTION PAPER DESIGN

CLASS XI (2025-26)

S.No.	Competencies	Total Marks	Weightage (%)
1	**Knowledge & understanding** Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	30	37.5%
2	**Application of Knowledge and Concepts** Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	32	40%
3	**Formulate, Analyse , Evaluate & Create** Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	18	22.5%
	Total	80	100%

COURSE STRUCTURE
CLASS XII (2025-26)

Time: 3 Hours   **Max. Marks: 80**

Units		Marks
A	**Indian Society**	
	1. Introducing Indian Society	Non- evaluative
	2. The Demographic Structure of Indian Society	10
	3. Social Institutions: Continuity and Change	10
	5. Patterns of Social Inequality and Exclusion	10
	6. The Challenges of Cultural Diversity	10
	7. Suggestions for Project Work	Non- evaluative
		40
B	**Social Change and Development in India**	
	8. Structural Change	5
	9. Cultural Change	5
	11.Change and Development in Rural Society	10
	12. Change and Development in Industrial Society	10
	15. Social Movements	10
		40
	Total	**80**

COURSE CONTENT

A.	INDIAN SOCIETY	40 Marks
Unit 1	**Introducing Indian Society** Colonialism, Nationalism, Class and Community **(Non- evaluative)**	
Unit 2	**The Demographic Structure of the Indian Society** • Theories and concepts in demography • Rural-Urban Linkages and Divisions • Population Policy in India	

Unit 3	**Social Institutions: Continuity and Change**	
	• Caste and the Caste System • Tribal Communities • Family and Kinship	
Unit 5	**Patterns of Social Inequality and Exclusion**	
	• Social Inequality and Social Exclusion • Systems justifying and perpetuating Inequality - Caste, Tribe, the Other Backward Classes • Adivasi Struggles • The Struggle for Women's Equality and Rights • The struggles of the Differently Abled	
Unit 6	**The Challenges of Cultural Diversity**	
	• Cultural communities and the nation state • Regionalism in the Indian context • The Nation state and religion related issues and identities • Communalism, secularism and the nation state • State and Civil Society	
Unit 7	**Suggestions for Project Work**	
B.	**SOCIAL CHANGE AND DEVELOPMENT IN INDIA**	**40 Marks**
Unit 8	**Structural Change** Understanding Colonialism, Industrialization, Urbanization	
Unit 9	**Cultural Change**	
	• Social Reform Movements • Different Kinds of Social Change: Sanskritisation, Westernisation, Modernization, Secularization	
Unit 11	**Change and Development in Rural Society**	
	• Agrarian Structure: Caste & class in Rural India • Land Reforms, Green Revolution and Emerging Agrarian society • Green revolution and its social consequences • Transformation in Rural Society • Circulation of labour • Globalization, Liberalization and Rural Society	

Unit 12	**Change and Development in Industrial Society**
	• From Planned Industrialization to Liberalization
	• How people find Jobs
	• Work Processes: How work is carried out, working conditions, home based work, Strikes and Unions
Unit 15	**Social Movements**
	• Concept of Social Movements
	• Theories and Classification of Social Movements
	• Environmental Movements
	• Class-Based Movements: Workers, Peasants
	• Caste-Based Movements: Dalit Movement, Backward Class/Castes, Trends in Upper Caste Responses
	• Tribal Movements
	• Women's Movements in Independent India

PROJECT WORK	
	Max. Marks: 20

C. Project undertaken during the academic year at school level
    1. Introduction -2 Marks
    2. Statement of Purpose – 2 Marks
    3. Research Question – 2 Marks
    4. Methodology – 3 Marks
    5. Data Analysis – 4 Marks
    6. Conclusion – 2 Marks
	15 Marks

D. Viva – based on the project work	**05 Marks**

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
QUESTION PAPER DESIGN
CLASS XII (2025-26)

S. No.	Competencies	Total Marks	Weightage (%)
1	**Knowledge & Understanding** Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	30	37.5%
2	**Application of Knowledge and Concepts** Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	32	40%
3	**Formulate, Analyse , Evaluate & Create** Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	18	22.5%
	Total	80	100%
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:

```
┌─────────────────────────────────────────┐
│          Choose a Title/Topic            │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│  Need of the Study, Objective of the Study │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│              Hypothesis                  │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│  Content -Timeline, Mind maps, Pictures, etc. │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│      Organization of Material/Data       │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│          Present Material/Data           │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│  Analyzing the Material/Data for Conclusion │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│       Draw the Relevant Conclusion       │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│              Bibliography                │
└─────────────────────────────────────────┘
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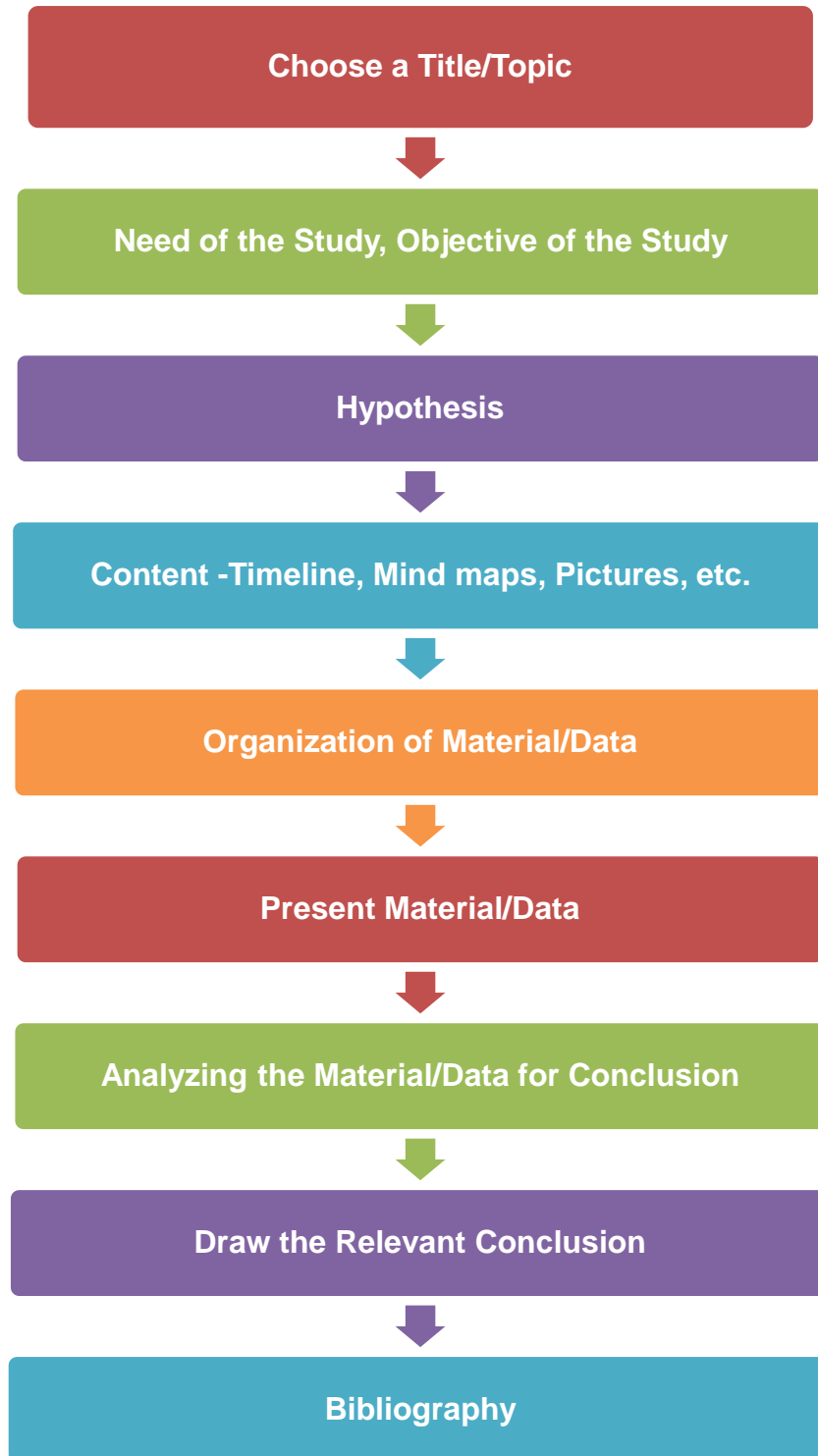
2. Expected Checklist for the Project Work:

- 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:

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. *****

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. Conclusion, Limitations, Suggestions, bibliography, Annexures and overall presentation of the project.	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
January-February	**Final Assessment and VIVA by both Internal and External Examiners**	External/ Internal Viva based on the project	4
		TOTAL	**20**

INFORMATICS PRACTICES
Subject Code - 065
Class XI (2025-26)

1. **Prerequisite.** None
2**. Learning Outcomes**
At the end of this course, students will be able to:
- Identify the components of computer system.

- Create Python programs using different data types, lists and dictionaries.

- Understand database concepts and Relational Database Management Systems.

- Retrieve and manipulate data in RDBMS using Structured Query Language

- Identify the Emerging trends in the fields of Information Technology.

3. Distribution of Marks and Periods

Unit No	Unit Name	Marks
1	Introduction to computer system	10
2	Introduction to Python	25
3	Database concepts and the Structured Query Language	30
4	Introduction to Emerging Trends	5
	Practical	30
	Total	**100**

4. Unit Wise syllabus
Unit 1: Introduction to Computer System

Introduction to computer and computing: evolution of computing devices, components of a computer system and their interconnections, Input/output devices.
Computer Memory: Units of memory, types of memory – primary and secondary, data deletion, its recovery and related security concerns.

Software: purpose and types – system and application software, generic and specific purpose software.

Unit 2: Introduction to Python

Basics of Python programming, execution modes: - interactive and script mode, the structure of a program, indentation, identifiers, keywords, constants, variables, types of operator, precedence of operators, data types, mutable and immutable data types, statements, expression evaluation, comments, input and output statements, data type conversion, debugging.
Control Statements: if-else, if-elif-else, while loop, for loop
Lists: list operations - creating, initializing, traversing and manipulating lists, list methods and built-in functions – len(),list(),append(),insert(), count(),index(),remove(), pop(), reverse(), sort(), min(),max(),sum()
Dictionary: concept of key-value pair, creating, initializing, traversing, updating and deleting elements, dictionary methods and built-in functions – dict(), len(), keys(), values(), items(), update(), del(), clear()
Introduction to NumPy: Introduction, Creation of NumPy Arrays from List

Unit 3: Database concepts and the Structured Query Language

Database Concepts: Introduction to database concepts and its need, Database Management System.
Relational data model: Concept of domain, tuple, relation, candidate key, primary key, alternate key
Advantages of using Structured Query Language, Data Definition Language, Data Query Language and Data Manipulation Language, Introduction to MySQL, creating a database using MySQL, Data Types
Data Definition: CREATE DATABASE, CREATE TABLE, DROP, ALTER
Data Query: SELECT, FROM, WHERE with relational operators, BETWEEN, logical operators, IS NULL, IS NOT NULL
Data Manipulation: INSERT, DELETE,UPDATE

Unit 4: Introduction to the Emerging Trends

Artificial Intelligence, Machine Learning, Natural Language Processing, Immersive experience (AR, VR), Robotics, Big data and its characteristics, Internet of Things (IoT), Sensors, Smart cities, Cloud Computing and Cloud Services (SaaS, IaaS, PaaS); Grid Computing, Block chain technology.

Practical Marks Distribution

S.No.	Unit Name	Marks
1	Problem solving using Python programming language	11
2	Creating database using MySQL and performing Queries	7
3	Practical file (minimum of 14 python programs, and 14 SQL queries)	7
4	Viva-Voce	5
	Total	**30**

5. Suggested Practical List

5.1 Programming in Python
1. To find average and grade for given marks.
2. To find sale price of an item with given cost and discount (%).
3. To calculate perimeter/circumference and area of shapes such as triangle, rectangle, square and circle.
4. To calculate Simple and Compound interest.
5. To calculate profit-loss for given Cost and Sell Price.
6. To calculate EMI for Amount, Period and Interest.
7. To calculate tax - GST / Income Tax.
8. To find the largest and smallest numbers in a list.
9. To find the third largest/smallest number in a list.
10. To find the sum of squares of the first 100 natural numbers.
11. To print the first 'n' multiples of given number.
12. To count the number of vowels in user entered string.
13. To print the words starting with an alphabet in a user entered string.
14. To print number of occurrences of a given alphabet in each string.
15. Create a dictionary to store names of states and their capitals.
16. Create a dictionary of students to store names and marks obtained in 5 subjects.
17. To print the highest and lowest values in the dictionary.

5.2 Data Management: SQL Commands

1. To create a database
2. To create student table with the student id, class, section, gender, name, dob, and marks as attributes where the student id is the primary key.

3. To insert the details of at least 10 students in the above table.
4. To display the entire content of table.
5. To display Rno, Name and Marks of those students who are scoring marks more than 50.
6. To display Rno, Name, DOB of those students who are born between '2005- 01-01' and '2005-12-31'.

Suggested material
NCERT Informatics Practices - Text book for class - XI (ISBN- 978-93-5292-148-5)

INFORMATICS PRACTICES
Subject Code - 065
Class XII (2025-26)

1. **Prerequisite:** Informatics Practices – Class XI

2. **Learning Outcomes**

    At the end of this course, students will be able to:
    - Create Series, Data frames and apply various operations.
    - Visualize data using relevant graphs.
    - Design SQL queries using aggregate functions.
    - Import/Export data between SQL database and Pandas.
    - Learn terminology related to networking and internet.
    - Identify internet security issues and configure browser settings.
    - Understand the impact of technology on society including gender and disability issues

3. **Distribution of Marks and Periods**

Unit No	Unit Name	Marks
1	Data Handling using Pandas and Data Visualization	25
2	Database Query using SQL	25
3	Introduction to Computer Networks	10
4	Societal Impacts	10
	Project	-
	Practical	30
	Total	**100**

4. Unit Wise syllabus

Unit 1: Data Handling using Pandas -I

Introduction to Python libraries- Pandas, Matplotlib;

Data structures in Pandas - Series and Data Frames.

Series: Creation of Series from – ndarray, dictionary, scalar value; mathematical operations; Head() and Tail() functions; Selection, Indexing and Slicing.

Data Frames: creation- from dictionary of Series, list of dictionaries, Text/CSV files, display; iteration; Operations on rows and columns: add, select, delete, rename; Head and Tail functions; Indexing using Labels, Boolean Indexing;

Importing/Exporting Data between CSV files and Data Frames.

Data Visualization

Purpose of plotting; drawing and saving following types of plots using Matplotlib – line plot, bar graph, histogram

Customizing plots: adding label, title, and legend in plots.

