

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.

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

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

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

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

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

Bank Reconciliation Statement:

- Need and preparation, Bank Reconciliation Statement

Depreciation, Provisions and Reserves

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

Note: Excluding change of method

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

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

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

Unit 3: Financial Statements of Sole Proprietorship

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

Incomplete Records

Features, reasons and limitations.

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

Part C: Project Work (Any One)

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

**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%

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.

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

Unit 2: Forms of Business organizations

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

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

Unit 3: Public, Private and Global Enterprises

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

Unit 4: Business Services

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

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

Unit 5: Emerging Modes of Business

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

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

Part B: Finance and Trade

Unit 7: Sources of Business Finance

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

Unit 8: Small Business and Enterprises

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

Unit 9: Internal Trade

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

Unit 10: International Trade

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

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

Unit 11: Project Work

As per CBSE guidelines.

**Suggested Question Paper Design
Business Studies (Code No. 054)
Class XI (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 -XI

Session: 2023-24

Half Yealy Syllabus

Unit I: Computer Systems and Organisation

- **Boolean logic:** NOT, AND, OR, NAND, NOR, XOR, NOT, truth tables and De Morgan's laws, Logic circuits
- **Number System:** Binary, Octal, Decimal and Hexadecimal number system; conversion between number systems
- **Encoding Schemes:** ASCII, ISCII, and Unicode (UTF8, UTF32)

Unit II: Computational Thinking and Programming - I

- **Introduction to Problem-solving:** Steps for Problem-solving (Analyzing the problem, developing an algorithm, coding, testing, and debugging), representation of algorithms using flowchart and pseudocode, decomposition
- **Familiarization with the basics of Python programming:** Introduction to Python, Features of Python, executing a simple "hello world" program, execution modes: interactive mode and script mode, Python character set, Python tokens(keyword, identifier, literal, operator, punctuation), variables, concept of l-value and r-value, use of comments
- **Knowledge of data types:** Number(integer, floating point,complex), boolean, sequence(string, list, tuple), None, Mapping(dictionary), mutable and immutable data types.
- **Operators:** arithmetic operators, relational operators, logical operators, assignment operators, augmented assignment operators, identity operators (is, is not), membership operators (in not in)
- **Expressions, statement, type conversion, and input/output:** precedence of operators, expression, evaluation of an expression, type-conversion (explicit and implicit conversion), accepting data as input from the console and displaying output.
- **Errors-** syntax errors, logical errors, and run-time errors
- **Flow of Control:** introduction, use of indentation, sequential flow, conditional and iterative flow
- **Conditional statements:** if, if-else, if-elif-else, flowcharts, simple programs: e.g.: absolute value, sort 3 numbers and divisibility of a number.
- **Iterative Statement:** for loop, range(), while loop, flowcharts, break and continue statements, nested loops, suggested programs: generating pattern, summation of series, finding the factorial of a positive number, etc.

Final Exam Syllabus

Computational Thinking and Programming - I

- **Lists:** introduction, indexing, list operations (concatenation, repetition, membership and slicing), traversing a list using loops, built-in functions/methods–len(), list(), append(), extend(), insert(), count(), index(), remove(), pop(), reverse(), sort(), sorted(), min(), max(), sum(); nested lists, suggested programs: finding the maximum, minimum, mean of numeric values stored in a list; linear search on list of numbers and counting the frequency of elements in a list.
- **Tuples:** introduction, indexing, tuple operations (concatenation, repetition, membership and slicing); built-in functions/methods – len(), tuple(), count(), index(), sorted(), min(), max(), sum(); tuple assignment, nested tuple; suggested programs: finding the minimum, maximum, mean of values stored in a tuple; linear search on a tuple of numbers, counting the frequency of elements in a tuple.
- **Dictionary:** introduction, accessing items in a dictionary using keys, mutability of a dictionary (adding a new term, modifying an existing item), traversing a dictionary, built-in functions/methods – len(), dict(), keys(), values(), items(), get(), update(), del(), del, clear(), fromkeys(), copy(), pop(), popitem(), setdefault(), max(), min(), sorted(); Suggested programs: count the number of times a character appears in a given string using a dictionary, create a dictionary with names of employees, their salary and access them.
- **Strings:** introduction, string operations (concatenation, repetition, membership and slicing), traversing a string using loops, built-in functions/methods–len(), capitalize(), title(), lower(), upper(), count(), find(), index(), endswith(), startswith(), isalnum(), isalpha(), isdigit(), islower(), isupper(), isspace(),lstrip(), rstrip(), strip(), replace(), join(), partition(), split()
- **Introduction to Python modules:** Importing module using 'import <module>' and using from statement, importing math module (pi, e, sqrt(), ceil(), floor(), pow(), fabs(), sin(), cos(), tan()); random module (random(), randint(), randrange()), statistics module (mean(), median(), mode()).

CLASS XI
COURSE STRUCTURE

UNIT NO.	UNIT NAME	NO. OF PERIODS (190 HRS)	THE WEIGHTAGE (MARKS) ALLOTTED
UNIT 1	Changing Trends & Career in Physical Education	15	04 + 04 b*
UNIT 2	Olympic Value Education	10	05
UNIT 3	Yoga	14	06+01 b*
UNIT 4	Physical Education & Sports for CWSN	13	04+03 b*
UNIT 5	Physical Fitness, Wellness	10	05
UNIT 6	Test, Measurements & Evaluation	15	08
UNIT 7	Fundamentals of Anatomy and Physiology in Sports	15	08
UNIT 8	Fundamentals of Kinesiology and Biomechanics in Sports	15	04+04 b*
UNIT 9	Psychology and Sports	13	07
UNIT 10	Training & Doping in Sports	14	07
PRACTICAL (LAB)#	Including 3 Practical	56	30
TOTAL	Theory 10 + Practical 3	134 + 56 = 190hrs	Theory 70 + Practical 30 = 100

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

CLASS XI
COURSE CONTENT

Unit No.	Unit Name & Topics	Specific learning objectives	Suggested Teaching Learning process	Learning Outcomes with specific Competencies
Unit 1	<p>Changing Trends and Careers in Physical Education</p> <ol style="list-style-type: none"> 1. Concept, Aims & Objectives of Physical Education 2. Development of Physical Education in India – Post Independence 3. Changing Trends in Sports- playing surface, wearable gear and sports equipment, technological advancements 4. Career options in Physical Education 5. Khelo-India Program and Fit – India Program 	<ul style="list-style-type: none"> • To make the students understand the meaning, aims, and objectives of Physical Education. • To Teach students about the development of physical education in India after Independence. • To educate students about the development of sports surfaces, wearable gear, sports equipment, and technology. • To make students know the different career options available in the field. • To make them know about the Khelo India Program 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> • Recognize the concept, aim, and objectives of Physical Education. • Identify the Post-independence development in Physical Education. • Categorize Changing Trends in Sports- playing surface, wearable gear, sports equipment, technological • Explore different career options in the field of Physical Education. • Make out the development of Khelo India and Fit India Program.

