



**DELHI  
PUBLIC  
SCHOOL  
RAMPURHAT**

Affiliated to  
**CBSE, New Delhi**  
**10+2 (2430410)**

Under the aegis of The DPS Society, New Delhi

# SYLLABUS

SESSION : 2025-2026



CLASS XI & XII

(HUMANITIES STREAM)



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

**Background**

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

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

**Competencies to be focused on:**

The general objectives at this stage are to:

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

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

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

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

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

Students are expected to develop the following study skills:

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

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

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

## **B. Listening and Speaking**

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

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

Students are expected to develop the ability to:

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

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

The students will be able to:

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

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

## **D. More About Reading**

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

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

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

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

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

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

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

## **Methods and Techniques**

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

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

**ENGLISH CORE**  
**CLASS –XI (2025-26)**

**Section A**  
**Reading Skills-- 26 Marks**

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

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

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

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

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

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

**II. Grammar** **7 Marks**

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

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

**III. Creative Writing Skills** **16 Marks**

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

7. Short writing task –Poster up to 50 words. One out of the two given questions to be answered. (3 marks: Format: 1 / Content: 1 / Expression: 1)
8. Long Writing task: Speech in 120-150 words based on verbal / visual cues related to contemporary / age-appropriate topic. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)
9. Long Writing Task: Debate based on visual/verbal inputs in 120-150 words, thematically related to contemporary, topical issues. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)

### **Section C**

#### **Literature Text Book and Supplementary Reading Text-31 Marks**

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

10. One Poetry extract out of two, from the book Hornbill, to assess comprehension, interpretation, analysis, inference and appreciation. **3x1=3 Marks**
11. One Prose extract out of two, from the book Hornbill, to assess comprehension, interpretation, analysis, evaluation and appreciation. **3x1=3 Marks**
12. One prose extract out of two, from the book Snapshots, to assess comprehension, interpretation, analysis, inference and appreciation. **4x1=4 Marks**
13. Two Short answer type questions (one from Prose and one from Poetry, from the book Hornbill), 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

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

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

**ENGLISH CORE**  
**CLASS – XII (2025-26)**

**Section A**  
**Reading Skills-22 Marks**

**I. Reading Comprehension through Unseen Passage**

**12+10 = 22 Marks**

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

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

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

**Section B**

**Creative Writing Skills-18 Marks**

3. Notice, up to 50 words. One out of the two given questions to be answered.  
**(4 Marks:** Format :1 / Content: 2 / Accuracy of Spelling and Grammar: 1).
4. Formal/Informal Invitation and Reply, up to 50 words. One out of the two given questions to be answered. **(4 Marks:** Format: 1 / Content: 2 / Accuracy of Spelling and Grammar :1).
5. Letters based on verbal/visual input, to be answered in approximately 120-150 words. Letter types include application for a job with bio data or resume. Letters to the editor (giving suggestions or opinion on issues of public interest). One out of the two given questions to be answered. **(5 Marks:** Format: 1/Organisation of Ideas:1/Content:2/ Accuracy of Spelling and Grammar :1).
6. Article/ Report Writing, descriptive and analytical in nature, based on verbal inputs, to be answered in 120-150 words. One out of the two given questions to be answered. **(5 Marks:**Format:1/Organisation of Ideas:1/Content:2/Accuracy of Spelling and Grammar:1).

## Section C

### Literature Text Book and Supplementary Reading Text- 40 Marks

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

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

## Prescribed Books

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

### Prose

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

### Poetry

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

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

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

### INTERNAL ASSESSMENT

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

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

Section	Competencies	Total marks
<b>Reading Skills</b>	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.	22
<b>Creative Writing Skills</b>	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriate style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	18
<b>Literature Text Book and Supplementary Reading Text</b>	Recalling, reasoning, critical thinking, appreciating literary convention, inference, analysis, creativity with fluency.	40
	<b>TOTAL</b>	<b>80</b>
<b>Internal Assessment</b>	Assessment of Listening and Speaking Skills	<b>10</b>
	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>	5+5
	<ul style="list-style-type: none"> <li>• Project Work</li> </ul>	<b>10</b>
	<b>GRAND TOTAL</b>	<b>100</b>

## GUIDELINES FOR INTERNAL ASSESSMENT

Classes XI-XII

Total Marks: 20

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

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

**i. Activities:**

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

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

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

### SUGGESTIVE RUBRICS

	1	2	3	4	5
<b>Interaction</b>	<ul style="list-style-type: none"> <li>• Contributions are mainly unrelated to those of other speakers</li> <li>• Shows hardly any initiative in the development of conversation</li> <li>• Very limited interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Contributions are often unrelated to those of the other speaker</li> <li>• Generally passive in the development of conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interaction adequately, makes however minimal effort to initiate conversation</li> <li>• Needs constant prompting to take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction is adequately initiated and developed</li> <li>• Takes turn but needs some prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates &amp; logically develops simple conversation on familiar topics</li> <li>• Takes turns appropriately</li> </ul>
<b>Fluency &amp; Coherence</b>	<ul style="list-style-type: none"> <li>• Noticeably/ long pauses; rate of speech is slow</li> </ul>	<ul style="list-style-type: none"> <li>• Usually fluent; produces simple speech</li> </ul>	<ul style="list-style-type: none"> <li>• Is willing to speak at length, however repetition is</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks without noticeable effort, with a little repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks fluently almost with no repetition &amp; minimal</li> </ul>

	<ul style="list-style-type: none"> <li>• Frequent repetition and/or self-correction this is all right in informal conversation</li> <li>• Links only basic sentences; breakdown of coherence evident</li> </ul>	<p>fluently, but loses coherence in complex communication</p> <ul style="list-style-type: none"> <li>• Often hesitates and/or resorts to slow speech</li> <li>• Topics partly developed; not always concluded logically</li> </ul>	<p>noticeable</p> <ul style="list-style-type: none"> <li>• Hesitates and/or self corrects; occasionally loses coherence</li> <li>• Topics developed, but usually not logically concluded</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction</li> <li>• Topics not fully developed to merit.</li> </ul>	<p>hesitation</p> <p>Develops topic fully &amp; coherently</p>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Frequent inaccurate pronunciation</li> <li>• Communication is severely affected</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently unintelligible articulation</li> <li>• Frequent phonological errors</li> <li>• Major communication problems</li> </ul>	<ul style="list-style-type: none"> <li>• Largely correct pronunciation &amp; clear articulation except occasional errors</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly correct pronunciation &amp; clear articulation</li> <li>• Is clearly understood most of the time; very few phonological errors</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounces correctly &amp; articulates clearly</li> <li>• Is always comprehensible</li> <li>• uses appropriate intonation</li> </ul>
<b>Vocabulary &amp; Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstrates almost no flexibility, and mostly struggles for appropriate words</li> <li>• Many Grammatical errors impacting communication</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on some of the topics, with limited vocabulary.</li> <li>• Frequent errors, but self- corrects</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on most of the topics with appropriate vocabulary</li> <li>• Minor errors that do not hamper communication</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expression</li> <li>• No grammatical errors</li> </ul>

**iii. Schedule:**

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

## Project Work + Viva: 10 Marks

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

### I. Schedule:

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

### II. Suggestions for Project Work:

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

#### a) Interview-Based research:

##### Example:

- Students can choose a topic on which to do their research/ interview, e.g. a student can choose the topic: “Evolving food tastes in my neighbourhood” or “Corona pandemic and the fallout on families.” Read the available literature.
  - The student then conducts interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/background.
  - The student will then write an essay/ write up / report etc. up to 1000 words on his/her research and submit it. He/ She will then take a viva on the research project. The project can be done in individually or in pairs/ groups
- b)** Students listen to podcasts/ interviews/radio or TV documentary on a topic and prepare a report countering or agreeing with the speakers. Write an 800 - 1000 words report and submit. Take a viva on the report.
- c)** Students create their own video/ Audio, after writing a script. Before they decide a format, the following elements can be taken into consideration:
- Theme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?
  - What are the elements that need to be part of the script?
  - Will the video/audio have an interview with one or more guests?