Unit 2:   Database Query using SQL

Revision of database concepts and SQL commands covered in class XI

Math functions: POWER (), ROUND (), MOD ().

Text functions: UCASE ()/UPPER (), LCASE ()/LOWER (), MID ()/SUBSTRING ()/SUBSTR (),

LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM ().

Date Functions: NOW (), DATE (), MONTH (), MONTHNAME (), YEAR (), DAY (),

DAYNAME ().

Aggregate Functions: MAX (), MIN (), AVG (), SUM (), COUNT (); using COUNT (*).

Querying and manipulating data using Group by, Having, Order by.

Working with two tables using equi-join

Unit 3:   Introduction to Computer Networks

Introduction to networks, Types of network: PAN, LAN, MAN, WAN.

Network Devices: modem, hub, switch, repeater, router, gateway

Network Topologies: Star, Bus, Tree, Mesh.

Introduction to Internet, URL, 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 the functioning of the organization, and how data are generated, stored, and managed.

The learner can take data stored in csv or database file and analyze using Python libraries and generate appropriate charts to visualize.

Learners can use Python libraries of their choice to develop software for their school or any other social good.

Learners should be sensitized to avoid plagiarism and violation of copyright issues while working on projects. Teachers should take necessary measures for this. Any resources (data, image etc.) used in the project must be suitably referenced.

The project can be done individually or in groups of 2 to 3 students. The project should be started by students at least 6 months before the submission deadline.

Practical Marks Distribution

S. No.	Unit Name	Marks
1	Programs using Pandas and Matplotlib	8
2	SQL Queries	7

3	Practical file (minimum of 15 programs based on Pandas, 4 based on Matplotlib and 15 SQL queries must be included)	5
4	Project Work (using concepts learned in class XI and XII)	5
5	Viva-Voce	5
	TOTAL	**30**

5. Suggested Practical List

5.1 Data Handling

1. Create a panda's series from a dictionary of values and a ndarray
2. Given a Series, print all the elements that are above the 75th percentile.
3. Create a Data Frame quarterly sales where each row contains the item category, item name, and expenditure. Group the rows by the category and print the total expenditure per category.
4. Create a data frame for examination result and display row labels, column labels data types of each column and the dimensions
5. Filter out rows based on different criteria such as duplicate rows.
6. Importing and exporting data between pandas and CSV file

5.2 Visualization

1. Given the school result data, analyses the performance of the students on different parameters, e.g subject wise or class wise.
2. For the Data frames created above, analyze, and plot appropriate charts with title and legend.
3. Take data of your interest from an open source (e.g. data.gov.in), aggregate and summarize it. Then plot it using different plotting functions of the Matplotlib library.

5.3 Data Management

1. Create a student table with the student id, name, and marks as attributes where the student id is the primary key.
2. Insert the details of a new student in the above table.
3. Delete the details of a student in the above table.
4. Use the select command to get the details of the students with marks more than 80.
5. Find the min, max, sum, and average of the marks in a student marks table.
6. Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by.
7. Write a SQL query to order the (student ID, marks) table in descending order of the marks.

ECONOMICS (Subject Code 030)
Class XI-XII (2025-26)

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.

1

ECONOMICS (Subject Code 030)
CLASS – XI (2025-26)

Theory: 80 Marks   **3 Hours**
Project: 20 Marks

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

Part A: Statistics for Economics

In this course, the learners are expected to acquire skills in collection, organisation and presentation of quantitative and qualitative information pertaining to various simple economic aspects systematically. It also intends to provide some basic statistical tools to analyse, and interpret any economic information and draw appropriate inferences. In this process, the learners are also expected to understand the behaviour of various economic data.

Unit 1: Introduction

What is Economics?

Meaning, scope, functions and importance of statistics in Economics

Unit 2: Collection, Organisation and Presentation of data

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

For all the numerical problems and solutions, the appropriate economic interpretation may be attempted. This means, the students need to solve the problems and provide interpretation for the results derived.

Measures of Central Tendency- Arithmetic mean, Median and Mode

Correlation – meaning and properties, scatter diagram; measures of correlation - Karl Pearson's method (two variables ungrouped data) Spearman's rank correlation (Non-Repeated Ranks and Repeated Ranks).

Introduction to Index Numbers - meaning, types - Wholesale Price Index, Consumer Price Index and index of industrial production, uses of index numbers; Inflation and Index Numbers, Simple Aggregative Method.

Part B: Introductory Microeconomics

Unit 4: Introduction

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

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

Meaning of Production Function – Short-Run and Long-Run

Total Product, Average Product and Marginal Product.

Returns to a Factor

Cost – Short run costs - Total Cost, Total Fixed Cost, Total Variable Cost; Average Cost; Average Fixed Cost, Average Variable Cost and Marginal Cost - meaning and their relationships.

Revenue – Total Revenue, Average Revenue and Marginal Revenue - meaning and their relationship.

Producer's Equilibrium - meaning and its conditions in terms of Marginal Revenue-Marginal Cost.

Supply, market supply, determinants of supply, supply schedule, supply curve and its slope, movements along and shifts in supply curve, price elasticity of supply; measurement of price elasticity of supply - percentage-change method.

Unit 7: Perfect Competition - Price Determination and simple applications.

Perfect competition - Features; Determination of market equilibrium and effects of shifts in demand and supply. (Short Run Only)

Simple Applications of Demand and Supply: Price ceiling, Price floor.

Part C: Project in Economics

Guidelines as given in Class XII curriculum

Suggested Question Paper Design
Economics (Subject Code 030)
Class XI (2025-26)
March 2026 Examination

Marks: 80   **Duration: 3 hrs.**

SN	Typology of Questions	Marks	Percentage
1	**Remembering and Understanding**: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	32	40%
2	**Applying**: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	24	30%
3	**Analysing, Evaluating and Creating:** Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	24	30%
	Total	**80**	**100%**

ECONOMICS (Subject Code 030)
CLASS - XII (2025-26)

Theory: 80 Marks   **3 Hours**
Project: 20 Marks

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

Part A: Introductory Macroeconomics

Unit 1: National Income and Related Aggregates

What is Macroeconomics?

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

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

Aggregates related to National Income:

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

GDP Deflator, GDP and Welfare

Unit 2: Money and Banking

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

Money creation by the commercial banking system.

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

Unit 3: Determination of Income and Employment

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

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

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:

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

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:

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

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 (Subject Code 030)
Class XII (2025-26)
March 2026 Examination

Marks: 80 **Duration: 3 hrs.**

SN	Typology of Questions	Marks	Percentage
1	**Remembering and Understanding**: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	32	40%
2	**Applying**: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	24	30%
3	**Analysing, Evaluating and Creating:** Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	24	30%
	Total	**80**	**100%**

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

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

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

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

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

Role of the teacher:

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

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

Scope of the project:

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

Choose a title/topic

↓

Collection of the research material/data

↓

Organization of material/data

↓

Present material/data

↓

Analysing the material/data for conclusion

↓

Draw the relevant conclusion

↓

Presentation of the Project Work

10
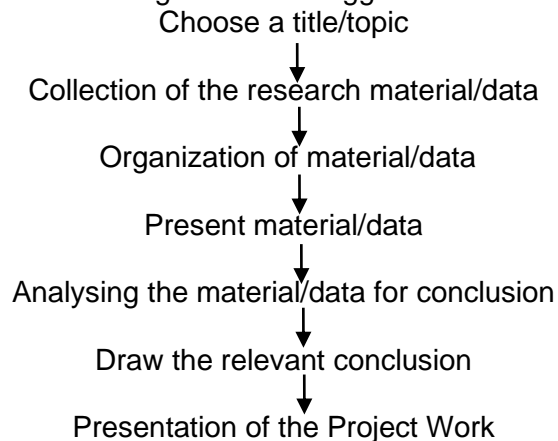
Expected Checklist:

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

Mode of presentation/submission of the Project:

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

Marking Scheme:
Marks are suggested to be given as –

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

Suggestive List of Projects:

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

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

Mathematics

Subject Code – 041

Classes XI-XII (2025 – 26)

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 (2025-26)

Three Hours   **Max Marks: 80**

No.	Units	Marks
I.	Sets and Functions	23
II.	Algebra	25
III.	Coordinate Geometry	12
IV.	Calculus	08
V.	Statistics and Probability	12
	Total	**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**

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**

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 (up to R x R x 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**

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 $sinx, \ siny, cosx$ & $cosy$ and their simple applications. Deducing identities like the following:

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

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

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

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

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

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

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

3. Permutations and Combinations

Fundamental principle of counting. Factorial n. (n!) Permutations and combinations, derivation of Formulae for ^nP_r, ^nC_r and their connections, simple applications.

4. Binomial Theorem

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

5. Sequence and Series

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

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

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

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

<u>**Unit-IV: Calculus**</u>

1. Limits and Derivatives

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 scope of tangent of the curve, derivative of sum, difference, product and quotient of functions of polynomial and trigonometric functions.

<u>**Unit-V Statistics and Probability**</u>

1. Statistics

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

2. Probability

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 (2025-26)

Time: 3 hours **Max. Marks: 80**

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

1. No chapter wise weightage. Care to be taken to cover all the chapters

2. Suitable internal variations may be made for generating various templates keeping the overall weightage to different form of questions and typology of questions same.

Choice(s):

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

INTERNAL ASSESSMENT	20 MARKS
Periodic Tests (Best 2 out of 3 tests conducted)	10 Marks
Mathematics Activities	10 Marks

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

CLASS – XI (2025-26)

The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

S.No.	Content
**Unit-I: Sets and Functions**	
1.	**Sets**
	Practical problems on Union and Intersection of two sets.
2.	**Relations and Functions**
	Composition of Functions
3.	**Trigonometric Functions**
	General solution of trigonometric equations of the type $\sin y = \sin a$, $\cos y = \cos a$ and $\tan y = \tan a$.
**Unit-II: Algebra**	
1.	**Principle of Mathematical Induction**
	Process of the proof by induction, motivating the application of the method by looking at natural numbers as the least inductive subset of real numbers. The principle of mathematical induction and simple applications.
2.	**(Complex Numbers and) Quadratic Equations**
	Polar representation of complex numbers. Statement of Fundamental Theorem of Algebra, solution of quadratic equations (with real coefficients) in the complex number system.
3.	**Linear Inequalities**
	Graphical solution of linear inequalities in two variables. Graphical method of finding a solution of system of linear inequalities in two variables.
4.	**Binomial Theorem**
	General and middle term in binomial expansion.
5.	**Sequence and Series**
	Formulae for the following special sums $$\sum_{k=1}^{n} k, \sum_{k=1}^{n} k^2, \sum_{k=1}^{n} k^3$$
**Unit-III: Coordinate Geometry**	
1.	**Straight Lines**
	Normal form. General equation of a line.
2.	**Introduction to Three-dimensional Geometry**
	Section formula.
**Unit-IV: Calculus**	
1.	**Limits and Derivatives**
	Derivatives of composite functions (Chain rule).
**Unit-V Statistics and Probability**	
1.	**Probability**
	Random experiments; outcomes, sample space (set representation).

COURSE STRUCTURE
CLASS – XII
(2025-26)

One Paper   **Max. Marks: 80**

No.	Units	Marks
I.	Relations and Functions	08
II.	Algebra	10
III.	Calculus	35
IV.	Vectors and Three - Dimensional Geometry	14
V.	Linear Programming	05
VI.	Probability	08
	Total	**80**
	Internal Assessment	**20**

Unit-I: Relations and Functions

1.   Relations and Functions

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

2.   Inverse Trigonometric Functions

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

Unit-II: Algebra

1.   Matrices

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

2.   Determinants

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.

<u>**Unit-III: Calculus**</u>

1.   Continuity and Differentiability

Continuity and differentiability, chain rule, derivative of composite functions, derivatives 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

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

3.   Integrals

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.   Application of the Integrals

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

5.   Differential Equations

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:

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

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

Unit-IV: Vectors and Three-dimensional Geometry

1. Vectors

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

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 Problem

1. Linear Programming

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

Conditional probability, multiplication theorem on probability, independent events, total probability, Bayes' theorem.

MATHEMATICS (Code No. – 041)
QUESTION PAPER DESIGN
CLASS – XII (2025-26)

Time: 3 hours   **Max. Marks: 80**

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

1. *No chapter wise weightage. Care to be taken to cover all the chapters*

2. *Suitable internal variations may be made for generating various templates keeping the overall weightage to different form of questions and typology of questions same.*

Choice(s):

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

INTERNAL ASSESSMENT	20 MARKS
Periodic Tests (Best 2 out of 3 tests conducted)	10 Marks
Mathematics Activities	10 Marks

Note: 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

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2025-2026

ARTIFICIAL INTELLIGENCE (SUB. CODE - 843)

JOB ROLE: AI Assistant

CLASS – XI

OBJECTIVES OF THE COURSE

AI is a discipline in computer science that focuses on developing intelligent machines, machines that can learn and then teach themselves. These machines, then, can process vast amounts of data than humans can, and several times faster. However, AI can go across all disciplines to change the world for the better– from creating new healthcare solutions, to designing hospitals of the future, improving farming and our food supply, helping refugees acclimatize to the new environments, improving educational resources and access, and even cleaning our oceans, air, and water supply. The potential for humans to improve the world through AI is endless, as long as we know how to use it.

LEARNING OUTCOMES

In this course, the students will develop knowledge, skills and values to understand AI and its implications for our society and the world and to use AI to solve authentic problems, now and in the future. The students will engage with a host of multi-media online resources, as well as hands-on activities and sequence of learning experiences.

The following are the main objectives of the course:

1. Develop informed citizens with an understanding of AI and the skills to think critically and knowledgeably about the implications of AI for society and the world.

2. Develop engaged citizens with a rigorous understanding of how AI can be harnessed to improve life and the world we live in.

3. Stimulate interest and prepare students for further study to take up careers as AI scientists and developers to solve complex real-world problems.

