

ACCOUNTANCY (Code No. 055)

Rationale

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

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

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

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

Objectives:

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

Accountancy (Code No.055)

Course Structure

Class-XI (2023-24)

Theory: 80 Marks

3 Hours

Project: 20 Marks

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

PART A: FINANCIAL ACCOUNTING - I

Unit-1: Theoretical Frame Work

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

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

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

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

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

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

Bank Reconciliation Statement:

- Need and preparation, Bank Reconciliation Statement

Depreciation, Provisions and Reserves

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

Note: Excluding change of method

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

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

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

Unit 3: Financial Statements of Sole Proprietorship

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

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| Incomplete Records | |
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Features, reasons and limitations.

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

Part C: Project Work (Any One)

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

PROJECT WORK

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

Specific Guidelines for Teachers

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

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

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

A suggested list of different item is given below.

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

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

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

Suggested Question Paper Design
Accountancy (Code No. 055)
Class XI (2023-24)

Theory: 80 Marks
Project: 20 Marks

3 hrs.

| S N | Typology of Questions | Marks | Percentage |
|--------------|---|-----------|-------------|
| 1 | <p>Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p> | 44 | 55% |
| 3 | <p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p> | 19 | 23.75% |
| 4 | <p>Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p> | 17 | 21.25% |
| TOTAL | | 80 | 100% |

Accountancy (Code No. 055)
Class-XII (2023-24)

Theory: 80 Marks

3 Hours

Project: 20 Marks

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

Part A: Accounting for Partnership Firms and Companies

Unit 1: Accounting for Partnership Firms

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

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

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

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

Unit 4: Analysis of Financial Statements

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

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

Unit 5: Cash Flow Statement

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

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

Project Work

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

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

The comprehensive project may contain simple GST calculations.

OR

Part B: Computerised Accounting

Unit 4: Computerised Accounting

Overview of Computerised Accounting System

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

Accounting Application of Electronic Spreadsheet.

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

Using Computerized Accounting System.

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

Part C: Practical Work

Prescribed Books:

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

Suggested Question Paper Design
Accountancy (Code No. 055)
Class XII (2023-24)

Theory: 80 Marks
Project: 20 Marks

3 hrs.

| S N | Typology of Questions | Marks | Percentage |
|----------------|--|--------------|-------------------|
| 1 | Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas | 44 | 55% |
| 3 | Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. | 19 | 23.75% |
| 4 | Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. | 17 | 21.25% |
| | TOTAL | 80 | 100% |

BUSINESS STUDIES (Code No. 054)

Rationale

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

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

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

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

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

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

Objectives:

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

BUSINESS STUDIES (Code No. 054)
CLASS–XI (2023-24)

Theory: 80 Marks

Project: 20 Marks

3 Hours

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

Part A: Foundation of Business

Concept includes meaning and features

Unit 1: Evolution and Fundamentals of Business

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

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

Unit 2: Forms of Business organizations

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

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

Unit 3: Public, Private and Global Enterprises

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

Unit 4: Business Services

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

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

Unit 5: Emerging Modes of Business

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

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

Part B: Finance and Trade

Unit 7: Sources of Business Finance

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

Unit 8: Small Business and Enterprises

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

Unit 9: Internal Trade

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

Unit 10: International Trade

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

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

Unit 11: Project Work

As per CBSE guidelines.

**Suggested Question Paper Design
Business Studies (Code No. 054)
Class XI (2023-24)
March 2024 Examination**

Marks: 80

Duration: 3 hrs.

| SN | Typology of Questions | Marks | Percentage |
|--------------|--|--------------|-------------------|
| 1 | <p>Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p> | 44 | 55% |
| 2 | <p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way</p> | 19 | 23.75% |
| 3 | <p>Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p> | 17 | 21.25% |
| Total | | 80 | 100% |

Business Studies CLASS–XII (2023-24)

Theory: 80 Marks
Project: 20 Marks

3 Hours

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

Part A: Principles and Functions of Management

Unit 1: Nature and Significance of Management

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

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

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

Unit 3: Business Environment

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

Unit 4: Planning

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

Unit 5: Organising

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

Unit 6: Staffing

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

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

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

Unit 8: Controlling

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

Part B: Business Finance and Marketing

Unit 9: Financial Management

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

Unit 10: Financial Markets

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

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

Unit 11: Marketing

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

Unit 12: Consumer Protection

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

Unit 13: Project Work

PROJECT WORK IN BUSINESS STUDIES FOR CLASS XI AND XII

Introduction

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

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

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

Objectives

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

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

CLASS XI: GUIDELINES FOR TEACHERS

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

The teachers must ensure that the project work assigned to the students whether individually or in group are discussed at different stages right from assignment to drafts review and finalization. Students should be facilitated in terms of providing relevant

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

The following steps might be followed:

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

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

I. Project One: Field Visit

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

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

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

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

1. Visit to a Handicraft Unit

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

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

2. Visit to an Industry.

The students are required to observe the following:

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

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

The students are required to observe the following:

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

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

4. Visit to a Departmental store

The students are required to observe the following:

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

5. Visit to a Mall.

The students are required to observe the following:

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

II. Project Two: Case Study on a Product

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

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

Students may develop a Case Study on the following lines:

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

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

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

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

III. Project Three: Aids to Trade

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

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

Teachers to develop such aspects for other aids to trade.

IV. Project Four: Import /Export Procedure

Any one from the following

1. Import /Export procedure

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

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

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

Presentation and submission of project report.

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

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

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

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

The purpose of this project is that it leads to -

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

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

Presentation and Submission of Project Report

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

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

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

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

ASSESSMENT

The marks will be allocated on the following heads.

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

CLASS XII: GUIDELINES FOR TEACHERS

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

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

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

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

I. Project One: Elements of Business Environment

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

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

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

2. The reasons behind changes in the following:

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

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

The students may be asked to enquire about

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

The teacher may develop the following on the above lines

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

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

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

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

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

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

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

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

The students can take examples like:

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

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

II. Project Two: Principles of Management

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

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

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

Fayol's principles

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

OR

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

Scientific techniques of management.

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

Tips to teacher

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

(v) The observations could be on the basis of

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

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

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

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

III. Project Three: Stock Exchange

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

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

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

The project work will enable the students to:

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

The students are expected to:

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

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

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

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

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

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

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

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

IV. Project Four: Marketing

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

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

Any more as suggested by the teacher.

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

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

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

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

What is the profit margin in percentage to the

- Manufacturer.
- Wholesaler.
- Retailer.

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

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

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

Presentation and Submission of Project Report

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

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

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

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

ASSESSMENT

Allocation of Marks = 20 Marks

The marks will be allocated under the following heads:

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

**Suggested Question Paper Design
Business Studies (Code No. 054)
Class XII (2023-24)
March 2024 Examination**

Marks: 80

Duration: 3 hrs.

| SN | Typology of Questions | Marks | Percentage |
|-----------|--|--------------|-------------------|
| 1 | <p>Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p> | 44 | 55% |
| 2 | <p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way</p> | 19 | 23.75% |
| 3 | <p>Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p> | 17 | 21.25% |
| | Total | 80 | 100% |

Computer Science (083) Syllabus
Class -XII
Session: 2023-24

Unit I: Computational Thinking and Programming - 2

- **Revision of Python topics covered in Class XI.**
- **Functions:** types of function (built-in functions, functions defined in module, user defined functions), creating user defined function, arguments and parameters, default parameters, positional parameters, function returning value(s), flow of execution, scope of a variable (global scope, local scope)
- **Exception Handling:** Introduction, handling exceptions using try-except-finally blocks
- Introduction to files, types of files (Text file, Binary file, CSV file), relative and absolute paths
- **Text file:** opening a text file, text file open modes (r, r+, w, w+, a, a+), closing a text file, opening a file using with clause, writing/appending data to a text file using write() and writelines(), reading from a text file using read(), readline() and readlines(), seek and tell methods, manipulation of data in a text file
- **Binary file:** basic operations on a binary file: open using file open modes (rb, rb+, wb, wb+, ab, ab+), close a binary file, import pickle module, dump() and load() method, read, write/create, search, append and update operations in a binary file
- **CSV file:** import csv module, open / close csv file, write into a csv file using writer(), writerow(), writerows() and read from a csv file using reader()
- **Data Structure:** Stack, operations on stack (push & pop), implementation of stack using list.

Unit II: Computer Networks

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

Unit III: Database Management

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

CLASS XII
COURSE STRUCTURE

| UNIT NO. | UNIT NAME | NO. OF PERIODS (190 HRS) | THE WEIGHTAGE (MARKS) ALLOTTED |
|-----------------------------|--|-----------------------------|---------------------------------------|
| UNIT 1 | Management of Sporting Events | 15 | 05 + 04 b* |
| UNIT 2 | Children and Women in Sports | 12 | 07 |
| UNIT 3 | Yoga as Preventive measure for Lifestyle Disease | 12 | 06+01 b* |
| UNIT 4 | Physical Education & Sports for (CWSN) | 13 | 04+04 b* |
| UNIT 5 | Sports & Nutrition | 12 | 07 |
| UNIT 6 | Test and Measurement in Sports | 13 | 08 |
| UNIT 7 | Physiology & Injuries in Sport | 13 | 04+04 b* |
| UNIT 8 | Biomechanics and Sports | 18 | 10 |
| UNIT 9 | Psychology and Sports | 12 | 07 |
| UNIT 10 | Training in Sports | 15 | 09 |
| PRACTICAL (LAB)# | Including 3 Practical | 56 | 30 |
| TOTAL | Theory 10 + Practical 3 | 134 + 56 = 190hrs | Theory 70 + Practical 30 = 100 |

Note: b*are the Concept based questions like Tactile diagram/data interpretation/case base study for visually Impaired Child

CLASS XII
COURSE CONTENT

| Unit No. | Unit Name & Topics | Specific Learning Objectives | Suggested Teaching Learning process | Learning Outcomes with specific competencies |
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| Unit 1 | Management of Sporting Events 1. Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling) 2. Various Committees & their Responsibilities (pre; during & post) 3. Fixtures and their Procedures – Knock-Out (Bye & Seeding) & League (Staircase, Cyclic, Tabular method) and Combination tournaments. | <ul style="list-style-type: none"> • To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament. • To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out, League Tournaments, and Combination tournaments. • To make the students understand the need for the meaning and significance of intramural and extramural | <ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. | After completing the unit, the students will be able to: <ul style="list-style-type: none"> * Describe the functions of Sports Event management * Classify the committees and their responsibilities in the sports event * Differentiate the different types of tournaments. * Prepare fixtures of knockout, league & combination. * Distinguish between intramural and extramural sports events * Design and prepare different types of community |

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| | <p>4. Intramural & Extramural tournaments – Meaning, Objectives & Its Significance</p> <p>5. Community sports program (Sports Day, Health Run, Run for Fun, Run for Specific Cause & Run for Unity)</p> | <p>tournaments</p> <ul style="list-style-type: none"> To teach them about the different types of community sports and their importance in our society. | | |
| Unit 2 | <p>Children & Women in Sports</p> <p>1. Exercise guidelines of WHO for different age groups.</p> <p>2. Common postural deformities-knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures.</p> <p>3. Women's</p> | <ul style="list-style-type: none"> To make students understand the exercise guidelines of WHO for different age groups To make students aware of the common postural deformities To make students aware of women's sports participation in India and about the special conditions of women. | <ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. | <p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Differentiate exercise guidelines for different stages of growth and development. * Classify common postural deformities and identify corrective measures. * Recognize the role and importance of sports participation of women in India. * Identify special considerations relate to menarche and |

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| | <p>participation in Sports – Physical, Psychological, and social benefits.</p> <p>4. Special consideration (menarche and menstrual dysfunction)</p> <p>5. Female athlete triad (osteoporosis, amenorrhea, eating disorders).</p> | <ul style="list-style-type: none"> • To make students understand menarche and menstrual dysfunction among women athletes. • To make them understand about female athlete triad. | | <p>menstrual dysfunction.</p> <p>* Express female athlete triad according to eating disorders.</p> |
| Unit 3 | <p>Yoga as Preventive measure for Lifestyle Disease</p> <p>1. Obesity: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana,</p> | <ul style="list-style-type: none"> • To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma. • To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases. | <ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. | <p>After completing the unit, the students will be able to:</p> <p>* Identify the asanas beneficial for different ailments and health problems.</p> <p>* Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis</p> <p>* Describe the procedure for performing a variety of asanas for maximal benefits.</p> |

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| | <p>Ushtrasana, Suryabedhan pranayama.</p> <p>2. Diabetes: Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana, Bh ujangasana, Shalabhasana, Dhanurasana, Supta- vajasana, Paschimottanasana-a, Ardha- Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati.</p> <p>3. Asthma: Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansan a, UttanMandukasan- a, Bhujangasana,</p> | | | <ul style="list-style-type: none"> * Distinguish the contraindications associated with performing different asanas. * Outline the role of yogic management for various health benefits and preventive measures. |
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| | <p>Dhanurasana, Ushtrasana, Vakrasana, Kapalbhati, Gomukhasana Matsyaasana, Anuloma-Viloma.</p> <p>4. Hypertension: Procedure, Benefits & Contraindications for Tadasana, Katichakransan, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, UttanMandukasan-a, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi- shodhanapranayam, Sitlipranayam.</p> <p>5. Back Pain and Arthritis: Procedure, Benefits & Contraindications of</p> | | | |
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| | Tadasan, Urdhawahastootansa na, Ardh- Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrsana, Bhujandgasana, Gomukhasana, Bhadrasana, Makarasana, Nadi- Shodhana pranayama. | | | |
| Unit 4 | Physical Education and Sports for CWSN (Children with Special Needs - Divyang) 1. Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics) 2. Concept of Classification and Divisioning in Sports. 3. Concept of Inclusion | <ul style="list-style-type: none"> • To make students understand the concept of Disability and Disorder. • To teach students about the types of disabilities & disorders, their causes, and their nature. • To make them aware of Disability Etiquette. • To make the students Understand the advantage of physical activity for | <ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. | After completing the unit, the students will be able to: * Value the advantages of physical activities for children with special needs * Differentiate between methods of categorization in sports for CWSN * Understand concepts and the importance of inclusion in sports * Create advantages for Children with Special Needs through Physical Activities |

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| | <p>in sports, its need, and Implementation;</p> <p>4. Advantages of Physical Activities for children with special needs.</p> <p>5. Strategies to make Physical Activities assessable for children with special needs.</p> | <p>CWSN.</p> <ul style="list-style-type: none"> To make the students aware of different strategies for making physical activity accessible for Children with Special Needs. | | <ul style="list-style-type: none"> * Strategies physical activities accessible for children with specialneeds |
| <p>Unit 5</p> | <p>Sports & Nutrition</p> <p>1. Concept of balanced diet and nutrition</p> <p>2. Macro and Micro Nutrients: Food sources & functions</p> <p>3. Nutritive & Non-Nutritive Components of Diet</p> <p>4. Eating for Weight control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance, and</p> | <ul style="list-style-type: none"> To make the students understand the importance of a balanced diet To clear the concept of Nutrition – Micro & Macro nutrients, Nutritive & non-Nutritive Components of diet To make them aware of eating for weight loss and the results of the pitfalls of dieting. To understand food | <ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. | <p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Understand the concept of a balanced diet and nutrition. Classify Nutritive and Non-Nutritive components of the Diet * Identify the ways to maintain a healthy weight * Know about foods commonly causing food intolerance * Recognize the pitfalls of dieting and food myths |

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| | <p>Food Myths</p> <p>5. Importance of Diet in Sports-Pre, During and Post competition Requirements</p> | <p>intolerance & food myths</p> | | |
| <p>Unit 6</p> | <p>Test & Measurement in Sports</p> <p>1. Fitness Test – SAI Khelo India Fitness Test in school:</p> <p>Age group 5-8 years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test</p> <p>Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls).</p> | <ul style="list-style-type: none"> • To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General Motor Fitness Test. • To make students to determine physical fitness Index through Harvard Step Test/Rockport Test • To make students to calculate Basal Metabolic Rate (BMR) • To measure the fitness level of Senior Citizens through Rikli and Jones Senior Citizen Fitness Test. | <ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. | <p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Perform SAI Khelo India Fitness Test in school [Age group 5-8 years/ (class 1-3) and Age group 9-18yrs/ (class 4-12) * Determine physical fitness Index through Harvard Step Test/Rock- port Test * Compute Basal Metabolic Rate (BMR) * Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test |

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| | <p>2. Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds $\times 100 / 5.5 \times$ Pulse count of 1-1.5 Min after Exercise.</p> <p>3. Computing Basal Metabolic Rate (BMR)</p> <p>4. Rikli & Jones - Senior Citizen Fitness Test</p> <ul style="list-style-type: none"> • Chair Stand Test for lower body strength • Arm Curl Test for upper body strength • Chair Sit & Reach Test for lower body flexibility • Back Scratch Test for upper body flexibility • Eight Foot Up & Go Test for agility • Six-Minute Walk Test for Aerobic Endurance | | | |
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| | 5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping Half-Turn, Jumping full-turn) | | | |
| Unit 7 | Physiology & Injuries in Sport 1. Physiological factors determining components of physical fitness 2. Effect of exercise on the Muscular System 3. Effect of exercise on the Cardio-Respiratory System 4. Physiological changes due to aging 5. Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain & Strain; | <ul style="list-style-type: none"> • Understanding the physiological factors determining the components of physical fitness. • Learning the effects of exercises on the Muscular system. • Learning the effects of exercises on Cardiovascular system. • Learning the effects of exercises on the Respiratory system. • Learning the changes caused due to aging. • Understanding the Sports | <ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. | After completing the unit, the students will be able to: * Recognize the physiological factors determining the components of physical fitness. * Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems. * Figure out the physiological changes due to ageing * Classify sports injuries with its Management. |

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| | Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted) | Injuries (Classification, Causes, and Prevention) <ul style="list-style-type: none"> • Understanding the Aims & Objectives of First Aid • Understanding the Management of Injuries | | |
| Unit 8 | Biomechanics and Sports <ol style="list-style-type: none"> 1. Newton's Law of Motion & its application in sports 2. Types of Levers and their application in Sports. 3. Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports 4. Friction & Sports 5. Projectile in Sports | <ul style="list-style-type: none"> • Understanding Newton's Laws of Motion and their Application in Sports. • Make students understand the lever and its application in sports. • Make students understand the concept of Equilibrium and its application in sports. • Understanding Friction in Sports. • Understanding the concept of Projectile in sports. | <ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. | <p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Understand Newton's Law of Motion and its application in sports * Recognize the concept of Equilibrium and its application in sports. * Know about the Centre of Gravity and will be able to apply it in sports * Define Friction and application in sports. * Understand the concept of Projectile in sports. |
| Unit 9 | Psychology and Sports | <ul style="list-style-type: none"> • To make students understand Personality & | <ul style="list-style-type: none"> ▪ Lecture-based instruction, | <p>After completing the unit, the students will be able to:</p> |

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| | <ol style="list-style-type: none"> 1. Personality; its definition & types (Jung Classification & Big Five Theory) 2. Motivation, its type & techniques. 3. Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it 4. Meaning, Concept & Types of Aggressions in Sports 5. Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self-Talk, Goal Setting | <p>its classifications.</p> <ul style="list-style-type: none"> • To make students understand motivation and its techniques. • To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise. • To make them aware of Aggression in sports and types. • To make students understand Psychological Attributes in Sports. | <ul style="list-style-type: none"> ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. | <ul style="list-style-type: none"> * Classify different types of personality and their relationship with sports performance. * Recognise the concept of motivation and identify various types of motivation. * Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence. * Differentiate between different types of aggression in sports. * Explain various psychological attributes in sports. |
| <p>Unit 10</p> | <p>Training in Sports</p> <ol style="list-style-type: none"> 1. Concept of Talent Identification and Talent Development in Sports | <ul style="list-style-type: none"> • Making the students understand the concept of talent identification and methods in sports | <ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, | <p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * understand the concept of talent identification and methods used for talent development in sports |

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| | <p>2. Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle.</p> <p>3. Types & Methods to Develop – Strength, Endurance, and Speed.</p> <p>4. Types & Methods to Develop – Flexibility and Coordinative Ability.</p> <p>5. Circuit Training - Introduction & its importance</p> | <ul style="list-style-type: none"> • Making the students Understand sports training and the different cycle in sports training. • Making the students Understand different types & methods of strengths, endurance, and speed. • Making the students Understand different types & methods of flexibility and coordinative ability. • Making the students understand Circuit training and its importance. | <ul style="list-style-type: none"> ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. | <ul style="list-style-type: none"> * Understand sports training and the different cycle used in the training process. * Understand different types & methods to develop -strength, endurance, and speed in sports training. * Understand different types & methods to develop – flexibility and coordinative ability. * Understand Circuit training and its importance. |
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**GUIDELINES FOR INTERNAL ASSESSMENT
(PRACTICAL/ PROJECTS ETC.)**

| PRACTICAL | (Max. Marks 30) |
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| Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)* | 6 Marks |
| Proficiency in Games and Sports (Skill of any one IOA recognized Sport/Game of Choice)** | 7 Marks |
| Yogic Practices | 7 Marks |

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| Record File *** | 5 Marks |
| Viva Voce (Health/ Games & Sports/ Yoga) | 5 Marks |

- *Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, Body Composition, Muscular strength & Endurance, Range of Motion or Flexibility)
- **CWSN (Children With Special Needs – Divyang): Bocce/Boccia , Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.
- **Children with Special Needs can also opt any one Sport/Game from the list as alternative to Yogic Practices. However, the Sport/Game must be different from Test - 'Proficiency in Games and Sports'

*****Record File shall include:**

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

PRESCRIBED TEXTBOOKS (CLASS XI & XII)

CBSE Physical Education Class XI Text Book

https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation11_2022.pdf



CBSE Physical Education Class XII Text Book

https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation12_2022.pdf



Course Structure

(2023-24)

Time: 3 Hrs

Max. Marks : 70

| Units | | No. of Periods | Marks |
|-------|---|----------------|-------|
| I | Electrostatics Chapter 1: Electric Charges and Fields Chapter 2: Electrostatic Potential and Capacitance | 26 | 16 |
| II | Current Electricity Chapter 3: Current Electricity | 18 | |
| III | Magnetic Effects of Current and Magnetism Chapter 4: Moving Charges and Magnetism Chapter 5: Magnetism and Matter | 25 | 17 |
| IV | Electromagnetic Induction and Alternating Currents Chapter 6: Electromagnetic Induction Chapter 7: Alternating Current | 24 | |
| V | Electromagnetic Waves Chapter 8: Electromagnetic Waves | 04 | 18 |
| VI | Optics Chapter 9: Ray Optics and Optical Instruments Chapter 10: Wave Optics | 30 | |
| VII | Dual Nature of Radiation and Matter Chapter 11: Dual Nature of Radiation and Matter | 08 | 12 |
| VIII | Atoms and Nuclei Chapter 12: Atoms Chapter 13: Nuclei | 15 | |
| IX | Electronic Devices Chapter 14: Semiconductor Electronics: Materials, Devices and Simple Circuits | 10 | 7 |
| | Total | 160 | 70 |

UNIT I Electrostatics

26 Periods

Chapter 1 : Electric Charges and Fields

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

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

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

Chapter 2 : Electrostatic Potential and Capacitance

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

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

UNIT II Current Electricity

18 Periods

Chapter 3 : Current Electricity

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

UNIT III Magnetic Effects of Current and Magnetism 25 Periods

Chapter 4 : Moving Charges and Magnetism

Concept of magnetic field, Oersted's experiment.

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

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

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

Chapter 5 : Magnetism and Matter

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

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

UNIT IV Electromagnetic Induction and Alternating Currents

24 Periods

Chapter 6 : Electromagnetic Induction

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

Chapter 7 : Alternating Current

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

UNIT V Electromagnetic Waves

04 Periods

Chapter 8 : Electromagnetic Waves

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

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

UNIT VI Optics

30 Periods

Chapter 9 : Ray Optics and Optical Instruments

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

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

Chapter 10 : Wave Optics

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

UNIT VII Dual Nature of Radiation and Matter

08 Periods

Chapter 11 : Dual Nature of Radiation and Matter

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

Experimental study of photoelectric effect, Matter waves-wave nature of particles, de-Broglie relation.

UNIT VIII Atoms and Nuclei

15 Periods

Chapter 12 : Atoms

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

Chapter 13 : Nuclei

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

UNIT IX Electronic Devices

10 Periods

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

Energy bands in conductors, semiconductors and insulators (qualitative ideas only). Intrinsic and extrinsic semiconductors- p and n type, p-n junction Semiconductor diode - I-V characteristics in forward and reverse bias, application of junction diode - diode as a rectifier.