Unit 2	Olympism Value Education 1. Olympism – Concept and Olympics Values (Excellence, Friendship & Respect) 2. Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind 3. Ancient and Modern Olympics 4. Olympics - Symbols, Motto, Flag, Oath, and Anthem 5. Olympic Movement Structure - IOC, NOC, IFS, Other members	<ul style="list-style-type: none"> • To make the students aware of Concepts and Olympics Values (Excellence, Friendship & Respect) • To make students learn about Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind • To make students understand ancient and modern Olympic games. • To make the students aware of Olympics - Symbols, Motto, Flag, Oath, and Anthem • To make students learn about the working and functioning of IOC, NOC and IFS, and other members. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Incorporate values of Olympism in your life. • Differentiate between Modern and Ancient Olympic Games, Paralympics, and Special Olympic games • Identify the Olympic Symbol and Ideals • Describe the structure of the Olympic movement structure
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Unit 3	Yoga 1. Meaning and importance of Yoga 2. Introduction to Astanga Yoga 3. Yogic Kriyas (Shat Karma) 4. Pranayama and its types. 5. Active Lifestyle and stress management through Yoga	<ul style="list-style-type: none"> • To make the students aware of the meaning and importance of yoga • To make them learn about Astanga yoga. • To teach students about yogic kriya, specially shat karmas. • To make the learn and practice types of Pran • To make them learn the importance of yoga in stress management. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Recognize the concept of yoga and be aware of the importance; of it • Identify the elements of yoga • Identify the Asanas, Pranayama's, meditation, and yogic kriyas • Classify various yogic activities for the enhancement of concentration • Know about relaxation techniques for improving concentration
Unit 4	Physical Education and Sports for Children with Special Needs 1. Concept of Disability and Disorder 2. Types of Disability, its causes & nature (Intellectual disability, Physical disability). 3. Disability Etiquette 4. Aim and objectives of	<ul style="list-style-type: none"> • To make the students aware concept of Disability and Disorder. • To make students aware of different types of disabilities. • To make students learn about Disability Etiquette • To make the students Understand the aims and objectives Adaptive Physical 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Identify the concept of Disability and Disorder. • Outline types of disability and describe their causes and nature. • Adhere to and respect children with special needs by following etiquettes.

	<p>Adaptive Physical Education.</p> <p>5. Role of various professionals for children with special needs (Counselor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist, and Special Educator)</p>	<p>Education</p> <ul style="list-style-type: none"> To make students aware of role of various professionals for children with special needs. 		<ul style="list-style-type: none"> Identify possibilities and scope in adaptive physical education Relate various types of professional support for children with special needs along with their roles and responsibilities.
<p>Unit 5</p>	<p>Physical Fitness, Wellness, and Lifestyle</p> <p>1. Meaning & importance of Wellness, Health, and Physical Fitness.</p> <p>2. Components/Dimensions of Wellness, Health, and Physical Fitness</p> <p>3. Traditional Sports & Regional Games for promoting wellness</p> <p>4. Leadership through Physical Activity and Sports</p>	<ul style="list-style-type: none"> To make the students understand the Meaning & importance of Wellness, Health, and Physical Fitness To make students aware of the Components/ Dimensions of Wellness, Health, and Physical Fitness To make students learn Traditional Sports & Regional Games to promote wellness To develop Leadership qualities through Physical Activity and Sports in students 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Explain wellness and its importance and define the components of wellness. Classify physical fitness and recognize its importance in life. Distinguish between skill-related and health-related components of physical fitness. Illustrate traditional sports and regional games to promote wellness.

	5. Introduction to First Aid – PRICE	<ul style="list-style-type: none"> To make students learn First Aid and its management skills 		<ul style="list-style-type: none"> Relate leadership through physical activity and sports Illustrate the different steps used in first aid - PRICE.
Unit 6	Test, Measurement & Evaluation <ol style="list-style-type: none"> Define Test, Measurements and Evaluation. Importance of Test, Measurements and Evaluation in Sports. Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site) Somato Types (Endomorphy, Mesomorphy & Ectomorphy) Measurements of health-related fitness 	<ul style="list-style-type: none"> To Introduce the students with the terms like test, measurement and evaluation along with its importance To Introducing them the methods of calculating BMI, Waist- hip ratio and Skin fold measurement. To make the students aware of the different somatotypes. To make the students learn the method to measure health-related fitness. 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	After completing the unit, the student s will be able to: <ul style="list-style-type: none"> Define the terms test, measurement, and evaluation, Differentiate norm and criterion referenced standards, Differentiate formative and summative evaluation, Discuss the importance of measurement and evaluation processes, Understand BMI: A popular clinical standard and its computation Differentiate between Endomorphy, Mesomorphy & Ectomorphy h describe the procedure of Anthropometric

				Measurement
Unit 7	<p>Fundamentals of Anatomy, Physiology in Sports</p> <ol style="list-style-type: none"> 1. Definition and importance of Anatomy and Physiology in Exercise and Sports. 2. Functions of Skeletal System, Classification of Bones, and Types of Joints. 3. Properties and Functions of Muscles. 4. Structure and Functions of Circulatory System and Heart. 5. Structure and Functions of Respiratory System. 	<ul style="list-style-type: none"> • The students will learn the meaning and definition & identify the importance of anatomy, physiology, and kinesiology. • Students will understand the main functions and Classification of Bone and the Types of Joints. • The students will learn the Properties and Functions of Muscles. • The students will learn the Structure and Functions of the Circulatory System and Heart. • The students will learn the Structure and Functions of Respiratory System. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game - based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> • Identify the importance of anatomy and physiology. • Recognize the functions of the skeleton. • Understand the functions of bones and identify various types of joints. • Figure out the properties and functions of muscles and understand how they work. • Understand the anatomy of the respiratory system and describe it's working. • Identify and analyses the layout and functions of Circulatory System.
Unit 8	<p>Fundamentals Of Kinesiology And Biomechanics in Sports</p> <ol style="list-style-type: none"> 1. Definition and Importance of 	<ul style="list-style-type: none"> • The students will learn the meaning and definition & identify the importance of Kinesiology and Biomechanics in sports. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> • Understand Kinesiology and Biomechanics with their

	<p>Kinesiology and Biomechanics in Sports.</p> <p>2. Principles of Biomechanics</p> <p>3. Kinetics and Kinematics in Sports</p> <p>4. Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation</p> <p>5. Axis and Planes – Concept and its application in body movements</p>	<ul style="list-style-type: none"> • To make the students learn the principles of biomechanics. • To make the students understand the concept of Kinetics and Kinematics in Sports • To make the students learn about different types of body movements. • To make the students understand the concept of Axis and Planes and its application in body movements. 	<ul style="list-style-type: none"> • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	<p>application in sports.</p> <ul style="list-style-type: none"> • Explain biomechanical principles and their utilization in sports and physical education. • Illustrate fundamental body movements and their basic patterns. • Learn about the Axis and Planes and their application with body movements.
<p>Unit 9</p>	<p>Psychology and Sports</p> <p>1. Definition & Importance of Psychology in Physical Education & Sports;</p> <p>2. Developmental Characteristics at Different Stages of Development;</p>	<ul style="list-style-type: none"> • The students will identify the definition and importance of Psychology in Physical Education and sports. • The students will be able to differentiate characteristics of growth and development at different stages. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> • Identify the role of Psychology in Physical Education and Sports • Differentiate characteristics of growth and development at different stages.

	<p>3. Adolescent Problems & their Management;</p> <p>4. Team Cohesion and Sports;</p> <p>5. Introduction to Psychological Attributes: Attention, Resilience, Mental Toughness</p>	<ul style="list-style-type: none"> - Students will be able to identify the issues and management related to adolescents. The students will be able to understand the importance of team cohesion in sports. Students will distinguish different Psychological Attributes like Attention, Resilience, and Mental Toughness. 	<ul style="list-style-type: none"> Expeditionary learning. 	<ul style="list-style-type: none"> Explain the issues related to adolescent behavior and Team Cohesion in Sports Correlate the psychological concepts with the sports and athlete specific situations
<p>Unit 10</p>	<p>Training & Doping in Sports</p> <p>1. Concept and Principles of Sports Training</p> <p>2. Training Load: Over Load, Adaptation, and Recovery</p> <p>3. Warming-up & Limbering Down – Types, Method & Importance</p> <p>4. Concept of Skill, Technique, Tactics & Strategies</p>	<ul style="list-style-type: none"> To make the students aware about of concepts and principles of sports training. To make students learn and understand the Training Load, Over Load, Adaptation, and Recovery concepts. To make students Understand the importance of warning up and limbering down exercises. To introduce the terms like Skills, Techniques, Tactics, and Strategies to the 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Understand the concept and principles of sports training. Summarise training load and its concept. Understand the concept of warming up & limbering down in sports training and their types, method & importance. Acquire the ability to differentiate between the skill, technique, tactics & strategies in sports training.