SCHEME OF UNITS

This course is a planned sequence of instructions consisting of units meant for developing employability and vocational competencies of students opting for skill subject along with other education subjects. The unit-wise distribution of hours and marks for class XI is as follows:

CBSE | DEPARTMENT OF SKILL EDUCATION

ARTIFICIAL INTELLIGENCE (SUBJECT CODE - 843)

CLASS – XI (SESSION 2025-2026)
Total Marks: 100 (Theory-50 + Practical-50)

<table>
<tr><th colspan="2"></th><th>UNITS</th><th colspan="2">NO. OF HOURS</th><th>MAX MARKS</th></tr>
<tr><td rowspan="7">PART A</td><td colspan="2">Employability skills</td><td colspan="2"></td><td></td></tr>
<tr><td colspan="2">Unit 1: Communication Skills – III</td><td colspan="2">15</td><td>2</td></tr>
<tr><td colspan="2">Unit 2: Self-Management Skills – III</td><td colspan="2">10</td><td>2</td></tr>
<tr><td colspan="2">Unit 3: ICT Skills – III</td><td colspan="2">15</td><td>2</td></tr>
<tr><td colspan="2">Unit 4: Entrepreneurial Skills – III</td><td colspan="2">10</td><td>2</td></tr>
<tr><td colspan="2">Unit 5: Green Skills – III</td><td colspan="2">10</td><td>2</td></tr>
<tr><td colspan="2" align="right">TOTAL</td><td colspan="2">60</td><td>10</td></tr>
<tr><td rowspan="10">PART B</td><td colspan="2">Subject specific skills</td><td>Theory</td><td>Practical</td><td></td></tr>
<tr><td colspan="2">Unit 1: Introduction: Artificial Intelligence for Everyone</td><td>4</td><td>10</td><td>4</td></tr>
<tr><td colspan="2">Unit 2: Unlocking your Future in AI</td><td>6</td><td>10</td><td>5</td></tr>
<tr><td colspan="2">Unit 3: Python Programming</td><td>10</td><td>20</td><td>5</td></tr>
<tr><td colspan="2">Unit 4: Introduction to Capstone Project</td><td>6</td><td>15</td><td>5</td></tr>
<tr><td colspan="2">Unit 5: Data Literacy – Data Collection to Data Analysis</td><td>6</td><td>15</td><td>6</td></tr>
<tr><td colspan="2">Unit 6: Machine Learning Algorithms</td><td>9</td><td>15</td><td>6</td></tr>
<tr><td colspan="2">Unit 7: Leveraging Linguistics and Computer Science</td><td>5</td><td>10</td><td>5</td></tr>
<tr><td colspan="2">Unit 8: AI Ethics and Values</td><td>4</td><td>5</td><td>4</td></tr>
<tr><td colspan="2" align="right">TOTAL</td><td>50</td><td>100</td><td>40</td></tr>
<tr><td rowspan="8">PART C</td><td colspan="4">PRACTICAL WORK / PROJECT WORK</td><td></td></tr>
<tr><td colspan="4">IBM Skills Build Certification/any other industry certification</td><td>5</td></tr>
<tr><td colspan="4">Capstone Project</td><td>12</td></tr>
<tr><td colspan="4">Bootcamps/ Internship/other startups</td><td>7</td></tr>
<tr><td colspan="4">Practical File</td><td>10</td></tr>
<tr><td colspan="4">Lab Test/ Written Exam (based on practical file)</td><td>10</td></tr>
<tr><td colspan="4">Viva Voce (based on practical file and project)</td><td>6</td></tr>
<tr><td colspan="4" align="center">TOTAL</td><td>50</td></tr>
<tr><td colspan="5" align="center">GRAND TOTAL</td><td>100</td></tr>
</table>

DETAILED CURRICULUM/TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills – III	15
2.	Unit 2: Self-Management Skills – III	10
3.	Unit 3: Basic Information and Communication Technology Skills – III	15
4.	Unit 4: Entrepreneurial Skills – III	10
5.	Unit 5: Green Skills – III	10
	TOTAL	**60**

NOTE: Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

Part-B – SUBJECT SPECIFIC SKILLS

- ❖ Unit 1 – Introduction: Artificial Intelligence for Everyone
- ❖ Unit 2 – Unlocking your Future in AI
- ❖ Unit 3 – Python Programming
- ❖ Unit 4 – Introduction to Capstone Project
- ❖ Unit 5 – Data Literacy – Data Collection to Data Analysis
- ❖ Unit 6 – Machine Learning Algorithms
- ❖ Unit 7 – Leveraging Linguistics and Computer Science
- ❖ Unit 8 – AI Ethics and Values

UNIT 1 - INTRODUCTION: ARTIFICIAL INTELLIGENCE FOR EVERYONE

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	Students will be able to – • Communicate effectively about AI concepts and applications in written and oral formats. • Describe the historical development of AI. • Differentiate between various types and domains of AI, including their applications. • Recognize the key terminologies and concepts related to machine learning and deep learning. • Formulate informed opinions on the potential benefits and limitations of AI in various contexts.	• What is Artificial Intelligence? • Evolution of AI • Types of AI • Domains of AI • AI Terminologies • Benefits and limitations of AI	• Categorize the given applications into the three domains. Examples of Machine Learning & Reinforcement Learning given in the course below: IBM Skills Build – Introduction to AI

UNIT 2 - UNLOCKING YOUR FUTURE IN AI

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	Students will be able to – • Articulate the demand for AI professionals and the diverse career opportunities available in the field. • Identify the requisite skills and tools needed to pursue a career in artificial intelligence. • Understand the potential roles and responsibilities of AI professionals across different industries. • Explore resources for further learning and skill development in the field of AI. • Evaluate their own interests and skills to determine potential pathways for a career in AI.	• The Global Demand • Some Common Job Roles In AI • Essential Skills and Tools for Prospective AI Careers • Opportunities in AI across Various Industries	• Identify ten companies currently hiring employees for in specific AI positions. • Note down the technical skills and soft skills listed by any two companies for the specific AI position. IBM Skills Build: Your Future in AI: The Job Landscape

UNIT 3 - PYTHON PROGRAMMING

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	Students will be able to – • Explain the basics of python programming language and write programs with basic concepts of tokens. • Use selective and iterative statements effectively. • Gains practical knowledge on how to use the libraries efficiently.	**Level 1:** Basics of python programming, character sets, tokens, modes, operators, datatypes, Control Statements **Level 2:** CSV Files, Libraries – NumPy, Pandas, Scikit-learn	• Minimum five programs to be taught using operators, data types, control statements (**Level 1**) • Minimum 5 programs on NumPy, Pandas, Scikit-learn (**Level 2**) IBM SkillsBuild - Python for Data Science

UNIT 4 - INTRODUCTION TO CAPSTONE PROJECT

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	Students will be able to – • Decompose any problem using the 5W1H method. • Apply Design thinking methodology. • Create empathy maps. • Align problems to SDGs. • Apply all the learnings in solving real world problems. • Express their solution to a problem in non-technical words.	• Design Thinking • Empathy Map • Sustainable Development Goals • Capstone Project	• Create an empathy map for a given scenario. • Project Abstract Creation Using Design Thinking Framework. IBM SkillsBuild - What is Design thinking?

UNIT 5 - DATA LITERACY – DATA COLLECTION TO DATA ANALYSIS

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	Students will be able to – • Explain the importance of data literacy in AI. • Identify different data collection methods and their applications. • Comprehend mathematical concepts related to matrices, its operations, and applications. • Apply basic data analysis techniques to analyse data. • Visualize the data using different techniques.	• What is Data Literacy? • Data Collection • Exploring Data • Statistical Analysis of data • Representation of data, Python Programs for Statistical Analysis and Data Visualization • Introduction to Matrices • Data Pre-processing • Data in Modelling and Evaluation	• Identification of the level of measurement. • Python programs to demonstrate the use of mean, median, mode, standard deviation and variance. • Python programs to visualise the line graph, bar graph, histogram, scatter graph and pie chart using matplotlib. rainfall.csv IBM SkillsBuild - Data Visualisation with Python (Modules 1,2,3)

UNIT 6 – MACHINE LEARNING ALGORITHMS

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	Students will be able to – • Differentiate the different types of machine learning methods. • They will be able to understand the concept behind each machine learning methods. • Apply these methods to develop simple solutions for some day-to-day situations. • Build up this knowledge to the next level to apply during Capstone Project development.	• Machine Learning in a nutshell • Types of Machine Learning • Supervised Learning • Understanding Correlation, Regression, Finding the line, Linear Regression algorithm • Classification – How it works, Types, k – Nearest Neighbour algorithm • Unsupervised Learning • Clustering – How it works, Types, k -means Clustering algorithm	• Calculation of Pearson correlation coefficient in MS – Excel. • Demonstration of Linear regression in MS – Excel. • Demonstration of Linear regression using python program. (**For Advanced Learners) • Demonstration of k – Nearest Neighbour using python program. (**For Advanced Learners) • Demonstration of k – means clustering using python program. (**For Advanced Learners) IBM SkillsBuild - Machine learning with Python

UNIT 7 – LEVERAGING LINGUISTICS AND COMPUTER SCIENCE

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL

1	Students will be able to –
	• Develop a better understanding of the complexities of language and the challenges involved in NLP tasks.
	• Learn new techniques and algorithms for NLP tasks.
		• Understanding Human Language Complexity
		• Introduction to Natural Language Processing (NLP) - Emotion Detection and Sentiment Analysis, Classification Problems, Chatbot
		• Phases of NLP
		• Applications of NLP
			• Write an article on "IBM Project Debater – Interesting facts".
			• Create a chatbot on ordering ice-creams using any of the following platforms:
			  • Google Dialogflow
			  • Botsify.com
			  • Botpress.com
			• Program to print the POS tags of a statement. (**For Advanced Learners)
			• Creating a simple rule based chatbot using Python. (**For Advanced Learners)
			
			IBM SKillsBuild - Natural Language Processing

UNIT 8 – AI ETHICS AND VALUES

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	Students will be able to – • Demonstrate an understanding of the fundamental principles of ethics and gain insight into ethical considerations related to AI technologies. • Develop an understanding of AI bias, its sources, and its real-world implications, as well as the ethical considerations. • Identify and apply strategies for mitigating bias in AI systems to promote fairness and transparency in technology. • Recognize the significance of AI policies in promoting responsible, safe, and ethical use of AI technologies.	• Ethics in Artificial Intelligence • The five pillars of AI Ethics • Bias, Bias Awareness, Sources of Bias • Mitigating Bias in AI Systems • Developing AI Policies • Moral Machine Game • Survival of the Best Fit Game	• Summarize your insights and interpretations from the video "Humans need not apply." • Activity: Role Play on biased AI systems • Comparative study of AI policies (that involve examining guidelines and principles) established by various organizations and regulatory bodies. • Understanding ethical dilemma using: Moral machine Survival of the best fit IBM SkillsBuild - AI Ethics

Note- All portions under Advanced Learners are not to be evaluated in Theory or Practical Examinations.

PART – C

1. Practical File

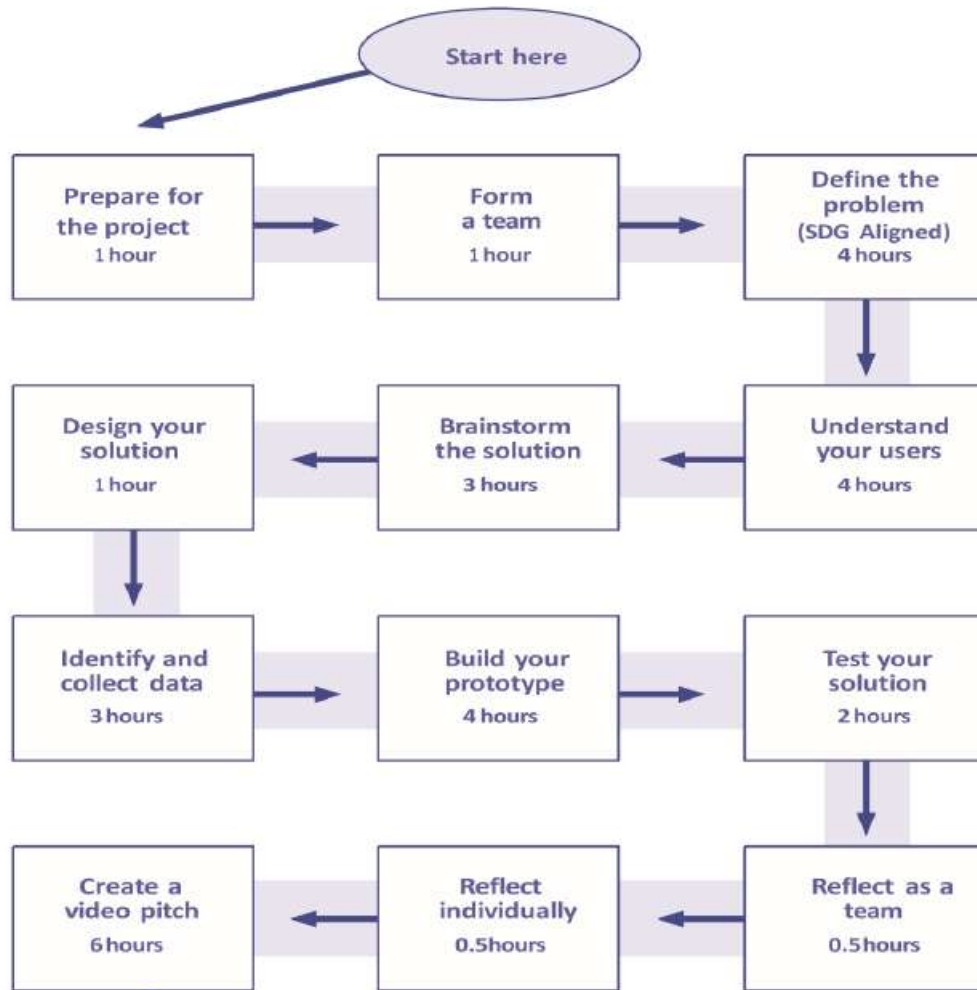**Unit-wise sample activities for Practical file given as below:**

1. Categorize the given applications into the three domains as given on pg. 5 of the Students Handbook.
2. Identify ten companies currently hiring employees for in specific AI positions.
3. Note down the technical skills and soft skills listed by any two companies for the specific AI position.
4. Python programs using operators, data types, control statements (**Level 1**)
5. Python programs on NumPy, Pandas, Scikit-learn (**Level 2**)
6. Create an empathy map for a given scenario.
7. Project Abstract Creation Using Design Thinking Framework.
8. Python programs to demonstrate the use of mean, median, mode, standard deviation and variance.
9. Python programs to visualise the line graph, bar graph, histogram, scatter graph and pie chart using matplotlib.
10. Calculation of Pearson's correlation coefficient in MS – Excel.
11. Demonstration of Linear regression in MS – Excel.
12. Create a chatbot on ordering ice-creams using any of the following platforms:
    a. Google Dialogflow
    b. Botsify.com
    c. Botpress.com
    d. Any other online platform
13. Summarize your insights and interpretations from the video "Humans need not apply."
14. Comparative study of AI policies (that involve examining guidelines and principles) established by various organizations and regulatory bodies.