(Class XII) Subject: English language and

Literature Break up Syllabus for the session

2023-24

Books Prescribed

1. Flamingo (NCERT)
2. Vistas (NCERT)

| Month | Book/Skill | Chapter | Topics | Period | |
|--|-------------------|----------------|---------------------------------|---|---|
| April (19 days) | Flamingo | FG 1 | Introduction | 1 | |
| | | FG P 1 | The Last Lesson | 3 | |
| | Vistas | VT 1 | My Mother at Sixty Six | 2 | |
| | | VT 1 | The Third Level | 3 | |
| | Flamingo | FG 2 | Lost Spring | 4 | |
| | Vistas | VT 2 | The Tiger King | 3 | |
| Writing | WS | Invitation | 3 | | |
| May (11 days) | Flamingo | FG 3 | Deep Water | 3 | |
| | Writing | FG P 3 | Keeping quiet | 2 | |
| | | WS | Job Application | 2 | |
| | | WS | Invitation | 2 | |
| June (16 days) | Vistas | VT 3 | Notice | 2 | |
| | Flamingo | FG 4 | Journey to the end of the Earth | 3 | |
| | | FGP 4 | The Rattrap | 4 | |
| | | WS | A Thing of Beauty | 3 | |
| | | WS | Job Application | 2 | |
| July (17 +6* days) *Test series | Vistas | VT 4 | Notice | 1 | |
| | Flamingo | FG 5 | Invitation | 3 | |
| | | Writing | WS | Discussion and Distribution of Test Series Papers | 1 |
| | | | WS | The Enemy | 6 |
| | | | WS | Indigo | 4 |
| August (22 days) | ASL | ASL | Report Writing | 3 | |
| | Flamingo | FG 6 | Article Writing | 3 | |
| | | FGP 5 | ASL | Poets and Pancakes | 5 |
| | Vistas | VT 7 | A Roadside Stand | 3 | |
| | | Writing | WS | On the Face of It | 5 |
| | WS | | Letter to Editor | 2 | |
| WS | Article Writing | | 2 | | |
| September (days) | Revision | | Invitation | 2 | |
| | | | Revision | | |

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| September (days) | Revision | | Revision | |
| | | | HALY YEARLY EXAMINATION | |

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| October (19 days) | Flamingo Writing | FG 7 FGP 6 FG 8 WS | The Interview Aunt Jennifer's Tigers Going Places Invitation Notice Article Report Writing Letter to the Editor | 3 2 4 3 1 2 2 2 |
| November (17 days) | Vista Revision | VT 8 Revision | Memories of Childhood Revision | 3 14 |
| December (days) | Revision | | Revision PRE- BOARD EXAMINATION | |

CLASS XII (2022-23) (THEORY)

Time: 03 Hours

Max. Marks: 70

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

Unit-VI Reproduction

Chapter-2: Sexual Reproduction in Flowering Plants

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

Chapter-3: Human Reproduction

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

Chapter-4: Reproductive Health

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

Unit-VII Genetics and Evolution

Chapter-5: Principles of Inheritance and Variation

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

Chapter-6: Molecular Basis of Inheritance

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

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

Chapter-7: Evolution

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

Unit-VIII Biology and Human Welfare

Chapter-8: Human Health and Diseases

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

Chapter-10: Microbes in Human Welfare

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

Unit-IX Biotechnology and its Applications

Chapter-11: Biotechnology - Principles and Processes

Genetic Engineering (Recombinant DNA Technology).

Chapter-12: Biotechnology and its Applications

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

Unit-X Ecology and Environment

Chapter-13: Organisms and Populations

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

Chapter-14: Ecosystem

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

Chapter-15: Biodiversity and its Conservation

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

PRACTICALS

Time allowed: 3 Hours

Max. Marks: 30

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

A. List of Experiments

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

B. Study and observe the following (Spotting):

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

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

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

Time: 02 Hours

Max. Marks: 30

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

General Guidelines

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

Class XII

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

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

10

B. List of Practicals

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

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

Prescribed Books:

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



RESET



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

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

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

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

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

Time: 03 Hours

Max. Marks: 70

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



Cancel



Done

COURSE STRUCTURE
CLASS XII (2022-23)

One Theory Paper

Max. Marks-80

Time:3 Hours

| THEMES | Periods | Marks |
|--|----------------|--------------|
| Themes in Indian History Part-I | | 25 |
| Theme 1 Bricks, Beads and Bones | 15 | |
| Theme 2 Kings, Farmers and Towns | 15 | |
| Theme 3 Kinship, Caste and Class | 15 | |
| Theme 4 Thinkers, Beliefs and Buildings | 15 | |
| Themes In Indian History Part-II | | 25 |
| Theme 5 Through the Eyes of Travellers | 15 | |
| Theme 6 Bhakti –Sufi Traditions | 15 | |
| Theme 7 An Imperial Capital: Vijayanagar | 15 | |
| Theme 8 – Peasants, Zamindars and the State | 15 | |
| Themes In Indian History Part-III | | 25 |
| Theme 10 Colonialism and The Countryside | 15 | |
| Theme 11 Rebels and the Raj | 15 | |
| Theme 13 Mahatma Gandhi and the Nationalist Movement | 15 | |
| Theme 15 Framing the Constitution | 15 | |
| Including Map Work of The Related Themes | 15 | 5 |
| Total | | 80 |
| Project work | 25 | 20 |
| Total | 220 | 100 |

ECONOMICS (Code No. 030)

(2023-24)

Rationale

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

At senior secondary stage, the learners are in a position to understand abstract ideas, exercise the power of thinking and to develop their own perception. It is at this stage, the learners are exposed to the rigour of the discipline of economics in a systematic way.

The economics courses are introduced in such a way that in the initial stage, the learners are introduced to the economic realities that the nation is facing today along with some basic statistical tools to understand these broader economic realities. In the later stage, the learners are introduced to economics as a theory of abstraction.

The economics courses also contain many projects and activities. These will provide opportunities for the learners to explore various economic issues both from their day-to-day life and also from issues, which are broader and invisible in nature. The academic skills that they learn in these courses would help to develop the projects and activities. The syllabus is also expected to provide opportunities to use information and communication technologies to facilitate their learning process.

Objectives:

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

ECONOMICS (030)

CLASS – XI (2023-24)

Theory: 80 Marks

3 Hours

Project: 20 Marks

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

Part A: Statistics for Economics

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

Unit 1: Introduction

10 Periods

What is Economics?

Meaning, scope, functions and importance of statistics in Economics

Unit 2: Collection, Organisation and Presentation of data

30 Periods

Collection of data - sources of data - primary and secondary; how basic data is collected with concepts of Sampling; methods of collecting data; some important sources of secondary data: Census of India and National Sample Survey Organisation.

Organisation of Data: Meaning and types of variables; Frequency Distribution.

Presentation of Data: Tabular Presentation and Diagrammatic Presentation of Data:
(i) Geometric forms (bar diagrams and pie diagrams), (ii) Frequency diagrams (histogram, polygon and Ogive) and (iii) Arithmetic line graphs (time series graph).

Unit 3: Statistical Tools and Interpretation

50 Periods

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

Measures of Central Tendency- Arithmetic mean, Median and Mode

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

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

Part B: Introductory Microeconomics

Unit 4: Introduction

10 Periods

Meaning of microeconomics and macroeconomics; positive and normative economics

What is an economy? Central problems of an economy: what, how and for whom to produce; concepts of Production Possibility Frontier and Opportunity Cost.

Unit 5: Consumer's Equilibrium and Demand

40 Periods

Consumer's equilibrium - meaning of Utility, Marginal Utility, Law of Diminishing Marginal Utility, conditions of consumer's equilibrium using marginal utility analysis.

Indifference curve analysis of consumer's equilibrium-the consumer's budget (budget set and budget line), preferences of the consumer (indifference curve, indifference map) and conditions of consumer's equilibrium.

Demand, market demand, determinants of demand, demand schedule, demand curve and its slope, movement along and shifts in the demand curve; price elasticity of demand - factors affecting price elasticity of demand; measurement of price elasticity of demand – percentage-change method and total expenditure method.

Unit 6: Producer Behaviour and Supply**35 Periods**

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

Total Product, Average Product and Marginal Product.

Returns to a Factor

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

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

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

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

Unit 7: Perfect Competition - Price Determination and simple applications.**25 Periods**

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

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

Part C: Project in Economics**20 Periods**

Guidelines as given in Class XII curriculum

Suggested Question Paper Design
Economics (Code No. 030)
Class XI (2023-24)
March 2024 Examination

Marks: 80

Duration: 3 hrs.

| SN | Typology of Questions | Marks | Percentage |
|-----------|---|--------------|-------------------|
| 1 | <p>Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p> | 44 | 55% |
| 2 | <p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p> | 18 | 22.5% |
| 3 | <p>Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p> | 18 | 22.5% |
| | Total | 80 | 100% |

ECONOMICS
CLASS - XII (2023-24)

Theory: 80 Marks
Project: 20 Marks

3 Hours

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

Part A: Introductory Macroeconomics

Unit 1: National Income and Related Aggregates

30 Periods

What is Macroeconomics?

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

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

Aggregates related to National Income:

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

GDP Deflator, GDP and Welfare

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

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

Money creation by the commercial banking system.

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

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

Aggregate demand and its components.

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

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

Meaning of full employment and involuntary unemployment.

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

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

Government budget - meaning, objectives and components.

Classification of receipts - revenue receipts and capital receipts;

Classification of expenditure – revenue expenditure and capital expenditure.

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

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

Balance of payments account - meaning and components;

Balance of payments – Surplus and Deficit

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

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

Managed Floating exchange rate system

Part B: Indian Economic Development

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

28 Periods

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

Indian economic system and common goals of Five Year Plans.

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

Economic Reforms since 1991:

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

Concepts of demonetization and GST

Unit 7: Current challenges facing Indian Economy

60 Periods

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

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

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

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

Unit 8: Development Experience of India:

12 Periods

A comparison with neighbours

India and Pakistan

India and China

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

Part C: Project in Economics

20 Periods

Prescribed Books:

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

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

Suggested Question Paper Design
Economics (Code No. 030)
Class XII (2023-24)
March 2024 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 | 44 | 55% |
| 2 | Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. | 18 | 22.5% |
| 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. | 18 | 22.5% |
| Total | | 80 | 100% |

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

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

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

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

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

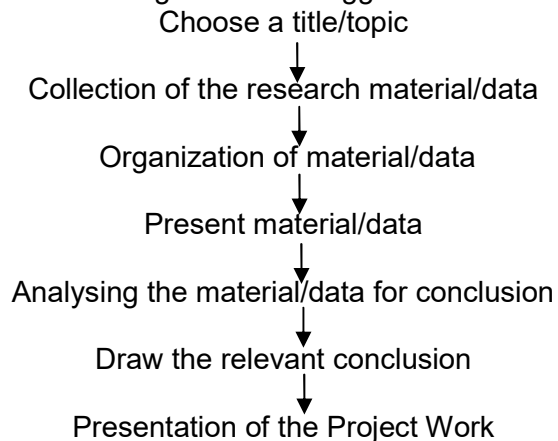
Role of the teacher:

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

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

Scope of the project:

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



Expected Checklist:

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

Mode of presentation/submission of the Project:

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

Marking Scheme:

Marks are suggested to be given as –

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

Suggestive List of Projects:

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

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

ENTREPRENEURSHIP
CLASS XI-XII (2023-24)
(CODE NO. 066)

Rationale

School curriculum is a dynamic process. It continuously evolves itself reflecting the needs and aspirations of learners. In recent times, our society is influenced by knowledge creation and technological advancements. Competencies affecting Innovation and creativity have become important in all walks of life, including business context. This makes entrepreneurship education even more important for enhancing quality of life.

Entrepreneurship plays an influential role in the economic growth and development of the country. As the world economy is changing so is the dynamism of the business world. The aim of this course is to instill and kindle the spirit of Entrepreneurship amongst students. The idea of this course is to create “job providers rather than job seekers”.

Objectives:

- To develop Entrepreneurial mindset among Higher Secondary School children.
- To encourage school children to opt for self-employment as a viable option for earning dignified means of living.
- To enable students to appreciate the dynamic changes happening in the economy.
- To acquaint the students about the role of Entrepreneurship in the growth and economic development of the nation.
- To promote Entrepreneurship as life-skills to improve quality of life, skills of creation and management of entrepreneurial pursuits.

**COURSE STRUCTURE
CLASS–XI (2023-24)**

Theory Paper

Time: 3 hours

Maximum marks: 70

| S. No. | Unit | No. of Periods | Marks |
|---------------|--|-----------------------|--------------|
| Unit 1 | Entrepreneurship: Concept and Functions | 15 | 15 |
| Unit 2 | An Entrepreneur | 25 | |
| Unit 3 | Entrepreneurial Journey | 30 | 20 |
| Unit 4 | Entrepreneurship as Innovation and Problem Solving | 30 | |
| Unit 5 | Understanding the Market | 40 | 15 |
| Unit 6 | Business Finance and Arithmetic | 30 | 20 |
| Unit 7 | Resource Mobilization | 30 | |
| | PROJECT WORK | 40 | 30 |
| | Total | 240 | 100 |

COURSE CONTENT

| | | |
|--|--|--|
| Unit 1: Entrepreneurship: Concept and Functions | | 15 Periods |
| Competencies- Vision, Decision making, Logical, Critical and Analytical Thinking, Managing Skills | | |
| Contents | | Learning Outcomes |
| <ul style="list-style-type: none"> • Entrepreneurship – Concept, Functions and Need • Why Entrepreneurship for You • Myths about Entrepreneurship • Advantage and Limitations of Entrepreneurship • Process of Entrepreneurship • Entrepreneurship – The Indian Scenario | | <p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Understand the concept of Entrepreneurship • Explain the functions of an Entrepreneur • Appreciate the need for Entrepreneurship in our economy • Assess how entrepreneurship can help shape one’s career • State the myths, advantages and limitations of Entrepreneurship • Discuss the steps in the process of Entrepreneurship • Describe the current scenario of Entrepreneurial activity in India |
| Unit 2: An Entrepreneur | | 25 Periods |
| Competencies: Need Achievement, Motivation, Ethics, opportunity seeking, Passion, Independence | | |
| Contents | | Learning Outcomes |
| <ul style="list-style-type: none"> • Why be an Entrepreneur • Types of Entrepreneurs • Competencies and characteristics • Entrepreneurial Values, Attitudes and Motivation • Intrapreneur: Meaning and Importance | | <p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Understand the motivation to become an entrepreneur • Differentiate between various types of entrepreneurs • Explain the competencies of an Entrepreneur • Appreciate the importance of Ethical Entrepreneurship • Appreciate the difference between Entrepreneur and Intrapreneur |

| | | |
|---|---|-------------------|
| Unit 3: Entrepreneurship Journey | | 30 Periods |
| Competencies: Scanning the environment; Information seeking; creativity; Innovativeness; divergent thinking; Perseverance | | |
| Contents | Learning Outcomes | |
| <ul style="list-style-type: none"> • Idea generation. • Feasibility Study and opportunity assessment • Business Plan: meaning, purpose and elements • Execution of Business Plan | <p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Understand ways of idea generation. • Discuss the concept of types of feasibility study • Draft a basic business plan • Understand the reasons for success and failure of business plan | |
| Unit 4: Entrepreneurship as Innovation and Problem Solving | | 30 Periods |
| Competencies: Risk taking; Determination; Initiative; problem solving ability; Adaptability to changing technologies | | |
| Contents | Learning Outcomes | |
| <ul style="list-style-type: none"> • Entrepreneurs as problem solvers • Innovations and Entrepreneurial Ventures – Global and Indian • Role of Technology – E-commerce and Social Media • Social Entrepreneurship - Concept | <p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Understand the role of entrepreneurs as problem solvers • Appreciate the role of global and Indian innovations in entrepreneurial ventures • Understand the use of technology and digitization for new businesses. • Discuss the concept of social entrepreneurship | |

| | | |
|--|--|-------------------|
| Unit 5: Understanding the Market | | 40 Periods |
| Competencies: Task oriented, Opportunity seeking, resourcefulness, organizational skills, Analytical and logical reasoning | | |
| Contents | Learning Outcomes | |
| <ul style="list-style-type: none"> • Market: Concept, Types • Micro and Macro Market Environment • Market Research - Concept, Importance and Process • Marketing Mix | <p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Scan the market environment • Learn how to conduct market research • Understand the elements of marketing mix | |
| Unit 6: Business Finance and Arithmetic | | 30 Periods |
| Competencies: Arithmetic skills, critical analysis, decision making, self-confidence, problem solving | | |
| Contents | Learning Outcomes | |
| <ul style="list-style-type: none"> • Unit of Sale, Unit Price and Unit Cost - for single product or service • Types of Costs - Start up, Variable and Fixed • Break Even Analysis - for single product or service | <p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Discuss - Unit Cost, Unit of Sale, Unit Price of a product or service • Understand the components of COST - Start-up and operational costs • Calculate break even of single product and service | |

| | | |
|--|--|--|
| Unit 7: Resource Mobilization | | 30 Periods |
| Competencies: Resourcefulness; Collaboration; Managing Risk; Organizational Skills; Informed Decision Making | | |
| Contents | | Learning Outcomes |
| <ul style="list-style-type: none"> Types of Resources – Physical, Human, Financial and Intangible. Selection and utilization of human resources and professionals like Accountants, Lawyers, Auditors, Board Members, etc. | | <p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> Identify the different types of resource tools – Physical and material, Human, Financial, Intangibles |

PROJECT WORK

Students have to do **TWO projects** in the entire academic session.

Assessment details for the project work:

- 10 Marks each for 02 Projects
- 5 Marks for Numerical Assessment
- 5 marks for Viva Voce

TOPICS FOR THE PROJECT:

1. Visit of the District Industries Centre and prepare a report of activities and programs undertaken by them
2. Conduct a case study of any entrepreneurial venture in your nearby area.
3. Field Visit: Visit any business firm near your locality; interact with the owner of the business firm and prepare a field report on parameters like: type of business, scale of business, product/service dealing in, target customer, problems faced and measures to solve the faced challenges.
4. Learn to Earn
5. Know your State Handicraft and Handlooms as a means of economic activity for the livelihood of people and intellectual property rights attached to them for the promotion of local specific skills.

1. The objectives of the project work:

Objectives of project work are to enable learners to:

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

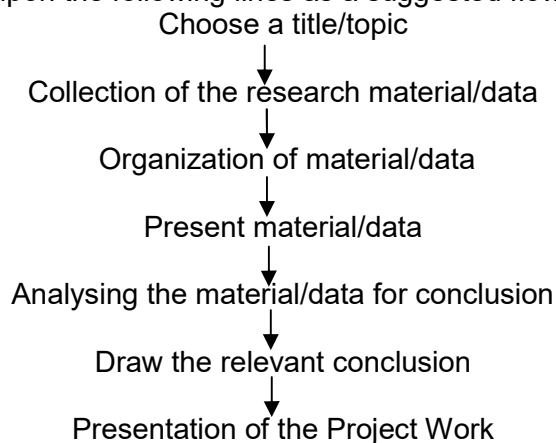
2. Role of the teacher:

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

- help each learner select the topic after detailed discussions and deliberations of the topic;
- play the role of a facilitator to support and monitor the project work of the learner through periodic discussions;
- guide the research work in terms of sources for the relevant data;
- ensure that students must understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same;
- ensure that the students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work.
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work.
- prepare the learner for the presentation of the project work.
- arrange a presentation of the project file.

3. Steps involved in the conduct of the project:

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



4. Expected Checklist for the Project Work:

- Introduction of topic/title
- Identifying the product/service/entrepreneur
- Identify the State handicraft
- Various stakeholders and effect on each of them
- Use of different tools for market assessment and it's analysis
- Calculation of various costs involved in the selling process
- Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

5. Viva-Voce

- At the end of the academic session, each learner will present the research work in the Project File to the 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.

Note: Students need to complete two projects. Guidelines for project are given in the CBSE Textbook.

ENTREPRENEURSHIP (Code no. 066)
QUESTION PAPER DESIGN
CLASS XI (2023-24)

| S N | Competencies | Total Marks | % Weightage |
|--------------|--|-------------|-------------|
| 1. | <p>Remembering: Exhibit memory of previously learned material by recalling facts, listing elements, terms and basic concepts</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p> | 20 | 28.5% |
| 2. | <p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in different ways.</p> | 30 | 43% |
| 3. | <p>Analysing and Evaluating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations, integrated learning; Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p>Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p> | 20 | 28.5% |
| TOTAL | | 70 | 100% |

COURSE STRUCTURE

CLASS XII (2023-24)

Theory Paper

Time: 3 hours

Maximum marks: 70

| S.No. | Unit | No. of Periods | Marks |
|--------|------------------------------|----------------|------------|
| Unit 1 | Entrepreneurial Opportunity | 40 | 30 |
| Unit 2 | Entrepreneurial Planning | 40 | |
| Unit 3 | Enterprise Marketing | 40 | 20 |
| Unit 4 | Enterprise Growth Strategies | 20 | |
| Unit 5 | Business Arithmetic | 40 | 20 |
| Unit 6 | Resource Mobilization | 20 | |
| | Total | 200 | 70 |
| | Project Work | 40 | 30 |
| | Total | 240 | 100 |

COURSE CONTENT

| Unit 1: Entrepreneurial Opportunity | | 40 Periods |
|---|---|------------|
| Competencies: Scanning the environment; Analytical and logical thinking; Innovation and creativity; Decision making; self-confidence. | | |
| Contents | Learning Outcomes | |
| <ul style="list-style-type: none">• Sensing Entrepreneurial Opportunities• Environment Scanning• Problem Identification• Idea fields• Spotting Trends• Creativity and Innovation• Selecting the Right Opportunity | After going through this unit, the student/ learner would be able to: <ul style="list-style-type: none">• Comprehend the concept and elements of business opportunity• Discuss the process of sensing opportunities• Understand the need to scan the environment• Enlist the various forces affecting business environment• Identify the different idea field | |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Understand the concept of opportunity and market assessment • Appreciate the ways in which trends can be spotted • Understand the process of creativity and innovation • Transform ideas into business opportunities |
| Unit 2: Entrepreneurial Planning | |
| 40 Periods | |
| Competencies: Analytical and critical thinking; personal responsibility; determination; Resourceful; collaboration | |
| Contents | Learning Outcomes |
| <ul style="list-style-type: none"> • Forms of business organization- Sole proprietorship, Partnership, Company • Business Plan: concept, format. • Components: Organisational plan; Operational plan; Production plan; Financial plan; Marketing plan; Human Resource plan | <p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Recall the meaning of the various forms of business organization • Understand the characteristics of the various forms of business organization • Understand the difference between a Public and Private Company • Appreciate the reasons for a private company being more desirable • Appreciate the concept and importance of a Business Plan • Describe the various components of Business plan • Differentiate among the various components of Business plan • Develop a Business Plan |
| Unit 3: Enterprise Marketing | |
| 40 Periods | |
| Competencies: Persistence, Negotiation, Collaboration, Ethical behavior, team spirit; | |
| Contents | Learning Outcomes |

| | |
|---|---|
| <ul style="list-style-type: none"> • Marketing and Sales Strategy • Branding, Logo, Tagline • Promotion Strategy | <p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Discuss the various marketing strategies used in a business • Explain Marketing Mix. • Understand the concept of Branding, Packaging and Labeling • Describe the various methods of Pricing • Discuss the various factors affecting the channels of distribution • Understand the concept and types of sales strategy • Discuss different tools of promotion • Appreciate the objectives and different modes of Advertising • Understand the concept of personal selling, sales promotion, public relations • Discuss the various techniques of sales promotion |
| <p>Unit 4: Enterprise Growth Strategies 20 Periods</p> | |
| <p>Competencies: Need for achievement, Initiative, Analytical thinking, risk vs reward, collaboration, synergy, leadership,</p> | |
| <p style="text-align: center;">Contents</p> | <p style="text-align: center;">Learning Outcomes</p> |
| <ul style="list-style-type: none"> • Franchising: Concept and types • Franchising: Advantages and limitations to franchisor and franchisee. • Mergers and Acquisition: Concept, reasons and types. • Reasons for mergers and acquisitions | <p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Understand the concept of growth & development of an enterprise • Discuss the concept, types, advantages and limitations of franchising • Appreciate growth of business through mergers and acquisitions • Discuss the different types of mergers and acquisitions • Discuss the reasons for mergers and acquisitions |
| <p>Unit 5: Business Arithmetic 40 Periods</p> | |
| <p>Competencies: Arithmetic skills, critical analysis, decision making, self-confidence, problem solving.</p> | |
| <p style="text-align: center;">Contents</p> | <p style="text-align: center;">Learning Outcomes</p> |

| | |
|--|--|
| <ul style="list-style-type: none"> • Unit of Sale, Unit Cost for multiple products or services • Break even Analysis for multiple products or services • Computation of Working Capital • Inventory Control and EOQ • Return on Investment (ROI) and Return on Equity (ROE) | <p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Understand the concept of Unit Cost and Unit Price • Calculate Break-even point for Multiple products and services. • Understand the concept of Inventory Control • Compute the working capital of a business. • Calculate Return on Investment; Return on Equity and Economic Order Quantity |
| <p>Unit 6: Resource Mobilization 20 Periods</p> | |
| <p>Competencies: Risk taking, Communication, Persuasion, Networking, Ethical behavior</p> | |
| <p style="text-align: center;">Contents</p> | <p style="text-align: center;">Learning Outcomes</p> |
| <ul style="list-style-type: none"> • Capital Market: Concept • Primary market: Concept, methods of issue • Angel Investor: Features • Venture Capital: Features, funding. | <p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Understand the need of finance in Business • Discuss the various sources of funds required for a firm • Understand the ways of raising funds in primary market • Appreciate the Angel Investors and Venture Capitalists as a source of business finance. |

PROJECT WORK

Students have to do **TWO projects** in the entire academic session.