	5. Concept of Doping and its disadvantages	students. • To make students aware of the doping substances and their disadvantages in sports.		• Interpret concept of doping.
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GUIDELINES FOR INTERNAL ASSESSMENT (PRACTICAL/ PROJECTS ETC.)

PRACTICAL (Max. Marks 30)	
Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*	6 Marks
Proficiency in Games and Sports (Skill of any one IOA recognized Sport/Game of Choice)**	7 Marks
Yogic Practices	7 Marks
Record File ***	5 Marks
Viva Voce (Health/ Games & Sports/ Yoga)	5 Marks

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

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

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

CLASS XI
COURSE STRUCTURE

UNIT NO.	UNIT NAME	NO. OF PERIODS (190 HRS)	THE WEIGHTAGE (MARKS) ALLOTTED
UNIT 1	Changing Trends & Career in Physical Education	15	04 + 04 b*
UNIT 2	Olympic Value Education	10	05
UNIT 3	Yoga	14	06+01 b*
UNIT 4	Physical Education & Sports for CWSN	13	04+03 b*
UNIT 5	Physical Fitness, Wellness	10	05
UNIT 6	Test, Measurements & Evaluation	15	08
UNIT 7	Fundamentals of Anatomy and Physiology in Sports	15	08
UNIT 8	Fundamentals of Kinesiology and Biomechanics in Sports	15	04+04 b*
UNIT 9	Psychology and Sports	13	07
UNIT 10	Training & Doping in Sports	14	07
PRACTICAL (LAB)#	Including 3 Practical	56	30
TOTAL	Theory 10 + Practical 3	134 + 56 = 190hrs	Theory 70 + Practical 30 = 100

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

CLASS XI
COURSE CONTENT

Unit No.	Unit Name & Topics	Specific learning objectives	Suggested Teaching Learning process	Learning Outcomes with specific Competencies
Unit 1	<p>Changing Trends and Careers in Physical Education</p> <ol style="list-style-type: none"> 1. Concept, Aims & Objectives of Physical Education 2. Development of Physical Education in India – Post Independence 3. Changing Trends in Sports- playing surface, wearable gear and sports equipment, technological advancements 4. Career options in Physical Education 5. Khelo-India Program and Fit – India Program 	<ul style="list-style-type: none"> • To make the students understand the meaning, aims, and objectives of Physical Education. • To Teach students about the development of physical education in India after Independence. • To educate students about the development of sports surfaces, wearable gear, sports equipment, and technology. • To make students know the different career options available in the field. • To make them know about the Khelo India Program 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> • Recognize the concept, aim, and objectives of Physical Education. • Identify the Post-independence development in Physical Education. • Categorize Changing Trends in Sports- playing surface, wearable gear, sports equipment, technological • Explore different career options in the field of Physical Education. • Make out the development of Khelo India and Fit India Program.

Unit 2	Olympism Value Education 1. Olympism – Concept and Olympics Values (Excellence, Friendship & Respect) 2. Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind 3. Ancient and Modern Olympics 4. Olympics - Symbols, Motto, Flag, Oath, and Anthem 5. Olympic Movement Structure - IOC, NOC, IFS, Other members	<ul style="list-style-type: none"> • To make the students aware of Concepts and Olympics Values (Excellence, Friendship & Respect) • To make students learn about Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind • To make students understand ancient and modern Olympic games. • To make the students aware of Olympics - Symbols, Motto, Flag, Oath, and Anthem • To make students learn about the working and functioning of IOC, NOC and IFS, and other members. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Incorporate values of Olympism in your life. • Differentiate between Modern and Ancient Olympic Games, Paralympics, and Special Olympic games • Identify the Olympic Symbol and Ideals • Describe the structure of the Olympic movement structure
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Unit 3	Yoga 1. Meaning and importance of Yoga 2. Introduction to Astanga Yoga 3. Yogic Kriyas (Shat Karma) 4. Pranayama and its types. 5. Active Lifestyle and stress management through Yoga	<ul style="list-style-type: none"> • To make the students aware of the meaning and importance of yoga • To make them learn about Astanga yoga. • To teach students about yogic kriya, specially shat karmas. • To make the learn and practice types of Pran • To make them learn the importance of yoga in stress management. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Recognize the concept of yoga and be aware of the importance; of it • Identify the elements of yoga • Identify the Asanas, Pranayama's, meditation, and yogic kriyas • Classify various yogic activities for the enhancement of concentration • Know about relaxation techniques for improving concentration
Unit 4	Physical Education and Sports for Children with Special Needs 1. Concept of Disability and Disorder 2. Types of Disability, its causes & nature (Intellectual disability, Physical disability). 3. Disability Etiquette 4. Aim and objectives of	<ul style="list-style-type: none"> • To make the students aware concept of Disability and Disorder. • To make students aware of different types of disabilities. • To make students learn about Disability Etiquette • To make the students Understand the aims and objectives Adaptive Physical 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Identify the concept of Disability and Disorder. • Outline types of disability and describe their causes and nature. • Adhere to and respect children with special needs by following etiquettes.

	<p>Adaptive Physical Education.</p> <p>5. Role of various professionals for children with special needs (Counselor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist, and Special Educator)</p>	<p>Education</p> <ul style="list-style-type: none"> To make students aware of role of various professionals for children with special needs. 		<ul style="list-style-type: none"> Identify possibilities and scope in adaptive physical education Relate various types of professional support for children with special needs along with their roles and responsibilities.
<p>Unit 5</p>	<p>Physical Fitness, Wellness, and Lifestyle</p> <p>1. Meaning & importance of Wellness, Health, and Physical Fitness.</p> <p>2. Components/Dimensions of Wellness, Health, and Physical Fitness</p> <p>3. Traditional Sports & Regional Games for promoting wellness</p> <p>4. Leadership through Physical Activity and Sports</p>	<ul style="list-style-type: none"> To make the students understand the Meaning & importance of Wellness, Health, and Physical Fitness To make students aware of the Components/ Dimensions of Wellness, Health, and Physical Fitness To make students learn Traditional Sports & Regional Games to promote wellness To develop Leadership qualities through Physical Activity and Sports in students 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Explain wellness and its importance and define the components of wellness. Classify physical fitness and recognize its importance in life. Distinguish between skill-related and health-related components of physical fitness. Illustrate traditional sports and regional games to promote wellness.