15. Understanding ethical dilemma using
    Moral machine
    Survival of the best fit

Additional programs for Practice (not to be evaluated)
Sample programs for regression, classification and clustering along with the dataset is in this link.

2. Capstone Project

Project Guidelines

LIST OF EQUIPMENTS/ MATERIALS:

The list given below is suggestive and an exhaustive list should be compiled by the teacher(s) teaching the subject. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

S. NO.	ITEM NAME, DESCRIPTION & SPECIFICATION
A	**HARDWARE**
1	Computer with latest configuration or minimum core I5 Processor or equivalent with minimum 8 GB RAM, 512 GB SSD, 17" LED Monitor, NIC Card, 3 button Mouse, Camera, 105 keys keyboard, speakers, mic, Wi-Fi / Internet connectivity, Webcam, UPS, Dual Band Wireless Connectivity Min 100 Mbps and integrated graphic cards
2	Fire extinguisher
B	**SOFTWARE SPECIFICATIONS**
1	Any Operating System with antivirus activated
2	Python IDLE
3	Anaconda Navigator Distribution – Python IDE installed with software: NumPy, Pandas, Matplotlib, Scikit Learn)
4	Productivity Suite: Any (Google+ Suite recommended)

Additional Recommendations:

- Ensure regular updates and maintenance for all installed software to benefit from bug fixes, security patches, and new features.
- Provide licenses for commercial software, such as MS Office, as per the school's requirements and budget.
- Encourage teachers and students to stay updated with the latest versions of the software and tools and provide resources for learning and support.
- Consider implementing version control systems (e.g., Git) to facilitate collaborative coding and project management.

TEACHER'S/ TRAINER'S QUALIFICATIONS:

Qualification and other requirements for appointment of teachers/trainers for teaching this subject, on contractual basis should be decided by the State/ UT. The suggestive qualifications and minimum competencies for the teacher should be as follows:

Qualification	Minimum Competencies	Age Limit
Diploma in Computer Science/ Information Technology **OR** Bachelor Degree in Computer Application/ Science/ Information Technology (BCA, B.Sc. Computer Science/ Information Technology) **OR** Graduate with PGDCA OR DOEACCA Level Certificate. The suggested qualification is the minimum criteria. However higher qualifications will also be acceptable.	The candidate shouldhave a minimum of 1 year of work experiencein the same job role. S/he should be able to communicate in English and local language. S/he should have knowledge of equipment, tools, material, Safety, Health & Hygiene.	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules

Teachers/Trainers form the backbone of Skill (Vocational) Education being imparted as an integral part of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). They are directly involved in teaching of Skill (vocational) subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Teachers/ Trainers, Educational Qualifications, Industry Experience, and Certification/ Accreditation.

The State may engage Teachers/Trainers in schools approved under the component of scheme of Vocationalisation of Secondary and Higher Secondary Education under RMSA in following ways:

(i)   Directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC).

OR

(ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level2 or higher.

The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteriawhich the different organizations involved in education and training must meet in order to be accredited by competent bodies to provide government- funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.

The educational qualifications required for being a Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers/ trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies ofrelevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Teachers/Trainers, the State should ensure that a standardized procedure for selection of (Vocational) Teachers/Trainers is followed. The selection procedure should consist of the following:

(i) Written test for the technical/domain specific knowledge related to the sector;
(ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
(iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP. The State should ensure that the Teachers/ Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy beforebeing deployed in the schools. The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand thelatest trends and policy reforms in vocational education. The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the (Vocational) Teachers/Trainers:

- Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- Make effective use of learning aids and ICT tools during the classroom sessions;
- Engage students in learning activities, which include a mix of different methodologies, such as project-based work, team work, practical and simulation-based learning experiences;
- Work with the institution's management to organise skill demonstrations, site visits, on job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- Identify the weaknesses of students and assist them in up-gradation of competency;
- Cater to different learning styles and level of ability of students;
- Assess the learning needs and abilities, when working with students with different abilities
- Identify any additional support the student may need and help to make special arrangements for that support;
- Provide placement assistance

Assessment and evaluation of (Vocational) Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the (Vocational) Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the (Vocational) Teachers/Trainers.

Following parameters may be considered during the appraisal process:
- Participation in guidance and counseling activities conducted at Institutional, District and State level;
- Adoption of innovative teaching and training methods;
- Improvement in result of vocational students of Class X or Class XII;
- Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
- Membership of professional society at District, State, Regional, National and International level;
- Development of teaching-learning materials in the subject area;
- Efforts made in developing linkages with the Industry/Establishments;
- Efforts made towards involving the local community in Vocational Education
- Publication of papers in National and International Journals;
- Organization of activities for promotion of vocational subjects;
- Involvement in placement of students/student support services.

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2025-2026

ARTIFICIAL INTELLIGENCE (SUB. CODE - 843)

JOB ROLE: AI Assistant

CLASS – XII

OBJECTIVES OF THE COURSE:

Artificial Intelligence (AI) is a transformative field in computer science that focuses on creating intelligent systems capable of learning, adapting, and self-improving. These systems can process vast amounts of data with remarkable speed and accuracy, surpassing human capabilities in many domains. AI's impact extends across disciplines, offering innovative solutions to some of the world's most pressing challenges. From revolutionizing healthcare with advanced diagnostics and personalized treatments to enhancing agricultural practices and ensuring food security, AI has the power to reshape industries. It can improve access to quality education, and play a pivotal role in protecting and restoring our planet's ecosystems by cleaning our oceans, air, and water. The possibilities for leveraging AI to create a better future are boundless, provided we harness its potential responsibly and ethically.

LEARNING OUTCOMES:

By the end of this course, students will:

1. Develop an informed perspective on Artificial Intelligence (AI), enabling them to think critically about its implications for society and the world.
2. Understand the role of Python in AI development and its practical applications.
3. Harness the power of AI using no-code tools like Orange Data Mining to solve complex problems efficiently.
4. Comprehend the significance of Data Science Methodology in a Capstone Project to address real-world challenges.
5. Explore the fundamentals of computer vision and its applications in processing and analyzing digital images and videos, as well as its role in intelligent machines.
6. Delve into the diverse possibilities of Generative AI, including image generation, text synthesis, audio production, and video creation.
7. Understand the structure and components of neural networks, building a foundational knowledge of deep learning.
8. Appreciate the value of storytelling as a powerful tool to communicate ideas, insights, and solutions effectively in the context of AI.

SCHEME OF UNITS:

This course follows a structured sequence of instructional units designed to develop employability and vocational skills among students. These units are carefully crafted to integrate seamlessly with other educational subjects, fostering a holistic learning experience.

CBSE | DEPARTMENT OF SKILL EDUCATION

ARTIFICIAL INTELLIGENCE (SUBJECT CODE - 843)

CLASS – XII (SESSION 2025-2026)
Total Marks: 100 (Theory-50 + Practical-50)

	UNITS	NO. OF HOURS		MAX MARKS
PART A	**EMPLOYABILITY SKILLS**			
	Unit 1: Communication Skills-IV	15		2
	Unit 2: Self-Management Skills-IV	10		2
	Unit 3: ICT Skills-IV	15		2
	Unit 4: Entrepreneurial Skills-IV	10		2
	Unit 5: Green Skills-IV	10		2
	TOTAL	**60**		**10**
PART B	**SUBJECT SPECIFIC SKILLS**	**Th.**	**Prac.**	
	Unit 1: Python Programming – II*	6	18	(*to be evaluated in practicals only)
	Unit 2: Data Science Methodology: An Analytic Approach to Capstone Project	8	12	8
	Unit 3: Making Machines See	6	12	6
	Unit 4: AI with Orange Data Mining Tool*	4	18	(*to be evaluated in practicals only)
	Unit 5: Introduction to Big Data and Data Analytics	7	12	6
	Unit 6: Understanding Neural Networks	8	12	8
	Unit 7: Generative AI	6	12	7
	Unit 8: Data Storytelling	5	4	5
	TOTAL	**50**	**100**	**40**
PART C	**PRACTICAL WORK / PROJECT WORK**			
	Capstone Project + Project Documentation (As per the process given in "Project Guidelines", on page 2 of [CBSE IBM Projects Cookbook](#)) • Capstone Project =15 Marks • Project Documentation = 6 Marks • Video= 4 Marks			25
	Practical File			10
	Lab Test (Python and Orange Data Mining)			10
	Viva Voce (based on Capstone Project + Practical File)			5
	TOTAL			**50**
	GRAND TOTAL (THEORY + PRACTICAL)			**100**

(NOTE: *marked units/portion is to be evaluated in practicals only)

DETAILED CURRICULUM/TOPICS FOR CLASS XII

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-IV	15
2.	Unit 2: Self-management Skills-IV	10
3.	Unit 3: Information and Communication Technology Skills-IV	15
4.	Unit 4: Entrepreneurial Skills-IV	10
5.	Unit 5: Green Skills-IV	10
	TOTAL	**60**

NOTE: The detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from the CBSE website.

Part-B - SUBJECT SPECIFIC SKILLS

❖ Unit 1: Python Programming – II*

❖ Unit 2: Data Science Methodology: An Analytic Approach to Capstone Project

❖ Unit 3: Making Machines See

❖ Unit 4: AI with Orange Data Mining Tool*

❖ Unit 5: Introduction to Big Data and Data Analytics

❖ Unit 6: Understanding Neural Networks

❖ Unit 7: Generative AI

❖ Unit 8: Data Storytelling

(NOTE: *marked units/portion is to be evaluated in practicals only)

UNIT 1: PYTHON PROGRAMMING - II *(to be evaluated in practicals only)

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
- Recap of NumPy library - Recap of Pandas Library - Importing and Exporting Data between CSV Files and DataFrames - Handling missing value - Linear Regression algorithm (**For Advanced Learners)	- Apply the fundamental concepts of the NumPy and Pandas libraries to perform data manipulation and analysis tasks - Import and export data between CSV files and Pandas Data Frames, ensuring data integrity and consistency.	- Import and Export Data between CSV Files and DataFrames - Implement Linear Regression algorithm on Google Colab or any Python IDE. (**For Advanced Learners)

UNIT 2: DATA SCIENCE METHODOLOGY: AN ANALYTIC APPROACH TO CAPSTONE PROJECT

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
● Introduction to Data Science Methodology ● Steps for Data Science Methodology ● Model Validation Techniques ● Model Performance-Evaluation Metrics	● Integrate Data Science Methodology steps into the Capstone Project. ● Identify the best way to represent a solution to a problem. ● Understand the importance of validating machine learning models ● Use key evaluation metrics for various machine learning tasks	● Calculate MSE and RMSE values for the data given using MS Excel ● Calculate Precision, Recall, F1 score, and Accuracy from the given confusion matrix ● Python Code to Evaluate a Model (*to be evaluated in practicals only)

UNIT 3: MAKING MACHINES SEE

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
● How Machines See ● Working of Computer Vision ● Computer Vision Process ● Applications of Computer Vision ● Challenges of Computer Vision ● The Future of Computer Vision ● Working with OpenCV (**For Advanced Learners)	● Explain computer vision and its significance in visual data analysis. ● Understand key stages of computer vision, including acquisition, preprocessing, feature extraction, and analysis. ● Identify real-world applications in fields like healthcare, surveillance, and autonomous vehicles. ● Analyze challenges such as ethics, privacy, and technical limitations. ● Explore future advancements and transformative potential of computer vision. ● Develop basic skills in using OpenCV and deploying machine learning models online.	● Binary Art - Recreating Images with 0s and 1s ● Creating a Website Containing an ML Model ● Working with OpenCV to load, display and resize images (**For Advanced Learners)

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
● What is Data Mining? ● Introduction to Orange Data Mining Tool ● Beneficiaries of Orange data mining ● Getting started with Orange tool ● Components of Orange ● Default Widget Catalogue ● Key domains of AI with ORANGE DATA MINING TOOL	● Develop proficiency in utilizing the Orange Data Mining tool, enabling them to navigate its interface, employ its features, and execute data analysis tasks effectively. ● Demonstrate the ability to apply Orange in real-world scenarios across diverse domains of artificial intelligence, including data science, computer vision, and natural language processing (NLP), through hands-on projects and case studies.	● Load and visualize the Iris dataset using Scatter Plot and other widgets. ● Use classification widgets ● Evaluating the Classification Model with Orange ● Computer Vision with Orange ● Natural Language Processing with Orange

UNIT 5: INTRODUCTION TO BIG DATA AND DATA ANALYTICS

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
● Introduction to Big Data ● Types of Big Data ● Advantages and Disadvantages of Big Data ● Characteristics of Big Data ● Big Data Analytics ● Working on Big Data Analytics ● Mining Data Streams ● Future of Big Data Analytics	● Understanding Big Data, its types, advantages and disadvantages. ● Recognize the characteristics of Big Data. ● Explain the concept of Big Data Analytics and its significance. ● Analyze the future trends in the field of Big Data Analytics. ● Understanding the term Mining Data Streams.	*Performing Big Data analytics with Orange Data mining tool. (*to be evaluated in practicals only)

UNIT 6: UNDERSTANDING NEURAL NETWORKS

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
● Parts of a Neural Network ● Components of a Neural Network ● Working of a Neural Network ● Types of Neural Networks ● Future of Neural Networks and Societal Impact	● Explain the basic structure and components of a neural network. ● Identify different types of neural networks and their respective applications. ● Understand machine learning and neural networks through hands-on projects, interactive tools, and Python programming.	● Explore Machine Learning for Kids to create a neural network for identifying animals and birds. ● Build a TensorFlow model to convert Celsius to Fahrenheit (*to be evaluated in practicals only) ● Use Python Keras to create and train a neural network predicting Fahrenheit from Celsius. (**For Advanced Learners) ● Classification problem using TensorFlow playground

UNIT 7: GENERATIVE AI

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
● Introduction to Generative AI ● Working of Generative AI ● Generative and Discriminative models ● Applications of Generative AI ● LLM- Large Language Model ● Future of Generative AI ● Ethical and Social Implications of Generative AI	● How Generative AI works. ● Differentiate between Generative AI and Discriminative AI and identify their use cases. ● Explore ethical, social, and legal concerns. ● Gain hands-on experience using AI tools to generate creative and analytical outputs, such as images, texts, and videos. ● Use the Gemini API to design and deploy a functional chatbot.	● Signing up for Canva Activity. ● Animaker's AI Video Generation tool. ● Use Google Gemini to craft prompts and generate text outputs. ● Explore ChatGPT for conversational text generation and creative tasks. ● Write Python code to initialize the Gemini API and create a chat bot. (**For Advanced Learners)

UNIT 8: DATA STORYTELLING

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
● Introduction to Storytelling ● Elements of a Story ● Introduction to Data Storytelling ● Why is Data Storytelling Powerful? ● Essential Elements of Data Storytelling ● Narrative Structure of a Data Story (Freytag's Pyramid) ● Types of Data and Visualizations for Different Data ● Steps to Create a Story Through Data ● Ethics in Data Storytelling	● Understand the benefits of storytelling. ● Appreciate the role of data storytelling in data analysis, data science, and AI. ● Learn to combine data, visuals, and narrative to present complex information effectively. ● Gain skills to draw meaningful insights from data stories.	● Create an effective data story using given data.