TOPICS FOR THE PROJECT:

1. Business Plan
 2. Market Survey
- 10 Marks each for 02 Projects
 - 5 Marks for Numerical Assessment
 - 5 Marks for Viva

Note: Students need to complete both the projects. Guidelines for both projects are given in the CBSE Textbook.

1.The objectives of the project work:

Objectives of project work are to enable learners to:

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

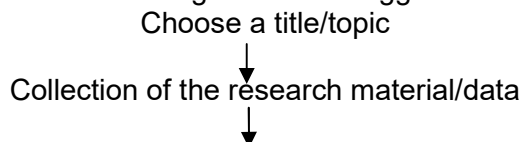
2. Role of the teacher:

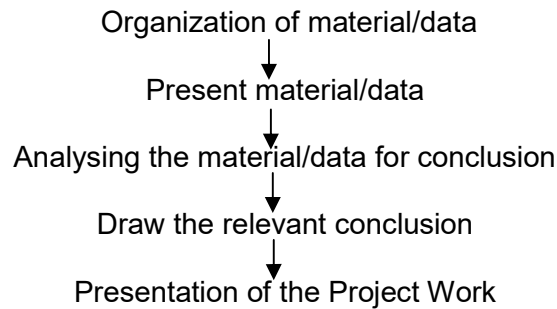
The teacher plays a critical role in developing thinking skills of the learners. A teacher should:

- help each learner select the topic after detailed discussions and deliberations of the topic;
- play the role of a facilitator to support and monitor the project work of the learner through periodic discussions;
- guide the research work in terms of sources for the relevant data;
- ensure that students must understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same;
- ensure that the students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work.
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work.
- prepare the learner for the presentation of the project work.
- arrange a presentation of the project file.

3. Steps involved in the conduct of the project:

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





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

- Introduction of topic/title
- Identifying the product/service
- Various stakeholders and effect on each of them
- Use of different tools for market assessment and it's analysis
- Implication of 4P's in the process of marketing
- Calculation of various costs involved in the business planning process
- Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

5. **Viva-Voce**

- At the end of the academic session, each learner will present the research work in the Project File to the External 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.

Guidelines to do the project is given in the textbook

Prescribed Books:

1. Entrepreneurship - Class XI- C.B.S.E, Delhi
2. Entrepreneurship - Class XII - C.B.S.E., Delhi
3. Udyamita (in Hindi) by Dr. MMP. Akhouri and S.P Mishra, pub. By National Institute for Entrepreneurship and Small Business Development (NIESBUD), NSIC-PATC Campus, Okhla

Magazines

1. Udyamita Samachar Patra (Monthly, Hindi), Pub. By Centre for Entrepreneurship Development, M.P. (CEDMAP), 60 Jail Road, Jhangerbad, Bhopal-462008.
2. Science Tec. Entrepreneur (A Bi Monthly Publication), Centre for Entrepreneurship Development, M.P (CEDMAP), 60 Jail Road, Jhangerbad, Bhopal -462008
3. Laghu Udhdyog Samachar
4. Project Profile by DCSSI

ENTREPRENEURSHIP (Code no. 066)
QUESTION PAPER DESIGN
CLASS XII (2023-24)

| SN | Competencies | Total Marks | % Weightage |
|----|--|-------------|-------------|
| 1. | <p>Remembering: Exhibit memory of previously learned material by recalling facts, listing elements, terms and basic concepts</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p> | 20 | 28.5% |
| 2. | <p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in different ways.</p> | 30 | 43% |
| 3. | <p>Analysing and Evaluating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations, integrated learning; Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p>Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p> | 20 | 28.5% |
| | TOTAL | 70 | 100% |

Fine Arts (2023-24)

A student may offer any one of the following course:

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

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

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

Introduction

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

Components of a Portfolio:

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

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

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

PORTFOLIO ASSESSMENT FOR FINE ARTS MAY BE DONE ON

THE BASIS OF FOLLOWING CRITERIA

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

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

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

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

The learners:

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

Execution of Work

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

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

Experimentation

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

(A) PAINTING (Code No. 049)

Introduction

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

Objectives

A) Theory (History of Indian Art)

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

B) Practicals

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

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

CLASS–XI (THEORY) (2023-24)
(Code No. 049)

One Theory Paper
Unit wise Weightage

30 Marks
Time: 2 Hours

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

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

| | | |
|---------------|---|-------------------|
| 3 | Study and appreciation of following Seal: | |
| | <ul style="list-style-type: none"> i. Bull (Mohenjo-daro) Stone (Steatite), 2.5 x 2.5 x 1.4 cm. Circa 2500 B.C.(Collection: National Museum, New Delhi). Decoration on earthen wares: Painted earthen-ware (Jar)Mohenjo-daro (Collection: National Museum, New Delhi). | |
| Unit 2 | Buddhist, Jain and Hindu Art (3rd century B.C. to 8th century A.D.) | 24 Periods |
| 1. | General Introduction to Art during Mauryan, Shunga, Kushana(Gandhara and Mathura styles) and Gupta period: | |
| 2. | Study and appreciation of following Sculptures: | |
| | <ul style="list-style-type: none"> i. Lion Capital from Sarnath (Mauryan period) Polished sandstone, Circa 3rd Century B.C. (Collection: Sarnath Museum, U.P.) | |
| | <ul style="list-style-type: none"> ii. Chauri Bearer from Didar Ganj (Yakshi) (Mauryan period) Polished sandstone Circa 3rd Century B.C.(Collection: Patna Museum, Bihar) | |
| | <ul style="list-style-type: none"> iii. Seated Buddha from Katra Mound, Mathura-(Kushan Period-Mathura Style) Red-spotted Sand Stone, Circa 3rd Century AD. (Collection: Govt. Museum, Mathura) | |
| | <ul style="list-style-type: none"> iv. Jain Tirathankara (Gupta period) Stone Circa 5th Century A.D. (Collection: State Museum, Lucknow U.P.) | |
| 3. | Introduction to Ajanta Location Period, No of caves, Chaitya and Vihara, paintings and sculptures,subject matter and technique etc. | |
| Unit 3 | Temple Sculpture, Bronzes and artistic aspects of Indo-Islamic Architecture | 24 Periods |
| (A) | Artistic aspects of Indian Temple sculpture (6 th Century A.D. to 13 th Century A.D.) | |
| | <ul style="list-style-type: none"> 1) Introduction to Temple Sculpture (6th Century A.D. to 13th Century A.D.) 2) Study and appreciation of following Temple-Sculptures: <ul style="list-style-type: none"> i. Descent of Ganga (Pallava period, Mahabalipuram, Tamil Nadu), granite rock Circa 7th Century A.D. | |
| | <ul style="list-style-type: none"> ii. Trimuti (Elephanta, Maharashtra) Stone Circa 9th Century A.D. | |
| | <ul style="list-style-type: none"> iii. Lakshmi Narayana (Kandariya Mahadev Temple)(Chandela period, Khajuraho, Madhya Pradesh) Stone Circa 10th Century A.D. | |
| | <ul style="list-style-type: none"> iv. Cymbal Player, Sun Temple (Ganga Dynasty, Konark, Orrisa) Stone Circa 13th | |

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

CLASS–XI (2023-24)
(PRACTICAL)

One Practical Paper

70 Marks
Time: 6 Hours (3+3)

Unit wise Weightage

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

Unit 1: Nature and Object Study

25 Marks 50 Periods

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

Unit 2: Painting Composition

25 Marks 50 Periods

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

Unit 3: Portfolio Assessment

20 Marks 48 Periods

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

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

Note:

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

**PAINTING (Code No. 049)
CLASS–XII (2023-24)**

Theory

Maximum Marks:30

Time allowed: 2 hours

Unit wise Weightage

Time: 2 Hours

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

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

Unit 1

(a) The Rajasthani School:

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

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

(b)The Pahari School:

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

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

Unit 2

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

18 Periods

(a) The Mughal School

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

Title

Painter

Krishna Lifting Mount Govardhana

Miskin

Falcon on a Bird-Rest

Ustad Mansoor

Kabirand Raidas

Ustad Faquirullah Khan

Marriage Procession of Dara Shukoh

Haji Madni

(b) The Deccan School

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

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

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

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

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

PAINTING (Code No. 049)
CLASS–XII (2023-24)

Practical

Maximum Marks:70

Time allotted: 6 hours (3+3)

Unit wise Weightage

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

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

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

Note:

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

Guidelines for Evaluation of Practical

1. Marking Scheme:

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

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

2. Format of the Questions:

Part I: Nature and Object Study

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

Part II: Painting Composition:

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

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

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

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

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

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

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

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

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

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

4. General Instructions to the examiners:

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

B. GRAPHICS (Code No. 050)

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

Objectives

A) Theory

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

B) Practical

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

Graphics Code No. 050
CLASS–XI (2023-24)

Theory

Maximum Marks:30

Time allowed: 2 hours

Unit wise Weightage

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

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

Graphics Code No. 050
CLASS–XI (2023-24)

Practical

Maximum Marks:70

Time allowed: 6 Hours

(3+3)Unit wise Weightage

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

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

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

Notes:

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

Graphics (Code No. 050)
CLASS–XII (2023-24)

Theory
Time allowed:2 Hours
Unit wise Weightage

Maximum Marks:30

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

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

Graphics Code No. 050
CLASS–XII (2023-24)

Practical
Time allowed: 6 hours.
Unit wise Weightage

Maximum Marks:70

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

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

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

GUIDELINES FOR EVALUATION OF PRACTICAL

1. Marking Scheme:

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

2. Format of the questions:

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

| | |
|---|-----------------|
| Part I: Graphic Composition (print-making) | 50 marks |
|---|-----------------|

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

Size of the plate:

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

Instructions to decide the subjects for Graphic –Composition:

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

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

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

4. Instructions to the examiners:

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

(C)

SCULPTURE (Code No.051)

Introduction

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

Objectives:

A) THEORY

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

B) PRACTICAL

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

Sculpture Code No. 051
CLASS–XI (2023-24)

Theory

Maximum Marks:30

Time allowed: 2 Hours

Unit wise weightage

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

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

Sculpture (Code No. 051)
CLASS–XI (2023-24)

Practical
Time allowed: 6
hours Unit wise
Weightage

Maximum Marks:70

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

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

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

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

Note:

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

Sculpture (Code No . 051)
Class XII (2023-24)

Theory

Maximum Marks:30

Time allowed: 2 Hours

Unit wise weightage

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

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

**Sculpture (Code No . 051)
Class XII (2023-24)**

Practical

Maximum Marks:70

Time allowed: 6 hours. (3+3)

Unit wise Weightage

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

Unit 1: Modeling in relief* 50Pds

Unit 2: Modeling in round* 50Pds

Unit 3: Portfolio Assessment 48Pds

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

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

* Use of clay composition in hollow for baking.

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

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

Note:

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

GUIDELINES FOR EVALUATION OF PRACTICAL

1. Marking Scheme:

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

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

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

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

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

Part II: Modeling in Round:

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

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

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

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

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

4. General instructions to the examiners:

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

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

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

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

(D)

APPLIED ART (COMMERCIAL ART)

(Code No.052)

Introduction

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

Objectives

A) THEORY

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

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

APPLIED ART (COMMERCIAL ART)
(Code No. 052)
CLASS–XI (2023-24)

Theory
Time allowed: 2 Hours

Maximum Marks:30

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

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

APPLIED ART -COMMERCIAL ART (PRACTICALS)
(Code No. 052)
CLASS–XI (2023-24)

Practical

Maximum Marks:70

Time allowed: 6 hours. (3+3)

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

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

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

Notes:

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

APPLIED ART -COMMERCIAL ART (Code No. 052)
CLASS–XII (2023-24)

Theory
Time: 2 Hour Unit wise Weightage

Maximum Marks: 30

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

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

APPLIED ART -COMMERCIAL ART (Code No. 052)

CLASS–XII (2023-24)

Practical

Maximum Marks:70

Time allowed: 6 hours. (3+3)

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

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

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

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

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

PartI: Illustrations

25 Marks

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

PartII: Poster

25 Marks

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

Part III: Portfolio Assessment

25 Marks

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

1. Format of the questions:

Part: Illustration

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

Size of the illustration: 30 cm x 22 cm.

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

Part II: Poster

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

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

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

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

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

Subject with a specific situation:

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

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

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

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

1. For Advertise Mention:

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

2. Instructions to the examiners:

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

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



वसुधैव कुटुम्बकम्
ONE EARTH • ONE FAMILY • ONE FUTURE

CBSE GEOGRAPHY SYLLABUS 2023-2024 (Code No. 029) CLASS-XI & XII



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BACKGROUND/ RATIONALE

Geography is introduced as an elective subject at the senior secondary stage. After ten years of general education, students branch out at the beginning of this stage and are exposed to the rigors of the discipline for the first time. Being an entry point for the higher education, students choose Geography for pursuing their academic interest and, therefore, need a broader and deeper understanding of the subject. For others, geographical knowledge is useful in daily lives because it is a valuable medium for the education of young people. Its contribution lies in the content, cognitive processes, skills and values that Geography promotes and thus helps the students explore, understand and evaluate the environmental and social dimensions of the world in a better manner.

Since Geography explores the relationship between people and their environment, it includes studies of physical and human environments and their interactions at different scales-local, state/region, nation and the world. The fundamental principles responsible for the varieties in the distributional pattern of physical and human features and phenomena over the earth's surface need to be understood properly. Application of these principles would be taken up through selected case studies from the world and India. Thus, the physical and human environment of India and study of some issues from a geographical point of view will be covered in greater detail. Students will be exposed to different methods used in geographical investigations.

LEARNING OBJECTIVES

The course in Geography will help learners to:

- Familiarize with key concepts, terminology and core principles of Geography.
- Describe locations and correlate with Geographical Perspectives.
- List/describe what students might see, hear, and smell at a place.
- List/describe ways a place is linked with other places.
- Compare conditions and connections in one place to another.
- Analyse/ describe how conditions in one place can affect nearby places.
- Identify regions as places that are similar or connected.
- Describe and interpret the spatial pattern features on a thematic map.
- Search for, recognize and understand the processes and patterns of the spatial arrangement of the natural features as well as human aspects and phenomena on the earth's surface.
- Understand and analyse the inter-relationship between physical and human environments and utilize such knowledge in reflecting on issues related to community.
- Apply geographical knowledge and methods of inquiry to emerging situations or problems at different levels-local, regional, national and global.
- Develop geographical skills, relating to collection, processing and analysis of spatial data/ information and preparation of report including maps and graphs and use of computers where ever possible; and to be sensitive to issues.
- The child will develop the competency to analyse, evaluate, interpret and apply the acquired knowledge to determine the environmental issues effectively.

CLASS XI

Prescribed Books:

1. Fundamentals of Physical Geography, Class XI, Published by NCERT
2. India Physical Environment, Class XI, Published by NCERT
3. Practical Work in Geography Part I, Class XI, Published by NCERT

Links for Rationalised 2023-24 NCERT textbooks:

1. <https://ncert.nic.in/textbook.php?kegy2=ps-14>
2. <https://ncert.nic.in/textbook.php?kegy1=ps-6>
3. <https://ncert.nic.in/textbook.php?kegy3=ps-6>

Note: The above textbooks are also available in Hindi medium.

Kindly refer to the latest editions of all NCERT Textbooks.

CLASS XI
COURSE STRUCTURE

Fundamentals of Physical Geography

| Chapter No. | Chapter Name | Periods | Marks allotted |
|---|---|---------|----------------|
| Unit - I Geography as a Discipline | | | |
| 1 | Geography As a Discipline | 5 | 3 |
| Unit - II The Earth | | | |
| 2 | The Origin and Evolution of the Earth | 6 | 9 |
| 3 | Interior of the Earth | 6 | |
| 4 | Distribution of oceans and continents | 5 | |
| Unit - III Landforms | | | |
| 5 | Geomorphic Processes | 9 | 6 |
| 6 | Landform and their Evolution | 9 | |
| Unit - IV Climate | | | |
| 7 | Composition and Structure of Atmosphere | 3 | 8 |
| 8 | Solar Radiation, Heat balance and Temperature | 7 | |
| 9 | Atmospheric Circulations and Weather Systems | 7 | |

| | | | |
|------------------------------------|--|-----------|-----------|
| 10 | Water in the Atmosphere | 4 | |
| 11 | World Climate and Climate Change (To be tested through internal assessments in the form of project and presentation) | 5 | |
| Unit - V Water (Oceans) | | | |
| 12 | Water (Oceans) | 6 | 4 |
| 13 | Movements of Ocean Water | 8 | |
| Unit - VI Life on the Earth | | | |
| 14 | Biodiversity and Conservation (To be tested through internal assessments in the form of project and presentation) | 4 | – |
| | Map Work | 5 | 5 |
| TOTAL | | 89 | 35 |

India Physical Environment

| Chapter No. | Chapter Name | Periods | Marks allotted |
|------------------------------|-----------------|---------|----------------|
| Unit - I Introduction | | | |
| 1 | India- Location | 5 | 5 |

| Unit - II Physiography | | | |
|--|---|-----------|-----------|
| 2 | Structure and Physiography | 18 | 13 |
| 3 | Drainage System | 14 | |
| Unit - III Climate Vegetation and Soil | | | |
| 4 | Climate | 16 | 12 |
| 5 | Natural Vegetation | 14 | |
| Unit - IV Natural Hazards and Disasters: Causes Consequences and Management | | | |
| 6 | Natural Hazards and Disasters (To be tested through internal assessment in the form of Projects and presentation) | 6 | – |
| | Map | 5 | 5 |
| Total | | 78 | 35 |

Geography Practical Part I

| Chapter No. | Chapter Name | Periods | Marks allotted |
|-------------|-----------------------------|---------|----------------|
| 1 | Introduction to Maps | 6 | 3 |
| 2 | Map Scale | 6 | 4 |
| 3 | Latitude Longitude and Time | 8 | 4 |

| | | | |
|--------------------------------|--------------------------------|-----------|-----------|
| 4 | Map Projections | 10 | 4 |
| 5 | Topographical Maps | 10 | 4 |
| 6 | Introduction to Remote Sensing | 10 | 6 |
| Practical file and Viva | | | 5 |
| Total | | 50 | 30 |

CLASS XI
COURSE CONTENT

Fundamentals of Physical Geography

| Chapter and Name | Specific Learning Objectives | Suggested Teaching Learning Process | Learning Outcomes |
|---|---|--|---|
| <p style="text-align: center;">1</p> <p style="text-align: center;">Geography as a Discipline</p> | <ul style="list-style-type: none"> To define and understand the scope and nature of Geography as a discipline. | <p>Observe your surroundings and note down the variation in natural as well as cultural phenomena. Discuss with your partner: Geography is the study of “areal differentiation”</p> <p style="text-align: center;">Project Work</p> <p>Topic: - Forest - as a natural resource.</p> <ul style="list-style-type: none"> Prepare a map of India showing the distribution of different types of forests. Write about the economic importance of forests for the country. Prepare a historical account of conservation of forests in India with focus on Chipko | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Explain the meaning geography as an integrating discipline. State the fields of geography and its relation with other disciplines. Explain the approaches to study geography |

| | | | |
|---|--|--|---|
| | | movements in Rajasthan and Uttaranchal. | |
| <p style="text-align: center;">2</p> <p style="text-align: center;">The Origin and Evolution of the Earth</p> | <ul style="list-style-type: none"> To acquire knowledge about earth's origin through various theories. To understand stages in the evolution of the earth. | <ul style="list-style-type: none"> Watch videos of theories (Big Bang etc.) in the class room through projector. Presentation and interaction about the origin of the earth by students. Students to explore more information related to the topic. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Describe the Big Bang, Planetesimal theory, Nebular Hypothesis related to the origin of the universe. |
| <p style="text-align: center;">3</p> <p style="text-align: center;">Interior of the Earth</p> | <ul style="list-style-type: none"> To understand that the configuration of the surface of the earth is largely a product of the exogenic and endogenic processes operating in the interior of the earth | <p>Activity: Draw a well labelled diagram to show the interior of the earth.</p> <ul style="list-style-type: none"> Draw a diagram of a volcano and mark the following parts: <ul style="list-style-type: none"> a. Magma Chamber b. Vent c. Central Pipe d. Lava flow Draw a diagram to show the intrusive volcanic forms. Case study of earthquakes that occurred in India in recent times and in Turkey. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Describe direct and indirect sources of information about the interior of the earth. Discuss Earthquakes—its causes and effects, define: Epicentre, Hypocentre, Earthquake waves and its propagation, Shadow zones, Measuring the intensity of Earthquakes. Explain the interior structure of the earth. Explain Volcanoes, its types and volcanic landforms. |

| | | | |
|---|--|--|--|
| <p style="text-align: center;">4</p> <p style="text-align: center;">Distribution of seas and oceans</p> | <ul style="list-style-type: none"> To describe the theory of continental drift proposed by Alfred Wegner. To understand the present configuration of continents and oceans through plate tectonics theory. | <ul style="list-style-type: none"> On the outline world map mark and label the following: <ul style="list-style-type: none"> a. Major plate boundaries b. Ring of fire c. Hot spot Volcanoes Draw diagrams to show different types of plate boundaries. Case Study: https://www.downtoearth.org.in/news/natural-disasters/out-of-the-abyss-56977 | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Provide evidences in support of continental drift and force for drifting. Explain Post drift studies, Convectional current theory, Mapping of the ocean floor, Ocean floor configuration, Concept of sea-floor spreading, Describe theory of plate tectonics and different types of plate boundaries. Trace the movements of Indian Plate. |
| <p style="text-align: center;">5</p> <p style="text-align: center;">Geomorphic Processes</p> | <ul style="list-style-type: none"> To understand various exogenic and endogenic processes responsible to bring changes in the configuration of the surface of the earth. | <ul style="list-style-type: none"> Prepare a concept map to show different Exogenic and Endogenic Processes. Students will prepare concept map on denotational processes. Study types of weathering: Physical, Chemical, Biological and understanding their importance for human being. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Differentiate between geomorphic processes and geomorphic agents. Describe factors that affect soil formation. Define the following terms: Exfoliation, Denudation, Weathering etc. |

| | | | |
|---|---|--|---|
| | | <ul style="list-style-type: none"> • Study types of mass movements and prepare a mind map. | |
| <p style="text-align: center;">6</p> <p>Landforms and their Evolution</p> | <ul style="list-style-type: none"> • To understand the nature of different erosional and depositional agents and landforms made by them. | <ul style="list-style-type: none"> • Visit nearby landforms and draw sketches. • Draw neat and well labelled diagrams of landforms created by running water, wind and waves etc. • Watch videos of different landforms created by running water, underground water, glacier, wind, sea waves etc. • Find out the advantages and disadvantages of different landforms from the internet. • Prepare charts to show different landforms. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Describe and draw various erosional and depositional landforms created by different agents. • Students will be able to compare and analyse various landforms • Locate different landforms (mountains, plateaus, plains) on the outline map of the world. |
| <p style="text-align: center;">7</p> <p>Composition and Structure of Atmosphere</p> | <ul style="list-style-type: none"> • To understand the composition and structure atmosphere. | <ul style="list-style-type: none"> • Watch a video on the importance of different layers of the atmosphere. • Write songs based on different seasons. • Draw a neat and well labelled diagram to show different layers | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Describe the composition and characteristics of different layers of atmosphere. |

| | | | |
|---|---|---|---|
| | | of the atmosphere and write the importance of each layer. | <ul style="list-style-type: none"> Correlate climate change with Sustainable Development Goals13: Climate Action. |
| <p style="text-align: center;">8</p> <p style="text-align: center;">Solar Radiation, Heat Balance and Temperature</p> | <ul style="list-style-type: none"> To understand the heating and cooling of the atmosphere and the resultant temperature distribution over the surface of the earth. | <ul style="list-style-type: none"> Students to learn about the three different modes of heat transfer—convection, conduction, radiation— with the help of an activity and how they are related to the Sun and life on our planet. Draw a diagram to show the passage of solar radiation through the atmosphere. Study the figure 9.4 and 9.5 and write the distribution of surface temperature in the month of January and July. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Differentiate between solar radiation and terrestrial radiation. Give reasons for variability of insolation at the surface of the earth. Explain the heat budget of the planet earth. Describe factors controlling temperature distribution. Explain inversion of temperature. |
| <p style="text-align: center;">9</p> <p style="text-align: center;">Atmospheric Circulation and Weather Systems</p> | <ul style="list-style-type: none"> To understand the general atmospheric circulation and the forces that control the circulation. To understand the meaning of various terms related to the topic. To know the causes and consequences of air circulation. | <ul style="list-style-type: none"> Students may read various theories and articles related to atmospheric circulation and weather system. Students are advised to watch live videos related to the topic winds: | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Describe the permanent pressure belts and the prevailing winds. Explain different types of winds. Differentiate between tropical and extra tropical cyclones. |

| | | | |
|---|---|--|---|
| | | <ul style="list-style-type: none"> The students can be encouraged to prepare presentation on different topics in the chapter. Examine the weather conditions necessary for the formation of cyclones, tornadoes, hurricanes etc. | <ul style="list-style-type: none"> Realize how global warming is result of atmospheric pollution and how it can be minimised if not prevented. |
| <p>10 Water in the Atmosphere</p> | <ul style="list-style-type: none"> To understand continuous exchange of water between the atmosphere, the oceans and the continents through the processes of evaporation, transpiration, condensation and precipitation. | <ul style="list-style-type: none"> Make a list of different forms of condensation and precipitation and define them. Draw diagrams of different types of rainfall. On a world map mark and label areas of heavy, moderate, low and inadequate rainfall. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Explain the process of precipitation and its different forms. Analyse the variation in the distribution of rainfall in the world. |
| <p>11 World Climate and Climate Change</p> <p>(To be tested through internal assessments in the form of project and presentation)</p> | <ul style="list-style-type: none"> To define three broad approaches that have been adopted for classifying climate – Empirical Classification, Genetic Classification, and Applied Classification. To Describe various types of climates and their groups/subtypes. | <ul style="list-style-type: none"> Classify climate based on various schemes by Koeppen with the help of a mind map. Describes the causes and effects of global warming. Evaluate the climate changes in the recent past. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> The topic can be presented in class through PPT or Project Work after conducting extensive and guided research by students. |

| | | | |
|---|--|--|---|
| | <ul style="list-style-type: none"> To analyse Koeppen's Scheme of Classification of Climate. To explain climate change and related concepts. To evaluate the climate changes in the recent past. | | |
| <p style="text-align: center;">12</p> <p>Water (Oceans)</p> | <ul style="list-style-type: none"> To explain water cycle and summarize how an increase in demand for water leads to a water crisis. To illustrate major and minor ocean floor features. (mid-oceanic ridges, seamounts, submarine canyons, guyots, and atolls) To describe horizontal and vertical distribution of oceanic temperature. To evaluate the factors affecting the salinity of ocean waters. | <ul style="list-style-type: none"> Draw a diagram to show major and minor features of ocean floor. Study figure 13.5 and analyse the horizontal distribution of salinity in different oceans. Locate and label the major seas on a political map of the world (As given in map list). | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Describe the basic processes involved in hydrological cycle with the help of a well labelled diagram. Describe the relief features of the ocean floor. Explain the process of heating and cooling of oceanic water and factors that affect temperature distribution in the ocean Describe the salinity of ocean waters. |
| <p style="text-align: center;">13</p> <p>Movements of Ocean Water</p> | <ul style="list-style-type: none"> To define and differentiate between tides and currents. | <ul style="list-style-type: none"> Mark and label the major warm and cold currents on an outline world map. (As per the given map list) | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Explain tides, currents and waves. |