	5. Introduction to First Aid – PRICE	<ul style="list-style-type: none"> To make students learn First Aid and its management skills 		<ul style="list-style-type: none"> Relate leadership through physical activity and sports Illustrate the different steps used in first aid - PRICE.
Unit 6	Test, Measurement & Evaluation <ol style="list-style-type: none"> Define Test, Measurements and Evaluation. Importance of Test, Measurements and Evaluation in Sports. Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site) Somato Types (Endomorphy, Mesomorphy & Ectomorphy) Measurements of health-related fitness 	<ul style="list-style-type: none"> To Introduce the students with the terms like test, measurement and evaluation along with its importance To Introducing them the methods of calculating BMI, Waist- hip ratio and Skin fold measurement. To make the students aware of the different somatotypes. To make the students learn the method to measure health-related fitness. 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	After completing the unit, the student s will be able to: <ul style="list-style-type: none"> Define the terms test, measurement, and evaluation, Differentiate norm and criterion referenced standards, Differentiate formative and summative evaluation, Discuss the importance of measurement and evaluation processes, Understand BMI: A popular clinical standard and its computation Differentiate between Endomorphy, Mesomorphy & Ectomorphy h describe the procedure of Anthropometric

				Measurement
Unit 7	Fundamentals of Anatomy, Physiology in Sports <ol style="list-style-type: none"> 1. Definition and importance of Anatomy and Physiology in Exercise and Sports. 2. Functions of Skeletal System, Classification of Bones, and Types of Joints. 3. Properties and Functions of Muscles. 4. Structure and Functions of Circulatory System and Heart. 5. Structure and Functions of Respiratory System. 	<ul style="list-style-type: none"> • The students will learn the meaning and definition & identify the importance of anatomy, physiology, and kinesiology. • Students will understand the main functions and Classification of Bone and the Types of Joints. • The students will learn the Properties and Functions of Muscles. • The students will learn the Structure and Functions of the Circulatory System and Heart. • The students will learn the Structure and Functions of Respiratory System. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game - based learning and Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Identify the importance of anatomy and physiology. • Recognize the functions of the skeleton. • Understand the functions of bones and identify various types of joints. • Figure out the properties and functions of muscles and understand how they work. • Understand the anatomy of the respiratory system and describe it's working. • Identify and analyses the layout and functions of Circulatory System.
Unit 8	Fundamentals Of Kinesiology And Biomechanics in Sports <ol style="list-style-type: none"> 1. Definition and Importance of 	<ul style="list-style-type: none"> • The students will learn the meaning and definition & identify the importance of Kinesiology and Biomechanics in sports. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Understand Kinesiology and Biomechanics with their

	<p>Kinesiology and Biomechanics in Sports.</p> <p>2. Principles of Biomechanics</p> <p>3. Kinetics and Kinematics in Sports</p> <p>4. Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation</p> <p>5. Axis and Planes – Concept and its application in body movements</p>	<ul style="list-style-type: none"> To make the students learn the principles of biomechanics. To make the students understand the concept of Kinetics and Kinematics in Sports To make the students learn about different types of body movements. To make the students understand the concept of Axis and Planes and its application in body movements. 	<ul style="list-style-type: none"> Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>application in sports.</p> <ul style="list-style-type: none"> Explain biomechanical principles and their utilization in sports and physical education. Illustrate fundamental body movements and their basic patterns. Learn about the Axis and Planes and their application with body movements.
Unit 9	<p>Psychology and Sports</p> <p>1. Definition & Importance of Psychology in Physical Education & Sports;</p> <p>2. Developmental Characteristics at Different Stages of Development;</p>	<ul style="list-style-type: none"> The students will identify the definition and importance of Psychology in Physical Education and sports. The students will be able to differentiate characteristics of growth and development at different stages. 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Identify the role of Psychology in Physical Education and Sports Differentiate characteristics of growth and development at different stages.

	<p>3. Adolescent Problems & their Management;</p> <p>4. Team Cohesion and Sports;</p> <p>5. Introduction to Psychological Attributes: Attention, Resilience, Mental Toughness</p>	<ul style="list-style-type: none"> - Students will be able to identify the issues and management related to adolescents. The students will be able to understand the importance of team cohesion in sports. Students will distinguish different Psychological Attributes like Attention, Resilience, and Mental Toughness. 	<ul style="list-style-type: none"> Expeditionary learning. 	<ul style="list-style-type: none"> Explain the issues related to adolescent behavior and Team Cohesion in Sports Correlate the psychological concepts with the sports and athlete specific situations
<p>Unit 10</p>	<p>Training & Doping in Sports</p> <p>1. Concept and Principles of Sports Training</p> <p>2. Training Load: Over Load, Adaptation, and Recovery</p> <p>3. Warming-up & Limbering Down – Types, Method & Importance</p> <p>4. Concept of Skill, Technique, Tactics & Strategies</p>	<ul style="list-style-type: none"> To make the students aware about of concepts and principles of sports training. To make students learn and understand the Training Load, Over Load, Adaptation, and Recovery concepts. To make students Understand the importance of warning up and limbering down exercises. To introduce the terms like Skills, Techniques, Tactics, and Strategies to the 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Understand the concept and principles of sports training. Summarise training load and its concept. Understand the concept of warming up & limbering down in sports training and their types, method & importance. Acquire the ability to differentiate between the skill, technique, tactics & strategies in sports training.

	5. Concept of Doping and its disadvantages	students. • To make students aware of the doping substances and their disadvantages in sports.		• Interpret concept of doping.
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GUIDELINES FOR INTERNAL ASSESSMENT (PRACTICAL/ PROJECTS ETC.)

PRACTICAL (Max. Marks 30)	
Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*	6 Marks
Proficiency in Games and Sports (Skill of any one IOA recognized Sport/Game of Choice)**	7 Marks
Yogic Practices	7 Marks
Record File ***	5 Marks
Viva Voce (Health/ Games & Sports/ Yoga)	5 Marks

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

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

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

दिल्ली पब्लिक स्कूल , धनबाद

TERM-1

विषय - हिंदी (कोर)

कक्षा -11

*

पाठ्यक्रम विभाजन (सत्र : 2023 - 2024)

* निर्धारित पाठ्यपुस्तकें : (1)आरोह भाग-1 NCERT (2) वितान भाग-1 NCERT

*

(3)अभिव्यक्ति और माध्यम NCERT.

महीना	पाठ्यपुस्तक	पाठ एवं पाठ्यवस्तु	कार्य दिवस
अप्रैल	आरोह 1	पाठ 1- घर की याद (काव्य खंड)	18
*		पाठ 11-नमक का दारोगा (गद्य खंड) ,अपठित गद्यांश-काव्यांश	
मई	आरोह 1	पाठ 2-गजल (काव्य खंड), पाठ12-मियां नसीरुद्दीन(गद्य खंड)	09
जून	आरोह 1	पाठ 3- चंपा काले अक्षर नहीं चीन्हती (काव्य खंड)	04
जुलाई	आरोह 1	पाठ 4- हे भूख मत मचल (काव्य खंड),	24
*		पाठ 13-अप्पू के साथ ढाई साल (गद्य खंड)	
*	वितान 1	पाठ 1- भारतीय गायिकाओं में बेजोड़ लता मंगेशकर	
* अगस्त	अभिव्यक्ति और माध्यम	पत्रकारीय लेखन के विभिन्न रूप और लेखन प्रक्रिया,	13
*		विभिन्न माध्यमों के लिए लेखन	
सितम्बर	आरोह 1	पाठ 6- सबसे खतरनाक (काव्य खंड)	22
*		पाठ 14- गलता लोहा (गद्य खंड)	
*	वितान 1	पाठ 2- राजस्थान की रजत बूंदे	
* अक्टूबर	अभिव्यक्ति और माध्यम	विशेष लेखन स्वरूप और प्रकार , शब्दकोष	
	आरोह 1	पाठ 8-आओ मिलकर बचाएं।	11
* नवंबर	वितान 1	पाठ 3- आलो आंधारी	
*	अभिव्यक्ति और माध्यम	पटकथा	

*

दिल्ली पब्लिक स्कूल , धनबाद

कक्षा -11

TERM-2

विषय - हिंदी (कोर)

*

पाठ्यक्रम विभाजन (सत्र : 2023 - 2024)

* निर्धारित पाठ्यपुस्तकें : (1)आरोह भाग 1 NCERT (2) वितान भाग 1 NCERT

*

(3)अभिव्यक्ति और माध्यम NCERT.