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

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

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

**II. Instructions for the Teachers: -**

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

**{Sample Rubric is attached at the end for reference}**

**III. Parameters for Overall Assessment: -**

**1. Pronunciation:**

- When evaluating the pronunciation of the students, teachers must listen for clearly articulated words, pronunciation of unusual spellings and intonation.
- Assess the students for the pronunciation skills and determine at which level the student needs improvement.

**2. Vocabulary:**

After noting their pronunciation levels, evaluate the students on the use of extensive and appropriate **vocabulary** during the viva. Check if students are using vocabulary appropriate to the context about which they are speaking.

### 3. Accuracy:

Grammar has always been an important component of language skills. As students speak/ answer the questions during the viva, listen to their **grammatical structures**. *Are they competent enough to use multiple tenses? Is their word order correct in a given sentence? An effective speaker will automatically use the correct grammatical structures of his language.*

### 4. Communication:

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

### 5. Interaction:

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

### 6. Fluency:

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

#### IV. Project-Portfolio/ Project Report

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

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

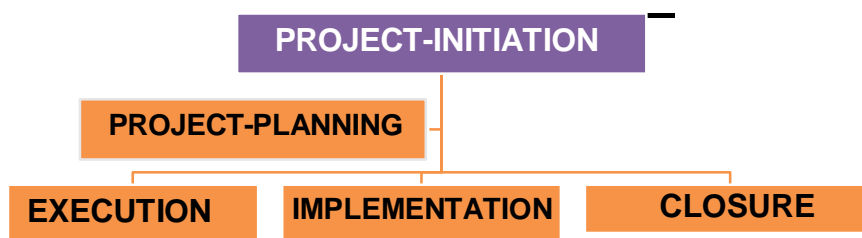
- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Students Action Plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires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

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

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

#### V. Suggestive Timeline:

##### The FIVE Steps in Project Plan



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

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

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

**HISTORY**  
**SUBJECT CODE: 027**  
**CLASSES: XI-XII (2025-26)**

## **RATIONALE**

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

## **AIMS & OBJECTIVES**

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

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

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

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

## **THEMES IN CLASS XI**

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

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

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

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

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

## **THEMES IN CLASS XII**

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

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

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

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

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

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

**COURSE STRUCTURE**  
**Class XI**

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

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

**COURSE CONTENT**  
**CLASS XI**

Section	Theme	Learning outcome with specific competencies
<b>I EARLY SOCIETIES</b>	<b>Timeline I (6 MYA TO 1 BCE)</b>	❖ Understanding the concept of chronology
	<p style="text-align: center;"><b>Theme 1</b></p> <p>Writing and City Life Focus: Iraq, 3<sup>rd</sup> millennium BCE</p> <p>a. Growth of towns b. Nature of early urban societies c. Historians 'Debate on uses of writing.</p>	<ul style="list-style-type: none"> <li>❖ Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations through their writings.</li> <li>❖ Analyse the outcomes of a sustained tradition of writing.</li> <li>❖ Explain the connection between the growth of human civilisation and the tradition of writing.</li> </ul>
	<b>Timeline II (C.100 BCE TO 1300 CE)</b>	❖ Understanding the periods in order of time.
<b>II EMPIRES</b>	<b>Theme 2</b>  <b>An Empire across Three Continents</b>	<ul style="list-style-type: none"> <li>❖ Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture.</li> <li>❖ Analyse the implications of Roman's contacts with the subcontinent empires and discuss about slavery.</li> <li>❖ Examine the domains of cultural transformation in that period &amp; the impact of slavery.</li> </ul>
	<b>Theme 3</b>  <b>NOMADIC EMPIRES</b>	<ul style="list-style-type: none"> <li>❖ Identify the living patterns of nomadic pastoralist society.</li> <li>❖ Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler.</li> <li>❖ Analyse socio-political and economic changes during the period of the descendants of Genghis Khan</li> <li>❖ Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan</li> </ul>
<b>III CHANGING TRADITIONS</b>	<p style="text-align: center;"><b>Timeline III (C. 1300 TO 1700)</b></p> <p style="text-align: center;"><b>Theme 4 The Three Orders</b></p>	<ul style="list-style-type: none"> <li>❖ Explain the myriad aspects of feudalism with reference to first, second, third and fourth order of the society.</li> <li>❖ Relate between ancient slavery and serfdom.</li> <li>❖ Assess the 14th century crisis and rise of the nation states.</li> </ul>

	<p style="text-align: center;"><b>Theme 5</b></p> <p style="text-align: center;"><b>Changing Cultural Traditions</b></p>	<ul style="list-style-type: none"> <li>❖ Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</li> <li>❖ Relate the different facets of Italian cities to understand the characteristics of Renaissance, Humanism and Realism.</li> <li>❖ Compare and contrast the condition of women in the Renaissance period.</li> <li>❖ Recognise major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance.</li> <li>❖ Critically analyse the impact on later reforms.</li> <li>❖ Evaluate the Roman Catholic Church's response to the Protestant Reformation.</li> </ul>
<b>IV TOWARDS MODERNISATION</b>	<p style="text-align: center;"><b>Timeline IV</b> <b>(C. 1700 to 2000)</b></p>	<ul style="list-style-type: none"> <li>❖ Remember and understand the time frame.</li> </ul>
	<p style="text-align: center;"><b>Theme 6</b></p> <p style="text-align: center;"><b>Displacing Indigenous People</b></p>	<ul style="list-style-type: none"> <li>❖ Evaluate the process of displacements of the native people which led to the development of America and Australia to understand their condition.</li> <li>❖ Analyse the realms of settlement of Europeans in Australia and America.</li> <li>❖ Compare and contrast the lives and roles of indigenous people in these continents</li> <li>❖ Analyse the domains of Japanese nationalism prior and after the Second World War.</li> </ul>
	<p style="text-align: center;"><b>Theme 7</b></p> <p style="text-align: center;"><b>Paths to Modernization</b></p> <p>(NOTE- Keeping in view the importance of the themes i.e. Japan, china and Korea; it is advised that all must be taught in the schools.</p>	<ul style="list-style-type: none"> <li>❖ Summarise the nationalist upsurge in China from Dr Sun Yat Sen to Mao Zedong to understand the era of Communism.</li> <li>❖ Analyse the Chinese path to modernization under Deng Xioping and Zhou enlai in order to understand the transformation from rigid communism to liberal socialism.</li> <li>❖ Deduce the histories of China and Japan from the phase of imperialism to modernization.</li> <li>❖ Analyse the domains of Japanese nationalism prior and after the Second World War.</li> </ul>

**QUESTION PAPER DESIGN  
CLASS XI**

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

**CLASS XI  
INTERNAL ASSESSMENT**

**PROJECT WORK**

**MM- 20**

**INTRODUCTION**

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.

The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinises, and assembles different types of evidence to write history. The syllabus in class-XI is organised around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval, and modern Indian history.

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

## OBJECTIVES

### Project work will help students to:

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

### GUIDELINES FOR TEACHERS

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

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

### The following steps are suggested:

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

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

### **SUGGESTIVE TOPICS FOR PROJECTS - CLASS XI**

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

(Projects are an imperative component in enhancing students learning with the related themes. In the research project, students can go beyond the textbook and explore the world of knowledge. They can conceptualise under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept and for assessment.)