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| | <ul style="list-style-type: none"> • To describe the formation of sea waves. • To analyse the importance of tides. • To classify and describe major ocean currents and its effects. | <ul style="list-style-type: none"> • Draw a diagram of spring and neap tides. | <ul style="list-style-type: none"> • Analyse the economic significance of tides. • Describe ocean currents and the forces that influence them. • Distinguish between cold and warm ocean currents. |
| <p style="text-align: center;">14</p> <p>Biodiversity and Conservation</p> | <ul style="list-style-type: none"> • To explain the three major realms of the environment. • To explain the concept of ecology. • To analyse the features and types of aquatic ecosystems and biomes, with examples. | <ul style="list-style-type: none"> • Make a list of flora and fauna found in your surroundings and make a scrap book containing information and pictures of at least ten species. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Describe the characteristic features of the biosphere. • Define ecology and related terms and explain the need for ecological balance. • Recognize the abiotic and biotic factors of the ecosystem. • To compare and contrast the features of five major biomes of the world – forest, grassland, desert, aquatic, and altitudinal. |

India Physical Environment

| Chapter No. Chapter Name | Specific Learning Objectives | Suggested Teaching Learning Process | Learning Outcomes |
|---------------------------------|--|--|--|
| 1 India- Location | <ul style="list-style-type: none"> To understand the geographical location of India and its significance. | <ul style="list-style-type: none"> On an outline map of India mark all the neighbouring countries and compare the size of India with its neighbours. Make a list of all the states that share common boundary with our neighbouring countries. Mark and label the land boundary and coastline on an outline map of India. On a political map of India mark and label the states and UTs. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Describe the location of India mentioning the surrounding water bodies. Analyse the implications of living in a country with vast longitudinal and latitudinal extent and its impact on the standard time of India. Explain the vastness of India and the diversity that comes along with it. |
| 2 Structure and Physiography | <ul style="list-style-type: none"> To understand the evolution of different geological structures in India. To acquire knowledge about physiographic divisions and their subdivisions. | <ul style="list-style-type: none"> Identify the physiographic and geological region you live in. Discuss the impact of physiography on the development of your region. On an outline map of India mark and label the physiographic divisions of India. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Explain the evolution of various geological structures in different parts of the country. Describe major physiographic divisions and the processes of their formation. |

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| | | | <ul style="list-style-type: none"> Locate the major physical features on the map of India. |
| <p>3</p> <p>Drainage System</p> | <ul style="list-style-type: none"> To understand the drainage system and drainage patterns of Indian rivers. To understand the extent of use ability of river water and the problems associated with it. | <ul style="list-style-type: none"> Have a group discussion in your class about floods-their positive and negative impact. Make a list of east flowing and west flowing rivers of Peninsular region. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Understand the major drainage systems of India. Analyse the causes of river water pollution. Differentiate between Himalayan and Peninsular rivers. |
| <p>4</p> <p>Climate</p> | <ul style="list-style-type: none"> To understand Indian monsoon: and its mechanism. To list the weather conditions that prevail during different seasons. To analyse the variation in distribution of rainfall in India. | <ul style="list-style-type: none"> Students to mark and label the hottest, coldest, driest and wettest place in India. (on a political map) Students should be made to understand Air Quality Index. The Air Quality Index is a way for the government to alert people to the quality of the air and how bad the air pollution is in an area or city. They use colours to help you determine if you should go outside. Green - the air is good. Yellow - the air is moderate | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Discuss the factors affecting climate of the country and its effect on country's economic life. Understand the annual cycle of four main seasons in India. Able to realise the causes and problems of climate changes. Able to understand the concept of Global Warming. |

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| | | <ul style="list-style-type: none"> • Orange - the air is unhealthy for sensitive people like the elderly, children, and those with lung diseases. • Red – Unhealthy • Purple - Very unhealthy • Maroon - Hazardous | |
| <p style="text-align: center;">5</p> <p>Natural Vegetation</p> | <ul style="list-style-type: none"> • To understand the relationship between vegetation belts and the climate. | <ul style="list-style-type: none"> • Students would be able to enhance their communication skills by debating on positive and negative impact of human activities on forest cover and wildlife. • To mark all major types of forests on a map of India. • Class can be divided into groups to collect information about people's (common man) participation in the conservation of forests and wildlife. | <p>At the completion of this topic the students will be able to:</p> <ul style="list-style-type: none"> • The students will be able to recognise the importance of forest cover in the country and its spatial distribution. • They will learn about number of species of plants and animals in India. • They will appreciate the efforts in conservation of forests and wild life. |
| <p style="text-align: center;">6</p> <p>Natural Hazards and Disasters</p> <p>(To be tested through internal assessment in the</p> | <ul style="list-style-type: none"> • To make students aware about natural hazards and disasters happening in various parts of the country, their impact and ways to mitigate the damage caused by them. | <ul style="list-style-type: none"> • Divide your class into groups and allocate one disaster to each group. • Every group should think of themselves as living in a disaster prone area of their allocated topic. | <p>At the completion of this topic the students will be able to:</p> <ul style="list-style-type: none"> • Classifies different types of hazards and disasters. • Describes causes effects and mitigation policy for various natural disasters. |

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| form of Projects and presentation) | | <ul style="list-style-type: none"> All groups would give a presentation on causes ,impact and risk reduction of that disaster. | <ul style="list-style-type: none"> Able to identify and locate regions prone to different disasters on the map. Understands the concept of disaster management. |
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Map Items for locating and labelling on outline political World Map

Fundamentals of Physical Geography

| Chapter No Chapter Name | Map Work |
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| <p style="text-align: center;">4</p> <p>Distribution of oceans and continents</p> | <ul style="list-style-type: none"> Political Map of all Continents of the world. Major Oceans of the world: Indian Ocean, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean Major lithospheric plates and Minor lithospheric plates, Ring of fire (Pacific Ocean), Mid-Atlantic Ridge. |
| <p style="text-align: center;">9</p> <p>Atmospheric Circulations and Weather Systems</p> | <p>Major Hot Deserts of the world:</p> <ul style="list-style-type: none"> Mojave Desert- Nevada, US Patagonian Desert- Argentina Sahara- Africa Gobi Desert- Mongolia, Asia Thar desert- India Great Victoria desert- Australia |

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| <p style="text-align: center;">12</p> <p>Water (Oceans)</p> | <ul style="list-style-type: none"> • Major Seas • Black sea • Baltic sea • Caspian Sea • Mediterranean Sea • North Sea • Red sea • Bay of Fundy (Canada)-Famous for the highest tides in the world |
| <p style="text-align: center;">13</p> <p>Movements of Ocean Water</p> | <p>OCEAN CURRENTS-Cold currents</p> <ul style="list-style-type: none"> • Humboldt c. • California c. • Falkland c. • Canaries c. • West Australian c. • Oyashio c. • Labrador c. <p>Warm currents</p> <ul style="list-style-type: none"> • Alaska c. • Brazilian c. • Aughlas c. • Kuroshio c. • Gulf stream c. |
| <p style="text-align: center;">14</p> | <p>Ecological hotspots</p> <ul style="list-style-type: none"> • Eastern Himalaya, India |

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| Biodiversity and Conservation | <ul style="list-style-type: none"> • Western ghats, India • Indonesia, Asia • Eastern Madagascar, Africa • Upper Guinean forests, Africa • Atlantic forest, Brazil • Tropical Andes |
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Map Items for locating and labelling on outline political map of India

India Physical Environment

| Chapter No and Name | Map Work |
|---|---|
| 1 India- Location | <ul style="list-style-type: none"> • Latitudinal extent of India • Longitudinal extent of India • Standard Meridian of India • Important latitude passing through India (Tropic of Cancer) • Southern Most Point of main land of India (Kanya Kumari) |
| 2 Structure and Physiography | <ul style="list-style-type: none"> • Mountains: Karakoram Range, Garo- Khasi- Jaintia hills, Aravalli Range, Vindhyan Range, Satpura Range, Western ghats & Eastern ghats • Peaks: K2, Kanchenjunga, Nandadevi, Nanga Parvat, Namcha Barwa and Anaimud • Passes: Shipkila, Nathula, Palghat, Bhor ghat and Thal ghat • Plateaus: Malwa, Chhotnagpur, Meghalaya and Deccan Plateau. • Coastal Plains: Saurashtra, Konkan, North and South Kanara, Malabar, Coromandel and Northern Circars |

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| | <ul style="list-style-type: none"> • Islands: Andaman & Nicobar Islands and Lakshadweep Islands |
| <p>3</p> <p>Drainage System</p> | <ul style="list-style-type: none"> • Rivers: Brahmaputra, Indus, Satluj, Ganga, Yamuna, Chambal, Damodar Mahanadi, Krishna, Kaveri, Godavari, Narmada, Tapti and Luni • Lakes: (Identification)Wular, Sambhar, Chilika, Kolleru, Pulicat & Vembanad • Straits, Bays , Gulfs: Palk Strait, Rann of Kachch, Gulf of Kachch, Gulf of Mannar & Gulf of Khambat |
| <p>4</p> <p>Climate</p> | <ul style="list-style-type: none"> • Area with highest temperature in India • Area with lowest temperature in India • Area with highest rainfall in India • Area with lowest rainfall in India |
| <p>5</p> <p>Natural Vegetation</p> | <p>(Identification on an outline map of India) Tropical evergreen, Tropical deciduous, Tropical thorn, Montane and Littoral/Swamp forests. Wildlife reserves: (locating and labeling)</p> <ul style="list-style-type: none"> • National Parks: Corbett, Kaziranga, Ranthambore. Shivpuri, Simlipal • Bird Sanctuaries: Keoladev Ghana and Ranganathitto • Wild life Sanctuaries: Periyar, Rajaji, Mudumalai, Dachigam, |

Guidelines for Internal Assessment/ Geography Practical

1. A practical file must be prepared by students covering all the topics prescribed in the practical syllabus.
2. The file should be completely handwritten with a cover page, index page and acknowledgment.
3. All practical works should be drawn neatly with appropriate headings, scale, index etc. Data can be taken from the NCERT text book.
4. The practical file will be assessed at the time of term end practical examinations.
5. A written exam of 25 marks will be conducted based on prescribed practical syllabus.
6. Viva will be conducted based on practical syllabus only.
7. Written Exam - 25 Marks
8. Practical file - 03 Marks
9. Viva - 02 Marks

CLASS XII

NCERT Prescribed Textbook

1. Fundamentals of Human Geography
2. India - People and Economy
3. Practical work in Geography- Part II

Links for Rationalised 2023-24 NCERT textbooks:

1. <https://ncert.nic.in/textbook.php?legy1=0-8>
2. <https://ncert.nic.in/textbook.php?legy2=0-9>
3. <https://ncert.nic.in/textbook.php?legy3=0-6>

Note:

1. The above textbooks are also available in Hindi medium.
2. Kindly refer to the latest editions of all NCERT Textbooks.

**COURSE STRUCTURE
CLASS XII**

Fundamentals of Human Geography

| Chapter No. | Chapter Name | No. of periods | Marks allotted |
|-----------------|--|----------------|----------------|
| Unit I | | | |
| 1 | Human Geography | 7 | 3 |
| Unit II | | | |
| 2 | The World Population Density Distribution and Growth | 9 | 8 |
| 3 | Human Development | 7 | |
| Unit III | | | |
| 4 | Primary Activities | 12 | 19 |
| 5 | Secondary Activities | 10 | |
| 6 | Tertiary and Quaternary Activities | 10 | |
| 7 | Transport, Communication and Trade | 15 | |

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| 8 | International Trade | 10 | |
| Map Work (Based on identification of features on World Political Map) | | 10 | 5 |
| Total | | 90 | 35 |

India People and Economy

| Chapter No. | Chapter Name | No. of Periods | Marks allotted |
|-----------------|--|----------------|----------------|
| Unit I | | | |
| 1 | Population Distribution Density Growth and Composition | 10 | 5 |
| Unit II | | | |
| 2 | Human Settlements | 8 | 3 |
| Unit III | | | |
| 3 | Land Resources and Agriculture | 9 | 10 |
| 4 | Water Resources | 9 | |
| 5 | Mineral And Energy Resources | 9 | |
| 6 | Planning and Sustainable Development in Indian Context | 7 | |
| Unit IV | | | |

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| 7 | Transport and Communication | 11 | 7 |
| 8 | International Trade | 9 | |
| Unit V | | | |
| 9 | Geographical Perspective on selected issues and problems | 8 | 5 |
| Map Work (Based on Marking and labelling on a political Map of India) | | 10 | 5 |
| Total | | 90 | 35 |

Geography Practical-II

| Chapter No. | Chapter Name | Period | Marks allotted |
|--|----------------------------------|-----------|----------------|
| 1 | Data-its source and Compilation | 5 | 18 |
| 2 | Data Processing | 8 | |
| 3 | Graphical representation of Data | 15 | |
| 4 | Spatial Information Technology | 12 | 7 |
| Practical Record Book and Viva Voce | | | 5 |
| Total | | 40 | 30 |

COURSE CONTENT
CLASS XII

Fundamental of Human Geography

| Chapter No. and Name | Specific Learning Objectives | Suggested Teaching Learning Process | Learning Outcomes |
|---|---|--|---|
| <p style="text-align: center;">1</p> <p>Human Geography</p> | <ul style="list-style-type: none"> To define Human Geography and describe the nature and scope of Human Geography as a discipline. | <ul style="list-style-type: none"> Case Study on determinism and possibilism given in NCERT to be used to explain the concept. Prepare a concept map of the chapter explaining the following: Definition of Human Geography, nature, scope, schools of thought, branches of Human Geography. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Define the term Human Geography Elucidate the Interdependence between Nature and Human beings. State the fields and subfields of Human Geography and its relation with other branches of Social Sciences. Differentiate between Environmental Determinism and Possibilism. Explain Neo-determinism with examples from real life. |
| <p style="text-align: center;">2</p> <p>The World Population - distribution, density and growth</p> | <ul style="list-style-type: none"> To familiarize learners with some basic concepts of Population Geography. To understand the patterns of population distribution in the | <ul style="list-style-type: none"> On a world map mark and label ten most populous countries of the world. Class discussion on how science and technology helped in population growth. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Calculate density of population, birth rate and death rate. |

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| | <p>world and correlate the factors influencing population distribution.</p> | <ul style="list-style-type: none"> List the reasons for human migration. On the world map identify the countries of Europe and Asia with negative growth rate of population and African countries with growth rate of population more than three percent. Students can be asked to find out the density of population of their respective state/district/city. Case Study on Thomas Malthus (optional) Prepare a glossary | <ul style="list-style-type: none"> Name and define the components responsible for population change. Understand the stages of population growth in the world using Demographic Transition Theory. Suggest measures to control population growth. Define the following terms: Growth of population, Natural growth of population, Positive growth of population, Negative growth of population |
| <p style="text-align: center;">3</p> <p style="text-align: center;">Human Development</p> | <ul style="list-style-type: none"> To understand the concept human development introduced by Dr. Mehbub Ul Haq and Prof. Amartya Sen. | <ul style="list-style-type: none"> The lesson can be introduced by asking students to discuss with their peer group What is a meaningful life? Discuss with your peer how Beti Bachao and Beti padhao programme introduced by the Government of India can | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Differentiate between growth and development Explain the three basic indicators of human development and measure the level of Human Development. Describe Human Development Index published by UNDP. |

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| | | <p>address the issue of declining sex ratio and make life more meaningful for girls.</p> <ul style="list-style-type: none"> • Enact a play to show how choices get limited due to lack of capability in areas of income, health care and education. • Interview a lady vegetable vendor, cobbler and a sweeper in the community and note how their opportunities were limited because of gender, caste and income. | <ul style="list-style-type: none"> • Compare HDI with Human Poverty Index. • Explain the key pillars of human development with examples. • Compare Income approach, Welfare approach, Basic Needs approach and capability approach to understand the concept Human Development. • To categories countries on the basis of their HDI and explain their characteristics. |
| <p>4</p> <p>Primary Activities</p> | <ul style="list-style-type: none"> • To understand various categories of economic activities. • To describe Primary activities and relate the physical and social factors that affect the type of primary activities practised in different regions of the world. • To explain main features of different types of agricultural system practised in the world. | <ul style="list-style-type: none"> • Class discussion: Why are people in coastal areas and plains engaged in fishing and agriculture? • Describe the life of a nomadic herder. • Mark and label the following on an outline world map: <ul style="list-style-type: none"> a. Major areas of subsistence gathering b. Major areas of nomadic herding of the world | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Define the following terms: Economic activities, Primary activities, Red Collar Worker, Pastoral Nomadism • Explain food gathering as an economic activity. • Distinguish between pastoral nomadism and commercial livestock rearing. • Differentiate between primitive subsistence and intensive subsistence farming. |

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| | | <p>c. Major areas of commercial livestock rearing</p> <p>d. Major areas of extensive commercial grain farming</p> <p>e. Major areas of mixed farming of the World</p> | <ul style="list-style-type: none"> • Describe the characteristic features of plantation agriculture as a type of commercial farming. • Analyse why is there low yield per acre but high yield per person in areas of extensive grain cultivation. • Compare and contrast the farming practices in the developed urban areas of the world. • Analyse how the model of Kolkhoz introduced in the erstwhile USSR boost agricultural production. • Examine the reasons for success of cooperative farming in the European countries. • Differentiate between open cast mining and shaft mining. • Discuss how mining can have impact on humans and environment. |
| <p>5</p> <p>Secondary Activities</p> | <ul style="list-style-type: none"> • To develop understanding of secondary activities with | <ul style="list-style-type: none"> • The students can be asked to prepare a list of factory made goods they use in their daily life | <p>At the completion of this unit students will be able to:</p> |

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| | <p>emphasis on manufacturing industries.</p> <ul style="list-style-type: none"> To give an overview of manufacturing processes, types, its significance and recent changes. | <p>and categorize them as biodegradable and non-biodegradable.</p> <ul style="list-style-type: none"> List out ten global brands, their logos and products. The students can be taken out for a visit to local industry and asked to prepare a report on their observations regarding raw material used, finished product, production process, labour inputs, environmental impact and social responsibility. The students can be asked to prepare a sketch, poster, poem or write-up about the environmental conditions surrounding an industry. | <ul style="list-style-type: none"> Explain key concepts such as, large-scale manufacturing, high technology industry, organizational set up, foot-loose industries, Agri business etc. Identify and explain the factors affecting the location an industry. Differentiate between different types of industries on the basis of size, raw material, ownership and output. Differentiate between cottage industry and small scale industry. Explain the importance of high-tech industries and reason for them being attracted to the peripheral areas of major metropolitan cities. Compare large scale industry and modern high tech industry with examples Understands and analyses the interrelationship between industrial development and standard of living. |
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| <p style="text-align: center;">6</p> <p style="text-align: center;">Tertiary and Quaternary Activities</p> | <ul style="list-style-type: none"> • To understand different types of tertiary activity and its importance in the economy. | <ul style="list-style-type: none"> • Make a list of economic activities under different categories. • Make a list of departmental stores and chain stores that you visit regularly. • Class discussion on: How convenient and beneficial the fast-growing service sector in the world. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast traditional and modern economic activities. • Students correlate tertiary activities and their role in the economic development of a country. • Describe different types of tertiary activities. • Discuss different types of trading centres found in rural and urban areas and role played by them in local economy. • Describe quinary activities and its role in advanced economies. • Discuss how tertiary, quaternary and quinary activities have replaced jobs in primary and secondary sectors. • Define the following terms: BPO, Outsourcing, KPO, Departmental Store, Chain Store, Wholesale trading |
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| <p style="text-align: center;">7</p> <p style="text-align: center;">Transport and Communication</p> | <ul style="list-style-type: none"> • To acquire knowledge about various modes of transport in different continents. • To compare and synthesize the information about major transport routes around the globe. • To understand the development of communication networks and their impact on the modern world. | <ul style="list-style-type: none"> • Students can be asked to do a survey of their class about the means of transport being used by students to reach school. Prepare a Bar diagram with the help of the data collected. • Analyze the connection between physical landscape and development of various modes of transport • Mark and label the terminal stations of Trans-Siberian Railway, Trans Canadian Railway and Trans Australia Railway on an outline world map. • Draw a sketch map of Suez Canal, Panama Canal, St Lawrence Sea ways and Rhine waterways, and mark them on an outline map of the world. • On an outline map of the world mark and label the following major airports of each continent: <ol style="list-style-type: none"> a. Asia: Tokyo, Beijing, Mumbai, Jeddah, Aden Africa: Johannesburg & Nairobi | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast various modes of transport. • Explain the relationship of transport and communication networks to economic development of a region. • Describe the major highways and major rail networks of different continents. • Discuss the location and economic significance of Trans-Siberian Railway, Trans Canadian Railway, The Union and Pacific Railway and Trans Australian Railway. • Describe the location and the economic importance of the major sea routes of the world. • Discuss how Suez Canal and Panama Canal serve as major gateways of commerce for both the eastern and the western world. • Discuss how the modern communication systems have |
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| | | <p>b. Europe: Moscow, London, Paris, Berlin and Rome</p> <p>c. North America: Chicago, New Orleans, Mexico City</p> <p>d. South America: Buenos Aires, Santiago</p> <p>Australia: Darwin and Wellington</p> | made the concept of global village a reality. |
| <p>8</p> <p>International Trade</p> | <ul style="list-style-type: none"> Familiarize the students with the basic concepts and principles of International trade. To understand the basis of International trade, Balance of trade and types of International trade. Gain knowledge about the concept of Dumping. To outline the historical perspective of globalization and Role of WTO, its functions and its implications on the world trade. | <ul style="list-style-type: none"> Discuss: How International trade was carried out in the past vis-a-vis present times. Study the data given on table 9.1 and compare world import and export to calculate balance of trade and analyse its implication. Read the case Study on dumping and discuss how dumping is becoming a serious concern among trading nations. Prepare a concept map of the chapter. Mark and label the headquarter of WTO on an outline world map. Mark and label the following major sea ports of the world: | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Define international trade and describe how it impacts various countries. Describe the basis of International Trade. Discuss types of and aspects International trade. Explain the term Dumping, Trade liberalisation and Globalisation. Discuss the impact of WTO on current global trade. |