**Note- All portions under Advanced Learners are not to be evaluated in Theory or Practical Examinations.

(NOTE: *marked units/portion is to be evaluated in practicals only)

PART – C:
1. Practical File:
The following are to be included in the Practical File

1. Minimum 6 programs of Python.
2. Minimum 3 programs using Orange Data Mining tool.
3. Minimum 1 problem to create a Data Story using all steps of Data Storytelling.

Optional Programs- for practical File
● Demonstration of train-test split in Linear Regression using Python.
● Chatbot using Google Gemini API.
● Orange Data Mining for Data Analytics.
● Classification problem using TensorFlow playground.
● Regression problem using TensorFlow playground.
(snapshots to be attached)

Sample programs for reference

I. Python

1. Write Python code to create a Pandas DataFrame using any sequence data type.
a) Display the DataFrame.
b) Display first 5 records.
c) Display last 10 records.
d) Display the number of missing values in the dataset.

2. Download dataset in the form of CSV from any public open-source website.
   a) Read CSV File and convert it into Pandas DataFrame.
   b) Perform statistical functions on the dataset to check the data, checking missing values, filling missing data etc.
3. Python Code to Evaluate a Model.

II. Orange Data Mining

1. Perform step wise procedure of Data Visualization using the Orange Data Mining Tool.
2. Perform Classification with Orange Data Mining.
3. Evaluate the Classification Model with Orange.
4. Perform Image analytics using the Orange data mining tool.
5.Write down steps to visualize word frequencies with Word Cloud using the Orange Data Mining tool.
Note: Snapshots of all the steps and outputs to be taken and pasted in the practical file.

III. Data Storytelling (Sample)

Using available data on student enrollment, attendance, and dropout rates, create a compelling data story that explores the impact of the Mid-Day Meal Scheme (MDMS) since its launch in 1995. Uncover trends, patterns, and correlations in the data to tell a story about how the implementation of the MDMS may have influenced dropout rates in the state over the years. Consider incorporating visualizations, charts, and graphs to effectively communicate your findings. Additionally, analyze any external factors or events that might have played a role in shaping these trends. Your goal is to provide a comprehensive narrative that highlights the relationship between the MDMS and student dropout rates in the state.

2. Capstone Project:
Capstone Project Guidelines:
- In a group, minimum 3 and maximum 5 students are allowed.
- Their projects should be aligned with any of the SDGs.
- Students will complete their Capstone Project in Class XII and complete the project documentation.
- Video of the Capstone Project should be exactly of 3 minutes duration.
- The video will have the following components:
    a. Problem statement
    b. To which SDG the project is aligned to
    c. AI concept/domains/algorithms used
    d. Working of the project
    e. Conclusion
    f. Acknowledgement to the teacher

Please refer to the Project guidelines of CBSE-IBM AI PROJECT COOKBOOK (Page -2)

Project Guidelines
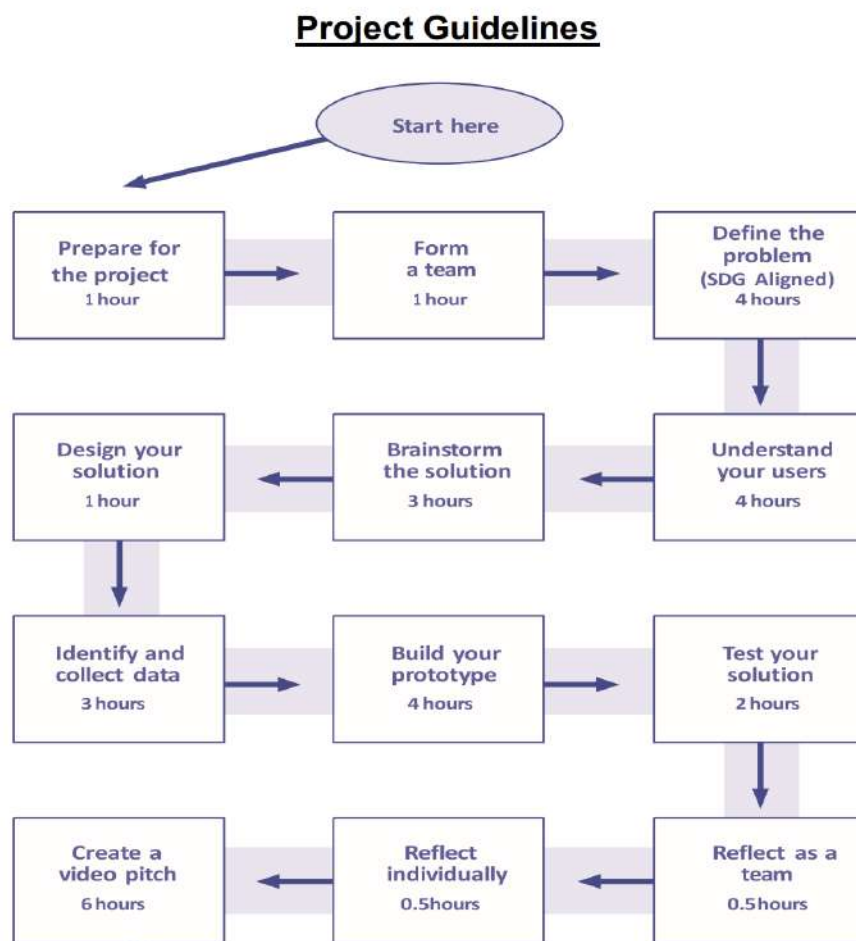
Note for Educators: Python or No code/low code platforms like Orange Data Mining tool can be chosen by the students for developing their Capstone Projects.

LIST OF EQUIPMENTS/ MATERIALS:

The list given below is suggestive and an exhaustive list should be compiled by the teacher(s) teaching the subject. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

S. NO.	ITEM NAME, DESCRIPTION & SPECIFICATION
A	**HARDWARE**
1	Computer with latest configuration or minimum core I5 Processor or equivalent with minimum 8 GB RAM, 512 GB SSD, 17" LED Monitor, NIC Card, 3 button Mouse, Camera, 105 keys keyboard, speakers, mic, WiFi / Internet connectivity, Webcam, UPS, Dual Band Wireless Connectivity Min 100 Mbps and integrated graphic cards
2	Fire extinguisher
B	**SOFTWARE SPECIFICATIONS**
1	Any Operating System with antivirus activated
2	Python IDLE
3	Anaconda Navigator Distribution – Python IDE installed with software: NumPy, Pandas, Matplotlib, Scikit Learn)
4	Productivity Suite: Any (Google+ Suite recommended)
5	Orange Data Mining Tool

Additional Recommendations:

- Ensure regular updates and maintenance for all installed software to benefit from bug fixes, security patches, and new features.

- Provide licenses for commercial software, such as MS Office, as per the school's requirements and budget.

- Encourage teachers and students to stay updated with the latest versions of the software and tools and provide resources for learning and support.

- Consider implementing version control systems (e.g., Git) to facilitate collaborative coding and project management.

TEACHER'S/ TRAINER'S QUALIFICATIONS:

Qualification and other requirements for appointment of teachers/trainers for teaching this subject, on contractual basis should be decided by the State/ UT. The suggestive qualifications and minimum competencies for the teacher should be as follows:

Qualification	Minimum Competencies	Age Limit
Diploma in Computer Science/ Information Technology **OR** Bachelor Degree in Computer Application/ Science/ Information Technology (BCA, B.Sc. Computer Science/ Information Technology) **OR** Graduate with PGDCA OR DOEACCA Level Certificate. The suggested qualification is the minimum criteria. However higher qualifications will also be acceptable.	The candidate shouldhave a minimum of 1 year of work experiencein the same job role. • S/he should be able to communicate in English and local language. S/he should have knowledge of equipment, tools, material, Safety, Health & Hygiene.	• 18-37 years (as onJan. 01 (year)) • Age relaxation to be provided as perGovt. rules

Teachers/Trainers form the backbone of Skill (Vocational) Education being imparted as an integral part of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). They are directly involved in teaching of Skill (vocational) subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Teachers/ Trainers, Educational Qualifications, Industry Experience, and Certification/ Accreditation.

The State may engage Teachers/Trainers in schools approved under the component of scheme of Vocationalisation of Secondary and Higher Secondary Education under RMSA in following ways:

(i) Directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC).

OR

(ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level2 or higher.

The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteriawhich the different organizations involved in education and training must meet in order to be accredited by competent bodies to provide government- funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.

The educational qualifications required for being a Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers/ trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies ofrelevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Teachers/Trainers, the State should ensure that a standardized procedurefor selection of (Vocational) Teachers/Trainers is followed. The selection procedure should consist ofthe following:

(i) Written test for the technical/domain specific knowledge related to the sector;
(ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
(iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP. The State should ensure that the Teachers/ Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy beforebeing deployed in the schools. The State should ensure that the existing trainers undergo in-service training of 5 days every year tomake them aware of the relevant and new techniques/approaches in their sector and understand thelatest trends and policy reforms in vocational education. The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the (Vocational) Teachers/Trainers:

- Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- Make effective use of learning aids and ICT tools during the classroom sessions;
- Engage students in learning activities, which include a mix of different methodologies, such as project-based work, team work, practical and simulation-based learning experiences;
- Work with the institution's management to organise skill demonstrations, site visits, on job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- Identify the weaknesses of students and assist them in up-gradation of competency;
- Cater to different learning styles and level of ability of students;
- Assess the learning needs and abilities, when working with students with different abilities
- Identify any additional support the student may need and help to make special arrangements for that support;
- Provide placement assistance

Assessment and evaluation of (Vocational) Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the (Vocational) Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the (Vocational) Teachers/Trainers.

Following parameters may be considered during the appraisal process:
- Participation in guidance and counseling activities conducted at Institutional, District and State level;
- Adoption of innovative teaching and training methods;
- Improvement in result of vocational students of Class X or Class XII;
- Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
- Membership of professional society at District, State, Regional, National and International level;
- Development of teaching-learning materials in the subject area;
- Efforts made in developing linkages with the Industry/Establishments;
- Efforts made towards involving the local community in Vocational Education
- Publication of papers in National and International Journals;
- Organization of activities for promotion of vocational subjects;
- Involvement in placement of students/student support services.

FINE ARTS
Subject Code: 049 TO 052
Classes XI-XII (2025-26)

Arts can broadly be classified into the Visual, Literary, and Performing Arts. It involves innovative and imaginative ways of expression in different forms using a variety of material and media.

NEP 2020 helps students to utilize various aspects and forms of art and culture as the basis for learning concepts across subjects. A part of the thrust on experiential learning, art-integrated education, embedded in classroom transactions, not only creates joyful learning but helps in imbibing the Indian ethos through the knowledge of Indian art and culture.

Art in School Education addresses the Goals and Competencies for every student to find diverse ways of persisting and solving problems. We not only create an artwork, but also enjoy the experience of viewing and responding to many forms of cultural expression. When they create artwork together and work collaboratively, they recognize one another's strengths and develop deeper connections with the world around them. Such a process nurtures empathy, appreciation, cooperation, and trust, all of which are fundamental for developing social and human values, such as ahimsa, love, compassion, friendship, and peaceful co-existence. As a common language, the Arts bring people together and lead them to develop acceptance, understanding, and mutual respect

Art classes involve three important processes—making artwork, thinking creatively in the Arts, and appreciating all forms of artistic expression down the ages. This immersive experience of producing art improves cognition, leaving a positive and long-lasting impact on the development of aesthetic sensibilities, expression, imagination, observation, crafting skills, creativity, and students' overall confidence in their own abilities.

Aims
Through Art students should be able to connect with their culture and appreciate the diversity of artistic expressions. For an effective Art Education programme, schools must aim to achieve:

a. **Joy in exploring and creating artwork:** This would mean gaining a variety of aesthetic experiences and deriving joy from all forms of art.

b. **Imagination and creativity:** Acquiring and applying creative thinking and artistic capacities through experimentation and sustained practice in the Arts is at the heart of Art Education.

c. **Empathy and sensitivity:** Meaningful experience in the Arts has great potential to nurture empathy and sensitivity towards the expressions of others.

d. **Understanding of connections with other disciplines:** The Arts teaches appreciation of beauty in nature and the observation of details and patterns. This approach to the understanding of disciplines makes for aesthetic experiences in themselves.

e. **Sense of belonging:** Through artistic engagement, students will find connections

to their own culture and traditions, as well as learn an appreciation for India's multicultural diversity and knowledge of contemporary artists and art practices.

   f.   **Development of Aesthetic Sensibilities:** Students should be able to describe the characteristics of things they find beautiful, do subjective interpretations, assess the aesthetic qualities of artwork based on the commonly accepted criteria in the Arts and expand their 'tastes' by participating in art processes.

Art Education deals with developing creativity, aesthetic sensibilities, cultural literacy which familiarizes them with significant events, figures, and works of literature, that have shaped a society and had a lasting impact on its development. This is done through the knowledge of various forms of Visual Arts

Practical & Theory

Art education at Secondary stage focus on giving Emphasis on Process, and not just Product

Artistic processes, such as ideation, creation, presentation, response, review, and making connections, ensures development of cognitive, affective, psychomotor, socio-emotional, and language while learning the Arts as thinking, making, and appreciation processes are fundamental to Art Education.

Thinking processes refer to a wide range of cognitive activities while working in the Arts. The first is the process of generating ideas and innovating while creating artwork.
The second is understanding and applying the elements of various Art forms (point, line, shape & form, colour, shape tones, texture, space.)
The third is inquiry and critical probing into art practices and aesthetic experiences.
The fourth is to attempt newer, reasonable interpretations while working in the Arts.
The fifth is to connect the Arts with other knowledge as well as one's own experiences.

Making processes are related to the execution and production of artwork. These processes engage the mind and body for expressing ideas and feelings. This includes use of materials, tools, and other resources. The making processes also focus on exploring techniques, refining skills, and practicing creative improvisation while producing artwork.

Appreciation processes begin with the exposure to a wide range of art forms, artists, and their practices through structured Art sessions or through the local environment and culture. This develops an awareness of how the Arts communicate a variety of expressions. Furthermore, the process reveals how these expressions are interpreted differently by every individual. While viewing Art, one also needs to consider the social, historical, and contextual background of an artwork and its viewers. Responding to art also requires the ability to describe aesthetic experiences and share personal interpretations or viewpoints. The capacity to assess artwork and develop aesthetic judgement is also an important part of the appreciation processes. All these processes are interlinked and cannot be addressed in isolation if a meaningful and complete art learning experience is desired.