**CLASS XII  
COURSE STRUCTURE**

**Theory Paper**

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

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

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

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

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

### CLASS XII COURSE CONTENT

Theme No. and Title	Learning outcome with specific competencies
<b>Themes in Indian History Part – I</b>	
<b>1</b>  <b>BRICKS, BEADS AND BONES</b> <b>The Harappan Civilisation</b>	<ul style="list-style-type: none"> <li>❖ Investigate, explore and interpret the early urban centres and social institutions.</li> <li>❖ State and deduce the multi-lateral aspects of Harappan civilisation to understand the first civilization of the world.</li> <li>❖ Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.</li> </ul>
<b>2</b>  <b>KINGS, FARMERS AND TOWNS</b> <b>Early States and Economies (c.600 BCE 600 CE)</b>	<ul style="list-style-type: none"> <li>❖ Critically evaluate and interpret major trends in the political and economic history of the subcontinent.</li> <li>❖ Decode inscriptional evidence.</li> <li>❖ Analyse inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>

<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>KINSHIP, CASTE AND CLASS</b>  <b>Early Societies</b>  <b>(c. 600 BCE 600 CE)</b></p>	<ul style="list-style-type: none"> <li>❖ Examine, analyse the issues of social history.</li> <li>❖ Analyse social norms in order to understand the perspectives of society given in the scriptures of ancient India.</li> <li>❖ Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>THINKERS, BELIEFS AND BUILDINGS</b>  <b>Cultural Developments</b>  <b>(c. 600 BCE 600 CE)</b></p>	<ul style="list-style-type: none"> <li>❖ Infer and compare the major religious developments in early India.</li> <li>❖ Elucidate the rich religious sculpture and infer the stories hidden in it.</li> <li>❖ Create a picture album of the Buddhist Sculpture.</li> </ul>
<b>Themes in Indian History Part—II</b>	
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>THROUGH THE EYES OF TRAVELLERS</b>  <b>Perceptions of Society</b>  <b>(c. tenth to seventeenth centuries)</b></p>	<ul style="list-style-type: none"> <li>❖ Understand salient features of social histories described by the travellers and apply the learning in real life.</li> <li>❖ Elucidating the accounts of foreign travellers in order to understand the social political and economic life during the tenure of different rulers in the medieval period.</li> </ul>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>BHAKTI –SUFİ TRADITIONS</b>  <b>Changes in Religious Beliefs and Devotional Texts</b>  <b>(c. eighth to eighteenth centuries)</b></p>	<ul style="list-style-type: none"> <li>❖ Understand the religious developments.</li> <li>❖ Summarise the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period.</li> <li>❖ Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society.</li> </ul>
<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b>AN IMPERIAL CAPITAL: VIJAYANAGARA</b>  <b>(c. fourteenth to sixteenth centuries)</b></p>	<ul style="list-style-type: none"> <li>❖ Students will be able to Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India.</li> <li>❖ Analyse accounts of foreign traveller’s on Vijayanagar in order to interpret political, social and cultural life of the city.</li> <li>❖ Assess and appreciate the city planning, water management system, administration of the rulers.</li> </ul>

<p style="text-align: center;"><b>8</b> <b>PEASANTS, ZAMINDARS AND THE STATE</b> <b>Agrarian Society and the Mughal Empire (c. sixteenth seventeenth centuries)</b></p>	<ul style="list-style-type: none"> <li>❖ Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period.</li> <li>❖ Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries.</li> <li>❖ Make a table and bring out the differences in the agrarian sector.</li> </ul>
<b>Themes in Indian History</b> <span style="float: right;"><b>Part—III</b></span>	
<p style="text-align: center;"><b>9</b> <b>COLONIALISM AND THE COUNTRYSIDE</b> <b>Exploring Official Archives</b></p>	<ul style="list-style-type: none"> <li>❖ Evaluate the revenue systems introduced by the British to understand the economic aspects of colonization in India.</li> <li>❖ Analyse the colonial official records &amp; reports to understand the divergent interest of British and Indians.</li> <li>❖ Find solution to be taken to protect the peasants and artisans in this century.</li> </ul>
<p style="text-align: center;"><b>10</b> <b>REBELS AND THE RAJ</b> <b>1857 Revolt and its Representations</b></p>	<ul style="list-style-type: none"> <li>❖ Examine the events of 1857.</li> <li>❖ Correlate the Planning and coordination of the rebels of 1857 to infer its domains and nature.</li> <li>❖ Examine the momentum of the revolt to understand its spread.</li> <li>❖ Analyse how revolt created vision of unity amongst Indians.</li> <li>❖ Interpret visual images to understand the emotions portrayed by the nationalist and British.</li> </ul>
<p style="text-align: center;"><b>11</b> <b>MAHATMA GANDHI AND THE NATIONALIST MOVEMENT</b> <b>Civil Disobedience and Beyond</b></p>	<ul style="list-style-type: none"> <li>❖ Understand the nationalist movement in chronological order.</li> <li>❖ Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership.</li> <li>❖ Debate on the significant contributions of Gandhi to understand his mass appeal for nationalism.</li> <li>❖ Explore the ways of interpreting historical source such as newspapers, biographies and autobiographies diaries, letters</li> </ul>
<p style="text-align: center;"><b>12</b> <b>FRAMING THE CONSTITUTION</b> <b>The Beginning of a New Era</b></p>	<ul style="list-style-type: none"> <li>❖ Highlight the role of Constituent Assembly to understand functionalities in framing the constitution of India.</li> <li>❖ Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution</li> </ul>

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

S. No	Page No.	Part – I Maps
1	2	<b>Mature Harappan sites:</b> Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, Kot Diji.
2	3	<b>Mahajanapada and cities:</b> Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
3	33	<b>Distribution of Ashokan inscriptions:</b> <ul style="list-style-type: none"> <li>• Pillar inscriptions – Sanchi, Topra, Meerut Pillar and Kaushambi.</li> <li>• Kingdom of Cholas, Cheras and Pandyas.</li> </ul>
4	43	<b>Important kingdoms and towns:</b> <ul style="list-style-type: none"> <li>• Kushanas, Shakas, Satavahanas, Vakatakas, Guptas</li> <li>• Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha</li> </ul>
5	95	<b>Major Buddhist Sites:</b> Nagarjunakonda, Sanchi, Amaravati, Lumbini, Bharhut, Bodh Gaya, Ajanta
S. No	Page No.	Part II - Maps
6	174	Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli
7	214	<b>Territories under Babur, Akbar and Aurangzeb:</b> <ul style="list-style-type: none"> <li>• Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.</li> </ul>
S. No	Page No.	Part III - Maps
8	287	<b>Territories/cities under British Control in 1857:</b> Punjab, Sindh, Bombay, Madras Berar, Bengal, Bihar, Orissa, Surat, Calcutta, Patna, Allahabad
9	260	<b>Main centres of the Revolt of 1857:</b> Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh
10		<b>Important centres of the National Movement:</b> Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi

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

**CLASS XII  
QUESTION PAPER DESIGN**

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

**WEIGHTAGE BASED ON COMPETENCIES**

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

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

**INTERNAL ASSESSMENT**

**PROJECT WORK**

**MM-20**

**INTRODUCTION**

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breath and in depth across cultures.

The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts.

The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidence to write history.

The syllabus in class-XI is organised around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval, and modern Indian history.