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| | <ul style="list-style-type: none"> Examine the importance of sea ports as Gateways of International trade | <ol style="list-style-type: none"> Europe: North Cape, London, Hamburg North America: Vancouver, San Francisco, New Orleans South America: Rio De Janeiro, Colon, Valparaiso Africa: Suez and Cape Town Asia: Yokohama, Shanghai, Hong Kong, Aden, Karachi, Kolkata Australia: Perth, Sydney, Melbourne | <ul style="list-style-type: none"> Evaluate how international trade can be detrimental to some nations. Analyse how sea ports act as chief gateways of International trade. |
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India People and Economy

| Chapter No. Chapter Name | Specific Learning Objectives | Suggested Teaching Learning Process | Learning Outcomes |
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| 1 Population: Distribution Density, Growth and Composition | <ul style="list-style-type: none"> To correlate population distribution and density with the physiography of India. To familiarize students with the demographic attributes of India | <ul style="list-style-type: none"> Learner may be asked to refer to an Atlas to correlate relief map of India and map of population distribution and density and write their observation and share with their classmates. Prepare a choropleth map showing the state wise density of population of India. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Differentiate between distribution of population and density of population. Define: Physiological Density, Agricultural Density, Population doubling time, Working Population, Participation Rate, Main Worker, Marginal Worker, |

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| | | <ul style="list-style-type: none"> • Represent the data on decadal growth rate (given on page 5 NCERT) in India using suitable statistical diagram. • Refer to Census of India website to collect data on population of India. • Prepare a dot map showing the distribution of India's Population. • Compare the growth rate of population of different states between 1991-2001 and 2001-2011. | <p>Rural Population, Urban Population, Adolescent Population.</p> <ul style="list-style-type: none"> • Discuss the factors responsible for uneven distribution of population in India. • Explain trends of population growth in India since 1901. • Describe rural-urban population composition, religious composition linguistic composition and sectoral composition of work force in India. • Discuss the occupational structure of India's population. |
| <p>2</p> <p>Human Settlements</p> | <ul style="list-style-type: none"> • To understand how the form and size of settlement of any particular region reflects human relationship with the environment. | <ul style="list-style-type: none"> • The students will prepare a line graph to show the growth of urban population in India since 1901. • The students will mark and label the million plus cities of all the states on a political map of India. • Case Study: Amravati | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between rural and urban settlement. • Describe the factors that govern the types of rural settlement in India. • Compare and contrast clustered, semi clustered, Hamleted and dispersed settlement with examples. |

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| | | https://smartcities.gov.in/sites/default/files/SmartCityGuidelines.pdf https://assccl.ap.gov.in/ASSCCL/vies/V1/Home.aspx | <ul style="list-style-type: none"> Describe the evolution of towns in India since prehistoric times. Classify towns on the basis of their functions. |
| <p style="text-align: center;">3</p> <p>Land Resources and Agriculture</p> | <ul style="list-style-type: none"> To familiarise students with the land-use categories as maintained in the land revenue records. To analyse the changes in land-use pattern registered in India due to change in shares of primary, secondary and tertiary sectors in GDP. | <ul style="list-style-type: none"> The students will study and document the land use around their school and speak to their elders to find out changes registered in land use. The students will read and interpret the bar graph (fig 5.1) comparing the changes in land use in India between 1950-51 and 1914-15. Using the data given in the appendix (vi) the students will Work out the actual increase and rate of increases for all the land use categories between 1950–51 and 2014–15. The students will prepare pie graphs to show the land use categories in 1950-51 and 1914-15. Prepare a pie chart showing the composition of total cultivable land in the country. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Name and define the land use categories. Compare the Changes in shares of Land-use Categories in India between 1950 and 2014. Discuss the importance of common property resources for the community. Compare dryland and Wetland farming and evaluate its importance. Compare the geographical conditions required for the growth of the following crops and their distribution/growing areas. |

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| | | <ul style="list-style-type: none"> • The students will calculate cropping intensity using data from table 5.1 • The students will represent the geographical conditions required for the growth of different crops in a tabular form and compare them. • On political map of India the students will mark and label three largest producing states of Rice, Wheat, Jowar, Pulses, Oilseeds, Cotton, Jute, Sugarcane, Tea and Coffee. | <ul style="list-style-type: none"> • Rice, Wheat, Jowar, Pulses, Oilseeds, Cotton, Jute, Sugarcane, Tea, Coffee • Evaluate technological developments that have taken place in Indian agriculture since Independence. • Discuss the challenges faced by the Indian farmers and suggest measures to overcome them. |
| <p style="text-align: center;">4</p> <p>Water Resources</p> | <ul style="list-style-type: none"> • To familiarise students about the water resources available in India and the factors that determine spatial distribution of the available water resources in the country and its utilization. | <ul style="list-style-type: none"> • List out the major sources of water. • Discuss the interrelationship between physical and human environment and their impact from local to global. • Ralegan Siddhi case study to be discussed to understand the holistic impact of Watershed development in any place. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Describes the available water resources in India. • Evaluates the water demand and supply in India. • Discuss the reasons for water scarcity in the country. • Discuss water resources in India, its geographical distribution, sectoral utilization, and methods of its conservation and management. |

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| | | <ul style="list-style-type: none"> Students can also be encouraged to see the stories of Haryali, Neeru-Meeru (Water and You) programme (in Andhra Pradesh) and Arvary Pani Sansad (in Alwar, Rajasthan) | <ul style="list-style-type: none"> Recognize various emerging water problems and analyse the causes for deterioration of quality of water. Evaluate the scope to use rainwater harvesting techniques to conserve precious water resources. |
| <p style="text-align: center;">5</p> <p>Mineral and energy resources</p> | <ul style="list-style-type: none"> To know about distribution of various minerals in the world. To understand and realize the importance of minerals in human life. To create an awareness about nature of different minerals and how to sustain them for the future. | <ul style="list-style-type: none"> The students should be encouraged to read newspaper regularly and discuss environmental impact of mining. The students should create awareness in school through posters and role play about the use of renewable resources and conservation of energy resources Prepare a table to present the spatial pattern of the following minerals under the given headings: (Properties, Total Reserves, Distribution, Mines) Iron Ore, Manganese, Bauxite, Copper, Mica, Coal, Petroleum and natural Gas. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Classify minerals on the basis of chemical and physical properties. Describe the major mineral belts of India and mark them on an outline map of India. Describe different types of non-conventional mineral resources. Analyse why the renewable energy resources will be the future source of resources. Suggest measures to conserve our non-renewable resources. On an outline political Map of India mark and label the following: <ul style="list-style-type: none"> a. Iron-ore mines: Mayurbhanj, Bailadila, Ratnagiri, Bellary |

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| | | | <ul style="list-style-type: none"> b. Manganese mines: Balaghat, Shimoga c. Copper mines: Hazaribagh, Singhbhum, Khetari d. Bauxite mines: Katni, Bilaspur and Koraput e. Coal mines: Jharia, Bokaro, Raniganj, Neyveli f. Oil Refineries: Mathura, Jamnager, Barauni |
| <p style="text-align: center;">6</p> <p>Planning and sustainable development in Indian Context</p> | <ul style="list-style-type: none"> • To understand the need for centralised planning (sectoral planning and regional planning) to accelerate uniform economic development over space as well the role of NITI Aayog. | <ul style="list-style-type: none"> • Case Study – Integrated Tribal Development Project in Bharmaur Region. • Case Study- Indira Gandhi Canal (Nahar) Command Area. • Critically evaluates the need for, aims of, and impacts of irrigation on Indira Gandhi Canal (Nahar) Command Area. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Develop an understanding about various types of planning. • Justify the need for target areas and target groups planning by the Planning Commission with examples. • Explains the aims and approaches of the Hill Area Development Programme, Drought prone area Programme. • Critically evaluate the aims and social benefits of ITDP in the Bharmaur tribal region. • Evaluate the measures that can be taken to promote sustainable development in Indira Gandhi Canal Command Area. |

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| <p style="text-align: center;">7</p> <p>Transport and Communication</p> | <ul style="list-style-type: none"> • To acquire knowledge about various means of transport spread in different parts of India. • To compare and correlate various modes of transport to the physical regions of India. • To evaluate the impact of transport and communication networks on the development of our nation. | <ul style="list-style-type: none"> • Draw a flow chart to show the means of transportation. • Collect information on Metro rail of India and discuss in the classroom. • Prepare a concept map showing different means of transportation, its advantages and disadvantages. • Collect information on Bharatmala and Setubharatam Pariyojana and share it with your peer group. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Develops an understanding about various means of transport being used in different parts of India. • Analyze the impact of the physical environment on development of various modes in different regions. • Describe different types of highways found in different parts of our country. • Discuss the role of Indian Railways in the growth of India's economy with focus on recent technological advancements. • Describe the five National Waterways of our country. • Discuss the role of OIL and Gail in development of gas pipelines in India. • Discuss reasons for the state wise variation in road density in India. |
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| | | | <ul style="list-style-type: none"> • Elucidate the impact of modern communication networks in our life. • Mark and label the following on an outline political map of India: Terminal stations of north south corridor, East west corridor & golden quadrilateral |
| <p style="text-align: center;">8</p> <p style="text-align: center;">International Trade</p> | <ul style="list-style-type: none"> • To familiarise students about the changes that have taken place in India's international trade in terms of volume, composition and direction. | <ul style="list-style-type: none"> • Study the graph (11.1) showing India's import and export and comment on India's balance of trade. • Make a list of items that are in India's import and export basket. • Make a list of India's major trading partners and identify these countries on a world map. • Name the nearest domestic and international airports from your school. • Study fig 11.5 and Identify four cities from where maximum number of air routes converge. | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Give reasons for changing pattern of the composition of India's import and export. • Discuss the strategies adopted by India to double its share in the international trade. • Evaluate the role of sea ports as gateways of international trade with examples. • Mark and label the major sea ports and airports on an outline map of India. • Major Sea Ports: Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia |

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| | | Discuss the reasons for the same with your classmates. | <ul style="list-style-type: none"> ● International Air ports: Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram & Hyderabad. |
| <p>9</p> <p>Geographical Perspective on selected issues</p> | <ul style="list-style-type: none"> ● To explain the causes and consequences of different types of pollution in India and suggest the measures to control it. | <ul style="list-style-type: none"> ● List the major sources of water pollution, air pollution, noise pollution and land pollution. ● Identify the most polluted stretch of river Ganga and river Yamuna on an outline map. ● Look into the dustbin in your school and make a list of solid waste generated by students. ● Prepare a poster to create awareness about Namami Gange Programme. ● Speak to a rag picker and try to find out what he/she does with the waste. | <p>At the completion of this topic the students will be able to:</p> <ul style="list-style-type: none"> ● Classify types of pollution based on the medium through which pollutants are transported and diffused. ● Explain various sources of pollution and summarise the state of water, air, land and noise pollution in India. ● Analyse the rural-urban migration and its role in pollution. ● Describe the health and social problems of slum dwellers with reference to Dharavi. ● Describe the natural and human causes of land degradation and suggest measures to control land degradation in India. |

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| | | <ul style="list-style-type: none"> • Read the case study of a migrant labourer (Given in NCERT) and enact his/her life in your classroom. | <ul style="list-style-type: none"> • Suggest measures to control different types of pollutions and evaluate the effectiveness of the Swachh Bharat Mission. • Discuss the problems related to urban waste disposal and suggest measures to convert waste into wealth. |
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Practical Work in Geography Part II

| Chapter No. and Name | Learning Objectives | Suggested Teaching Learning Process | Learning Outcomes |
|--|---|--|---|
| <p>1</p> <p>Data its source and compilation</p> | <ul style="list-style-type: none"> • To understand the importance of data and its uses in Geography | <ul style="list-style-type: none"> • Collect Primary and Secondary Sources of data from different sources and exhibit in practical file | <ul style="list-style-type: none"> • Define data. • Differentiate between primary and secondary sources of data. • List several sources of data. |
| <p>2</p> <p>Data Processing</p> | <ul style="list-style-type: none"> • To calculate Measures of Central tendency • To Compare Mean, Median And Mode | <ul style="list-style-type: none"> • Calculate Mean, Median and Mode using direct and indirect method | <ul style="list-style-type: none"> • Calculate the mean rainfall of your city • List ten Himalayan peaks with their heights. |

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| | | | <ul style="list-style-type: none"> • Calculate the median height using the data |
| <p>3</p> <p>Representation of data</p> | <ul style="list-style-type: none"> • To represent data graphically using different techniques | <ul style="list-style-type: none"> • Construction of Line Graph • Bar Graph • Poly Graph • Line and Bar Graph • Multiple Bar Diagram • Compound Bar Diagram • Pie Diagram <p><u>Thematic Maps</u></p> <ul style="list-style-type: none"> • Dot Map • Choropleth Map • Isopleth Map | <ul style="list-style-type: none"> • Calculate the median height using the data • Construct a line graph to represent the growth rate of Population in India 1901-2011. • Construct a polygraph to compare the growth of sex ratio in different states. • Construct a line and bar graph to represent the average monthly rainfall and temperature of Delhi. • Construct a multiple bar diagram to represent decadal literacy rate, male literacy and female literacy. • Draw a pie diagram to show India's export to major regions of the world 2010-2011. • Construct a dot map to show India's Population 2011. • Construct a choropleth map to show state wise variation in population density. |
| <p>4</p> <p>Spatial Information Technology</p> | <ul style="list-style-type: none"> • To understand the need to capture data from different sources and integrate them using | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Explain what is Spatial Information Technology or GIS. |

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| | <p>a computer that is supported by geo-processing tools.</p> <ul style="list-style-type: none"> To learn basic principles of the Spatial Information Technology and its extension to the Spatial Information System, which is more commonly known as Geographical Information System. | | <ul style="list-style-type: none"> Describe the advantages of GIS over manual methods. Components of GIS. Spatial Data formats: <ul style="list-style-type: none"> Raster data format Vector data format. Spatial Analysis: <ul style="list-style-type: none"> Overlay and Buffer Analysis. |
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Map Items for identification only on outline political map of the World
Fundamentals of Human Geography

| Chapter No. and Name | Map Items |
|---|--|
| 1 - Human Geography | Nil |
| 2 -The World Population Density Distribution and Growth | Nil |
| 3 - Human Development | Nil |
| 4 - Primary Activities | <ul style="list-style-type: none"> Areas of subsistence gathering (Fig 4.2) Major areas of nomadic herding of the world (4.4) Major areas of commercial livestock rearing (4.6) Major areas of extensive commercial grain farming (4.12) |

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| | <ul style="list-style-type: none"> Major areas of mixed farming of the World (4.14) |
| 5 - Secondary Activities | Nil |
| 6 - Tertiary and Quaternary Activities | Nil |
| 7 - Transport, Communication and Trade | <ul style="list-style-type: none"> Terminal Stations of Transcontinental Railways– Trans-Siberian, Trans Canadian, Trans-Australian Railways <p>Major Sea Ports</p> <ul style="list-style-type: none"> Europe: North Cape, London, Hamburg North America: Vancouver, San Francisco, New Orleans South America: Rio De Janeiro, Colon, Valparaiso Africa: Suez and Cape Town Asia: Yokohama, Shanghai, Hong Kong, Aden, Karachi, Kolkata Australia: Perth, Sydney, Melbourne <p>Major Airports:</p> <ul style="list-style-type: none"> Asia: Tokyo, Beijing, Mumbai, Jeddah, Aden Africa: Johannesburg & Nairobi Europe: Moscow, London, Paris, Berlin and Rome North America: Chicago, New Orleans, Mexico City South America: Buenos Aires, Santiago Australia: Darwin and Wellington <p>Inland Waterways Suez Canal, Panama Canal, Rhine waterways and St. Lawrence Seaways</p> |

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| 8-International Trade | Nil |
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Map Items for locating and labelling on political outline map of India

India - People and Economy

| Chapter No. and Name | Map Items |
|--|---|
| 1-Population Distribution Density Growth and Composition | State with highest population density & state with lowest population density (2011) |
| 2-Human Settlement | Nil |
| 3-Land Resources and Agriculture | Leading producing states of the following crops: (a) Rice (b) Wheat (c) Cotton (d) Jute (e) Sugarcane (f) Tea and (g) Coffee |
| 4-Water Resources | Nil |
| 5-Mineral And Energy Resources | <p>Mines:</p> <ul style="list-style-type: none"> • Iron-ore mines: Mayurbhanj, Bailadila, Ratnagiri, Bellary • Manganese mines: Balaghat, Shimoga • Copper mines: Hazaribagh, Singhbhum, Khetari • Bauxite mines: Katni, Bilaspur and Koraput • Coal mines: Jharia, Bokaro, Raniganj, Neyveli • Oil Refineries: Mathura, Jamnager, Barauni |
| 6-Planning and Sustainable Development in Indian Context | Nil |

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| 7-Transport and Communication | Nil |
| 8-International Trade | <p>Mark and label the major sea ports and airports on an outline map of India.</p> <ul style="list-style-type: none"> • Major Sea Ports: Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia • International Air ports: Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram & Hyderabad. |
| 9-Geographical Perspective on selected issues and problems | Nil |

Guidelines for Internal Assessment/ Geography Practical

- A practical file must be prepared by students covering all the topics prescribed in the practical syllabus.
- The file should be completely handwritten with a cover page, index page and acknowledgment.
- All statistical diagrams and maps should be drawn neatly with appropriate headings, scale, index etc. Data to draw statistical diagrams can be taken from the NCERT text book or Census.
- The practical file will be assessed both by the internal and external examiners at the time of CBSE practical examinations.
- A written exam of 22 marks will be conducted based on the above given practical syllabus on the day of the practical exam.
- Viva will be conducted based on **practical syllabus** only.
- Written Exam - 22 Marks
- Practical file - 05 Marks
- Viva - 03 Marks

Informatics Practices (2023-24)

CLASS XII

Code No. 065

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 networks: 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.

MATHEMATICS (XI-XII)

(Code No. 041)

Session – 2023-24

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 (2023-24)

One Paper

Total Period–240 [35 Minutes each]

Three Hours

Max Marks: 80

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

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

Unit-I: Sets and Functions

1. Sets (20) Periods

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

2. Relations & Functions (20) Periods

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

3. Trigonometric Functions (20) Periods

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

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

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

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

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

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

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

Unit-II: Algebra

1. Complex Numbers and Quadratic Equations (10) Periods

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

2. Linear Inequalities (10) Periods

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

3. Permutations and Combinations (10) Periods

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

4. Binomial Theorem (10) Periods

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

5. Sequence and Series (10) Periods

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

Unit-III: Coordinate Geometry

1. Straight Lines

(15) Periods

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

2. Conic Sections

(25) Periods

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

3. Introduction to Three-dimensional Geometry

(10) Periods

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

Unit-IV: Calculus

1. Limits and Derivatives

(40) Periods

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

Unit-V Statistics and Probability

1. Statistics

(20) Periods

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

2. Probability

(20) Periods

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

MATHEMATICS
QUESTION PAPER DESIGN
CLASS – XI (2023-24)

Time: 3 Hours

Max. Marks: 80

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

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

Choice(s):

There will be no overall choice in the question paper.

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

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

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

CLASS-XII
(2023-24)

One Paper

Max Marks: 80

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

Unit-I: Relations and Functions

1. Relations and Functions **15 Periods**

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

2. Inverse Trigonometric Functions **15 Periods**

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

Unit-II: Algebra

1. Matrices **25 Periods**

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

2. Determinants **25 Periods**

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

Unit-III: Calculus

1. Continuity and Differentiability

20 Periods

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

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

2. Applications of Derivatives

10 Periods

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

3. Integrals

20 Periods

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

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

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

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

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

4. Applications of the Integrals

15 Periods

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

5. Differential Equations

15 Periods

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

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

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

Unit-IV: Vectors and Three-Dimensional Geometry

1. Vectors

15 Periods

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

2. Three - dimensional Geometry

15 Periods

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

Unit-V: Linear Programming

1. Linear Programming

20 Periods

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

Unit-VI: Probability

1. Probability

30 Periods

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

MATHEMATICS (Code No. - 041)
QUESTION PAPER DESIGN CLASS - XII
(2023-24)

Time: 3 hours

Max. Marks: 80

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

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

Choice(s):

There will be no overall choice in the question paper.

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

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

Note: For activities NCERT Lab Manual may be referred.

Conduct of Periodic Tests:

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

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

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

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

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

Assessment of Activity Work:

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

The weightage are as under:

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

Prescribed Books:

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



वसुधैव कुटुम्बकम्
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CBSE

POLITICAL SCIENCE

SYLLABUS 2023-2024

(Code No. 028)

CLASS-XI & XII



TABLE OF CONTENT

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RATIONALE

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

AIMS AND OBJECTIVES

1. Indian Constitution at Work:

- Understand the historical circumstances and the processes in which the Constitution was drafted.
- Be familiar with the diverse perspectives that guided the makers of the Indian Constitution.
- Analyze the working of the three pillars of democracy: Legislature, Executive, and Judiciary and their role with changing times.
- Identify the key features of the Indian Constitution and compare these to other constitutions in the world.

2. Political Theory:

- Recognize the ideas, concepts, and values inherent in the political life of a citizen.
- Systematic reflection and critical analysis of the political phenomenon.
- Provides a clarity on what is 'political' in relation to 'social', 'economic', 'moral', and the like.
- Augment the ability of students to build a good state in a good society, and create processes, procedures, institutions, and structures which could be rationally achievable.

3. Contemporary World Politics

- Enables an understanding of the nature of political interactions amongst the sovereign states in the World.
- Trace the key political events and processes in the post-cold war era.
- Analyze the all-encompassing impact of various global institutions, processes, and events.
- Promote international understanding and respect for humanity.

4. Politics in India since Independence

- Understand and analyze constitutional institutions and their working in the post-independence era.
- Appreciate the contribution of political leaders in Nation Building.
- Develop the capacity to link Government structure, processes, and their policies with contemporary political realities.
- Acquaint the students to the changing trends and developments in India.