A student may offer any one of the following courses:
- **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 for reference and general enrichment.

1	Shadanga: Six limbs of Indian Painting	"Roopabhedah- The knowledge of form and proportion, including the difference between forms Pramanan- Measurement and structure Bhava- Expression and emotion Lavanya-Yojanam Sadrishyam- Aesthetic composition and grace in art Varnakabhangam- Use of colour
2	Fundamentals of Visual Arts	
	The seven Elements	Point, line, shape & form, colour, tones, texture and space.
	The seven principles	Unity, harmony, balance, rhythm, emphasis, proportion and contrast
3	Media of Composition Drawing, Technique Style Materials	Sketching, drawings in vertical, horizontal format in two and three dimensions using foreshortening, perspective, eye level, fixed point of view, vanishing point, ratio-proportion. Still-life, landscape, anatomy, abstraction and stylization. Transparent and opaque techniques using various kinds of locally available materials such as Paper or Surface - Cartridge, Canvas and Hard- board, handmade Sheet Colours-Charcoal, Soft Pastels, Oil Pastels Crayons, Natural Colours, Earth colours Pencil, Water, Acrylic, Poster, Inks etc..
4	Painting	Paintings, Wall-Mural, Collage, Mosaic, Fresco, Installation Art, New and Digital art etc.
5	Sculpture	Relief and round sculpture, modeling with clay, terra-cotta, carving in wood, stone, bronze casting, plaster of paris and metal welding, 3D Printing etc.

6	Graphics	Linocut, relief printing, etching, lithography, silkscreen printing, offset printing.
7	Applied Art – Commercial Art	Calligraphy, Book cover design and illustration, cartoon, poster, Advertisements, newspaper and magazine, animation and printing processes, photography, computer-graphic, digital art, hoarding and Television, letter press and offset printing
8	Portfolio Assessment Method	Sketch file, artworks done during the entire two year related to the subject chosen by the student: Painting, Applied Art, Graphics, Sculpture.

Art portfolio

The Art Portfolio will consist of a compilation of all art works, from sketch to finished product. The submission would include original artworks reflective of gradual improvement.

Step by step development of the work will be assessed in all units.

At least one artwork should be based on Experiential Learning and Art Integration

Arts integration cannot be a replacement for dedicated Art classes in the school curriculum.

Components of a Portfolio:

- Timeline based completion of artworks.
- Research based artworks promoting Folk and Contemporary Art and Artists.
- Resources and materials based on newness and local availability
- Study of connections with Indian Artists and art movements.
- Creating Art with Aesthetic Sensibility.
- Developing personal artistic style.
- Art centric studies (e.g. artworks based on Observation and Imagination)
- Portfolio based on the creative thinking and may include all varied forms of Artistic Expression.
- Evaluation of final work that develop aesthetic judgement
- Any kind of personalized creative addition 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.
- Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures.
- Acceptance, Adaptation, Exploration and Experimental based creative learning.
- Be sensitive towards other's creations
- Be ready to research and transfer his/her learning to their own art

- Take initiative, develop confidence and overall Aesthetic Sensibilities.
- Promoting enjoyable, experiential and holistic learning for their own growth.
- Art students should be able to apply theoretical knowledge in practical contexts
- Maintaining balance between technology and creative hand skills
- Be resourceful and organized to meet the designated submission deadlines.
- Students must learn to uphold values through art, listen and engage attentively, encourage rational questioning and critically reflect through the artwork.

Portfolio Assessment for fine arts may be done on the basis of following criteria

Creativity: Portfolio should demonstrate student's unique creative approach to problem-solving through art. Artworks of students with disabilities must be viewed with compassion and inclusive approach.
Relevant support material should form a part of submission such as:
1. Sketches & drawing to develop aesthetic judgement and sensibility.
2. Detailed Study - observation, record, analysis
3. Interpreting a variety of themes and unique ideas
4. Capturing moods and emotions
5. Sophistication of technique using the Fundamentals of Visual Arts (Elements and Principles)
6. Artistic statement and expressions that artist wants to convey through the artwork

Innovation: To execute the knowledge gained with the help of art in developing confidence to explore, depict, and celebrate human experience through the Art. Exercises their imagination and creativity freely.

Technique: To foster creativity and self-expression student should explore basic processes, materials, and techniques (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, observing beauty in their surroundings, to develop an interest in a variety of local Art forms and cultural practices

The learners develop capacities in any one form of Visual Arts and an appreciation for diverse Art practices and traditions in India.
- Discover their potential for creativity, self-expression and visual awareness through art.
- Feel confident with the chosen medium as a means of communicating and generating ideas.
- Develop a habit of 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 and cultural context of their work.

- Include a diversity of context, resources, and artistic genres.
- Develop critical awareness and promote democratic values, respect, and compassion for a variety of artistic expressions. Dialogues around art and aesthetics must aim to develop multiple perspectives and respect diverse viewpoints.
- Include traditional and contemporary practices in the Arts.

Competencies Based Execution of Work
- The focus of Art Education is to provide wide exposure to a range of materials, techniques, and tools before developing excellence in any one Art form or process.
- 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
- Familiar Themes
- Interdisciplinary Practice
- Practicing Art Etiquette and Ethics
- the natural environment
- the human figure
- Showcase artworks of personal aesthetic style and self-expression.
- Discuss and connect own artwork with other class students and recognize master artist's work.
- Observe and collaborate with experimental art and design areas.
- Self-evaluation and critical judgment of their artworks during the creative process.

Experimentation: A gateway to creative exploration
A. **Exploration based:** Students should express their ideas and emotions freely and fearlessly through experimental approach.
B. **Skills based:** It is expected that their skills will demonstrate proof of the process and 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 students' development.
C. **Research based:** Art students are required to show artworks based on research carried out on aesthetic judgment and their research skills should be demonstrated in the process presented by students through their art.
D. **Field trips:** Excursions and visits to museums, art galleries, local artisans, art fairs, artists' studios etc. must be encouraged as an integral part of art curriculum

A. PAINTING (Subject Code 049)

Introduction

The course in Painting at Second phase of 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 pre-Historic times 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 expressions and aesthetic appreciation of art.

Objectives

A. Theory (History of Indian Art)

The objective of including the history of Indian Art for the students is to familiarize 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 and technique used. The history of Indian art is vast; hence the students should be made well acquainted with brief glimpses of the development of Indian visual art that are required for concept formation. Examples included in their course of study are selected for their aesthetic qualities and artistic relevance that are intended purely as guidelines.

B. Practical

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

    a. To develop skill of using drawing and painting material (surface, tools equipment and techniques etc.) effectively.

    b. To sharpen their observation skills through study of common objects and various geometrical and non-geometrical forms found in life and nature.

    c. To develop their skills to draw and paint these observations.

    d. To develop an understanding of painting-composition (The use of the elements and the principles of painting-composition).

    e. To create the forms and the colour schemes in imagination with an ability to express them effectively in drawing and painting.

    f. To express the different feelings and Emotions of life and nature in lines, forms and colours.

    g. To develop aesthetic sensibility and skill enhancement.

PAINTING THEORY
CLASS–XI

Theory Paper   **30 Marks**
Unit wise Weightage   **Time: 2 Hours**

Units	History of Indian Art	Marks
1	Pre-Historic rock paintings and art of Indus / Sindhu Saraswati Civilization (Indus valley Civilization) Buddhist, Jain and Hindu Art	15
2	Temple Sculptures, Bronzes and Artistic aspects of Indo-Islamic architecture	15

Unit 1	Content
Pre-Historic Rock-Paintings	
1.	- Introduction - Period and Location - Study and appreciation of following pre-historic paintings: Wizard's Dance, Bhimbethaka - Extension: In about 1500 miles. Harappa &Mohenjo-daro (Now in Pakistan)Ropar, Lothal, Rangpur, Alamgirpur, Kali Bangan, Banawali and Dholavira (in India)
2	**Study and appreciation of following: Sculptures in Bronze and Terra cottas: Introduction to Method of Bronze casting**
	- Dancing girl (Mohenjo-daro) Bronze, 10.5 x 5 x 2.5 cm. Circa 2500 B.C. (Collection: National Museum, New Delhi). - Male Torso (Harappa)Red lime Stone, 9.2 x 5.8 x 3 cms. Circa 2500 B.C. (Collection: National Museum, New Delhi) - Mother Goddess (Mohenjo-daro) terracotta, 22 x 8 x 5 c Circa2500 B.C. (Collection: National Museum, New Delhi)
3	**Study and appreciation of following Seal:**
	- Bull (Mohenjo-daro)Stone (Steatite), 2.5 x 2.5 x 1.4 cm. Circa 2500 B.C. (Collection: National Museum, New Delhi). - Decoration on earthen wares: Painted earthen-ware (Jar) Mohenjo-daro (Collection: National Museum, New Delhi).

Buddhist, Jain and Hindu Art (3rd century B.C. to 8th century A.D.)	
1.	**General Introduction and understanding of Art during** • Mauryan Period: Mirror like polish (eg. Chauri Bearer from Didar Ganj/Yakshi called Monalisa of India, Iron Pillar of Qutab Minar that has never rusted. Shunga: • Kushana Period: evolution and mutation of Gandhara, Mathura • Gupta Period: Amalgamation of Gandhara, Mathura into Gupta Style
2.	**Study and appreciation of following Sculptures.**
i.	**Lion Capital from Sarnath** Circa: 3rd Century BCE Period: Mauryan Material: Polished sandstone, Collection: Sarnath Museum, U.P.
ii.	**Chauri Bearer from Didar Ganj (Yakshi)** Circa 3rd Century BCE Period: Mauryan Material: Polished sandstone, Collection: Patna Museum, Bihar.
iii.	**Seated Buddha from Katra Mound, Mathura** Circa 3rd Century C.E. Period: Kushan (Mathura Style) Material: Red-spotted Sandstone, Collection: Govt. Museum, Mathura
iv.	**Jain Tirathankara** Circa: 5th Century Period: Gupta period:5th Century CE Material: Stone Collection: State Museum, Lucknow U.P.
3.	**Introduction to Ajanta Location** Period: 5th Century CE No of caves:30 Chaitya Caves: **5**(9,10,19,26,29) subject matter- Buddha meditating Vihara Caves: **25** subject matter- Bodhisattva Padmapani Techniques: Rock cut Architecture, sculpture, fresco painting

Unit 2	Temple Sculpture, Bronzes and artistic aspects of Indo- Islamic Architecture
(A)	**Artistic aspects of Indian Temple sculpture Period: 6th Century CE to 13th Century CE** 1. Introduction to Temple Sculpture Overview of temple sculpture practices in India, with a focus on key periods, regions, and stylistic developments between the 6th and 13th centuries CE.

	2. Study and Appreciation of Notable Temple Sculptures: **Descent of Ganga** • Period: Circa 7th Century CE • Dynasty: Pallava • Material: Granite Rock • Location: Mahabalipuram, Tamil Nadu **Trimurti** • Period: Circa 9th Century CE • Material: Stone • Location: Elephanta, Maharashtra **Lakshmi Narayana (Kandariya Mahadev Temple)** • Period: Circa 10th Century CE • Dynasty: Chandela • Material: Stone • Location: Khajuraho, Madhya Pradesh **Cymbal Player (Konark Sun Temple)** • Period: Circa 13th Century CE • Dynasty: Ganga Dynasty • Material: Stone • Location: Odisha **Mother and Child (Vimal-Shah Temple, Dilwara)** • Period: Circa 13th Century CE • Dynasty: Solanki Dynasty • Material: White Marble • Location: Mount Abu, Rajasthan

(B)	**Bronzes:**
	    1. Introduction to Indian Bronzes.
	    2. Method of casting (solid and hollow)
	    3. Study and appreciation of following South Indian Bronze:
	Nataraj
	• **Period**: Circa 12th Century CE
	• **Dynasty**: Chola
	• **Location**: Thanjavur District, Tamil Nadu
	• **Collection**: National Museum, New Delhi

(C)	**Artistic aspects of the Indo-Islamic architecture:**
	    1. Introduction
	    2. Study and appreciation of following architecture:
	• Qutub Minar, Delhi
	• Gol Gumbad of Bijapur

PAINTING PRACTICAL
CLASS–XI

Practical Paper   **70 Marks**
Unit wise Weightage   **Time: 6 Hours (3+3)**

	Content	Marks
1	Nature and Object Study (Observation Based)	25
2	Painting Composition (Imagination based)	25
3	Portfolio Assessment	20
		70

Part	Content	Marks
1	**Nature and Object Study (Observation Based)** 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.	**25**
2	**Painting Composition (Imagination based)** Simple exercises of basic drawing and colouring of human figures organized in attractive visual compositions. Sketches from life and nature	25
3	**Portfolio Assessment** (a) Record of the entire years' performance from sketch to finished product. (b) Five selected nature and object study exercises in any media done during session including minimum of two still life exercises. (c) One selected work of paintings composition done during the year (d) Two selected works of paintings done during the year	10 5 2 3

Note: 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 examiner for assessment.

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 THEORY
CLASS–XII

Theory Paper   **Maximum Marks:30**
Unit wise Weightage   **Time: 2 Hours**

Unit	Content	Marks
1	• The Rajasthani School of Miniature Painting • Pahari School of Miniature Painting • The Mughal School of Miniature Painting • Deccan Schools of Miniature Painting	15
2	• Indian National Flag • The Bengal School of Painting • The Modern Trends in Indian Art Paintings, Graphic Prints, Sculptures	15
		30

Unit 1	**Miniature Paintings**
	(16th Century A.D. to 19th Century A.D.)
	A brief introduction to Indian Miniature Schools: Western- Indian, Pala, Rajasthani and Pahari, Mughal and Deccan, Central India.
	Appreciation of art works from your syllabus from the following schools
	
	    a. The Rajasthani School
	
	    b. The Pahari School
	
	    c. The Mughal School
	
	    d. The Deccan School
	based on their:
	    1. Origin and Development
	    2. Sub-Schools
	    3. Main features
	    4. Characteristics
	    5. Aesthetic parameters
	    6. Competency based identification of style & technique
	    7. Understanding of emotions and moral values
	    8. Respect for life.

The Rajasthani School:

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

The Pahari School:

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

The Mughal School:

Title	Painter
Krishna Lifting Mount Govardhan	Miskin
Falcon on a Bird-Rest	Ustad Mansoor
Kabir and Raidas	Ustad Faquirullah Khan
Marriage Procession of Dara Shukoh	Haji Madni

The Deccan School:

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

Unit 2:	The Bengal School of Painting and the Modern trends in Indian Art (About the beginning to mid of the 20th Century), **contribution of Indian artists towards freedom movement**, **Revival of Indian Art**, **Indian National Flag** Appreciation of art works from your syllabus based on their: 1. Origin and Development 2. Main features 3. Characteristics 4. Aesthetic parameters 5. Symbolic representation in artworks. 6. Competency based identification of style & technique 7. Understanding of emotions and moral values 8. Respect for life.