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

## **OBJECTIVES**

### **Project work will help students:**

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

## **GUIDELINES FOR TEACHERS**

- ❖ This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.
- ❖ The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization

- ❖ Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- ❖ The Project Work should be suitably spaced from April to November in classes XI and XII so that students can prepare for Final Examination.
- ❖ The teachers must ensure that the students submit original work.
- ❖ Project report should be Handwritten only. (Eco-friendly materials can be used by students)

**The following steps are suggested:**

1. Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/ her interest.
2. The project must be done individually/ In-groups.
3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. to enrich the subject content.
5. The Project Work needs to enhance cognitive, affective, and psychomotor domains in the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning. Art integrated Activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020) The Project work can culminate in the form of Power Point Presentation/ Exhibition/ Skit/albums/files/song and d a n c e or c u l t u r e show /story telling/debate/panel discussion, paper presentation and whichever is suitable to visually impaired candidates.
6. Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
7. Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

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

**A FEW SUGGESTIVE TOPICS FOR CLASS XII PROJECTS**

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

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

(Projects are an imperative component in enhancing students learning with the related themes. In the research project, students can go beyond the textbook and explore the world of knowledge. They can conceptualise under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept & for assessment.

**Note:** Please refer Circular No. Acad.16/2013 dated 17.04.2013 for complete guidelines.

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

**1. Steps involved in the conduct of the project:** Students may work upon the following lines as suggested:

1. Choose a Title/Topic
2. Need of the Study, Objective of the Study
3. Hypothesis
4. Content -Timeline, Maps, Mind maps, Pictures, etc. (Organization of Material/Data Present Material/Data)
5. Analysing the Material/Data for Conclusion
6. Draw the Relevant Conclusion
7. Bibliography

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

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

### 3. Assessment of Project Work:

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

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

### 4. Viva-Voce

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

**GEOGRAPHY**  
**Subject Code: 029**  
**Classes XI-XII (2025-26)**

**BACKGROUND/ RATIONALE**

Geography is introduced as an elective subject at the second phase of 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:**

- Familiarise 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 interrelationship 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 wherever 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  
COURSE STRUCTURE**

**Book- Fundamentals of Physical Geography**

<b>Chapter No.</b>	<b>Chapter name</b>	<b>Weightage</b>
<b>Unit- I Geography as a Discipline</b>		
1	Geography As a Discipline	3
<b>Unit II The Earth</b>		
2	The Origin and Evolution of the Earth	9
3	Interior of the Earth	
4	Distribution of oceans and continents	
<b>Unit- III Landforms</b>		
5	Geomorphic Processes	6
6	Landform and their Evolution	
<b>Unit-IV Climate</b>		
7	Composition and Structure of Atmosphere	8
8	Solar Radiation, Heat balance and Temperature	
9	Atmospheric Circulations and Weather Systems	
10	Water in the Atmosphere	
11	World Climate and Climate Change (To be tested through internal assessments in the form of project and presentation)	
<b>Unit-V Water (Oceans)</b>		
12	Water (Oceans)	4
13	Movements of Ocean Water	

<b>Unit VI Life on the Earth</b>		
14	Biodiversity and Conservation (To be tested through internal assessments in the form of project and presentation)	–
	Map Work	5
<b>Total</b>		<b>35</b>

### **Book-India Physical Environment**

<b>Chapter No.</b>	<b>Chapter Name</b>	<b>Weightage</b>
<b>Unit-I Introduction</b>		
1	India- Location	5
<b>Unit II Physiography</b>		
2	Structure and Physiography	13
3	Drainage System	
<b>Unit III Climate Vegetation and Soil</b>		
4	Climate	12
5	Natural Vegetation	
<b>Unit-IV Natural Hazards and Disasters: Causes Consequences and Management</b>		
6	Natural Hazards and Disasters (To be tested through internal assessment in the form of Projects and presentation)	–
	Map	5
<b>Total</b>		<b>35</b>

## Book-Geography Practical Part I

Chapter No.	Chapter Name	Weightage
1	Introduction to Maps	3
2	Map Scale	4
3	Latitude Longitude and Time	4
4	Map Projections	4
5	Topographical Maps	4
6	Introduction to Remote Sensing	6
	<b>Practical file and Viva</b>	5
	<b>Total</b>	<b>30</b>

## COURSE CONTENT – XI

### Book- Fundamentals of Physical Geography

<p><b>Unit 1: Geography as a Discipline</b></p>	<p><b>Chapter 1 Geography as a Discipline</b></p> <ul style="list-style-type: none"> <li>● Introduction to Geography as a discipline</li> <li>● Geography as an integrating discipline: Spatial and Temporal synthesis</li> <li>● Approaches to study Geography: Systematic and Regional</li> <li>● Branches of Geography: Physical Geography, Human Geography and Bio Geography</li> <li>● Physical Geography and its importance.</li> </ul>
<p><b>Unit 2: The Earth</b></p>	<p><b>Chapter 2 The Origin and Evolution of The Earth</b></p> <ul style="list-style-type: none"> <li>● Origin and evolution of the earth</li> <li>● Early theories: Origin of the Earth</li> <li>● Modern Theories: Origin of the universe</li> <li>● Formation of Stars and Planets</li> <li>● Evolution of the Earth: Lithosphere, Atmosphere and Hydrosphere</li> <li>● Origin of Life</li> </ul> <p><b>Chapter 3 Interior of the Earth</b></p> <ul style="list-style-type: none"> <li>● Sources of Information about the Interior of the Earth (Direct and Indirect)</li> <li>● Earthquakes: Earthquake Waves, Shadow zones, Types, Scales to measure earthquake intensity, effects, frequency of earthquake occurrences</li> <li>● Structure of the Earth</li> <li>● Volcanoes and Volcanic landforms</li> </ul>

	<p><b>Chapter 4 Distribution of Oceans and Continents</b></p> <ul style="list-style-type: none"> <li>● Continental Drift Theory, and Evidence in support of Continental Drift and Force for Drift</li> <li>● Post Drift Studies</li> <li>● Ocean Floor Configuration</li> <li>● Distribution of Earthquakes and Volcanoes</li> <li>● Concept of Seafloor Spreading</li> <li>● Plate Tectonics: Types of Plate boundaries, Rate and forces for the Plate Movement</li> <li>● Movement of the Indian Plate</li> </ul>
<p><b>Unit 3: Landforms</b></p>	<p><b>Chapter 5 Geomorphic processes</b></p> <ul style="list-style-type: none"> <li>● Geomorphic processes: Exogenic and Endogenic</li> <li>● Endogenic Process: Diastrophism, Volcanism</li> <li>● Exogenic Processes Weathering, landslides.</li> <li>● Soil: Processes and factors of Soil Formation</li> </ul> <p><b>Chapter 6 Landforms and their Evolution</b></p> <ul style="list-style-type: none"> <li>● <b>Running water:</b> Erosional and Depositional Landforms</li> <li>● <b>Wind:</b> Erosional and Depositional Landforms</li> </ul>
<p><b>Unit 4: Climate</b></p>	<p><b>Chapter 7 Composition and Structure of Atmosphere</b></p> <ul style="list-style-type: none"> <li>● Atmosphere- composition and structure; elements of weather and climate</li> </ul> <p><b>Chapter 8 Solar Radiation, Heat Balance and Temperature</b></p> <ul style="list-style-type: none"> <li>● Solar radiation: Variability of Insolation.</li> <li>● Processes of Heating and Cooling of Atmosphere</li> <li>● Terrestrial Radiation</li> <li>● Heat budget of the earth</li> <li>● Temperature- Factors controlling temperature; Horizontal distribution of temperature; Inversion of temperature</li> </ul> <p><b>Chapter 9 Atmospheric Circulation and Weather Systems</b></p> <ul style="list-style-type: none"> <li>● Atmospheric Pressure: Horizontal and Vertical Variation of Pressure</li> <li>● Forces affecting velocity and direction of Wind</li> <li>● General Circulation of the atmosphere: Pressure belts; Winds: Planetary, Seasonal and Local; Air masses and Fronts; Tropical and Extratropical cyclones; Thunderstorms and Tornadoes</li> </ul> <p><b>Chapter 10 Water in the Atmosphere</b></p> <ul style="list-style-type: none"> <li>● Humidity-Absolute and Relative humidity</li> <li>● Evaporation and condensation-</li> <li>● Different Forms of Condensation: dew, frost, fog, mist and cloud;</li> </ul>