CLASS XI

Links for Rationalised 2023-24 NCERT Political Science textbooks:

1. <https://ncert.nic.in/textbook.php?keps1=ps-8>
2. <https://ncert.nic.in/textbook.php?keps1=0-8>

CBSSE

CLASS XI

COURSE STRUCTURE

| Chapter No. | Chapter Name | No. of Periods | Marks Allotted |
|---|------------------------------------|----------------|----------------|
| PART A- INDIAN CONSTITUTION AT WORK | | | |
| 1 | Constitution: Why and How? | 12 | 8 |
| 2 | Rights in the Indian Constitution | 8 | |
| 3 | Election and Representation | 14 | 6 |
| 4 | Executive | 14 | 12 |
| 5 | Legislature | 14 | |
| 6 | Judiciary | 14 | |
| 7 | Federalism | 14 | 6 |
| 8 | Local Governments | 10 | 4 |
| 9 | Constitution as a Living Document | 6 | 4 |
| 10 | The Philosophy of the Constitution | 6 | |
| No. of periods & marks allotted to Indian Constitution at Work | | 112 | 40 |
| PART B-POLITICAL THEORY | | | |
| 1 | Political Theory: An Introduction | 8 | 4 |
| 2 | Freedom | 10 | 12 |
| 3 | Equality | 12 | |
| 4 | Social Justice | 12 | 6 |
| 5 | Rights | 14 | 4 |
| 6 | Citizenship | 12 | 8 |
| 7 | Nationalism | 15 | |
| 8 | Secularism | 16 | 6 |
| No. of periods & marks allotted for Political Theory | | 99 | 40 |
| Total | | 211 | 80 |

CLASS XI

COURSE CONTENT

| Chapter No. and Name | Specific Learning Objectives | Suggested Teaching Learning Process | Learning Outcomes with Specific Competencies |
|---|---|--|--|
| PART A-INDIAN CONSTITUTION AT WORK | | | |
| <p style="text-align: center;">1</p> <p><u>Constitution: Why and How?</u></p> <p>a) Why do we need a Constitution?</p> <ul style="list-style-type: none"> • Constitution allows coordination and assurance • Specification of decision-making powers • Limitations on the powers of government • Aspirations and goals of a society • Fundamental identity of a people <p>b) The authority of a Constitution</p> <ul style="list-style-type: none"> • Mode of promulgation • The substantive provisions of a constitution • Balanced institutional design | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Key aspects of the working of the Constitution. • Various Institutions of the government in the country and their relationship with each other. • Conditions and circumstances in which the Constitution of India was made. • Key features of the Indian Constitution and other Constitutions of the world. | <p>Comparative Analysis: <i>Different constitutions</i></p> <p>Reading of the Preamble</p> <p>Group Discussions and Debates: <i>What happens in an organization in the absence of a set of rules and regulations to run it?</i></p> <p><i>How far our National Movement influenced the framing of our Constitution?</i></p> <p>Timeline/Flowchart</p> <p>Question strategy</p> <p>Quiz</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the need for a Constitution. • Understand the historical processes and the circumstances in which the Indian Constitution was drafted. • Critically evaluate how constitutions, govern the distribution of power in society. • Analyze the ways in which the provisions of the Constitution have worked in real political life. |

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| <p>c) How was the Indian Constitution made?</p> <ul style="list-style-type: none"> • Composition of the Constituent Assembly • Procedures • Inheritance of the nationalist movement • Institutional arrangements <p>d) Provisions adapted from Constitutions of different countries</p> | | | |
| <p style="text-align: center;">2</p> <p style="text-align: center;"><u>Rights in the Indian Constitution</u></p> <p>a) The importance of rights</p> <ul style="list-style-type: none"> • Bill of Rights <p>b) Fundamental rights in the Indian Constitution</p> <ul style="list-style-type: none"> • Right to Equality • Right to Freedom • Right against Exploitation • Right to Freedom of Religion • Cultural and Educational Rights • Right to Constitutional Remedies <p>c) Directive principles of state policy</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Fundamental Rights enshrined in the Constitution of India • Manner of protection of rights • Role of the Judiciary in protecting and interpreting these rights • Comparison between Fundamental Rights and the Directive Principles of State Policy. | <p>Discussion: <i>Rights, the type of rights, why some rights are considered as fundamental?</i></p> <p>Lecture method</p> <p>Comparative analysis: <i>Rights guaranteed in India and other countries</i></p> <p>Brain storming: <i>Whether directive principles should take precedence over fundamental rights?</i></p> <p>Drama production</p> | <p>After completion of the chapter students will be able to:</p> <ul style="list-style-type: none"> • Analyze the working of the Constitution in real life • Learn to respect others, think critically, and make informed decisions • Identify violations of the rights to equality and freedom in the society around them |

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| <ul style="list-style-type: none"> • what do the directive principles contain? d) Relationship between fundamental rights and directive principles | | <p>Collage-Making: <i>Violations of rights</i></p> | <ul style="list-style-type: none"> • Justify the need for reasonable restrictions on the rights guaranteed. • Use freedom of expression to advocate for ensuring rights is given to people around them. |
| <p style="text-align: center;">3</p> <p><u>Election and Representation</u></p> <p>a) Elections and democracy</p> <p>b) Election system in India</p> <ul style="list-style-type: none"> • First Past the Post System • Proportional Representation <p>c) Why did India adopt the FPTP system?</p> <p>d) Reservation of constituencies</p> <p>e) Free and fair elections</p> <ul style="list-style-type: none"> • Universal franchise and right to contest • Independent Election Commission <p>f) Electoral Reforms</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Election process in India • Structure and functions of the Election Commission of India • Rationale of Free and Fair elections. • Need for electoral reforms. | <p>Conducting mock elections</p> <p>Comparative analysis: <i>Election processes of different countries</i></p> <p>Reflecting on cartoons/ caricatures</p> <p>Group discussion: <i>Challenges and reforms</i></p> <p>Reflective inquiry: Recapitulating known facts</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Identify different types and methods of election • Develop critical thinking about the role of various stakeholders in ensuring free and fair elections. • Demonstrate the innate role played by Election Commission • Compare election systems of different countries of the world. |

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| <p style="text-align: center;">4</p> <p style="text-align: center;"><u>Executive</u></p> <p>a) What is an executive? b) What are the different types of executives? c) Parliamentary executive in India</p> <ul style="list-style-type: none"> • Power and position of President • Discretionary Powers of the President <p>d) Prime Minister and Council of ministers e) Permanent Executive: Bureaucracy</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Meaning of Executive • Distinction between Parliamentary and Presidential forms of Executive • Power and position of the President of India. • Composition, powers and functioning of the Council of Ministers and the importance of the Prime Minister • Importance and functioning of the administrative machinery. | <p>Comparative Analysis: <i>Different forms of Executive</i></p> <p>Interpretation of Cartoons/ caricatures</p> <p>Discussion and Debate: <i>Powers and functions of the Real and Nominal Executive</i></p> <p>Quiz</p> | <p>After completion of the chapter the student will be able to:</p> <ul style="list-style-type: none"> • Recognize the meaning of Executive. • Compare and contrast the Parliamentary and Presidential Executive. • Analyze the composition and functioning of the executive. • Know the significance of the administrative machinery. |
| <p style="text-align: center;">5</p> <p style="text-align: center;"><u>Legislature</u></p> <p>a) Why do we need a parliament? b) Why do we need two houses of parliament?</p> <ul style="list-style-type: none"> • Rajya Sabha • Lok Sabha <p>c) What does the parliament do? • Powers of Rajya Sabha</p> | <p>Familiarize the students with the:</p> <ul style="list-style-type: none"> • Importance of Legislature. • Types of Legislatures- Unicameral and Bicameral. • Powers and functions of the Indian Parliament | <p>Comparative Analysis: <i>Powers and functions of Lok Sabha and Rajya Sabha</i></p> <p>Passing of a Bill-Class activity/Mock Parliament</p> <p>Map activity: <i>Identification of states with bicameral legislatures</i></p> <p>Cartoon Interpretation</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Describe the law-making process in India. • Differentiate between the powers and functions of Lok Sabha and Rajya Sabha. |

| | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> • Special Powers of Rajya Sabha d) How does the parliament make laws? e) How does the parliament control the executive? f) What do the committees of parliament do? g) How does the parliament regulate itself? | <ul style="list-style-type: none"> • Law-making process and the different types of bills in India • Instruments of parliamentary control over the executive. • Composition, powers and functions of the Lok Sabha and Rajya Sabha. | | <ul style="list-style-type: none"> • Examine the parliamentary control over the Executive. • Analyze the role of Parliamentary committees for the success of Indian democracy. |
| <p style="text-align: center;">6 <u>Judiciary</u></p> <p>a) Why do we need an independent judiciary?</p> <ul style="list-style-type: none"> • Independence of Judiciary • Appointment of Judges • Removal of Judges <p>b) Structure of the Judiciary</p> <p>c) Jurisdiction of supreme Court</p> <ul style="list-style-type: none"> • Original Jurisdiction • Writ Jurisdiction • Appellate Jurisdiction • Advisory Jurisdiction <p>d) Judicial Activism</p> <p>e) Judiciary and Rights</p> <p>f) Judiciary and Parliament</p> | <p>Familiarize the students with the:</p> <ul style="list-style-type: none"> • Need of an independent Judiciary. • Different jurisdictions of the Supreme Court • Distinction between Judicial Activism, Judicial Review and Judicial Over-reach • Conflicts between Judiciary and Parliament. | <p>Constructivist approach: <i>The importance of India's Judicial System.</i></p> <p>Moot Courts</p> <p>Discussion: <i>Enhancing assertiveness of the Indian Judiciary.</i></p> <p>Debates: <i>How far separation of Powers is practiced?</i></p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Identify the different aspects which makes the Judiciary independent • Compare and contrast the different jurisdictions • Analyze the reasons why Judiciary has become proactive. • Examine the reasons for the conflicts between the judiciary and parliament with respect to Constitutional Amendments. |

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|--|--|---|--|
| <p style="text-align: center;">7</p> <p style="text-align: center;"><u>Federalism</u></p> <p>a) What is Federalism? b) Federalism in the Indian Constitution</p> <ul style="list-style-type: none"> • Division of Powers <p>c) Federalism with a strong central government</p> <p>d) Conflicts in India's federal system</p> <ul style="list-style-type: none"> • Centre-State Relations • Demands for Autonomy • Role of Governors and President's Rule • Demands for New States • Interstate Conflicts <p>e) Special provisions</p> <ul style="list-style-type: none"> • Jammu and Kashmir | <p>Familiarize the students with the:</p> <ul style="list-style-type: none"> • Key ideas & basic concepts of federalism. • Provisions of the Indian Constitution regarding federalism. • Need to have a strong central government in India owing to its diversity and size. • Issues involving relations between Centre and States. | <p>Cartoon interpretation</p> <p>Textual reading</p> <p>Group Discussion/Debate: <i>Prevailing issues in Centre-state relations.</i></p> <p>Map activity</p> | <p>After completion of the chapter Students will be able to:</p> <ul style="list-style-type: none"> • Explain the basic features of a federation. • Identify the different levels of the government & subjects on which the union and state governments can make laws. • Discuss the various constitutional provisions that led to a strong Centre in India. |
| <p style="text-align: center;">8</p> <p style="text-align: center;"><u>Local Governments</u></p> <p>a) Why local governments? b) Growth of Local Government in India</p> <ul style="list-style-type: none"> • Local Governments in Independent India <p>c) 73rd and 74th amendments d) 73rd Amendment</p> <ul style="list-style-type: none"> • Three Tier Structure | <p>Familiarize the students with the:</p> <ul style="list-style-type: none"> • Importance and need for local government. • Functions and responsibilities of local government bodies • Significance of the 73rd and 74th Amendments | <p>Recapitulation of definitions</p> <p>Timeline: <i>Depicting the emergence of local government.</i></p> <p>Flowcharts: <i>On the structural arrangement of Panchayati Raj.</i></p> <p>Concept maps: <i>The functions of local government bodies at the rural and urban level</i></p> | <p>After completion of the chapter, students will be able to:</p> <ul style="list-style-type: none"> • Understand the Panchayati Raj system of local government in India, its emergence and significance • Identify the objectives, functions and sources of income of rural and urban local government |

| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> • Elections • Reservations • Transfer of Subjects • State Election Commissioners • State Finance Commission <p>e) 74th Amendment f) Implementation of 73rd and 74th Amendments</p> | <ul style="list-style-type: none"> • Merits and demerits of decentralization • Challenges faced by local government bodies | <p>Group presentation: Amendments</p> <p>Debate/group discussion: <i>The merits and demerits of decentralization</i></p> | <p>bodies</p> <ul style="list-style-type: none"> • Justify the significance of 73rd and 74th constitutional amendments • Acknowledge and examine the significance of decentralization • Introspect and realize the need to empower local government bodies |
| <p style="text-align: center;">9</p> <p style="text-align: center;"><u>Constitution as a Living Document</u></p> <p>a) Are constitutions static? b) How to amend the constitution? c) Why have there been so many amendments? d) Contents of amendments made so far</p> <ul style="list-style-type: none"> • Differing Interpretations • Amendments through Political Consensus • Controversial Amendments | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Working of the Indian Constitution • Response of the Indian Constitution to the changing circumstances • Process of amending the Indian Constitution • Different types of amendments | <p>Brainstorming: <i>To assess the achievements and drawbacks of our Constitution</i></p> <p>Debate: <i>Should the Judiciary have the power to determine the validity of amendments?</i></p> <p>Discussion: <i>Are the amendments in the Constitution as per the needs and circumstances or guided by the whims and fancies of the ruling party?</i></p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Analyze the working of the Constitution. • Know the various amendments that have taken place and the controversies raised. • Appreciate why the Constitution is called a Living Document. |

| | | | |
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| <p>e) Basic structure and evolution of the constitution</p> <p>f) Constitution as a Living Document</p> <ul style="list-style-type: none"> • Contribution of the Judiciary • Maturity of the Political Leadership | <ul style="list-style-type: none"> • Role of the Judiciary in protecting and interpreting the Constitution | | |
| <p style="text-align: center;">10</p> <p style="text-align: center;"><u>The Philosophy of the Constitution</u></p> <p>a) What is meant by philosophy of the constitution?</p> <ul style="list-style-type: none"> • Constitution as Means of Democratic Transformation <p>b) Why do we need to go back to the Constituent Assembly?</p> <p>c) What is the political philosophy of our constitution?</p> <ul style="list-style-type: none"> • Individual freedom • Social Justice • Respect for diversity and minority rights • Secularism | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Meaning and need for a political philosophy approach to the Constitution. • Intentions and concerns of those who framed the Constitution. • Philosophy of Indian Constitution. • Strengths and limitations of the Constitution. | <p>Group discussion: <i>Guiding philosophy of the Indian Constitution</i></p> <p>Question Strategy</p> <p>Quiz</p> <p>Reading the work of Great thinkers</p> | <p>At the completion of the chapter, students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the philosophical vision of our Constitution. • Recognize the core features of the Indian Constitution. • Evaluate the strengths and limitations of the Constitution. |

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| <ul style="list-style-type: none"> • Universal franchise • Federalism • National identity <p>d) Procedural Achievements e) Criticisms f) Limitations</p> | | | |
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PART B- POLITICAL THEORY

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| <p>1</p> <p><u>Political Theory: An Introduction</u></p> <p>a) What is politics? b) What do we study in political theory? c) Putting Political theory into practice d) Why should we study political theory?</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Meaning and importance of political theory in Political Science. • Various political concepts • Contribution of Political Thinkers • Basic questions: <ul style="list-style-type: none"> a. How should society be organized? b. Why do we need a government? | <p>Collecting political cartoons from various newspapers and magazines and discussing the issues raised</p> <p>Reading the works of great thinkers</p> <p>Quiz</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Define the term politics and identify various political principles. • Explain the innate ideas of various Political theories. • Appreciate the contribution of Political Thinkers (example: Jean Jacques Rousseau). |
| <p>2</p> <p><u>Freedom</u></p> <p>a) The Ideal of freedom</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Struggle of Nelson Mandela and Aung San Suu Kyi against the unjust Political System. | <p>Discussion: <i>Individual freedom</i></p> <p>Debate: <i>Does dress code curtail individual freedom?</i></p> <p>Comparative Analysis: <i>Negative and positive liberty</i></p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the ideal of freedom. |

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| <p>b) The sources of Constraints-Why do we need constraints? c) The Harm Principle d) Negative and Positive liberty</p> | <ul style="list-style-type: none"> • Concept of 'Freedom'. • Sources of Constraints and need for Constraints • Importance of freedom for Individuals and the society in general. • Differentiate between the Negative and Positive liberty. • Harm Principle as advocated by J.S Mill | <p>Examine current case studies related to the topic.</p> <p>Quiz</p> | <ul style="list-style-type: none"> • Critically evaluate the dimensions of negative and positive liberty. • Demonstrate spirit of enquiry • Explain the ideas introduced by J.S. Mill in Harm Principle. • Assess the possible limitations on freedom resulting from the social and economic structures of society. |
| <p style="text-align: center;">3 <u>Equality</u></p> <p>a) Why does equality matter? <ul style="list-style-type: none"> • Equality of opportunities • Natural and Social Inequalities b) Three dimensions of equality c) Feminism, Socialism d) How can we promote equality?</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Concept of Equality. • Different dimensions of equality—political, economic, and social • Various ideologies of Socialism, Marxism, Liberalism and Feminism. • Different methods to promote equality. | <p>Discussion and debate: <i>Promotion of equality</i></p> <p>Reading the works of great thinkers.</p> <p>• Reflective Enquiry and Recapitulation</p> <p>Skit on Equality</p> <p>Role play</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Understand the moral and political ideals of equality. • Assess how equality is perceived through different ideologies • Recognize the means and methods to promote equality. |

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| | | | <ul style="list-style-type: none"> Evaluate the possible solutions to minimize inequality. |
| <p style="text-align: center;">4</p> <p style="text-align: center;"><u>Social Justice</u></p> <p>a) What is Justice?</p> <ul style="list-style-type: none"> Equal Treatment for Equals Proportionate Justice Recognition of Special Needs <p>b) Just distribution</p> <p>c) John Rawls Theory of Justice</p> <p>d) Pursuing Social Justice</p> <p>e) Free Markets versus State Intervention</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> Meaning of Justice Principles of justice followed in different societies Concept of distributive and proportionate justice Arguments of John Rawls 'on fair and just society. Advantages and limitations of free market | <p>Debate: <i>Free Markets versus State Intervention</i></p> <p>Quiz</p> <p>Comparative Analysis: <i>Dimensions of justice</i></p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> Classify the different dimensions of justice. Appreciate the measures taken by the government of India to secure social justice. Enlist the basic minimum requirements of people for living a healthy and productive life. State John Rawls' theory of veil of ignorance. |
| <p style="text-align: center;">5</p> <p style="text-align: center;"><u>Rights</u></p> <p>a) What are Rights?</p> <p>b) Where do rights come from?</p> <p>c) Legal rights and the state</p> <p>d) Kinds of rights</p> <p>e) Rights and responsibilities</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> Definition and significance of rights. Rights as guaranteed to all the citizens | <p>Discussion: <i>Importance of rights</i></p> <p>Collaborative Learning- <i>Assigning task for acquiring information on different types of rights.</i></p> <p>Comparative analysis: <i>Different type of rights</i></p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> Define rights Identify the need for rights and its importance to mankind. |

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| | <ul style="list-style-type: none"> • Importance of Human Rights • Different kinds of rights- Political, Civil, Socio-Economic, Cultural and Educational. | | <ul style="list-style-type: none"> • Explain why rights need to be sanctioned by law. • Describe the features of different kinds of rights. |
| <p style="text-align: center;">6</p> <p style="text-align: center;"><u>Citizenship</u></p> <p>a) Introduction b) Full and equal membership c) Equal Rights d) Citizen and Nation e) Universal Citizenship f) Global Citizenship</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Debates associated with citizenship • Relationship between the citizen and the nation; and different criteria of citizenship adopted by various countries. • Issues about refugees or illegal migrants • Concept of Global Citizenship | <p>Discussion: <i>Norms of granting citizenship put forth by different countries</i></p> <p>Debate: <i>Should India grant dual citizenship?</i></p> <p>Interpretation of newspaper articles</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of citizenship. • Contribute to meaningful discussion on ways of granting citizenship. • Discuss the probable solutions or alternatives to solve citizenship issue. • Analyze the problems to be surmounted to strengthen links between the people and governments |
| <p style="text-align: center;">7</p> <p style="text-align: center;"><u>Nationalism</u></p> <p>a) Introducing Nationalism</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Emergence and phases of nationalism | <p>Recapitulation of definitions.</p> <p>Group interaction: <i>The factors that help in creating the sense of</i></p> | <p>After completion of the chapter, students will be able to:</p> |

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| <p>b) Nations and Nationalism</p> <ul style="list-style-type: none"> • Shared Beliefs • History • Shared National Identity <p>c) National self-determination</p> <p>d) Nationalism and Pluralism</p> | <ul style="list-style-type: none"> • Distinction between state, nation, and nationalism • Concept of National self-determination • Difference between Nationalism and Pluralism | <p><i>collective identity</i></p> <p>Textual explanation</p> <p>Debate: <i>Can identity claims lead to social divisions or will it strengthen and recognize multiple identities?</i></p> | <ul style="list-style-type: none"> • Understand the concepts of nation and nationalism • Assess the strengths and limitations of nationalism. • Identify and build an understanding on the factors related to creation of collective identities • Examine the concept of national self-determination • Acknowledge the need to make nations more democratic and inclusive |
| <p style="text-align: center;">8</p> <p style="text-align: center;"><u>Secularism</u></p> <p>a) What is Secularism?</p> <ul style="list-style-type: none"> • Inter-religious Domination • Intra-religious Domination <p>b) Secular State</p> <p>c) The western model of secularism</p> <p>d) The Indian model of secularism</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Meaning of Secularism • Inter-religious and Intra-Religious Domination. • Characteristics of a Secular State | <p>Discussion and Debate: <i>On Indian Secularism</i></p> <p>Inquiry based learning</p> <p>Comparative Study: <i>The Western model and the Indian model of secularism.</i></p> | <p>After completion of the chapter, student will be able to:</p> <ul style="list-style-type: none"> • Define Secularism. • Differentiate between Inter-religious and Intra-Religious Domination. |

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| <p>e) Criticisms of Indian secularism</p> <ul style="list-style-type: none"> ● Western Import ● Minoritism ● Interventionist ● Vote Bank Politics | <ul style="list-style-type: none"> ● Western and Indian Model of Secularism. ● Limitations of Indian Secularism | | <ul style="list-style-type: none"> ● Recognize the concept of a Secular State. ● Compare Western and Indian Model of Secularism. ● Make an appraisal of Indian Secularism. |
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Prescribed Textbooks:

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

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

CLASS XII

Links for Rationalised 2023-24 NCERT Political Science textbooks:

1. <https://ncert.nic.in/textbook.php?leps1=ps-7>
2. <https://ncert.nic.in/textbook.php?leps2=ps-8>

CBSSE

CLASS XII
COURSE STRUCTURE

| Chapter No. | Chapter Name | No. of Periods | Marks Allotted |
|--|--|----------------|----------------|
| PART A-CONTEMPORARY WORLD POLITICS | | | |
| 1 | The End of Bipolarity | 15 | 6 |
| 2 | Contemporary Centres of Power | 18 | 6 |
| 3 | Contemporary South Asia | 18 | 6 |
| 4 | International Organizations | 10 | 6 |
| 5 | Security in the Contemporary World | 10 | 6 |
| 6 | Environment and Natural Resources | 12 | 6 |
| 7 | Globalisation | 12 | 4 |
| | Total | 95 | 40 |
| PART B-POLITICS IN INDIA SINCE INDEPENDENCE | | | |
| 1 | Challenges of Nation-Building | 16 | 6 |
| 2 | Era of One-Party Dominance | 8 | 4 |
| 3 | Politics of Planned Development | 12 | 2 |
| 4 | India's External Relations | 20 | 6 |
| 5 | Challenges to and Restoration of the Congress System | 12 | 4 |
| 6 | The Crisis of Democratic Order | 15 | 4 |
| 7 | Regional Aspirations | 15 | 6 |
| 8 | Recent Developments in Indian Politics | 20 | 8 |
| | | 118 | 40 |
| | TOTAL | 213 | 80 |

CLASS XII
COURSE CONTENT

| Chapter No. and Name | Specific Learning Objectives | Suggested Teaching Learning Process | Learning Outcomes with Specific Competencies |
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| PART A-CONTEMPORARY WORLD POLITICS | | | |
| <p style="text-align: center;">1</p> <p style="text-align: center;"><u>The End of Bipolarity</u></p> <p>Topics to be focused:</p> <p>a) The Soviet System</p> <p>b) Gorbachev and the disintegration</p> <p>c) Causes and Consequences of disintegration of Soviet Union</p> <p>d) Shock Therapy and its Consequences</p> <p>e) New entities in world politics</p> <ul style="list-style-type: none"> • Russia • Balkan States • Central Asian States <p>f) India's relations with Russia and other post-communist countries</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Historical facts and processes of formation of Soviet Union. • Causes and consequences of the Disintegration of the Soviet Union • Shock Therapy and its consequences. • Tensions and Conflicts which occurred in the former Soviet Republics. • Relationship between India and the post-communist countries | <p>Group Discussion: <i>Causes and consequences of disintegration of USSR</i></p> <p>Documentaries-<i>Past & present situations in USSR/Post Soviet Republics</i></p> <p>Analysis of relevant newspaper articles</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Identify the basic features of the Soviet System. • Discuss the background and outcome of disintegration of the Soviet Union. • Examine the consequences of unipolar world • Assess the features of Shock Therapy • Probe into the recent happenings in the Post-Communist Countries. • Trace the developments between India& Russia |