A National Flag of India: The Symbolic significance of its forms and the colours. Contribution of Indian artists in the struggle for National Freedom Movement.	
B The Bengal School of Painting	
Title	Painter
Journey's End	Abanindranath Tagore
Shiv and Sati	Nandlal Bose
Radhika	M.A.R. Chughtai
Meghdoot	Ram Gopal Vijaivargiya
C The Modern Trends in Indian Art	
Appreciation of the following contemporary (Modern) Indian Art	
i. Paintings:	
Rama Vanquishing the Pride of the Ocean	Raja Ravi Varma

Mother and child	Jamini Roy
Haldi Grinders	Amrita Sher Gill
Mother Teresa	M.F. Hussain
ii. Graphic - prints:	
Children	Somnath Hore
Devi	Jyoti Bhatt
Of Walls	Anupam Sud
Man, Woman and Tree	K. Laxma Goud
iii. Sculptures:	
Triumph of Labour	Triumph of Labour
Santhal Family	Santhal Family
Cries Un - heard	Cries Un - heard
Ganesha	Ganesha

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 PRACTICAL
CLASS–XII

Practical Paper   **Maximum Marks:70**
Time allotted: 6 hours (3+3)
Unit wise Weightage

Unit	Content	Marks
1	Nature and Object Study	25
2	Painting Composition	25
3	Portfolio Assessment	20
	Total	**70**

Unit 1	**Nature and Object study** Studies on the basis of exercises done in class XI with two or three objects and two draperies (in different colours) for background and foreground. Exercises in pencil with light and shade and in full colour from a fixed point of view.	**25 marks**
Unit 2:	**Painting Composition** Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values.	**25 marks**
Unit 3:	**Portfolio Assessment**	**20 marks**
a)	At least 6 best paintings of two years from sketch to finished product.	**6 marks**
b)	6 selected nature and object study exercises in any media done during the sessions	**6 marks**
c)	2 selected works of painting- composition done by the candidate during the year	**4 marks**
d)	1 selected work based on any Indian Folk Art 1 individual work of student's own style.	**4 marks**
e)	6+6+2+1+1=16 art works	**20 marks**

These selected works, prepared by the candidate during the course and certified by the school authorities as the work done in the school, will be presented to the examiners for assessment.

Note:
1. The candidates should be given one hour-break after first three hours.
2. The timetable should be framed in such a way that it allows students to work continuously for a minimum of two periods in a row.

Guidelines for Evaluation of Practical

1. Marking Scheme:

Part I: Still – Life (Nature and Object Study)	25 marks
(i) Drawing (composition)	10
(ii) Treatment of media/colours	05
(iii) Overall impression	10
Part II: Painting Composition	**25 marks**
(i) Compositional arrangement including emphasis on the subject	10
(ii) Treatment of media (colour) and appropriate colour scheme	05
(iii) Originality, creativity and overall impression	10
Part III Portfolio Assessment	**20 marks**
(i) Record of the entire year's performance from sketch to finished product.	06
(ii) Six selected nature and object study exercises in any media	06
(iii) Two selected painting compositions prepared by the candidate	04
(iv) One selected work based on any Indian Folk Art	02
(v) One selected original artwork of the student in OWN style	02

2. Format of the Questions:

Part I: Nature and Object Study
- Draw and paint the still-life of a group of three objects
- Choose three different objects of three different materials. (eg. glass, book, terracotta)
- Arrange them on a surface before you
- Add two draperies with different colours to enhance the objects
- Sit on a place allotted and view from a fixed point of view
- Use a half imperial size drawing paper
- Colour with any medium or mix media.
- Your drawing should be proportionate to the size of the paper.
- The objects should be painted in realistic manner with proper light, shade, shadow, proportion, perspective, etc.
- In this study the base should not be included.

Note: A group of objects to be decided by the external and internal examiners jointly as per instructions and arranged before the candidates.

Part II: Painting Composition:
- Make a painting - composition on any ONE of the following five subjects.
- At least four to five full size human figures in action should be made.
- The figures should be large and big enough covering at least half the space.
- A choice from any of the following medium can be made (water/pastel, tempera, acrylic)
- Use a half imperial size drawing-paper of either horizontally or vertically.
- The 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 be mentioned here strictly just before the start of the examination for part II.

(A) Instructions for the selection of the objects for Object Study:
The examiners (Internal and External) are to select/decide three suitable objects in such a way so that natural and geometrical forms may be covered in the group of objects:
- Natural-forms-large size foliage and flowers, fruits, and vegetables, etc.
- Geometrical forms made of wood/plastic/paper/metal/earthen/glass etc., such as cube, cone, prism, cylinder and sphere.
- Objects should be selected generally of large (suitable) size.
- An object relating to nature, according to the season and location of the examination center, 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.
- 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.

(B) Instructions to decide the subjects for Painting-Composition:
- The examiners (Internal and External) are to select/decide five subjects suitable for painting – composition
- These should be according to the standard of Class XII and environment of the school/candidates.
- 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.
- 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 activities and emotions.
(ii) Affairs related to human professionals
(iii) Games and sports activities.
(iv) Nature
(v) Fantasy
(vi) National, religious, cultural, historical and social events and celebrations.

3. **General Instructions to the examiners:**
   - Candidates should be given one-hour break after first three hours.
   - Work of the candidates, for Part I (Still- Life),
     Part II (Painting Composition)
     Part III (Portfolio Assessment) are to be evaluated **on the spot jointly by the external and internal examiners.**
   - 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 (Subject Code 050)

Introduction: The Course in Graphics at Second phase of 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 THEORY
CLASS–XI

Theory Paper   **Maximum Marks:30**
Time allowed: 2 hours
Unit Wise Weightage

Units	History of Indian Art	Marks
1	Pre-Historic rock paintings and art of Indus / Sindhu Saraswati Civilization (Indus valley Civilization) Buddhist, Jain and Hindu Art	15
2	Temple Sculptures, Bronzes and Artistic aspects of Indo-Islamic architecture	15

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

GRAPHICS PRACTICAL
CLASS–XI

Practical Paper   **Maximum Marks:70**
Time allowed: 6 Hours (3+3)
Unit wise Weightage

Part	Content	Marks
1	Relief Printing through Linocut/ Woodcut/ Paper-cardboard	50
2	Portfolio Assessment	20
	Total	**70**

Part 1:	**To make Linocut/Woodcut/Paper-cardboard print on 1/4 Imperial sheet on a given subject Syllabus for Relief Printing (Linocuts/Woodcuts/Paper-cardboard Prints).** 1. Printing methods and materials. 2. Characteristics of printing inks, solvents, and years. 3. Registration methods. 4. Simple, colour printing techniques. Finishing and mounting of the print.	
Part 2:	**Portfolio Assessment**	
a)	Record of the entire year's performance from sketch to finished product	**10 Marks**
b)	Three selected prints (either from Linocuts/ Woodcuts/Paper-cardboard prints) from the works prepared during the course.	**06 marks**
c)	Four selected prints based on Indian Folk Art	**04 marks**

These selected works, prepared by the candidate during the course and certified by the school authorities as the work done in the school, will be presented to the examiners for assessment.

Note:
1. The candidates should be given one hour-break after first three hours.
2. The timetable should be framed in such a way that it allows students to work continuously for a minimum of two periods in a row.

GRAPHICS THEORY
CLASS–XII

Theory Paper   **Maximum Marks:30**
Time allowed:2 Hours
Unit Wise Weightage

Unit	Content	Marks
1	• The Rajasthani School of Miniature Painting • Pahari School of Miniature Painting • The Mughal School of Miniature Painting • Deccan Schools of Miniature Painting	15
2	• Indian National Flag • The Bengal School of Painting • The Modern Trends in Indian Art Paintings, Graphic Prints, Sculptures	15
		30

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

GRAPHICS PRACTICAL
CLASS–XII

Practical Paper   **Maximum Marks:70**
Time allowed: 6 hours.
Unit wise Weightage

Part	Content	Marks
1	Making of graphic-print through Serigraphy/Lithography/Etching and Engraving (Intaglio Process) techniques	50
2	Portfolio Assessment	20
	Total	**70**

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

S. No.	Units
a)	**Serigraphy** 1. The history of stencils and silkscreen. 2. Methods and materials. 3. The use and maintenance of the squeeze. 4. Sealing, registration for colour, work and preparation for printing. 5. Solvents for cleaning, use and characteristics of printing inks. 6. Finishing and mounting of the print.
	OR

b)	**Lithography** 1. Introduction: Short history and the methods and material used in producing lithographic prints 2. The use and characteristics of the Litho stone/Zinc plates. 3. The use of lithographic chalks and ink (Tusche). 4. Preparing for printing and use of various chemicals inking and taking proofs. 5. Papers used in lithography and getting the final print. 6. Finishing and mounting of the print.
	OR
C)	**Etching and Engraving (Intaglio Process)** 1. Introduction to intaglio technique with a short history, methods and materials, Etching process. 2. Preparing the plate and laying the ground (resist) and Inking. 3. Characteristics of different types of grounds. 4. Characteristics and use of various acids. **5.** Colour etching, use of stencils and marks.

GUIDELINES FOR EVALUATION OF PRACTICAL

- **Marking Scheme:**

Part:1	**Graphic-Composition (print making)**	Marks 50
(i)	Emphasis on the subject	10
(ii)	Handling on the material and technique of printmaking	10
(iii)	Composition and quality of print	30
Part:2	**Portfolio Assessment**	Marks 20
(a) Record of the entire year's performance from sketch to finished product.		10
(b) Five selected Prints (Four selected prints based on– Linocut/Woodcut/paper-card based prints (8 marks) ONE in their own style (2 marks)		10

- **Format of the questions:**

Part I: Graphic Composition (print making)   **50 marks**

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

Size of the plate:

      i. Serigraphy   30 cm x 20cm.
      ii. Lithography   30 cm x 20cm.
      iii. Etching & engraving   30 cm x 20cm.

- **Instructions to decide the subjects for Graphic –Composition:**
  - The external and internal examiners jointly are to select/decide five subjects suitable for Graphic Composition (printmaking).
  - 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 (Printmaking) 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

- **Instructions to the examiners:**
  1. Candidates should be given one-hour break after first three hours.
  2. Work of the candidates for
     Part I (Making of graphic-print through Serigraphy/ Lithography/ Etching and Engraving)
     Part II (Portfolio Assessment) 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 (Subject Code 051)

Introduction

The Course in sculpture at second phase of 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 are same.

B) PRACTICAL
The purpose of introducing practical exercises in sculpture is to help and enable students to create sculptures. All assignments should be designed to address issues such as volume, weight, the interplay of forms in space, etc., as opposed to rendering on a flat two-dimensional surface. Adequate technical skills should be provided, depending on the facilities available.

SCULPTURE THEORY
CLASS-XI

Theory Paper   **Maximum Marks:30**
Time allowed: 2 Hours

Unit wise weightage

Units	History of Indian Art	Marks
1	Pre-Historic rock paintings and art of Indus / Sindhu Saraswati Civilization (Indus valley Civilization) Buddhist, Jain and Hindu Art	15
2	Temple Sculptures, Bronzes and Artistic aspects of Indo-Islamic architecture	15

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

SCULPTURE PRACTICAL
CLASS–XI

Practical Paper   **Maximum Marks:70**
Time allowed:6 hours
Unit wise weightage

Part	Content	Marks
1	Modeling in Relief (in clay or plaster of Paris)	25
2	Modeling in Round (in clay or plaster of Paris)	25
3	Portfolio Assessment	20
Total		**70**

Part 1:	Modeling in relief on given subjects from life and nature	
Part 2:	Modeling in round on given subjects from life and nature. Handling of clay and its techniques, pinching, coiling, rolling, etc.	
Part 3:	Portfolio Assessment	
a	Record the entire year's performance from sketch to design study of textures to finished product. (baking or use of plaster of Paris)	8 marks
b	Four selected pieces of works prepared during the course by the candidate	6 marks
c	Three selected pieces based on Indian Folk Art (Sculpture – Round or Relief)	6 marks

These selected works, prepared by the candidate during the course and certified by the school authorities as the work done in the school, will be presented to 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.

Note:
1. The candidates should be given one hour-break after first three hours.
2. The timetable should be framed in such a way that it allows students to work continuously for a minimum of two periods in a row.

SCULPTURE THEORY
Class XII

Theory Paper   **Maximum Marks:30**
Time allowed: 2 Hours
Unit wise weightage

Unit	Content	Marks
1	• The Rajasthani School of Miniature Painting • Pahari School of Miniature Painting • The Mughal School of Miniature Painting • Deccan Schools of Miniature Painting	15
2	• Indian National Flag • The Bengal School of Painting • The Modern Trends in Indian Art Paintings, Graphic Prints, Sculptures	15
		30

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

SCULPTURE PRACTICAL
Class XII

Practical Paper   **Maximum Marks:70 Marks**
Time allowed: 6 hours. (3+3)
Unit wise Weightage

Unit	Content	Marks
1	Modeling in Relief (Clay and plaster of Paris)	25
2	Modeling in Round (clay and plaster of Paris	25

3	Portfolio Assessment
	  a) Record of the entire year's performance from sketch to finish product.
	  b) Six pieces of work prepared during the course
		8
		
		12

	Total	**70**

Note:
  a) One sculpture in relief (High Relief)
  b) One sculpture in relief (Low Relief)
  c) One Sculpture in (Round)
  d) One selected works of sculpture based on any Indian Folk Art
  e) One in their own style
  f) One clay composition in hollow for baking. Modelling of simplified human figures, birds,

animal's 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.

g) Use of plaster of Paris.
h) These selected works, prepared by the candidate during the course and certified by the school authorities as the work done in the school, will be presented to the examiners for assessment.
i) The candidates should be given one hour-break after first three hours.
j) The time table should be framed in such a way that it allows students to work continuously for a minimum of two periods in a row.

GUIDELINES FOR EVALUATION OF PRACTICAL
Marking Scheme:

Part I: Modeling in Relief		
(i) Composition including emphasis on the subject	10	
(ii) Handling of media	05	**25 Marks**
(iii) Creative approach and overall impression	10	
Part II: Modeling in Round		
(i) Composition including emphasis on the subject	10	
(ii) Handling of media	05	**25 Marks**
iii) Creative approach and overall impression	10	
Part III: Portfolio Assessment		**20 Marks**
(a) Record of the entire year's performance from sketch to finished product.	08	
(b) Six works of sculpture not less than 25 to 30 cm consisting of:	12	
(i) One sculpture in relief (High Relief) (ii) One sculpture in relief (Low Relief) (iii) One Sculpture in (Round) (iv) One selected works of sculpture based on any Indian Folk Art (v) One in their own style (vi) One clay composition in hollow for baking		

These selected works, prepared by the candidate during the course and certified by the school authorities as the work done in the school, will be presented to the examiners for assessment.