	<ul style="list-style-type: none"> <li>• Precipitation</li> <li>• Types of Rainfall and world distribution of rainfall</li> </ul> <p><b>Chapter 11 World Climate and Climate Change</b> (To be tested through internal assessments in the form of project and presentation)</p>
<b>Unit 5: Water (Oceans)</b>	<p><b>Chapter 12 Water (Oceans)</b></p> <ul style="list-style-type: none"> <li>• Hydrological Cycle</li> <li>• Major and Minor Relief Features of the Ocean Floor</li> <li>• Temperature and Salinity of Ocean Waters: Factors, Horizontal and Vertical distribution of temperature and Salinity</li> </ul> <p><b>Chapter 13 Movements of Ocean Water</b></p> <ul style="list-style-type: none"> <li>• Movements of ocean water- Waves, Tides and Currents.</li> </ul>
<b>Unit 6: Life on the Earth</b>	<p><b>Chapter 14 Biodiversity and Conservation</b> (To be tested through internal assessments in the form of project and presentation)</p>
<b>Book- India- Physical Environment</b>	
<b>Unit 1: Introduction</b>	<b>Chapter 1</b> India — Location, Size, Latitudinal and Longitudinal extent, Indian Standard time, India and its neighbours
<b>Unit 2: Physiography</b>	<p><b>Chapter 2 Structure and Physiography</b></p> <ul style="list-style-type: none"> <li>• Physiographic Divisions: (1) The Northern and North-eastern Mountains (2) The Northern Plain (3) The Peninsular Plateau (4) The Indian Desert (5) The Coastal Plains (6) The Islands.</li> </ul> <p><b>Chapter 3 Drainage System</b></p> <ul style="list-style-type: none"> <li>• Drainage patterns</li> <li>• Concepts of River basin, Catchment Area, Watershed</li> <li>• Drainage and River systems of India: the Himalayan and the Peninsular</li> <li>• Extent of Usability of River Water- linking of rivers, problems in using river water and water pollution</li> </ul>
<b>Unit 3: Climate, Vegetation and Soil</b>	<p><b>Chapter 4 Climate</b></p> <ul style="list-style-type: none"> <li>• Weather and climate</li> <li>• Unity and diversity in the Monsoon Climate</li> <li>• Factors determining the climate of India</li> <li>• The Nature and characteristics on Indian Monsoon</li> <li>• The Rhythm of Seasons</li> <li>• Distribution of Rainfall</li> </ul>

	<ul style="list-style-type: none"> <li>● Monsoon and the Economic Life in India</li> <li>● Global Warming</li> </ul> <p><b>Chapter 5 Natural Vegetation</b></p> <ul style="list-style-type: none"> <li>● Natural vegetation - Introduction</li> <li>● Forest types and distribution</li> <li>● Conservation of forests</li> <li>● Wildlife; conservation; biosphere reserves</li> </ul>
<p><b>Unit 4: Hazards and Disasters: Causes, Consequenc es and Management</b></p>	<p><b>Chapter 6 Natural Hazards and Disasters</b></p> <p><b>(To be tested through internal assessment in the form of Projects and presentation)</b></p>
<p><b>Book- Geography Practical Part I</b></p>	
<p><b>Chapter 1 Introduction to Maps</b></p> <ul style="list-style-type: none"> <li>● Essentials of map making</li> <li>● History of map making</li> <li>● Maps -types</li> <li>● Uses of maps</li> </ul> <p><b>Chapter 2 Map Scale</b></p> <ul style="list-style-type: none"> <li>● Scales-methods and construction</li> <li>● Conversion of scale</li> </ul> <p><b>Chapter 3 Latitude, Longitude and Time</b></p> <ul style="list-style-type: none"> <li>● Drawing of Parallels of latitude and Meridians of longitude</li> <li>● Longitude and time</li> <li>● International date line</li> </ul> <p><b>Chapter 4 Map Projections</b></p> <ul style="list-style-type: none"> <li>● Map projection- typology, construction and properties of projection: Conical with one standard parallel and Mercator's projection. (only two projections)</li> </ul> <p><b>Chapter 5 Topographical Maps</b></p> <ul style="list-style-type: none"> <li>● Study of topographic maps (1 : 50,000 or 1 : 25,000 Survey of India maps); Conventional Symbols, contour cross section and identification of landforms- slopes, hills, valleys, waterfall, cliffs; distribution of settlements</li> </ul> <p><b>Chapter 6 Introduction to Remote Sensing</b></p> <ul style="list-style-type: none"> <li>● Satellite imageries, stages in remote sensing data-acquisition, platform and sensors and data products, (photographic and digital)</li> </ul>	

<b>Map Work</b> <b>Book- Fundamentals of Physical Geography</b> <b>(Map items for locating and labelling only on the outline political world map)</b>				
<b>Chapter</b>	<b>Map item (Map present on official website of Govt. of India should be used)</b>			
<b>Chapter 4</b> <b>Distribution of oceans and continents</b>	<ul style="list-style-type: none"> <li>• Political Map of all Continents of the world.</li> <li>• 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.</li> </ul>			
<b>Chapter 9</b> <b>Atmospheric Circulations and Weather Systems</b>	<p><b>Major Hot Deserts of the world:</b></p> <ul style="list-style-type: none"> <li>• Mojave Desert- Nevada, US</li> <li>• Patagonian Desert- Argentina</li> <li>• Sahara- Africa</li> <li>• Gobi Desert- Mongolia, Asia</li> <li>• Thar desert- India</li> <li>• Great Victoria Desert- Australia</li> </ul>			
<b>Chapter 12</b> <b>Water (Oceans)</b>	<ul style="list-style-type: none"> <li>• Major Seas</li> <li>• Black sea</li> <li>• Baltic sea</li> <li>• Caspian Sea</li> <li>• Mediterranean Sea</li> <li>• North Sea</li> <li>• Red sea</li> </ul> <p>Bay of Fundy (Canada)-Famous for the highest tides in the world</p>			
<b>Chapter 13</b> <b>Movements of Ocean Water</b>	<b>Ocean Currents</b>			
	<table border="1"> <thead> <tr> <th><b>Cold currents</b></th> <th><b>Warm currents</b></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Humboldt c.</li> <li>• California c.</li> <li>• Falkland c.</li> <li>• Canaries c.</li> <li>• West Australian c.</li> <li>• Oyashio c.</li> <li>• Labrador c</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Alaska c.</li> <li>• Brazilian c.</li> <li>• Agulhas c.</li> <li>• Kuroshio c.</li> <li>• Gulf stream c.</li> </ul> </td> </tr> </tbody> </table>	<b>Cold currents</b>	<b>Warm currents</b>	<ul style="list-style-type: none"> <li>• Humboldt c.</li> <li>• California c.</li> <li>• Falkland c.</li> <li>• Canaries c.</li> <li>• West Australian c.</li> <li>• Oyashio c.</li> <li>• Labrador c</li> </ul>
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<b>Chapter 14</b> <b>Biodiversity and Conservation</b>	<p><b>Ecological hotspots</b></p> <ul style="list-style-type: none"> <li>• Eastern Himalaya, India</li> <li>• Western ghats, India</li> <li>• Indonesia, Asia</li> <li>• Eastern Madagascar, Africa</li> <li>• Upper Guinean forests, Africa</li> <li>• Atlantic forest, Brazil</li> <li>• Tropical Andes</li> </ul>			