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| <p style="text-align: center;">2</p> <p style="text-align: center;"><u>Contemporary Centres of Power</u></p> <p>Topics to be focused:</p> <p>a) European Union b) Association of Southeast Asian Nations c) Rise of China as an economic power d) Japan and South Korea as emerging powers</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Alternative centres of power. • European Union and ASEAN as alternative centres of power. • Economic rise of China and its impact on world politics. • Relations of India with China. | <p>Discussion: <i>Importance on regional organisations</i></p> <p>Comparative study: Economic growth of China, Japan and South Korea.</p> <p>Use of timeline</p> <p>Inquiry based learning</p> <p>Map activity</p> <p>Interpretation of cartoons/ Pictures/ Newspaper clippings</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the importance of European Union and ASEAN. • Evaluate the extent of rise of Chinese economy and its impact on world politics. • Summarize India's relations with China. |
| <p style="text-align: center;">3</p> <p style="text-align: center;"><u>Contemporary South Asia</u></p> <p>Topics to be focused:</p> <p>a) Military and Democracy in Pakistan and Bangladesh b) Monarchy and Democracy in Nepal c) Ethnic Conflict and Democracy in Sri Lanka d) India-Pakistan Conflicts e) India and its Neighbours f) Peace and Cooperation</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • South Asian region. • Nature of Political systems in the countries of the region. • Reasons that contributed to Pakistan's failure in building a stabled democracy. • Factors that led to struggle for democracy in Bangladesh. • Developments leading to the transition from Monarchy to a | <p>Map activity</p> <p>Comparative Analysis: <i>Political systems of South Asian countries</i></p> <p>Use of Historical data</p> <p>Interpretation of cartoons/Pictures /Newspaper clippings</p> <p>Discussion: <i>Current economic crisis in Sri Lanka and Pakistan</i></p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Identify & locate the seven countries of the South Asian region. • Appreciate the mixed record of democracy in the South Asian region. • Examine the role of Political leaders • Reflect upon the causes of various conflicts and |

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| | <p>Democracy in Nepal.</p> <ul style="list-style-type: none"> Continuation of democracy since independence despite serious ethnic conflict in Sri Lanka Relations between India and its neighbours Importance of regional cooperation in South Asia Role of big powers like USA and China in the South Asian region. | <p>Quiz</p> | <p>movements in this region.</p> <ul style="list-style-type: none"> Justify the creation of SAARC Understand the involvement of US and China in South Asia. |
| <p style="text-align: center;">4</p> <p><u>International Organizations</u></p> <p>Topics to be focused:</p> <p>a) Meaning and importance of International Organisations b) Evolution of the UN c) Structure and function of International Organisations d) Principal Organs of UN e) Reform of the UN after Cold War f) Reform of Structures, Processes and Jurisdiction of the UN g) India and the UN Reforms</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> Important events in World History Need for formation of International Organizations Functioning of International Organizations Organs and agencies of the United Nations Need for reforms in the changing world United Nations in a unipolar world | <p>Discussion and debate: <i>Necessary reforms of the UN</i></p> <p>Interpretation of cartoons /Newspaper clippings</p> <p>Quiz</p> <p>Model United Nations</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> Define International Organization Appreciate the role of United Nations and its agencies Reflect on the events taking place in the post-cold war era Understand the need for reforms in the United Nations |

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| <p>h) Key Agencies: IMF, World Bank, WTO, ILO, IAEA.</p> <p>i) NGO: Amnesty International, Human Rights Watch.</p> <p>j) Implications and Future of International Organizations</p> | | | |
| <p style="text-align: center;">5</p> <p style="text-align: center;"><u>Security in the Contemporary World</u></p> <p>Topics to be focused:</p> <p>a) Meaning and Type of Security.</p> <p>b) Traditional concept of security</p> <p>c) Non-tradition notions of Security.</p> <p>d) New Sources of Threats</p> <p>e) Cooperative Security</p> <p>f) India's Security strategy</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Meaning, nature and types of security • External and Internal notions of security • Emerging challenges of new Threats-Human rights, terrorism, migration, health, epidemics • Need for Cooperative security • Components of India's security strategy | <p>Discussions and debates: <i>New sources of threat</i></p> <p>Comparative analysis: <i>Security concerns of different countries</i></p> <p>Interpretation of cartoons/Pictures</p> <p>Collaborative concept mapping: <i>India's initiatives and policies towards security.</i></p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Recognize the causes of security threats • Enhance analytical skills to provide solutions to security concerns. • Develop critical thinking about the role of various stakeholders in ensuring security today. |
| <p style="text-align: center;">6</p> <p style="text-align: center;"><u>Environment and Natural Resources</u></p> <p>Topics to be focused:</p> <p>a) Environmental Concerns</p> <p>b) Global Commons</p> <p>c) Common but differentiated Responsibilities</p> <p>d) India's Stand on Environment Issues</p> <p>e) Environmental Movements</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Environmental issues • Global commons • Responsibilities of developed and developing countries towards the conservation of the environment • Efforts taken by India at resource conservation and sustainable development | <p>Presentation: Environmental issues</p> <p>Recapitulation</p> <p>Debate and discussion: <i>Indigenous communities of the world and their concerns</i></p> <p>Newspaper activity to inculcate concern, awareness and</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Enlist and explain the facts related to global environmental issues • Recognize and understand the need to conserve critical resources • Demonstrate knowledge |

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| <p>f) Resource Geopolitics g) Rights of Indigenous peoples</p> | <ul style="list-style-type: none"> • Need to conserve critical resources like oil and water • Environmental movements • Concerns of indigenous communities, the role of governments and international organizations in protecting their rights. | <p>environmental morality</p> | <p>and appreciation towards India's responsibility in protecting environment</p> <ul style="list-style-type: none"> • Realize the need to conserve resources and exhibit responsibility towards prudent use to facilitate sustainable development • Know about the nature of concerns of indigenous communities and understand how the governments of different countries respond to their plea |
| <p style="text-align: center;">7</p> <p style="text-align: center;"><u>Globalisation</u></p> <p>Topics to be focused:</p> <p>a) Concept of globalisation b) Causes and Consequences of globalisation c) India and globalization d) Resistance to globalization e) India and resistance to globalisation</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Concept of Globalisation. • Causes of Globalisation. • Political, economic, and cultural consequences of Globalisation. • Impact of Globalisation on India. • Resistance to globalisation and its future course. | <p>Group discussion: <i>Positive and negative impact of globalization.</i></p> <p>Interpretation of Cartoons</p> <p>Question strategy</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the significance of Globalization • Elucidate the political, economic, and cultural dimensions of Globalisation. • Critically evaluate the impact of globalisation on India. |

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| | | | <ul style="list-style-type: none"> Draw attention to resistance movements to Globalisation and envisage its future trends. |
| PART B-POLITICS IN INDIA SINCE INDEPENDENCE | | | |
| 1 <u>Challenges of Nation Building</u> | Familiarize students with the: <ul style="list-style-type: none"> Nature and challenges of Nation building Causes and consequences of Partition of India. Process of integration of princely states Important role of Sardar Vallabhai Patel in the integration of princely states Reorganisation of states | Documentaries Discussion: <i>Causes and consequences of Partition</i> Live Experiences- <i>Meeting People who lived through this period.</i> Cartoon Interpretation Map Activity | After completion of the chapter, Students will be able to: <ul style="list-style-type: none"> Analyse the challenges which Independent India faced. Describe the factors that led to the partition of India. Explain the circumstances under which different princely states signed the Instrument of Accession. Assess how language became the basis of reorganisation of the states. Evaluate the role played by leaders in Nation Building. |
| 2 <u>Era of One-Party Dominance</u> | Familiarize students with the: <ul style="list-style-type: none"> Challenge of establishing democracy in India. Process of ensuring free and fair Elections. | Group Discussion: <i>Recent changes in the electoral process</i> Comparative analysis: <i>Ideology of different political parties</i> | After completion of the chapter, Students will be able to: <ul style="list-style-type: none"> Appreciate the sustenance of democratic politics in the country. |

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| <p>b) Congress dominance in the first three general elections.</p> <ul style="list-style-type: none"> • Nature of Congress dominance • Congress as social and ideological coalition. • Tolerance and management of Factions <p>c) Emergence of opposition parties.</p> | <ul style="list-style-type: none"> • Nature and dominance of Congress party during the Post-Independence Period. • Emergence and role of opposition parties | <p>Maps/Cartoons</p> <p>Question strategy</p> <p>Quiz</p> | <ul style="list-style-type: none"> • Evaluate the electoral politics post-Independence • Assess the dominance of the Indian National Congress from 1952 to 1967. • Evaluate the role of Opposition parties |
| <p style="text-align: center;">3</p> <p style="text-align: center;"><u>Politics of Planned Development</u></p> <p>Topics to be focussed:</p> <p>a) Political contestation.</p> <ul style="list-style-type: none"> • Ideas of Development. • Planning • Planning Commission <p>b) The Early Initiatives</p> <ul style="list-style-type: none"> • The First Five Year Plan. • Rapid Industrialisation. | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Nature of conflict in achieving the twin objectives of economic growth and socio-economic justice. • Two models of development • Design or plan of development. • Emergence aims and objectives of the first two five-year plans. • Replacement of Planning Commission by National Institution for Transforming India (NITI Aayog) | <p>Debate and Discussion: <i>First three 5-year plans.</i></p> <p>Comparative analysis: <i>The Left and Right ideology.</i></p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Identify the varied option considered by the government to balance growth and socio-economic justice. • Know the difference between Left and Right Ideology • Understand the need for the formation of the Planning Commission. • Appreciate the need for strategic long-term development programme and policies |

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| <p style="text-align: center;">4</p> <p style="text-align: center;"><u>India's External Relations</u></p> <p>Topics to be focussed:</p> <p>a) International Context</p> <p>b) The Policy of Non-Alignment.</p> <ul style="list-style-type: none"> • Nehru's role • Distance from two camps. • Afro Asian Unity <p>c) Peace and conflict with China</p> <ul style="list-style-type: none"> • The Chinese Invasion 1962 • War and Peace with Pakistan • Bangladesh War 1971 <p>d) India's Nuclear Policy.</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Objectives and Principles of India's foreign policy • India's role as a founder of NAM and in forging Afro-Asian unity • Sino-Indian relationship – Pre and post 1962 invasion and its profound impact on Indian politics • India-Pakistan relationship since independence • Components of India's nuclear policy • Shifting alliances in World Politics | <p>Presentation: <i>NAM founders, objectives, principles and its relevance in contemporary world politics</i></p> <p>Group discussion: <i>India's relations with China and Pakistan (past, present and future)</i></p> <p>Debate: <i>India's stand on shifting alliances</i></p> <p>Research and Report Writing</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Recognise the significance of NAM • Interpret, compare and contrast multi-lateral aspects of Indo-China relationship • Demonstrate knowledge on Indo-Pak wars • Appreciate the steps taken by Indian government to develop military capacity • Reflect and introspect on the choices that the country must consider for the cause of development and peace building |
| <p style="text-align: center;">5</p> <p style="text-align: center;"><u>Challenges to and Restoration of the Congress System</u></p> <p>Topics to be focused:</p> <p>a) Challenge of Political Succession</p> <ul style="list-style-type: none"> • From Nehru to Shastri | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Challenge of Political Succession after Nehru • Split in Congress and opposition unity | <p>Use of timeline</p> <p>Comparative analysis: <i>Political Succession</i></p> <p>Group discussion: <i>Changing electoral performance of the</i></p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Understand the challenges of political succession after Nehru. • Evaluate the opposition |

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| <ul style="list-style-type: none"> • From Shastri to Indira Gandhi <p>b) Fourth General Election 1967</p> <ul style="list-style-type: none"> • Context of the Election. • Non Congressism • Electoral Verdict • Coalitions • Defections <p>c) Split in the Congress</p> <ul style="list-style-type: none"> • Indira vs the Syndicate • Presidential Election 1969 <p>d) The 1971 Election and Restoration of Congress</p> <ul style="list-style-type: none"> • The outcome and after • Restoration? | <ul style="list-style-type: none"> • New Congress led by Indira Gandhi • Restoration of the Congress system. | <p><i>congress</i></p> <p>Interpretation of cartoons</p> <p>Map Activity</p> | <p>unity and the Congress split as a challenge to Congress dominance.</p> <ul style="list-style-type: none"> • Compare and contrast the new Congress and the old Congress. • Summarize the initiatives taken by Indira Gandhi to overcome the challenges faced by her • Analyze the process of restoration of the Congress system |
| <p style="text-align: center;">6</p> <p style="text-align: center;"><u>The Crisis of Democratic Order</u></p> <p>Topics to be focused:</p> <p>a) Background Emergency.</p> <ul style="list-style-type: none"> • Economic Context. • Gujarat and Bihar Movements • Conflict with Judiciary <p>b) Declaration of Emergency</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Economic conditions before Emergency. • Gujarat and Bihar movements. • Conflict between Executive and Judiciary. • Consequences of | <p>Group discussion: <i>Based on Newspaper articles and other media information with respect to emergency</i></p> <p>Quiz</p> <p>Cartoon Interpretation</p> <p>Map Activity</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Understand the causes and consequences of Emergency • Examine the lessons of Emergency • Evaluate the rule of Janata |

| | | | |
|---|---|---|--|
| <ul style="list-style-type: none"> • Crisis and response • Consequences <p>c) Lessons of the Emergency.</p> <p>d) Politics after Emergency.</p> <ul style="list-style-type: none"> • Lok Sabha Elections 1977 • Janata Government • Legacy | <p>Emergency.</p> <ul style="list-style-type: none"> • Lessons of Emergency. • Lok Sabha Elections-1977. | | <p>Government</p> |
| <p style="text-align: center;">7</p> <p style="text-align: center;"><u>Regional Aspirations</u></p> <p>Topics to be focused:</p> <p>a) Region and the Nation</p> <ul style="list-style-type: none"> • Indian Approach • Areas of Tension • Jammu and Kashmir • Roots of the Problem • External and Internal disputes • Politics since 1948 • Insurgency and After • 2022 and Beyond <p>b) Punjab</p> <ul style="list-style-type: none"> • Political Context • Cycle of Violence • Road to Peace <p>c) The Northeast</p> <ul style="list-style-type: none"> • Demand for autonomy • Secessionist Movements • Movements against outsiders • Assam and National | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Rise of regional aspirations and government's response • Underlying reasons for demands for regional autonomy • Success of Indian government in recognizing regionalism as a part and parcel of democratic politics. | <p>Group discussion:</p> <p><i>Demands of Autonomy in different parts of the country.</i></p> <p>Comparative analysis:</p> <p><i>Government's response to regional aspirations</i></p> <p>Quiz.</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the implications of regional demands. • Analyse the importance of integrity in India. • Appreciate the initiatives taken by the government in dealing with regional aspirations |

| | | | |
|---|---|---|---|
| Integration. | | | |
| <p style="text-align: center;">8</p> <p style="text-align: center;"><u>Recent Developments in Indian Politics</u></p> <p>Topics to be focused</p> <p>a) Context of 1990s</p> <p>b) Era of Coalition</p> <ul style="list-style-type: none"> • Alliance Politics <p>c) Political rise of the Backward Classes</p> <ul style="list-style-type: none"> • Mandal Implemented • Political Fallout <p>d) Communalism, Secularism and Democracy.</p> <ul style="list-style-type: none"> • Ayodhya Dispute • Demolition and after <p>e) Emergence of New Consensus</p> <p>f) Lok Sabha Elections 2004</p> <p>g) Growing Consensus</p> | <p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Nature, trends and developments in Indian politics and its impact • Era of Coalitions-National Front, United Front, United Progressive Alliance, National Democratic Alliance • Implications of Coalition politics • Political Rise of Other Backward Classes • Decline of Congress system and rise of NDA led by Bhartiya Janta Party • Emergence of growing consensus | <p>Comparative analysis: <i>Different developments taking place in present scenario with that of twentieth century.</i></p> <p>Timeline</p> <p>Interpretation of Cartoons/Caricatures</p> <p>Quiz</p> <p>Reflective Enquiry</p> | <p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Understand momentous changes taking place in the nation since 1989 • Trace the rise and growth of BJP. • Identify the areas of growing consensus |

Prescribed Books:

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

Note:

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

CLASS XI-XII
QUESTION PAPER DESIGN

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

Note: Competency based questions for the examinations to be conducted in the academic year 2023-24 will be 40% in class XII

QUESTION PAPER DESIGN

| Book | Objective Type/ MCQ (1 Mark) | Short Answers Type I (2 Marks) | Short Answers Type II (4 Marks) | Passage /Map / Cartoon based (4 Marks) | Long Answers (6 Marks) | Total Marks |
|---|------------------------------|--------------------------------|---------------------------------|--|------------------------|------------------|
| Book 1 Contemporary World Politics | 6 | 3 | 3 | 1(Passage) | 2 | 40 |
| Book 2 Politics in India since Independence | 6 | 3 | 2 | 2(Cartoon and Map) | 2 | 40 |
| Project/Practical | | | | | | 20 |
| Total No. of Marks and Questions | 1x12=12 | 2x6=12 | 4x5=20 | 4x3=12 | 6x4=24 | 80+20=100 |

➤ **Scheme of Options:**

- Question paper will be in five parts (A, B, C, D & E). There will be an internal choice in Part C (Short Answer Type II in one or two questions) and Part-E. (Long Answers in all the questions)
- In order to assess different mental abilities of learners, question paper is likely to include questions based on passages, visuals such as maps, cartoons. No factual question will be asked on the information given in the plus (+) boxes in the textbooks.
- Map question can be given from any lesson of Book 2(Politics in India since Independence); but weightage of lessons should remain unaltered.
- Cartoon and passage-based questions can be asked from either textbook, but weightage of lessons should be maintained.

CLASS XI & XII
GUIDELINES FOR PROJECT WORK

Project Work: 20 Marks

Rationale

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

Objectives of project work:

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

Role of the teacher:

A teacher should:

- help each learner select the topic based on recently published extracts from the news media, government policies, RBI bulletin, NITI Aayog reports, IMF/World Bank reports etc., after detailed discussions and deliberations of the topic.
- play the role of a facilitator to support and monitor the project work of the learner through periodic discussions.
- guide the research work in terms of sources for the relevant data
- ensure that students understand the relevance and usage of primary evidence and other sources in their projects ensure that students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work

Project overview:

- The Project work will be implemented for 20 Marks.
- Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
- For class XII, the evaluation for 20 marks project work should be done jointly by the internal and external examiners and for class XI the evaluation can be done by the internal examiner.
- The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class or any contemporary issues.
- The project work can be culminated in the form of films, albums, songs, storytelling, debate, Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
- The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.

- Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.

Viva-Voce

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

The marks will be allocated under the following heads:

| SL.NO. | COMPONENTS | MARKS ALLOTTED |
|--------|-----------------------|----------------|
| 1. | INTRODUCTION/OVERVIEW | 2 |
| 2. | VARIETY OF CONTENTS | 3 |
| 3. | PRESENTATION | 3 |
| 4. | CONCLUSION | 1 |
| 5. | BIBLIOGRAPHY | 1 |
| 6. | VIVA-VOCE | 10 |
| | TOTAL | 20 |

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

Class XI: Assessment will be done by internal examiner.

Suggested Topics

CLASS XI

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

CLASSXII

1. NAM- 1961 to present times.
2. Division of Germany with special focus on the construction and dismantling of the Berlin Wall.
3. CIS-Central Asian Republics
4. Disintegration of USSR with special focus on Gorbachev.
5. Arab Spring
6. Cover the negative as well as positive aspects of relationship between India and the following countries.

Focus on any one of the following (current updates should be highlighted):

- a) Relationship between India and Russia
- b) Relationship between India and China
- c) Relationship between India and Pakistan
- d) Relationship between India and Bangladesh

7. ASEAN

8. European Union and BREXIT
9. BRICS
10. SAARC
11. India's Nuclear Policy
12. United Nations with focus on India's candidature in Security Council.
13. UN Agencies – UNICEF, UNESCO, WHO
14. Pandemics: Covid 19- Its global impact (focus on worldwide cooperation and preparedness along with controversies
(please collect newspaper clippings for the same)
15. Partition of India-Theory behind it and its legacy
16. Comparison between NITI AAYOG and Planning Commission and their contribution in India's Development.
17. Election 2019- Rise of BJP and Downfall of Congress (1989-2019).
18. Emergency – A blot on Indian Democracy
- 19.NDA III and NDA IV – Social and Economic welfare programmes.

ANNEXURE

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

ADDITIONAL REFERENCE MATERIAL

CLASS XI

Part A - Indian Constitution at Work

Chapter -3: Election and Representation

Sub-Topic: 'Electoral Reforms in Indian Politics'

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

Chapter 6: Judiciary

Sub-Topics: 'Judiciary Overreach'

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

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

Chapter 7: Federalism

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

Quasi Federalism: In the context of special features and provisions of Indian federalism we use the phrase, 'Quasi Federalism', a concept given by K. C. Wheare. Quasi federalism represents a strong centre with comparatively less strong units. Wheare describes the Indian case in its formative phase as a 'quasi federation – A unitary state with subsidiary federal features rather than a federal state with subsidiary unitary features'.

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

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

Chapter 9: Constitution as a Living Document

Sub-Topics: Constitution Amendments

As of 2021, there have been total 105 amendments of the Constitution of India.

Source: <https://legislative.gov.in/amendment-acts-102-to-onwards>

Part B- Political Theory

Chapter 2: Freedom

Sub-Topics: 'Liberty vs Freedom'

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

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

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

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

Chapter 4: Social Justice

Sub-Topics: 'Different Dimensions of justice'

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

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

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

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

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

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

Chapter 5: Rights

Sub-Topics: 'Human Rights'

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

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

Chapter 7: Nationalism

Sub-Topics: 'Multiculturalism'

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

CLASS XII (2023-24)

Part A: Contemporary World Politics

Chapter-1: The End of Bipolarity

Sub-Topic: 'Arab Spring'

The 21st century witnessed emergence of new developments for democracies and democratization in West Asian countries, one such event is characterized as Arab Spring that began in 2009. Located in Tunisia, the Arab Spring took its roots where the struggle against corruption, unemployment and poverty was started by the public which turned into a political movement because the people considered the existing problems as outcome of autocratic dictatorship. The demand for democracy that started in Tunisia spread throughout the Muslim-dominated Arab countries in West Asia. Hosni Mubarak, who had been in power in Egypt since 1979, also collapsed as a result of the massive democratic protests. In addition, the influence of Arab Spring could also be seen in Yemen, Bahrain, Libya and Syria where similar protests by the people led to democratic awakening throughout the region.

Chapter-2: Contemporary Centre's of Power

Sub-Topic: 'BRICS'

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

Sub-Topic: 'Russia'

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

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

Sub-Topic: 'India'

The 21st century India is being seen as an important emerging global power. The world is experiencing the power and rise of India in a multidimensional way. The economic, cultural, strategic position of the country with a population of more than 135 crores is very strong. From an economic perspective, targeting the goal of a \$5 trillion economy, a competitive huge market, an ancient inclusive culture with 200 million people of Indian Diaspora spreading across the globe impart distinct meaning and salience to India as a new Centre of power in the 21st century.

From a strategic perspective, the military of India is self-sufficient with indigenous nuclear technology making it another nuclear power. 'Make in India' scheme in technology and science is another milestone of Indian economy. All these changes are making India an important Centre of power in the present world.

Sub-Topic: 'Israel'

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

Chapter-4: International Organisation

Sub-Topic: 'UNESCO'

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

Sub-Topic: 'UNICEF'

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

Sub-Topic: 'ILO'

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

Chapter-5: Security in the Contemporary World

Sub-Topic: 'Terrorism'

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

There could be three broad meanings of terrorism:

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

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

Part B: Politics in India since Independence

Chapter-1: Challenges of Nation Building

Sub-Topic: 'Patel and National Integration'

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

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

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

Chapter-3: Politics of Planned Development

Sub-Topic: 'NITI Aayog'

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

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

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

Sub-Topic: National Development Council (NDC)

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

Objectives of the Council:

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

Functions of the Council:

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

Chapter-4: India's External Relations

Sub-Topic: 'India-Israel Relation'

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

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

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

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

India's nuclear policy has always been peace-oriented, whose clear impression is reflected in the policy of No First Use. But in view of contemporary regional security challenges, the present government has made it clear that the policy of no first use can be reviewed and changed in consonance with India's regional and national security. In addition, India is committed to ensuring its membership in the Nuclear Suppliers Group (NSG) and opposing partisan and unjust nuclear treaties like CTBT and NPT.

Chapter-6 The Crisis of Democratic Order

Sub-Topic: Jaya Prakash Narayan

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

Jaya Prakash Narayan was the first leader in post-independence India who undertook a tirade against corruption through the participation of youth, particularly in Gujarat and Bihar. He the office of Lokpal against corruption. His principle of

Communitarian Socialism views India as a society of communities encompassing three key layers, viz., community, region and rashtra – all combining together as an example of true federation.

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

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

Sub-Topic: 'Ram Manohar Lohia and Socialism'

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

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

Based on the premise of Democratic Socialism and Chouburja Rajneeti, Lohia supported a 'Party of Socialism' as an attempt of merging all political parties. The Party of Socialism according to Lohia should have three symbols, viz., Spade [prepared to make efforts], Vote [power of voting], and Prison [Willingness to make sacrifices].