महीना	पाठ्यपुस्तक	पाठ एवं पाठ्यवस्तु	कार्य दिवस
दिसम्बर	आरोह 1	पाठ 9- रजनी	17
*	अभिव्यक्ति और माध्यम	डायरी लेखन।	
* जनवरी	आरोह 1	पाठ 10- जामुन का पेड़ (गद्य खंड)	16
*		पाठ 17- शिरीष के फूल	
*		पाठ 18 भारत माता	
*	अभिव्यक्ति और माध्यम	स्ववृत लेखन	



दिल्ली पब्लिक स्कूल, धनबाद
विषय - हिंदी (कोर)

कक्षा -11 (2023-2024)

समय - 3 घंटे

अर्द्धवार्षिक परीक्षा, प्री बोर्ड एवं बोर्ड परीक्षा के प्रश्न पत्र का प्रारूप एवं अंक विभाजन

प्रश्न सं०	विषय	अंक
खंड -क (वस्तुपरक प्रश्न)		
1.	अपठित गद्यांश (1अंक ×10 बहुविकल्पीय प्रश्न)	10
2.	अपठित काव्यांश (1अंक × 5 बहुविकल्पीय प्रश्न)	05
3.	अभिव्यक्ति और माध्यम (1अंक × 5 बहुविकल्पीय प्रश्न)	05
4.	आरोह -2 से पठित काव्यांश (1अंक × 5 बहुविकल्पीय प्रश्न)	05
5.	आरोह -2 से पठित गद्यांश (1अंक × 5 बहुविकल्पीय प्रश्न)	05
a6.	वितान -2 (पूरक पाठ्यपुस्तक) (1अंक × 10 बहुविकल्पीय प्रश्न)	10
खंड -ख (वर्णनात्मक प्रश्न)		
कार्यालयी हिंदी और रचनात्मक लेखन (अभिव्यक्ति और माध्यम पुस्तक के आधार पर)		
7.	रचनात्मक लेखन (150 शब्दों में)	05
8.	कार्यालयी पत्र	05
9.	कविता/कहानी/नाटक की रचना प्रक्रिया पर आधारित दो लघुत्तरीयप्रश्न (3×1)(2×1)	05
10.	समाचार /फीचर/आलेख लेखन पर आधारित दो लघुत्तरीयप्रश्न (3×1)(2×1)	05
पाठ्यपुस्तक (आरोह भाग 2)		
काव्या खंड		
11.	काव्य खंड पर आधारित अर्थग्रहण संबंधित दो प्रश्नों के उत्तर (50-60 शब्दों में) (3×2)	06
12.	काव्य खंड पर आधारित विषयवस्तु संबंधित दो प्रश्नों के उत्तर (30 40 शब्दों में) (2×2)	04
13.	गद्य खंड पर आधारित अर्थबोध संबंधित दो प्रश्नों के उत्तर (50-60 शब्दों में) (3×2)	06
14.	गद्य खंड पर आधारित विषयवस्तु संबंधित दो प्रश्नों के उत्तर (30 40 शब्दों में) (2×2)	04
		पूर्णांक = 80
		श्रवण
* वाचन (10 अंक) + परियोजना कार्य (10 अंक) कुल योग = 100 अंक		



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

Unit-I Diversity of Living Organisms

Chapter-1: The Living World

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

Chapter-2: Biological Classification

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

Chapter-3: Plant Kingdom

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

Chapter-4: Animal Kingdom

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

Unit-II Structural Organization in Animals and Plant

Chapter-5: Morphology of Flowering Plants

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

Chapter-6: Anatomy of Flowering Plants

Anatomy and functions of tissue systems in dicots and monocots.

Chapter-7: Structural Organisation in Animals

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

Unit-III Cell: Structure and Function

Chapter-8: Cell-The Unit of Life

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

Chapter-9: Biomolecules

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

Chapter-10: Cell Cycle and Cell Division

Cell cycle, mitosis, meiosis and their significance

Unit-IV Plant Physiology

Chapter-13: Photosynthesis in Higher Plants

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

Chapter-14: Respiration in Plants

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

Chapter-15: Plant - Growth and Development

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

Unit-V Human Physiology

Chapter-17: Breathing and Exchange of Gases

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

Chapter-18: Body Fluids and Circulation

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

Chapter-19: Excretory Products and their Elimination

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

Chapter-20: Locomotion and Movement

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

Chapter-21: Neural Control and Coordination

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

Chapter-22: Chemical Coordination and Integration

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

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

PRACTICALS

Time: 03 Hours

Max. Marks: 30

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

A: List of Experiments

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

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

B. Study and Observe the following (spotting):

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

Practical Examination for Visually Impaired Students Class XI

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

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

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

Chemical – alcohol

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

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

C. List of Practicals

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

given for Class XII may be followed.



6 of 12

ation/Familiarity with the apparatus /equipments/animal and plants. for assessment in practicals (All experiments)

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

Chemical – alcohol

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

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

C. List of Practicals

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

5

identify type of stem (Herbaceous or Woody), type of leaves (Compound or Simple).

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

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

Prescribed Books:

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

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	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%

**ENGLISH CORECODE
NO. 301 CLASS – XI
2023-24**

**Section A – 26 Marks
Reading Skills**

I Reading Comprehension through Unseen Passages (10+8=18 Marks)

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

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

Choice Questions / Objective Type Questions will be asked.

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

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

**Section B – 23 Marks Grammar
and Creative Writing Skills**

II Grammar (7 Marks)

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

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

III Creative Writing Skills (16 Marks)

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

answered. **(3 marks: Format : 1 / Content : 1 / Expression : 1)**

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

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

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

10. One Poetry extract out of two, from the book **Hornbill**, to assess comprehension, interpretation, analysis, inference and appreciation. **(3x1=3 Marks)**
11. One Prose extract out of two, from the book **Hornbill**, to assess comprehension, interpretation, analysis, evaluation and appreciation. **(3x1=3 Marks)**
12. One prose extract out of two, from the book **Snapshots**, to assess comprehension, interpretation, analysis, inference and appreciation. **(4x1=4 Marks)**
13. Two Short answer type questions (one from Prose and one from Poetry, from the book **Hornbill**), out of four, to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. **(3x2=6 Marks)**
14. One Short answer type question, from the book **Snapshots**, to be answered in 40- 50 words. Questions should elicit inferential responses through critical thinking. One out of two questions to be done. **(3x1=3 Marks)**
15. One Long answer type question, from **Prose/Poetry of Hornbill**, to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event, as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from the student. Any one out of two questions to be done. **(1x6=6 Marks)**
16. One Long answer type question, based on the chapters from the book **Snapshots**, to be answered in 120-150 words, to assess global comprehension and extrapolation beyond the text. Questions to provide analytical and evaluative responses, using incidents, events, themes, as reference points. Any one out of two questions to be done. **(1x6=6 Marks)**

Prescribed Books

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

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

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

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

INTERNAL ASSESSMENT

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

**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 	

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%



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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.

	<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.

			<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.

		<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.

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
<p>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>9</p> <p>Atmospheric Circulations and Weather Systems</p>	<p>Major Hot Deserts of the world:</p> <ul style="list-style-type: none"> Mojave Desert- Nevada, US Patagonian Desert- Argentina Sahara- Africa Gobi Desert- Mongolia, Asia Thar desert- India Great Victoria desert- Australia

<p 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

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

	<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	

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			

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.

	<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.

		<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.

		<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>

	<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: <ul 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.

	<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
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,

		<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.

		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.

		<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.

		<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

			<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.

<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

		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.

		<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
1 Data its source and compilation	<ul style="list-style-type: none"> • To understand the importance of data and its uses in Geography 	<ul style="list-style-type: none"> • Collect Primary and Secondary Sources of data from different sources and exhibit in practical file 	<ul style="list-style-type: none"> • Define data. • Differentiate between primary and secondary sources of data. • List several sources of data.
2 Data Processing	<ul style="list-style-type: none"> • To calculate Measures of Central tendency • To Compare Mean, Median And Mode 	<ul style="list-style-type: none"> • Calculate Mean, Median and Mode using direct and indirect method 	<ul style="list-style-type: none"> • Calculate the mean rainfall of your city • List ten Himalayan peaks with their heights.