<b>Map Work</b> <b>Book- India Physical Environment</b> <b>(Map items for locating and labelling only on the outline political map of India)</b>	
Chapter	Map item (Map present on official website of Govt. of India should be used)
<b>Chapter 1</b> <b>India- Location</b>	<ul style="list-style-type: none"> <li>• Latitudinal extent of India</li> <li>• Longitudinal extent of India</li> <li>• Standard Meridian of India</li> <li>• Important latitude passing through India (Tropic of Cancer)</li> <li>• Southern Most Point of mainland of India (Kanya Kumari)</li> </ul>
<b>Chapter 2 Structure and Physiography</b>	<ul style="list-style-type: none"> <li>• Mountains: Karakoram Range, Garo- Khasi- Jaintia hills, Aravalli Range, Vindhyan Range, Satpura Range, Western ghats &amp; Eastern ghats</li> <li>• Peaks: K2, Kanchenjunga, Nandadevi, Nanga Parvat, Namcha Barwa and Anaimudi</li> <li>• Passes: Shipkila, Nathula, Palghat, Bhor ghat and Thal ghat</li> <li>• Plateaus: Malwa, Chhotnagpur, Meghalaya and Deccan Plateau.</li> <li>• Coastal Plains: Saurashtra, Konkan, North and South Kanara, Malabar, Coromandel and Northern Circars</li> <li>• Islands: Andaman &amp; Nicobar Islands and Lakshadweep Islands</li> </ul>
<b>Chapter- 3 Drainage System</b>	<ul style="list-style-type: none"> <li>• Rivers: Brahmaputra, Indus, Satluj, Ganga, Yamuna, Chambal, Damodar, Mahanadi, Krishna, Kaveri, Godavari, Narmada, Tapti and Luni</li> <li>• Lakes: (Identification) Wular, Sambhar, Chilika, Kolleru, Pulicat &amp; Vembanad</li> <li>• Straits, Bays , Gulfs: Palk Strait, Rann of Kachch, Gulf of Kachch, Gulf of Mannar &amp; Gulf of Khambat</li> </ul>
<b>Chapter-4 Climate</b>	<ul style="list-style-type: none"> <li>• Area with highest temperature in India</li> <li>• Area with lowest temperature in India</li> <li>• Area with highest rainfall in India</li> <li>• Area with lowest rainfall in India</li> </ul>
<b>Chapter-5 Natural Vegetation</b>	<p>(Identification on an outline map of India) Tropical evergreen, Tropical deciduous, Tropical thorn, Montane and Littoral/ Swamp forests.</p> <p>Wildlife reserves: (locating and labeling)</p> <ul style="list-style-type: none"> <li>• National Parks: Corbett, Kaziranga, Ranthambore. Shivpuri, Simlipal</li> <li>• Bird Sanctuaries: Keoladev Ghana and Ranganathitto</li> <li>• Wild life Sanctuaries: Periyar, Rajaji, Mudumalai, Dachigam,</li> </ul>

## **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 textbook.
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: 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 NCERT textbooks:**

1. <https://ncert.nic.in/textbook.php?kegy2=0-14>
2. <https://ncert.nic.in/textbook.php?kegy1=0-6>
3. <https://ncert.nic.in/textbook.php?kegy3=0-6>

#### **Note:**

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

**CLASS XII**  
**COURSE STRUCTURE**

**Book- Fundamental of Human Geography**

<b>Chapter No.</b>	<b>Chapter Name</b>	<b>Weightage</b>
<b>Unit I</b>		
1	Human Geography	3
<b>Unit II</b>		
2	The World Population Density Distribution and Growth	8
3	Human Development	
<b>Unit III</b>		
4	Primary Activities	19
5	Secondary Activities	
6	Tertiary and Quaternary Activities	
7	Transport, Communication and Trade	
8	International Trade	
<b>Map Work (Based on identification of features on World Political Map)</b>		<b>5</b>
<b>Total</b>		<b>35</b>

**Book-India People and Economy**

<b>Chapter No.</b>	<b>Chapter Name</b>	<b>Weightage</b>
<b>Unit I</b>		
1	Population Distribution Density Growth and Composition	5
<b>Unit II</b>		
2	Human Settlements	3

<b>Unit III</b>		
3	Land Resources and Agriculture	10
4	Water Resources	
5	Mineral And Energy Resources	
6	Planning and Sustainable Development in Indian Context	
<b>Unit IV</b>		
7	Transport and Communication	7
8	International Trade	
<b>Unit V</b>		
9	Geographical Perspective on selected issues and problems	5
<b>Map Work (Based on locating and labelling on a political map of India)</b>		5
<b>Total</b>		<b>35</b>

### **Book- Geography Practical II**

<b>Chapter No.</b>	<b>Chapter Name</b>	<b>Weightage</b>
1	Data-its source and Compilation	18
2	Data Processing	
3	Graphical representation of Data	
4	Spatial Information Technology	7
<b>Practical Record Book and Viva Voce</b>		<b>5</b>
<b>Total</b>		<b>30</b>

## COURSE CONTENT- XII

<b>Book: Fundamentals of Human Geography</b>	
<b>Unit 1:</b>	<p><b>Chapter-1 Human Geography: Nature and Scope</b></p> <ul style="list-style-type: none"> <li>● Introduction to Human Geography</li> <li>● Approaches to study Human Geography Regional and Systematic Geography, Dualism</li> <li>● Nature of Human Geography</li> <li>● Naturalisation of Humans and Humanisation of Nature</li> <li>● Schools of thought in Human Geography</li> <li>● Fields and subfields of Human Geography</li> </ul>
<b>Unit 2:</b>	<p><b>Chapter- 2 The World Population Distribution, Density and Growth</b></p> <ul style="list-style-type: none"> <li>● Population-distribution and density</li> <li>● Factors influencing the distribution of population</li> <li>● Population Growth</li> <li>● Components of Population change</li> <li>● Demographic Transition</li> <li>● Population Control Measures</li> </ul> <p><b>Chapter- 3 Human Development</b></p> <ul style="list-style-type: none"> <li>● Human development - concept; selected indicators</li> <li>● Growth and Development</li> <li>● The four pillars of Human Development</li> <li>● Approaches to Human Development</li> <li>● Measuring Human Development- HDI, HPI and GNH</li> <li>● International comparisons</li> </ul>
<b>Unit 3:</b>	<p><b>Chapter- 4 Primary Activities</b></p> <p>Concept and types:</p> <ul style="list-style-type: none"> <li>● Hunting and Gathering, Pastoralism; Nomadic Herding, Commercial Livestock Rearing</li> <li>● Types of agriculture: <ul style="list-style-type: none"> <li>❖ Primitive Subsistence</li> <li>❖ Intensive Subsistence</li> </ul> </li> <li>● Commercial Agriculture <ul style="list-style-type: none"> <li>❖ Plantation Agriculture</li> <li>❖ Extensive Commercial Grain Cultivation</li> <li>❖ Mixed Farming</li> <li>❖ Dairy farming</li> <li>❖ Mediterranean Agriculture</li> <li>❖ Market Gardening and Horticulture</li> <li>❖ Cooperative Farming</li> <li>❖ Collective Farming</li> </ul> </li> <li>● Mining, factors affecting mining</li> <li>● Methods of Mining</li> </ul>