Sub-Topic: 'Deendayal Upadhyaya and integral Humanism'

Pandit Deendayal Upadhyaya was a philosopher, sociologist, economist and politician. The philosophy presented by him is

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

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

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

Pandit Deendayal Upadhyaya opposed both Western 'capitalist individualism' and 'Marxist socialism'. According to Deendayal Upadhyaya, capitalist and socialist ideologies only consider the needs of the human body and mind, so they are based on materialistic purpose whereas spiritual development is equally considered important for the complete development of human being which is missing in both capitalism and socialism. Basing his philosophy on the internal conscience, pure human soul to be called Chhitti, Deendayal Upadhyaya envisaged a classless, casteless and conflict-free social system. DeenDayal Upadhyaya advocated Indianization of Democracy, particularly with a focus on Economic Democracy. For him, decentralization & Swadeshi are the foundation of Economic Democracy. His philosophy broadly revolved around the principle of Arthayaam which states that both the absence and prominence of artha lead to the destruction and denigration of Dharma which is so central to Integral Humanism.

Sub-Topic: 'Democratic Upsurges'

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

India.

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

During the 1980's, the increasing political participation of the lower classes of the society such as SCs, STs and OBCs has been interpreted as 'Second Democratic Upsurge'. This participation has made Indian politics more accommodative and accessible for these classes. Although this upsurge has not made any major change in the standard of living of these classes, especially Dalits, the participation of these classes into the organizational and political platforms gave them the opportunity to strengthen their self-respect and ensure empowerment in the democratic politics of the country.

The era of Liberalization, Privatization and Globalization from the early 1990s is attributed to the emergence of a competitive market society encompassing all important sectors of economy, society and polity thus paving way for the 'Third Democratic Upsurge'. The Third Democratic Upsurge represents a competitive electoral market which is based not on the principle of survival of the fittest but rather the survival of the ablest. It underlines three shifts in India's electoral market: from State to Market, from Government to Governance, from State as Controller to State as Facilitator. Moreover, the Third Democratic Upsurge seeks to promote the participation of the youth who constitute a significant chunk of Indian society and have emerged as the real game changers in view of their increasing electoral preference for both development and governance in India's contemporary democratic politics.

Chapter-7: Regional Aspiration

Sub-Topic: 'The Kashmir Issue'

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

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

It was against this backdrop that current NDA Government presented the Jammu and Kashmir Reorganization Bill in Rajya Sabha on 5 August 2019 for the abolition of Section 370 and 35-A from Kashmir, which was passed by a majority. The bill was passed by the Lok Sabha on 6 August 2019. After the President's assent on 9 August 2019, Sections 370 and 35A were repealed and Jammu and Kashmir got divided into two Union Territories of Ladakh and Jammu and Kashmir.

Chapter-8: Recent Development in Indian Politics

Sub-Topic: 'NDA III & IV'

The Bharatiya Janata Party led by Prime Minister Narendra Modi got an absolute majority in the Lok Sabha elections held in May 2014 and after nearly 30 years in Indian politics, a strong government with an absolute majority was established at the Centre. Though called NDA III, the BJP-led coalition of 2014 was largely different its predecessor coalition governments. Where the previous coalitions were led by one of the national parties, the NDA III coalition was not only steered by a national

party, i.e., BJP it was also dominated by BJP with an absolute majority of its own in Lok Sabha. It was also called a 'surplus majority coalition'. In that sense a major transformation could be seen in the nature of coalition politics which could be seen from one party led coalition to one party dominated coalition.

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

Sub-Topic: 'Issues of Development and Governance'

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

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

कक्षा – द्वादशी (2023-24)
संस्कृतम् (केन्द्रिकम्) (कोड सं. 322)

आहत्य-अङ्काः - 80+20

आहत्य-कालांशाः - 210

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे भागपञ्चकं भविष्यति –

| | | |
|---|-------------|-------------|
| ‘क’ भागः अपठित – अवबोधनम् | 10 अङ्काः | 20 कालांशाः |
| ‘ख’ भागः रचनात्मक- कार्यम् | 15 अङ्काः | 30 कालांशाः |
| ‘ग’ भागः अनुप्रयुक्त – व्याकरणम् | 20 अङ्काः | 60 कालांशाः |
| ‘घ’ भागः | 35 अङ्काः | |
| (i) पठितावबोधनम् | (25 अङ्काः) | 85 कालांशाः |
| (ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः | (10 अङ्काः) | 25 कालांशाः |

भागानुसारं विषयाः अङ्कविभाजनञ्च

80 अङ्काः

| क्र. सं. | विषयाः | प्रश्नप्रकाराः | मूल्यभारः |
|---|---------------------------------------|--|----------------------------------|
| ‘क’ भागः अपठित – अवबोधनम् | | | |
| 1. | अपठितः गद्यांशः (80-100 शब्दपरिमितः) | अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ शीर्षकम् (लघूत्तरात्मकः) भाषिककार्यम् (बहुविकल्पात्मकाः) | 1×2=2 2×2=4 1×1=1 1×3=3 |
| | | पूर्णभारः | 10 अङ्काः |
| ‘ख’ भागः रचनात्मक – कार्यम् | | | |
| 2. | पत्रम् | निबन्धात्मकः | 5 |
| 3. | लघुकथापूर्तिः/वार्तालापे एकपक्षपूरणम् | निबन्धात्मकः | 5 |
| 4. | संस्कृतभाषया अनुवादः | पूर्णवाक्यात्मकः | 5 |
| | | पूर्णभारः | 15 अङ्काः |
| ‘ग’ भागः अनुप्रयुक्त – व्याकरणम् | | | |
| 5. | सन्धिः | लघूत्तरात्मकाः | 1×6=6 |
| 6. | समासः | बहुविकल्पात्मकाः | 1×5=5 |

| | | | |
|--|--|---|--|
| 7. | प्रत्ययाः | बहुविकल्पात्मकाः | 1×6=6 |
| 8. | उपपदविभक्तिप्रयोगः | बहुविकल्पात्मकाः | 1×3=3 |
| | | पूर्णभारः | 20 अङ्काः |
| ‘घ’ भागः | | | |
| (i) पठित – अवबोधनम् | | | |
| 9. | गद्यांशः | अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्) | $\frac{1}{2} \times 2 = 1$ 1×2=2 1×2=2 |
| 10. | पद्यांशः | अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्) | $\frac{1}{2} \times 2 = 1$ 1×2=2 1×2=2 |
| 11. | नाट्यांशः | अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्) | $\frac{1}{2} \times 2 = 1$ 1×2=2 1×2=2 |
| 12. | भावार्थे रिक्तस्थानपूर्तिः / शुद्धभावार्थचयनम् | निबन्धात्मकः / लघूत्तरात्मकः | 1×3=3 |
| 13. | अन्वयः | निबन्धात्मकः | 1×3=3 |
| 14. | प्रदत्तवाक्यांशानां सार्थकं संयोजनम् | लघूत्तरात्मकः | $\frac{1}{2} \times 4 = 2$ |
| 15. | प्रदत्तपङ्क्तिषु प्रसङ्गानुसारं पदानाम् अर्थलेखनम् | लघूत्तरात्मकः | $\frac{1}{2} \times 4 = 2$ |
| | | पूर्णभारः | 25 अङ्काः |
| ‘घ’ भागः | | | |
| (ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः | | | |
| 16. | भास्वतीपाठ्यपुस्तकस्थ-पाठानां सन्दर्भग्रन्थाः, रचयितारः तेषां रचनाः च (1+1+1) | लघूत्तरात्मकाः | 1×3=3 |
| 17. | महाकाव्यम्, गद्यकाव्यम्, चम्पूकाव्यम् | लघूत्तरात्मकाः | 1×3=3 |
| 18. | नाट्यतत्त्वानां मुख्यविशेषतानां परिचयः | लघूत्तरात्मकाः | 1×4=4 |
| | | पूर्णभारः | 10 अङ्काः |
| सम्पूर्णभारः | | | 80 अङ्काः |

प्रश्नपत्र-प्रारूपम् /संरचना
कक्षा – द्वादशी (2023-24)
संस्कृतम् (केन्द्रिकम्) कोड सङ्ख्या - 322

| प्रश्नप्रकारः | प्रश्नानां सङ्ख्या | विभाग- सङ्ख्या | प्रतिप्रश्नम् अङ्कभारः | आहत्याङ्काः |
|--|--------------------|-------------------|---------------------------|-------------|
| बहुविकल्पात्मकाः 1 अङ्कः | 3+5+6+3=17 | 4 | 1 | 17 |
| अति-लघूत्तरात्मकाः ½ अङ्कः | 2+2+2=6 | 3 | ½ | 3 |
| अति-लघूत्तरात्मकाः 1 अङ्कः | 2=2 | 1 | 1 | 2 |
| निबन्धात्मकः ½ अङ्कः (रिक्तस्थानपूर्तिमाध्यमेन) | 10+10=20 | 2 | ½ | 10 |
| निबन्धात्मकः. 1 अङ्कः | 3+3=6 | 2 | 1 | 6 |
| पूर्णवाक्यात्मकः 1 अङ्कः | 2+2+2+5=11 | 4 | 1 | 11 |
| पूर्णवाक्यात्मकः 2 अङ्कौ | 2=2 | 1 | 2 | 4 |
| लघूत्तरात्मकाः ½ अङ्कः | 4+4=8 | 2 | ½ | 4 |
| लघूत्तरात्मकाः 1 अङ्कः | 1+6+2+2+2+3+3+4=23 | 8 | 1 | 23 |
| | | | आहत्याङ्काः | 80 |

संस्कृतपाठ्यक्रमः (केन्द्रिकम्) कोड् सङ्ख्या - 322

कक्षा-द्वादशी (2023-24)

वार्षिकं मूल्याङ्कनम्

| ‘क’ भागः | |
|---|----|
| अपठित – अवबोधनम् | |
| (10 अङ्काः) | |
| 1. एकः अपठितः गद्यांशः 80-100 शब्दपरिमितः गद्यांशः, सरलकथा ➤ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (2+4) ➤ समुचितशीर्षकलेखनम् (1) ➤ अनुच्छेद – आधारितं भाषिकं कार्यम् (3) भाषिककार्याय तत्त्वानि - ✓ वाक्ये कर्तृ-क्रियापदचयनम् ✓ विशेषण-विशेष्यचयनम् ✓ पर्याय-विलोमपदचयनम् ✓ सर्वनामस्थाने संज्ञाप्रयोगः | 10 |
| ‘ख’ भागः | |
| रचनात्मकं कार्यम् | |
| (15 अङ्काः) | |
| 2. औपचारिकम् अनौपचारिकं पत्रम्/प्रार्थनापत्रम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिं कृत्वा पूर्णं पत्रं लेखनीयम्) | 5 |
| 3. लघुकथा (शब्दसूचीसाहाय्येन, रिक्तस्थानपूर्ति-माध्यमेन)/वार्तालापे एकपक्षपूरणम् | 5 |
| 4. हिन्दीभाषया आङ्ग्लभाषया वा लिखितानां वाक्यानां संस्कृतभाषया अनुवादः | 5 |
| ‘ग’ भागः | |
| अनुप्रयुक्त-व्याकरणम् | |
| (20 अङ्काः) | |
| 5. पाठाधारिताः सन्धिविच्छेदाः – (2+2+2) ➤ स्वरसन्धिः ➤ व्यञ्जनसन्धिः ➤ विसर्गसन्धिः | 6 |
| 6. पाठाधारित-समासाः विग्रहाः च – ➤ अव्ययीभावः, द्विगुः, द्वन्द्वः, तत्पुरुषः, कर्मधारयः, बहुव्रीहिः | 5 |
| 7. प्रत्ययाः - (प्रकृतिप्रत्यय-संयोजनं वियोजनञ्च) (अ) कृत्- क्त, क्तवतु, तव्यत्, अनीयर, शतृ, शानच्, क्तिन् (आ) तद्धित- मतुप्, इन्, ठक्, त्व, तल् (इ) स्त्री-प्रत्ययाः – टाप्, डीप् | 6 |
| 8. उपपदविभक्तिप्रयोगः (पाठ्यपुस्तकम् आधृत्य) | 3 |

| ‘घ’ भागः | |
|---|--------------------|
| (i) पठितावबोधनम् | (25 अङ्काः) |
| 9. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपद-चयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः | 5 |
| 10. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपद-चयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः | 5 |
| 11. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपद-चयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः | 5 |
| 12. भावार्थे रिक्तस्थानपूर्तिः / प्रदत्ते भावार्थत्रये शुद्धभावार्थचयनम् | 3 |
| 13. प्रदत्तेषु अन्वयेषु रिक्तस्थानपूर्तिः | 3 |
| 14. प्रदत्तवाक्यांशानां सार्थकं संयोजनम् | 2 |
| 15. प्रदत्तपङ्क्तिषु प्रसङ्गानुसारं पदानाम् अर्थलेखनम् | 2 |
| ‘घ’ भागः | |
| (ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः | |
| (10 अङ्काः) | |
| 16. भास्वतीपाठ्यपुस्तकस्थ-पाठानां सन्दर्भग्रन्थाः, रचयितारः तेषां रचनाः च (1+1+1) | 3 |
| 17. महाकाव्यम्, गद्यकाव्यम्, चम्पूकाव्यम् | 3 |
| 18. नाट्यतत्त्वानां मुख्यविशेषतानां परिचयः | 4 |

परीक्षायै निर्धारिताः पाठाः

| पाठ्यस्तकम् – भास्वती - द्वितीयो भागः | | | |
|---------------------------------------|--------------------|-------------|-------------------------|
| पाठसङ्ख्या | पाठनाम | पाठसङ्ख्या | पाठनाम |
| प्रथमः पाठः | अनुशासनम् | षष्ठः पाठः | सूक्तिसौरभम् |
| तृतीयः पाठः | मातुराज्ञा गरीयसी | सप्तमः पाठः | नैकेनापि समं गता वसुमती |
| चतुर्थः पाठः | प्रजानुरञ्जको नृपः | नवमः पाठः | मदालसा |
| पञ्चमः पाठः | दौवारिकस्य निष्ठा | एकादशः पाठः | कार्याकार्यव्यवस्थितिः |

| पाठसङ्ख्या | पाठनाम |
|---------------|----------------------------|
| चतुर्थ अध्याय | महाकाव्य |
| सप्तम अध्याय | गद्य काव्य एवं चम्पू काव्य |
| नवम अध्याय | नाट्य साहित्य |

पुस्तकानि

- भास्वती - द्वितीयो भागः (पाठ्यपुस्तकम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।
- व्याकरणसौरभम् (संशोधितसंस्करणम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।
- रचनानुवादकौमुदी (सहायकपुस्तकम्) कपिलदेवद्विवेदीलिखितम् विश्वविद्यालयप्रकाशनम्, वाराणसी ।
- संस्कृतसाहित्यपरिचयः (सन्दर्भपुस्तकम्) (संशोधितसंस्करणम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।
- वेदपारिजात (अतिरिक्ताध्ययनार्थम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।

DELHI PUBLIC SCHOOL , DHANBAD

CLASS :- XII

Subject : Chemistry

Break Up Syllabus Session 2023-2024

HALF YEARLY

Marks Distribution

| Unit No. | Name of Unit | Marks |
|----------|------------------------------|-------|
| 10. | Haloalkanes and Haloarenes | 12 |
| 11. | Alcohols, Phenols and Ethers | 12 |
| 14. | Biomolecules | 10 |
| 03. | Electrochemistry | 12 |
| 02. | Solutions | 12 |
| 08. | d and f-block | 12 |

| Months | Periods | Topics | Half Yearly | Final |
|--------|---------|--|-------------|-------|
| April | 15 | (Unit : X) Haloalkanes and Haloarenes (Periods 15) Haloalkanes: Nomenclatures, nature of C-X bond, Physical and chemical properties , Optical rotation mechanism of substitution reactions . Haloarenes: Nature of C- X bond, substitution reactions (directive influence of halogen for monosubstituted compounds only) Uses and effect of dichloromethane, trichloromethane, iodoform, Freon, DDT. | 12 | 06 |
| April | 07 | Unit XI: Alcohols, Phenols and Ethers(14 Periods) Alcohols: Nomenclature , methods of preparation physical and chemical properties of (Primary alcohols only), Identification of primary , secondary and tertiary alcohols , mechanism of dehydration . | 12 | 06 |
| May | 07 | Phenol: Nomenclature , method of preparation , physical and chemical properties , acidic nature of phenol , electrophilic substitution reaction uses of phenols. Ethers: Nomenclature , method of preparation , physical and chemical properties , uses | | |
| May | 05 | Unit XIV :Biomolecules (Periods 18) Carbohydrates – classification (Aldoses and ketones) , Monosaccharides (glucose and fructose) | 10 | 7 |
| June | 09 | Proteins- elementary idea of a amino acids , peptide bond polypeptides proteins , primary structure , secondary | | |
| July | 04 | structure tertiary and quarternary structures (qualitative idea only) denaturation of proteins . Nucleic Acids : DNA & RNA | | |

| | | | | |
|------|----|---|----|----|
| July | 18 | Unit III: Electrochemistry (Periods 18) Redox reaction , conductance in electrolytic solution s , specific and molar conductivity with concentration Kohlrausch' s Law . electrolysis and law of electrolysis (elementary idea) dry cell , electronic cell and Galvanic cells; lead accumulator EMF of a cell, standard electrode , potential , Nernst equation and its applicaiton to chemical cells , fuel cell corrosion. | 12 | 09 |
| July | 05 | Unit II : Solutions (Periods 15) Types of solutions , expression of concentration of solutions of solids in liquids, solubility of gases in liquids , solid solution colligative properties – relative lowering of vapour pressure, elevation of B.P . depression of freezing point osmotic pressure , determination of molecular masses using colligative properties , abnormal mass , Van't Hoff factor | 12 | 07 |
| Aug | 10 | | | |
| Aug | 15 | Unit VIII: d and f- block elements(Periods 18) General introduction , electronic configuration , occurrence and characteristics of transition metal , general trends in properties of the first row transition metals – metallic character , ionization enthalpy , oxidation state ionic radii, colour ,catalytic property , magnetic properties , interstitial compound, alloys Lanthanoides –Electronic configuration , oxidation states, lanthanoide contraction and its consequences. Preparation and properties of $K_2Cr_2O_7$ and $KMnO_4$. | 12 | 07 |
| Sep | 03 | | | |

Pre- Board/ Final Examination 2023-2024

Marks Distribution

| Unit No. | Name of Unit | Marks |
|----------|---------------------------------------|-------|
| 10. | Haloalkanes and Haloarenes | 06 |
| 11. | Alcohols, Phenols and Ethers | 06 |
| 14. | Biomolecules | 07 |
| 03. | Electrochemistry | 09 |
| 02. | Solutions | 07 |
| 08. | d and f-block | 07 |
| 06. | Chemical Kinetics | 07 |
| 09. | Coordination Compounds | 07 |
| 12. | Aldehydes Ketones and Carboxylic acid | 08 |
| 13. | Organic Compounds Containing Nitrogen | 06 |

| Months | Periods | Topics | Half Yearly | Final |
|------------|----------|--|-------------|-------|
| Oct | 13 | Unit IV Chemical Kinetics (Periods 13) Rate of reaction (average and instantaneous) , factors affecting rate of a reaction; Concentration , temperature catalyst , order and molecularity of reaction , rate laws and specific rate constant intergrated rate equation and half life (only for zero and first order reaction) | | 07 |
| Oct Nov | 06 10 | Unit IX Coordination compounds (Period 16) Coordination compounds – Introduction , ligands , coordination number , colour , magnetic properties and shapes , IUPAC nomenclature of mononuclear coordination compounds , bonding , importance of coordination compounds , Warner’s theory , VBT and CFT. | | 07 |
| Nov Dec | 10 03 | Unit XII : Aldehydes , Ketones and Carboxylic Acids (13 Periods) Aldehydes and Ketones : Nomenclature , nature of carbonyl groups , methods of preparation physical and chemical properties and mechanism of nucleophilic addition , reactivity of alpha hydrogen in aldehydes ; uses Carboxylic Acids : Nomenclature , acidic nature methods of preparation ,. Physical and chemical properties , uses. | | 08 |
| Dec | 12 | Unit XIII: Organic Compounds Containing Nitrogen (12 Periods) Amines : Nomenclature, classification , structure method of preparation , physical and chemical properties , uses , identification of primary secondary and tertiary amines . Cyanides and Isocyanides – will be mentioned in relevant places in context. | | 06 |

Question Paper Pattern

| | | |
|--------------------------|---------------|------------|
| 1. Case Study | 02q X 4 marks | = 08 marks |
| 2. Assertion reason Type | 04q X 1 marks | = 04 marks |
| 3. MCQ Type | 14q X 1 marks | = 14 marks |
| 4. Very Short answer | 07q X 2 marks | = 14 marks |
| 5. Short answer Type | 05q X 3 marks | = 15 marks |
| 6. Long answer Type | 03q X 5 marks | = 15 marks |

PRACTICAL SYLLABUS FOR THE SESSION 2023-2024

CHEMISTRY

CLASS :XII

| Marking scheme for examination | Marks |
|--------------------------------|-------|
| Volumetric Analysis | 08 |
| Salt Analysis | 08 |
| Content Based Experiments | 06 |
| Project | 04 |
| Class Record and Viva | 04 |

1. Preparation of double salt of ferrous ammonium sulphate or potash alum.
2. Preparation of lyophobic solutions of starch and egg albumin.
3. Determination of concentration / molarity of KMnO_4 solution by titrating against a standard solution of (i) Oxalic Acid (ii) Ferrous Ammonium Sulphate (Mohr's salt)
(Students will be required to prepare standard solution by weighing themselves)
4. Qualitative Analysis
Determination of one cations and one anions in a given salt
Cations: Pb^{2+} , Ca^{2+} , Fe^{3+} , Zn^{2+} , Co^{2+} , Mn^{2+} , Ni^{2+} , Ba^{2+} , Sr^{2+} , Ca^{2+} , Mg^{2+} , NH_4^+ , Cu^{2+}
Anions: S^{2-} , SO_3^{2-} , SO_4^{2-} , CO_3^{2-} , NO_2^- , NO_3^- , Cl^- , Br^- , I^- , PO_4^{3-} , CH_3COO^-
5. Test for the functional group present in the organic compounds
Alcoholic, Phenolic, Aldehydic, Ketonic, Carboxylic and Amine
6. Preparation of any one of the following compounds
(a) Iodoform (b) Acetanilide

DELHI PUBLIC SCHOOL , DHANBAD

CLASS :- XII

Subject : Chemistry

Break Up Syllabus Session 2023-2024

HALF YEARLY

Marks Distribution

| Unit No. | Name of Unit | Marks |
|----------|------------------------------|-------|
| 10. | Haloalkanes and Haloarenes | 12 |
| 11. | Alcohols, Phenols and Ethers | 12 |
| 14. | Biomolecules | 10 |
| 03. | Electrochemistry | 12 |
| 02. | Solutions | 12 |
| 08. | d and f-block | 12 |

| Months | Periods | Topics | Half Yearly | Final |
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| April | 07 | Unit XI: Alcohols, Phenols and Ethers(14 Periods) Alcohols: Nomenclature , methods of preparation physical and chemical properties of (Primary alcohols only), Identification of primary , secondary and tertiary alcohols , mechanism of dehydration . | 12 | 06 |
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| May | 05 | Unit XIV :Biomolecules (Periods 18) Carbohydrates – classification (Aldoses and ketones) , Monosaccharides (glucose and fructose) | 10 | 7 |
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| | | | | |
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| July | 18 | Unit III: Electrochemistry (Periods 18) Redox reaction , conductance in electrolytic solution s , specific and molar conductivity with concentration Kohlarusch' s Law . electrolysis and law of electrolysis (elementary idea) dry cell , electronic cell and Galvanic cells; lead accumulator EMF of a cell, standard electrode , potential , Nernst equation and its applicaiton to chemical ells , fuel cell corrosion. | 12 | 09 |
| July | 05 | Unit II : Solutions (Periods 15) Types of solutions , expression of concentration of solutions of solids in liquids, solubility of gases in liquids , solid solution colligative properties – relative lowering of vapour pressure, elevation of B.P . depression of freezing point osmotic pressure , determination of molecular masses using colligative properties , abnormal mass , Van't Hoff factor | 12 | 07 |
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Pre- Board/ Final Examination 2023-2024

Marks Distribution

| Unit No. | Name of Unit | Marks |
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| 11. | Alcohols, Phenols and Ethers | 06 |
| 14. | Biomolecules | 07 |
| 03. | Electrochemistry | 09 |
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| 08. | d and f-block | 07 |
| 06. | Chemical Kinetics | 07 |
| 09. | Coordination Compounds | 07 |
| 12. | Aldehydes Ketones and Carboxylic acid | 08 |
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| Months | Periods | Topics | Half Yearly | Final |
|------------|----------|--|-------------|-------|
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PRACTICAL SYLLABUS FOR THE SESSION 2023-2024

CHEMISTRY

CLASS :XII

| Marking scheme for examination | Marks |
|--------------------------------|-------|
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| Salt Analysis | 08 |
| Content Based Experiments | 06 |
| Project | 04 |
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6. Preparation of any one of the following compounds
(a) Iodoform (b) Acetanilide