1. Format of the questions:
Part I: Modeling 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 "Modeling 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.

2. 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 "Modeling in Round" are to be conveyed to the candidates strictly just before the start of the examination for Part II.

  i.   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.
  ii. Choice of high or low relief should remain open to the candidates.
  iii. 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 and Round are given below in which some more areas may also be included:
  a) Nature Study.
  b) Design, natural, decorative, stylized and geometrical:
  c) Family, friends and daily life.
  d) Birds and animals.
  e) Games and sports activities.
  f) Religious, social and personal activities.
  g) Cultural activities.
  h) Ideas - Personal, social, local, provincial, national and international.

3. **General instructions to the examiners:**

  i.   Candidates should be given one-hour break after first three hours.

  ii. Work of the candidates of Parts I (**Modeling in Relief)** Part II (**Modeling in Round)** and Part III (**Portfolio Assessment**) is to be evaluated on the spot by the external and internal examiners jointly.

  iii. Each work of Parts I, II and III, after assessment, is to be marked as examined and duly **signed/marked by the external and internal examiners.**

Note: The time table should be framed in such a way that it allows students to work continuously for a minimum of two periods in a row.

D. APPLIED ART (COMMERCIAL ART)
(Subject Code 052)

Introduction

The course in Applied Art (Commercial Art) at second phase of 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) THEORY
CLASS–XI

Theory paper   **MaximumMarks:30**
Time allowed: 2 Hours
Unit wise Weightage

Unit	History of Indian Art	Marks
1	Pre-Historic rock paintings and art of Indus / Sindhu Saraswati Civilization (Indus valley Civilization) Buddhist, Jain and Hindu Art	15
2	Temple Sculptures, Bronzes and Artistic aspects of Indo-Islamic architecture	15

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
CLASS–XI

Practical Paper   **Maximum Marks:70**
Time allowed: 6 hours. (3+3)
Unit wise Weightage

Part		Marks
1	Drawing	25
2	Lettering and layout	25
3	Portfolio Assessment	20
	Total	70

Part 1	**Drawing** Drawing from Still-Life and Nature, medium- pencil monochrome/colour.	25 Marks
Part 2	**(a) Lettering** Study of lettering of Roman and Devanagari Scripts identification of some typefaces and their sizes	25 Marks
	(b) Layout Making a simple layout with lettering as the main component.	
Part 3	**Portfolio Assessment** (a) Record of entire year's performance from sketch to finished product	08 Marks
	(b) Four selected drawings in any media done during the year	06 Marks
	(c) Two selected works in chosen subject done during the year.	03 Marks
	(d) Two selected works based on Indian Folk Art	03 Marks

These selected works, prepared by the candidate during the course and certified by the school authorities as the work done in the school, will be presented to the examiners for assessment.

Note:
1. The candidates should be given one hour-break after first three hours.
2. The timetable should be framed in such a way that it allows students to work continuously for a minimum of two periods in a row.

APPLIED ART (COMMERCIAL ART) THEORY
CLASS– XII

Theory Paper   **Maximum Marks: 30**
Time: 2 Hours
Unit Wise Weightage

Unit	Content	Marks
1	• The Rajasthani School of Miniature Painting • Pahari School of Miniature Painting • The Mughal School of Miniature Painting • Deccan Schools of Miniature Painting	15
2	• Indian National Flag • The Bengal School of Painting • The Modern Trends in Indian Art Paintings, Graphic Prints, Sculptures	15
		30

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

APPLIED ART (COMMERCIAL ART) PRACTICAL
CLASS–XII

Practical Paper   **Maximum Marks:70**
Time allowed: 6 hours. (3+3)
Unit Wise Weightage

Part		Marks
1	Illustration	25
2	Poster	25
3	Portfolio Assessment	20
	Total	**70**
Part 1	**Illustration** Study of techniques of illustration on given subjects and simple situations supported by drawing from life and outdoor sketching in different media suitable for printing.	25
Part 2	**Poster** Making a poster in1/2 imp size with specified data and slogan on a given subject in two or three colours.	25

Part 3	**Portfolio Assessment**	
	a. Record of the years' performance from sketch to finished product.	**08**
	b. Eight selected drawings in any media done during the year including minimum of four illustrations	**06**
	c. Two selected posters in chosen subject.	**04**
	d. One selected work based on Indian Folk Art	**01**
	e. One selected work in your own style	**01**

These selected works, prepared by the candidate during the course and certified by the school authorities as the work done in the school, will be presented to the examiners for assessment.

Note:
1. The candidates should be given one hour-break after first three hours.
2. The timetable should be framed in such a way that it allows students to work continuously for a minimum of two periods in a row.

Guidelines for Evaluation of Practical Marking Scheme:

Part I: 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

Part II: 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   **20 Marks**

a) Record of the entire year's performance from sketch to finished product.	08
b) Six selected drawings in any media done during the year including minimum of four illustrations	06
c) Two selected posters in chosen subject.	04
d) One selected work based on Indian Folk Art	01
e) One selected work in your own style	01

A. Format of the questions:

Part I : 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.

B. Instructions to decide the subjects for illustration:

i. The examiners (Internal and External) are to select/decide five suitable subjects.

ii. Each subject should be given a specific situation, which is a main characteristic of an illustration.

iii. 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 areas.

iv. 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.

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

Subject with a specific situation:

a) Family and friends in daily life.
b) Professionals/professions.
c) Games and sports.
d) Nature.
e) National events and celebrations.
f) Religious events and festivals.
g) Culture-Dance, Drama, Music and Art.

C. Instructions to decide the subjects for Poster-design:

i. The examiners (Internal and External) are to select/decide five subjects suitable for poster design.

ii. Each subject should be given a specified data and slogan.

iii. The data and slogan should be so framed/designed that the candidates may get a clear-cut idea of the subject.

iv. 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 more areas/ subjects maybe added.

For Advertisement Mention:
  i.   Excursion/Tourism
  ii. Cultural activities
  iii. Community and nature development
  iv. Ideas-Social, national and international
  v.   Commercial products

Instructions to the examiners:
- Candidates should be given one-hour break after first three hours.
- Work of the candidates for Parts I (Illustrations)Part II (Poster) and Part III (Portfolio Assessment) is to be evaluated on the spot by the external and internal examiners jointly.
- Each work of parts I, II and III, after assessment, is to be marked as examined and signed by the external and internal examiners.

HINDUSTANI MUSIC - VOCAL
Subject Code - 034
Class XI-XII (2025-26)

Introduction

The course in Hindustani Music Vocal at Secondary and Senior Secondary level is being offered to the students for the holistic development of their personality. Inheriting the indigenous concept of Rasa theory proposed by Acharya Bharat Muni in his text ''Natyashastra'', Hindustani Classical Vocal music is based on Ragas and Talas as the key features and it distinguishes itself from any other music in the world, representing India's unique and rich cultural heritage. Hindustani Vocal Music, developed in North India, with its roots tracking back to the Vedic period, evolved significantly during the medieval era. Often known as a Raga music, various musical forms and singing styles have evolved in course of time in Hindustani Vocal music such as Dhrupad, Dhamar, Khayal, Tarana, Chaturang, Trivat as Classical Vocal forms and Thumri, Dadra, Tappa, Kajri, Chaiti etc. as Semi-classical forms. In due course of time many Gharanas (Music Schools) also evolved in Hindustani Vocal Music such as Gwalior, Agra, Jaipur, Kirana, Rampur, Sahasawan etc., which consisted of their individual characteristic style of singing, voice culture, singing texture, layakari and the use of various embellishments such as Gamak, Meend, Kan, Khatka, Murki etc., in different magnitude to unfold the nuances and aesthetics of the Ragas in these Classical and Semi–classical Vocal forms. Hindustani Vocal music is considered as one of the finest and foremost music around the globe today.

Objectives

- It is important to carry forward the rich heritage and tradition of Hindustani Classical Music to the next generation and to familiarize students with its rich history and diversity.
- To ensure the correct rendering of nuances of Hindustani Ragas, pedagogical interventions involving the indigenous, traditional face-to-face Guru-Shishya (teacher – student) style are incorporated.
- To ensure that students not only learn a vital aspect of Indian culture, but also, develop skills and qualities that benefit their overall growth and personality development.
- To utilize Music as a tool to help students deal with aggression and other age specific challenges.
- Music is very closely associated with many Science and Arts disciplines. The aim will also focus on making students aware of the interdisciplinary approaches in various musical concepts.

Learning Outcomes

- Understanding the concepts of Indian Classical Music.
- Ability to handle the accompanying instruments such as Tanpura and Harmonium.
- Efficiency to perform raga delineation in Dhrupad, Dhamar, Khayal and Tarana style of singing.
- Ability to understand different Talas (time cycles), rhythmic patterns and layakaris.
- Developing a scientific approach in all aspects through systematic training during the teaching – learning process.
- Understanding other disciplines and their relation to various aspects of Indian Classical Music.

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HINDUSTANI MUSIC - VOCAL
Subject Code - 034
Class XI (2025-26)

Assessment Design

S.No	Component	Marks
A	Theory	30
B	Practical	70

Curriculum & Examination Structure

(A) Theory   **Max. Marks 30**

Time: 02 hours

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

Sr. No.	Units	Marks
	Unit 1	
1.1	Brief study of the following: Nada, Shruti, Swar, Saptak, Thaat, Jati, Laya, Tala	06
1.2	Brief study of the following: Margi- Desi Sangeet, Raga,	
	Unit 2	
2.1	Brief History of the following Dhrupad, Khayal andTarana	06
	Unit 3	
3.1	Brief study of Musical Elements in Natya Shastra	06
3.2	Life sketch and contribution of Tansen, V.N. Bhatkhande and V.D.Paluskar	
	Unit 4	
4.1	Description of prescribed Talas along with Tala Notation with Thah, Dugun and Chaugun Teentala Ektala Chautala	06
4.2	Knowledge of the Structure of Tanpura	
	Unit 5	
5.1	Critical study of Prescribed Ragas. Recognizing Ragas from phrases of Swaras and elaborating them.	06
5.2	Writing in natation the compositions of prescribedRagas • Bihag • Bhimpalasi • Bhairavi	

(B) Practical   **Max. Marks 70**

(i)Topics

1.	One Vilambit Khayal with simple elaborations and few tanas in any one of the prescribed Ragas.
2.	One Drut Khayal with simple elaboration and few tanas in the following Ragas: Bihag, Bhairavi andBhimpalasi.
3.	One Dhrupad with Dugun in any one of theprescribed Ragas.
4.	One Devotional Song.
5.	Ability to recognize the prescribed Ragas from the phrases of Swaras rendered by the Examiner.
6.	Recitation of the Thekas of Teentala, Chautala and Ektala with Dugun and Chaugun, keeping Tala with hand beats.

(ii) Distribution of Marks

  Time: 20-25 Minutes for each candidate
  1. Examiners are requested to ask the questions directly related to the syllabus.
  2. Marks should be awarded in accordance with the marking scheme.

S. No.	Value Points	Marks
1.	Choice Raga (Vilambit & Drut Khyal) any one of the following: • Bihag • Bhimpalasi • Bhairavi	15
2.	Examiner's Choice of Ragas	12
3.	1 Dhrupad with Dugun in any one of the prescribed Ragas	14
4.	Devotional Song.	06
5.	Ability to recognize the prescribed ragas from the phrases of swaras rendered by the examiner	08
6.	Recitation of Thekas of prescribed Talas with Thah, Dugun, Chaugun: • Teentala • Ektala • Chautala	05+05=10
7.	Practical File: • Analyse the style of any present day artis of classical vocal music. • Description and notation of all compositions in prescribed Ragas. • Description and Tala Notation with layakaris of all prescribed.	05

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

HINDUSTANI MUSIC - VOCAL
(Subject Code - 034)
Class XII (2025-26)

Assessment Design

S.No	Component	Marks
A	Theory	30
B	Practical	70

Curriculum & Examination Structure

(A) Theory   **Max. Marks 30**

Time: 02 hours

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

S.No.	Units	Marks
	Unit 1	
1.1	Brief study of the following: - Alankar, Kan, Meend, Khatka, Murki, Gamak.	06
1.2	Brief study of the following Gram, Murchhana, Alap, Tana.	
	Unit 2	
2.1	Historical development of Time Theory of Ragas	06
	Unit 3	
3.1	Detail study of Sangeet Ratnakar the following: Sangeet Parijat	06
3.2	Life sketch and Contribution of Faiyaz Khan, Bade Ghulam Ali Khan, Krishna Krishna Rao, Shankar Pandit	
	Unit 4	
4.1	Description of Prescribed Talas along with TalaNotation with Thah, Dugun, Tigun and Chaugun Jhaptala, Rupak, Dhamar	06
4.2	Tuning of Tanpura	
	Unit 5	
5.1	Critical study of Prescribed Ragas along with recognizing the Ragas from phrases of Swaras and elaborating them.	06
5.2	Writing in Notation the Compositions of PrescribedRagas: Bhairav, Bageshri, Malkauns	

(B) Practical **Max. Marks 70**

(i) Topics

1.	One Vilambit Khayal with simple elaborations and few Tanas in any two of the prescribed Ragas.
2.	One Drut Khayal with simple elaborations and few tanas in the following Ragas-Bhairav, Bageshri and Malkauns.
3.	One Tarana and one Dhamar with dugun and chaugun in any one of the prescribed Ragas.
4.	Ability to recognize the Ragas from the Phrases of Swaras rendered by the examiner.
5.	Recitation of the Thekas of Jhaptala, Rupak, and Dhamar with Dugun and Chaugun, keeping tala with handbeats.
6.	Tuning of Tanpura.

(ii) Distribution of Marks

Time: 25-30 Minutes for each candidate

1. Examiners are requested to ask the questions directly related to the syllabus.

S.No.	Value Points	Marks
1.	Choice Raga (Vilambit and Drut Khayal) with simple elaborations in prescribed Ragas (anyone): • Bhairav • Bageshri • Malkauns	10+8=18
2.	Examiner's Choice of 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 handbeats with Thah and Dugun and Chaugun: • Jhaptala • Rupak • Dhamar	5+5=10
8.	Tuning of Tanpura and questions regarding it	5
9.	Practical file	5

* External Examiner will refer to the distribution of marks while examining the candidate for practical examination