### **Chapter- 5 Secondary Activities**

- Manufacturing: Characteristics of Modern large-Scale Manufacturing
- Factors influencing industrial Location
- Classification of manufacturing Industries: On the basis of Size, Inputs /raw material, Output /Products and Ownership
- Concept of High tech Industry

### **Chapter- 6 Tertiary Activities**

- Tertiary activities-concept and types
- Trade and commerce: Retail and Wholesale trading Transport, Factors Affecting Transport;
- Communication
- Services
- People engaged in tertiary activities
- Tourism, Major tourist regions
- Tourist attractions - some examples from selected countries
- Medical Services for Overseas Patients in India
- Quaternary and Quinary activities-concept
- The Digital Divide

### **Chapter- 7 Transport and Communication**

- Transport
- Modes of Transportation:
- Land transport: Roadways, Highways, Road Density, Border Roads.
- Railways: Trans-continental Railways: Trans-Siberian, Trans Canadian, Australian Trans Continental,
- Water Transport: Important Sea Routes, Shipping Canals, Inland waterways
- Air transport: Inter-Continental air routes
- Pipelines
- Communications: Satellite Communications and Cyber Space- Internet

### **Chapter- 8 International Trade**

- History of International trade
- Why Does International Trade Exist?
- Basis of International Trade
- Balance of Trade
- Types of International Trade: Bilateral and Multi-lateral trade
- Case for Free Trade
- Concept of Dumping
- World Trade Organisation
- Regional Trade Blocs
- Concerns Related to International Trade
- Gateways of International trade: Ports
- Types of Port

<b>Book: India: People and Economy</b>	
<b>Unit 1:</b>	<p><b>Chapter- 1 Population Distribution, Density, Growth and Composition</b></p> <ul style="list-style-type: none"> <li>• Distribution of Population</li> <li>• Density of Population</li> <li>• Growth of population</li> <li>• Four distinct phases of population growth</li> <li>• Regional Variation in Population Growth</li> <li>• Population Composition: Rural – Urban Composition, Linguistic Composition, Religious Composition</li> <li>• Composition of Working Population</li> <li>• Promoting Gender Sensitivity through 'Beti Bachao–Beti Padhao' Social Campaign.</li> </ul>
<b>Unit 2:</b>	<p><b>Chapter- 2 Human Settlements</b></p> <ul style="list-style-type: none"> <li>• Rural settlements - types and distribution</li> <li>• Urban settlements - types, distribution</li> <li>• Evolution of Towns in India</li> <li>• Urbanisation in India</li> <li>• Functional Classification of Towns</li> <li>• Smart Cities Mission</li> </ul>
<b>Unit 3:</b>	<p><b>Chapter- 3 Land Resources and Agriculture</b></p> <ul style="list-style-type: none"> <li>• Land resources- general land use</li> <li>• Land use categories</li> <li>• Land-use Changes in India</li> <li>• Common Property Resources</li> <li>• Agricultural Land Use in India</li> <li>• Cropping Seasons in India</li> <li>• Types of Farming</li> <li>• Geographical conditions and distribution of major crops (Wheat, Rice, Tea, Coffee, Cotton, Jute, Sugarcane and Rubber);</li> <li>• Agricultural development in India</li> <li>• Growth of Agricultural Output and Technology</li> <li>• Problems of Indian Agriculture</li> </ul> <p><b>Chapter- 4 Water Resources</b></p> <ul style="list-style-type: none"> <li>• Water resources- Surface water and Groundwater Resources</li> <li>• Lagoons and Backwaters</li> <li>• Water Demand and Utilisation - irrigation, domestic, industrial and other uses;</li> <li>• Emerging Water Problems: Deterioration of Water Quality</li> <li>• Water Conservation and Management; Prevention of Water Pollution; Rain water harvesting and Watershed management</li> </ul> <p><b>Chapter- 5 Mineral and Energy Resources</b></p> <ul style="list-style-type: none"> <li>• Mineral Resources: Introduction and Types</li> </ul>

	<ul style="list-style-type: none"> <li>• Major mineral belts of India</li> <li>• Distribution of Ferrous Minerals (Iron ore and Manganese), Non-Ferrous Minerals (Bauxite and Copper); Non-metallic minerals (Mica)</li> <li>• Energy Resources: Conventional sources (Coal, Petroleum and Natural gas) and non-conventional sources (Nuclear, Solar, Wind, Tidal and Wave and Geothermal and Bio energy)</li> <li>• Conservation of Mineral Resources</li> </ul> <p><b>Chapter - 6 Planning and Sustainable Development in Indian Context</b></p> <ul style="list-style-type: none"> <li>• Planning- Introduction</li> <li>• Target Area Planning: Hill Area Development Programme, Drought Prone Area Programme.</li> <li>• Concept of Sustainable Development</li> <li>• Case Studies – <ul style="list-style-type: none"> <li>1. Integrated Tribal Development Project in Bharmaur* Region,</li> <li>2. Indira Gandhi Canal (Nahar) Command Area</li> </ul> </li> </ul>
<b>Unit 4:</b>	<p><b>Chapter- 7 Transport and Communication</b></p> <ul style="list-style-type: none"> <li>• Means of transport: Land (Road transport, Rail transport and Oil and Gas pipelines), Water transport (Inland waterways and Oceanic routes) and Air transport</li> <li>• Communication Networks- Personal and Mass Communication Systems</li> </ul> <p><b>Chapter- 8 International Trade</b></p> <ul style="list-style-type: none"> <li>• Changing Pattern of the Composition of India’s Exports and Import</li> <li>• Direction of Trade</li> <li>• Sea Ports as Gateways of International Trade</li> <li>• Major Seaports of India along with their hinterlands.</li> <li>• Airports</li> </ul>
<b>Unit 5:</b>	<p><b>Chapter- 9 Geographical Perspective on Selected Issues and Problems</b></p> <ul style="list-style-type: none"> <li>• Environmental pollution- Introduction and types</li> <li>• Urban-waste disposal</li> <li>• Rural-Urban Migration: Case Study</li> <li>• Problems of Slums</li> <li>• Land degradation: Case study</li> </ul>
<b>Book- Geography Practical Part II</b>	
<p><b>Chapter- 1 Data – Its Source and Compilation</b></p> <ul style="list-style-type: none"> <li>• What is Data, Sources of data: Primary, Secondary and Unpublished sources.</li> <li>• Tabulation and Classification of Data</li> <li>• Grouping of Data</li> <li>• Frequency Polygon</li> </ul>	

## Chapter- 2 Data Processing

- Tabulating and processing of data
- Measures of Central Tendency: Mean, Median and Mode
- Comparison of Mean, Median and Mode

## Chapter- 3 Graphical Representation of Data

- Representation of data- General rules for drawing diagrams, graphs and maps, construction of line graphs, polygraphs, simple bar diagrams, line and bar diagram, Multiple bar, Compound bar, Pie diagram, Flowchart
- Thematic maps; Construction of Dot Map; Choropleth Map and Isopleth map

## Chapter- 4 Spatial Information Technology

Introduction to GIS; Advantages of GIS, Components of GIS, Spatial data formats, Sequence of GIS activities; Spatial data input, Entering attribute data, Data Linkages and matching, Spatial analysis: Overlay Analysis Operation and Buffer Operation

### Map Work

**Book: Fundamentals of Human Geography**

**(Map work on identification of features based on units I to III on the outline physical/political map of the World)**

Chapter	Map item (Map present on official website of Govt. of India should be used)
Chapter 1-Human Geography	Nil
Chapter 2 The World Population Density Distribution and Growth	Nil
Chapter 3 Human Development	Nil
Chapter 4 Primary Activities	Areas of subsistence gathering (Fig 4.2) Major areas of nomadic herding of the world (Fig 4.4) Major areas of commercial livestock rearing (Fig 4.6) Major areas of extensive commercial grain farming (Fig 4.12) Major areas of mixed farming of the World (Fig 4.14)
Chapter 5-Secondary Activities	Nil