			<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"> • Explain what is Spatial Information Technology or GIS.

	<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)

	<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</p> <p>Suez Canal, Panama Canal, Rhine waterways and St. Lawrence Seaways</p>

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

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



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CBSE

POLITICAL SCIENCE

SYLLABUS 2023-2024

(Code No. 028)

CLASS-XI & XII



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RATIONALE

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

AIMS AND OBJECTIVES

1. Indian Constitution at Work:

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

2. Political Theory:

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

3. Contemporary World Politics

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

4. Politics in India since Independence

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

CLASS XI

Links for 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.

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

<ul style="list-style-type: none"> • what do the directive principles contain? 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.

<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.

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

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

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

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

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

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

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

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

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

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

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

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

CLASS XII

Links for 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
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 b) Gorbachev and the disintegration c) Causes and Consequences of disintegration of Soviet Union d) Shock Therapy and its Consequences e) New entities in world politics</p> <ul style="list-style-type: none"> • Russia • Balkan States • Central Asian States <p>f) India's relations with Russia and other post-communist countries</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Historical facts and processes of formation of Soviet Union. • Causes and consequences of the Disintegration of the Soviet Union • Shock Therapy and its consequences. • Tensions and Conflicts which occurred in the former Soviet Republics. • Relationship between India and the post-communist countries 	<p>Group Discussion: <i>Causes and consequences of disintegration of USSR</i></p> <p>Documentaries-<i>Past & present situations in USSR/Post Soviet Republics</i></p> <p>Analysis of relevant newspaper articles</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Identify the basic features of the Soviet System. • Discuss the background and outcome of disintegration of the Soviet Union. • Examine the consequences of unipolar world • Assess the features of Shock Therapy • Probe into the recent happenings in the Post-Communist Countries. • Trace the developments between India& Russia

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

	<p>Democracy in Nepal.</p> <ul style="list-style-type: none"> Continuation of democracy since independence despite serious ethnic conflict in Sri Lanka Relations between India and its neighbours Importance of regional cooperation in South Asia Role of big powers like USA and China in the South Asian region. 	<p>Quiz</p>	<p>movements in this region.</p> <ul style="list-style-type: none"> Justify the creation of SAARC Understand the involvement of US and China in South Asia.
<p style="text-align: center;">4</p> <p><u>International Organizations</u></p> <p>Topics to be focused:</p> <p>a) Meaning and importance of International Organisations</p> <p>b) Evolution of the UN</p> <p>c) Structure and function of International Organisations</p> <p>d) Principal Organs of UN</p> <p>e) Reform of the UN after Cold War</p> <p>f) Reform of Structures, Processes and Jurisdiction of the UN</p> <p>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

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

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

			<ul style="list-style-type: none"> Draw attention to resistance movements to Globalisation and envisage its future trends.
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.

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

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

<ul style="list-style-type: none"> • From Shastri to Indira Gandhi <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.

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संस्कृतम् (केन्द्रिकम्) (कोड सं. 322)

आहत्य-अङ्काः - 80+20

आहत्य-कालांशाः - 210

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे चत्वारो भागाः भविष्यन्ति –

‘क’ भागः अपठित – अवबोधनम्	10 अङ्काः	20 कालांशाः
‘ख’ भागः रचनात्मक- कार्यम्	15 अङ्काः	30 कालांशाः
‘ग’ भागः अनुप्रयुक्त – व्याकरणम्	20 अङ्काः	55 कालांशाः
‘घ’ भागः	35 अङ्काः	
(i) पठितावबोधनम् (25 अङ्काः)		85 कालांशाः
(ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः (10 अङ्काः)		20 कालांशाः

भागानुसारं विषयाः अङ्कविभाजनञ्च

80 अङ्काः

क्र. सं.	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
‘क’ भागः अपठित – अवबोधनम्			
1.	अपठितः गद्यांशः (80-100 शब्दपरिमितः)	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ शीर्षकम् (लघूत्तरात्मकः) भाषिककार्यम् (बहुविकल्पात्मकाः)	1×2=2 2×2=4 1×1=1 1×3=3
		पूर्णभारः	10 अङ्काः
‘ख’ भागः रचनात्मक – कार्यम्			
2.	पत्रम्	निबन्धात्मकः	½×10=5
3.	लघुकथापूर्तिः	निबन्धात्मकः	½×10=5
4.	वार्तालापे एकपक्षपूरणम्	निबन्धात्मकः	1×5=5
		पूर्णभारः	15 अङ्काः
‘ग’ भागः अनुप्रयुक्त – व्याकरणम्			
5.	सन्धिः	लघूत्तरात्मकाः	1×3=3
6.	प्रत्ययाः	बहुविकल्पात्मकाः	1×3=3
7.	शब्दरूपाणि	बहुविकल्पात्मकाः	1×3=3

8.	धातुरूपाणि	बहुविकल्पात्मकाः	1×3=3
9.	कारक-उपपदविभक्तिप्रयोगः	लघूत्तरात्मकाः	1×3=3
10.	वाच्यपरिवर्तनम्	बहुविकल्पात्मकाः	1×2=2
11.	अशुद्धि-संशोधनम्	बहुविकल्पात्मकाः	1×3=3
		पूर्णभारः	20 अङ्काः
‘घ’ भागः			
(i) पठित – अवबोधनम्			
12.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
13.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
14.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
15.	भावार्थलेखनम् / शुद्धभावार्थचयनम्	निबन्धात्मकः	1×3=3
16.	अन्वयः	निबन्धात्मकः	1×3=3
17.	वाक्यांशानां सार्थकं संयोजनम्	लघूत्तरात्मकाः	½×4=2
18.	प्रसङ्गानुसारं पदानाम् अर्थलेखनम् ।	लघूत्तरात्मकाः	½×4=2
		पूर्णभारः	25 अङ्काः
‘घ’ भागः			
(ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः			
19.	संस्कृतभाषायाः उद्भवः विकासश्च	लघूत्तरात्मकाः	1×3=3
20.	वैदिकसाहित्यम्	लघूत्तरात्मकाः	1×4=4
21.	रामायणम्, महाभारतम् पुराणानि च	लघूत्तरात्मकाः	1×3=3
		पूर्णभारः	10 अङ्काः
सम्पूर्णभारः			80 अङ्काः

प्रश्नपत्र-प्रारूपम् /संरचना
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प्रश्नप्रकारः	प्रश्नानां सङ्ख्या	विभाग- सङ्ख्या	प्रतिप्रश्नम् अङ्कभारः	आहत्याङ्काः
बहुविकल्पात्मकाः 1 अङ्कः	$3+3+3+3+2+3=17$	6	1	17
अति-लघूत्तरात्मकाः ½ अङ्कः	$2+2+2=6$	3	½	3
अति-लघूत्तरात्मकाः 1 अङ्कः	$2=2$	1	1	2
निबन्धात्मकः ½ अङ्कः (रिक्तस्थानपूर्तिमाध्यमेन)	$10+10=20$	2	½	10
निबन्धात्मकः. 1 अङ्कः	$5+3+3=11$	3	1	11
पूर्णवाक्यात्मकः 1 अङ्कः	$2+2+2=6$	3	1	6
पूर्णवाक्यात्मकः 2 अङ्कौ	$4=4$	1	2	4
लघूत्तरात्मकाः 1 अङ्कः	$1+3+3+2+2+2+3+4+3=23$	7	1	23
लघूत्तरात्मकाः. ½ अङ्कः	$4+4=8$	2	½	4
			आहत्याङ्काः	80

संस्कृतपाठ्यक्रमः (केन्द्रिकम्) कोड सं. 322

कक्षा – एकादशी (2023-24)

वार्षिक 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 – क्रिया पदचयनम् ✓ विशेषण – विशेष्य चयनम् ✓ पर्याय – विलोमपद – चयनम् ✓ 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)	5
4. वार्तालापे एकपक्षपूरणम्	5
‘ग’ भागः	
अनुप्रयुक्त-व्याकरणम्	
(20 अङ्काः)	
5 सन्धिः – पाठ्यपुस्तके प्रयुक्तपदानां सन्धिविच्छेदः सन्धिकरणं च । स्वरसन्धिः ➤ दीर्घः, गुणः, वृद्धिः, यण्, अयादिः । व्यञ्जनसन्धिः ➤ श्चुत्वम्, ष्टुत्वम्, जश्त्वम्, अनुस्वारः, परसवर्णः । विसर्गसन्धिः ➤ सत्वम्, उत्त्वम्, रुत्वम्, लोपः ।	3
6. प्रत्ययाः (प्रकृति-प्रत्यय-संयोजनं वियोजनञ्च) ➤ क्त्वा, ल्यप्, तुमुन्, तव्यत्, अनीयर्, क्त, क्तवतु ।	3
7. शब्दरूपाणि – विभक्त्यनुसारं वाक्यप्रयोगः । ➤ अजन्ताः-रमा, कवि, पति, मति, नदी, शिशु, धेनु, मधु, वधू, पितृ, मातृ- समानान्तरप्रयोगाश्च ।	3

<ul style="list-style-type: none"> ➤ हलन्ताः – राजन्, गच्छन्, भवत्, आत्मन्, विद्वस्, वाच् समानान्तरप्रयोगाश्च । ➤ सर्वनामानि- सर्व, यत्, तत्, किम्, इदम् (त्रिषु लिङ्गेषु) अस्मद्, युष्मद् । ➤ सङ्ख्यावाचकशब्दाः – एकसङ्ख्यातः पञ्चसङ्ख्यापर्यन्तम् (त्रिषु लिङ्गेषु) । 	3
<p>8. धातुरूपाणि –पञ्चलकारेषु अधोलिखितधातूनां वाक्येषु प्रयोगः ।</p> <p>परस्मैपदिनः</p> <ul style="list-style-type: none"> ➤ भू, कृ, पा, स्था, दृश्, अस्, कथ्, भक्ष्, घ्रा, क्रुध्, हन्, श्रु, क्री, ग्रह् <p>आत्मनेपदिनः</p> <ul style="list-style-type: none"> ➤ लभ्, सेव्, मुद्, याच् । 	3
9. कारक-उपपदविभक्तिप्रयोगः	3
10. सामान्यं वाच्य-परिवर्तनम् (लट्-लृट्-लकारयोः)	2
11. अशुद्धि-संशोधनम् (लिङ्ग-वचन-पुरुष-विभक्ति-कालाधारितम्)	3
<p>‘घ’ भागः</p> <p>(i) पठितावबोधनम् (25 अङ्काः)</p>	
<p>12. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <ul style="list-style-type: none"> ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपदचयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः 	5
<p>13. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <ul style="list-style-type: none"> ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपदचयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः 	5
<p>14. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <ul style="list-style-type: none"> ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपदचयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः 	5
15. भावार्थे रिक्तस्थानपूर्तिः / प्रदत्ते भावार्थत्रये शुद्धभावार्थचयनम्	3
16. प्रदत्तेषु अन्वयेषु रिक्तस्थानपूर्तिः	3
17. प्रदत्तवाक्यांशानां सार्थकं संयोजनम् ।	2

18. प्रदत्तपङ्क्तिषु प्रसङ्गानुसारं पदानाम् अर्थलेखनम् ।	2
‘घ’ भागः	
(ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः (10 अङ्काः)	
19. संस्कृतभाषायाः उद्भवः विकासश्च	3
20. वैदिकसाहित्यम् (वेदाः, ब्राह्मण-आरण्यकानि, उपनिषदः, वेदाङ्गानि) (1+1+1+1)	4
21. रामायणम्, महाभारतम्, पुराणानि च (1+1+1)	3

परीक्षायै निर्धारिताः पाठाः

पाठ्यस्तकम् – भास्वती - प्रथमो भागः			
पाठसङ्ख्या	पाठनाम	पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	कुशलप्रशासनम्	अष्टमः पाठः	सङ्गीतानुरागी सुब्बण्णः
तृतीयः पाठः	सूक्तिसुधा	नवमः पाठः	वस्त्रविक्रयः
पञ्चमः पाठः	वीरः सर्वदमनः	दशमः पाठः	यद् भूतहितं तत्सत्यम्
षष्ठः पाठः	शुकशावकोदन्तः	एकादशः पाठः	स मे प्रियः

पाठसङ्ख्या	पाठनाम
प्रथम अध्याय	संस्कृत भाषा उद्भव एवं विकास
द्वितीयः अध्याय	वैदिक साहित्य
तृतीय अध्याय	रामायण, महाभारत एवं पुराण

पुस्तकानि

- भास्वती - प्रथमो भागः (पाठ्यपुस्तकम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।
- व्याकरणसौरभम् (संशोधितसंस्करणम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।
- रचनानुवादकौमुदी (सहायकपुस्तकम्) कपिलदेवद्विवेदीलिखितम् विश्वविद्यालयप्रकाशनम्, वाराणसी ।
- संस्कृतसाहित्यपरिचयः (सन्दर्भपुस्तकम्) (संशोधितसंस्करणम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।
- वेदपारिजात (अतिरिक्ताध्ययनार्थम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।

PHYSICS (Code No. 042)
COURSE STRUCTURE
Class XI – 2023-24 (Theory)

Time: 3 hrs.

Max Marks: 70

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

Unit I: Physical World and Measurement

08 Periods

Chapter–2: Units and Measurements

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

Unit II: Kinematics

24 Periods

Chapter–3: Motion in a Straight Line

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

Chapter–4: Motion in a Plane

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

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

Unit III: Laws of Motion

14 Periods

Chapter–5: Laws of Motion

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

Law of conservation of linear momentum and its applications.

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

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

Unit IV: Work, Energy and Power

14 Periods

Chapter–6: Work, Energy and Power

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

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

Unit V: Motion of System of Particles and Rigid Body

18 Periods

Chapter–7: System of Particles and Rotational Motion

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

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

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

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

Unit VI: Gravitation

12 Periods

Chapter–8: Gravitation

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

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

Gravitational potential energy and gravitational potential, escape speed,

orbital velocity of a satellite.

Unit VII: Properties of Bulk Matter

24 Periods

Chapter–9: Mechanical Properties of Solids

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

Chapter–10: Mechanical Properties of Fluids

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

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

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

Chapter–11: Thermal Properties of Matter

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

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

Unit VIII: Thermodynamics

12 Periods

Chapter–12: Thermodynamics

Thermal equilibrium and definition of temperature, zeroth law of thermodynamics, heat, work and internal energy. First law of thermodynamics,

Second law of thermodynamics: gaseous state of matter, change of condition

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

Unit IX: Behavior of Perfect Gases and Kinetic Theory of Gases

08 Periods

Chapter–13: Kinetic Theory

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

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

Unit X: Oscillations and Waves

26 Periods

Chapter–14: Oscillations

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

Simple harmonic motion (S.H.M) and its equations of motion; phase; oscillations of a loaded spring- restoring force and force constant; energy in S.H.M.

Kinetic and potential energies; simple pendulum derivation of expression for its time period.

Chapter–15: Waves

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

DELHI PUBLIC SCHOOL, DHANBAD
SYLLABUS (final term)2023-2024
CLASS: -- XI SUBJECT—MATHEMATICS STANDARD (041)

TEXT BOOK - NCERT

Permutations and Combinations

Fundamental principle of counting. Factorial n . $(n!)$ Permutations and combinations, derivation of Formulae for nPr and nCr and their connections, simple applications

Binomial Theorem

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

Straight Lines

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

Conic Sections

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

Introduction to Three-dimensional Geometry

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

Limits and Derivatives

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

Statistics

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

Probability

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

DELHI PUBLIC SCHOOL , DHANBAD

CLASS :- XI

Subject : Chemistry

Break Up Syllabus Session 2023-2024

HALY YEARLY EXAMINATION

Marks distribution

Unit No.	Name of Unit	Marks
1.	Some Basic Concept of Chemistry	13
2.	Structure of Atom	18
3.	Classification of elements and periodicity in properties	10
4.	Chemical bonding and molecular structure	19
8.	Redox Reactions	10

Months	Pds	Chapter & Topics
June	9	Unit 1- Some Basic Concepts of Chemistry (Periods 12) General Instruction: Importance and scope of chemistry Atomic and molecular masses, mole concept and molar mass:
July	3	percentage composition and empirical and molecular formula, chemical reactions, Stoichiometry and calculations bases on stoichiometry
July	12	Unit II:- Structure of atom:- (12 Periods) Discovery of electron , proton , Neutron, atomic number, rutherford's Model and limitations , thomson's Model and limitations ,isotopes, isobars and Bohr's model and its limitations , concepts of shells and subshell, dual nature of matter and light , deBroglie' s relationship, Heisenberg uncertainty principle, concept of orbitals quantum numbers, shapes of s, p and d orbitals Aufbau principle, Pauli exclusion principle and Hund's rule , electronic configuration of atoms , stability of half field and completely filled orbitals
July	12	Unit IV:- (Chemical bonding and molecular structure (Periods 12) Valance electron ionic bond, covalent bond parameters ,Lewis structure, polar character of ionic bond and covalent character of ionic bond, valance bond theory , Resonance geometry of covalent molecules . VSEPR theory , concept of hybridization involving s , p and d orbital and shape of some simple molecules, Molecular orbital theory of homonuclear diatomic molecules (qualitative ideas only) Hydrogen bond.
Aug	10	Unit III:- Classification of elements and periodicity in properties Modern periodic law and present form of periodic table, periodic trends in properties of elements – atomic radii , ionic radii, inert gas radii, ionization enthalpy , electron gain enthalpy , electronegativity valency, Nomenclature of element with atomic number greater than hundred.

Aug	10	Unit VIII:- Redox Reactions (Periods 8) Concept of oxidation reduction, redox reaction , application of redox reaction, oxidation number, balancing redox reaction in terms of laws and gain of electrons and change in oxidation number.
Sep		Revision

FINAL EXAMINATION 2023-2024

Marks Distribution For Final Examination

<u>Unit No.</u>	<u>Name of unit</u>	<u>Marks</u>
6.	Thermodynamics	13
7.	Equilibrium	16
8.	Redox Reactions	10
12.	Basic concepts of organic chemistry	14
13.	Hydrocarbon	17

Months	Pds	Chapter & Topics
Oct	13	Unit IV :- Thermodynamics (Periods 13) Concept of system , types of systems, surrounding, heat , energy extensive and intensive properties , State functions , First law of thermodynamics- internal energy and enthalpy , heat capacity and specific heat measurement of ΔU and ΔH , Hess's law of constant heat summation , enthalpy of bond dissociation , combustion, formation, atomization ,sublimation , phase transition ionization and dilution. Introduction of enthalpy as a state function, free energy change for spontaneous and non spontaneous process, equilibrium, entropy, second law of thermodynamics, third law of thermodynamics.

Oct	6	Unit VII:- Equilibrium (16 Periods) Equilibrium in Physical process, Equilibrium in chemical process – Dynamic equilibrium , Law of mass action, equilibrium constant , factors effecting equilibrium , Le chaterlier’ s principle , ionization of acids and bases strong and weak electrolyte, degree of ionization, polybasic acid acid strength concept of pH, buffer solution, solubility product, common ion effect, hydrolysis of salts. Henderson’s equations
Nov	10	
Nov	5	Unit XII:- Basic Concepts of Organic Chemistry. (Periods 15) General introduction, Tetravalency of Carbon: Shapes of Organic Compounds, Structural representation of Organic compounds, Classification of Organic compounds, IUPAC Nomenclature of Organic compounds, Isomerism, fundamental concepts in Organic Reaction Mechanism, Methods of purification of Organic compounds, Qualitative analysis of organic compounds, Quantitative analysis.
Dec	10	
Dec	5	Unit XIII:- Hydrocabons (Periods 17) Classification of hydrocarbons Alkanes – Nomenclature isomerism conformations(ethane only) , physical properties , chemical reactions including free radical mechanism of halogenations , combustion pyrolysis Alkenes- Nomenclature , structure of double bond(ethene) , geometrical isomerism , physical properties , method of preparation, chemical reaction addition of hydrogen, halogen, water , hydrogen halides Markovnikov’s addition and peroxide effect ozonolysis oxidation, mechanism of electrophilic addition.
Jan	12	Alkynes- Nomenclature, structure of triple bond (ethylene) , physical properties , methods of preparation, chemical reaction acidic character of alkynes , addition reaction of hydrogen , halogen, hydrogen halides and water . Aromatic hydrocarbons : Introduction IUPAC nomenclature , benzene resonance , aromaticity , chemical properties mechanism of electrophilic substitution , nitration sulphonation , halgenation , Friedel Craft’s alkylation and acylation, directive influence of functional group in mono substituted benzene, carcinogenicity and toxicity.

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

DELHI PUBLIC SCHOOL, DHANBAD

PRACTICAL SYLLABUS FOR SESSION 2023-2024

CHEMISTRY

CLASS :XI

Practical total 60 periods

HALF YEARLY

A. Basic Laboratory Techniques

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

B. Experiments related to pH change

(a) Any one of the following experiments:

Determination of pH of some solutions obtained from fruit juices, solutions of known and varied concentrations of acids, bases and salts using pH paper or universal indicator.

Comparing the pH of solutions of strong and weak acid of same concentration. Study the pH change in the titration of a strong acid with a strong base using universal indicator.

C. Chemical Equilibrium

One of the following experiments:

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

D. Quantitative estimation

- (a) Using a chemical balance
- (b) Preparation of standard solution of Oxalic acid.

- (c) Determination of strength of a given solution of sodium hydroxide by titrating it against standard solution of oxalic acid.
- (d) Preparation of standard solution of sodium carbonate.
- (e) Determine the strength of a given solution of hydrochloric acid by titrating it against standard sodium carbonate solution.

FINAL EXAMINATION

E. Quantitative Analysis

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

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

Anions:- PO_4^{3-} , Cl^- , Br^- , I^- , NO_3^- , NO_2^- , SO_4^{2-} , SO_3^{2-} , CO_3^{2-} , CH_3COO^-

F. Detection of Nitrogen , Sulphur and halogen in organic compound by Lassaigne Test.

G. Crystallization and purification of chemical substances.

1. Determination of melting point of organic compound
2. Determination of boiling point of organic compound.
3. Crystallization involving impure sample of any one of the following : Alum, Copper sulphate , Benzoic acid.

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

One-Theory Paper

**80Marks
3 Hours**

S.NO	THEMES	No. of Periods	Marks
1.	Introduction to World History	10	
Section A: Early Societies			
2.	Introduction	5	
3.	Writing and City Life	20	10
Section B: Empires			
4.	Introduction	5	
5.	An empire across three continents	20	10
6.	Nomadic Empires	20	10
Section C: Changing Traditions			
	Introduction	5	
7.	The Three Orders	20	10
8.	Changing Cultural Traditions	20	10
Section D: Paths to Modernization			
9.	Introduction	5	
10.	Displacing Indigenous People	20	10
11.	Paths To Modernization	20	15
165	MAP WORK OF THE RELATED THEMES	15	5
	Total		80
	Project work	25	20
	Total	210	100 Marks