<b>Chapter 6</b> Tertiary and Quaternary Activities	Nil
<b>Chapter 7</b> Transport Communication and Trade	<p><b>Terminal Stations of Transcontinental Railways</b> Trans-Siberian, Trans Canadian, Trans-Australian Railways</p> <p><b><u>Major Sea Ports</u></b>  <b>Europe:</b> North Cape, London, Hamburg  <b>North America:</b> Vancouver, San Francisco, New Orleans ·  <b>South America:</b> Rio De Janeiro, Colon, Valparaiso  <b>Africa:</b> Suez and Cape Town  <b>Asia:</b> Yokohama, Shanghai, Hong Kong, Aden, Karachi, Kolkata  <b>Australia:</b> Perth, Sydney, Melbourne</p> <p><b><u>Major Airports:</u></b>  <b>Asia:</b> Tokyo, Beijing, Mumbai, Jeddah, Aden  <b>Africa:</b> Johannesburg &amp; Nairobi  <b>Europe:</b> Moscow, London, Paris, Berlin and Rome  <b>North America:</b> Chicago, New Orleans, Mexico City  <b>South America:</b> Buenos Aires, Santiago  <b>Australia:</b> Darwin and Wellington</p> <p><b><u>Inland Waterways</u></b> Suez Canal, Panama Canal, Rhine waterways and St. Lawrence Seaways</p>
<b>Chapter 8</b> International Trade	Nil

### Map Work

**Book: India People and Economy**

**(Map work on locating and labelling of features based on outline political/physical map of India.)**

<b>Chapter</b>	<b>Map item (Map present on official website of Govt. of India should be used)</b>
<b>Chapter 1</b> -Population Distribution Density Growth and Composition	State with highest population density & state with lowest population density (2011)

<b>Chapter 2</b> -Human Settlement	Nil
<b>Chapter 3</b> -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
<b>Chapter 4</b> -Water Resources	Nil
<b>Chapter 5</b> -Mineral And Energy Resources	<b>Mines:</b> <ul style="list-style-type: none"> <li>• <b>Iron-ore mines:</b> Mayurbhanj, Bailadila, Ratnagiri, Bellary</li> <li>• <b>Manganese mines:</b> Balaghat, Shimoga</li> <li>• <b>Copper mines:</b> Hazaribagh, Singhbhum, Khetari</li> <li>• <b>Bauxite mines:</b> Katni, Bilaspur and Koraput</li> <li>• <b>Coal mines:</b> Jharia, Bokaro, Raniganj, Neyveli</li> <li>• <b>Oil Refineries:</b> Mathura, Jamnager, Barauni</li> </ul>
<b>Chapter 6</b> -Planning and Sustainable Development in Indian Context	Nil
<b>Chapter 7</b> -Transport and Communication	Nil
<b>Chapter 8</b> -International Trade	<ul style="list-style-type: none"> <li>• <b>Major Sea Ports:</b> Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia</li> <li>• <b>International Airports:</b> Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram &amp; Hyderabad.</li> </ul>
<b>Chapter 9</b> -Geographical Perspective on selected issues and problems	Nil

### Guidelines for External Assessment/ Geography Practical

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- 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 textbook or Census.
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- A written exam of 25 marks will be conducted based on the above given practical syllabus on the day of the practical examination.

- Viva will be conducted based on **practical syllabus** only.
  - Written Exam - 25 Marks
  - Practical file- 02 Marks
  - Viva- 03 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 2025-26 NCERT textbooks:**

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

### **Note:**

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## **QUESTION PAPER DESIGN GEOGRAPHY CLASSES XI-XII**

<b>S No.</b>	<b>Domains</b>	<b>%</b>
<b>1</b>	<b>Remembering and Understanding</b> Recalling facts, terms, basic concepts, data, and information. Demonstrate understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.	<b>41</b>
<b>2</b>	<b>Application</b> Use a concept in a new situation or unprompted use of abstraction by applying acquired knowledge, facts, techniques and rules.	<b>37</b>
<b>3</b>	<b>Analysing, Evaluating and Creating</b> Examine and break information into parts and determine how the parts relate to one another and/or to an overall structure or purpose by identifying motives or causes so that its organizational structure may be understood. Distinguish between facts and inferences. Make inferences and find evidence to support generalizations. Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. Create: Put elements together to form a new coherent or functional whole; reorganize elements into a new pattern or structure	<b>22</b>

**POLITICAL SCIENCE**  
**Subject Code-028**  
**Classes-XI & XII (2025-2026)**

**RATIONALE**

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

**AIMS AND OBJECTIVES**

**1. Indian Constitution at Work:**

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

## **2. Political Theory:**

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

## **3. Contemporary World Politics**

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

## **4. Politics in India since Independence**

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

**CLASS XI  
COURSE STRUCTURE**

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

## CLASS XI

### COURSE CONTENT

Chapter No. and Name	Learning Outcomes with Specific Competencies
<p><b>1- Constitution: Why and How?</b></p> <p>a) Why do we need a Constitution?</p> <ul style="list-style-type: none"> <li>• Constitution allows coordination and assurance</li> <li>• Specification of decision-making powers</li> <li>• Limitations on the powers of government</li> <li>• Aspirations and goals of a society</li> <li>• Fundamental identity of a people</li> </ul> <p>b) The authority of a Constitution</p> <ul style="list-style-type: none"> <li>• Mode of promulgation</li> <li>• The substantive provisions of constitution</li> <li>• Balanced institutional design</li> </ul> <p>c) How was the Indian Constitution made?</p> <ul style="list-style-type: none"> <li>• Composition of the Constituent Assembly</li> <li>• Procedures</li> <li>• Inheritance of the nationalist movement</li> <li>• Institutional arrangements</li> </ul> <p>d) Provisions adapted from Constitutions of different countries</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the need for a Constitution.</li> <li>• Understand the historical processes and the circumstances in which the Indian Constitution was drafted.</li> <li>• Critically evaluate how constitutions, govern the distribution of power in society.</li> <li>• Analyse the ways in which the provisions of the Constitution have worked in real political life.</li> </ul>
<p><b>2- Rights in the Indian Constitution</b></p> <p>a) The importance of rights</p> <ul style="list-style-type: none"> <li>• Bill of Rights</li> </ul> <p>b) Fundamental rights in the Indian Constitution</p> <ul style="list-style-type: none"> <li>• Right to Equality</li> <li>• Right to Freedom</li> <li>• Right against Exploitation</li> <li>• Right to Freedom of Religion</li> <li>• Cultural and Educational Rights</li> <li>• Right to Constitutional Remedies</li> </ul> <p>c) Directive principles of state policy</p> <ul style="list-style-type: none"> <li>• What do the directive principles contain?</li> </ul> <p>d) Relationship between fundamental rights and directive principles</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyse the working of the Constitution in real life</li> <li>• Learn to respect others, think critically, and make informed decisions</li> <li>• Identify violations of the rights to equality and freedom in the society around them</li> <li>• Justify the need for reasonable restrictions on the rights guaranteed.</li> <li>• Use freedom of expression to advocate for ensuring rights is given to people around them.</li> </ul>

<p><b>3. Election and Representation</b></p> <p>a) Elections and democracy</p> <p>b) Election system in India</p> <ul style="list-style-type: none"> <li>• First Past the Post System</li> <li>• Proportional Representation</li> </ul> <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"> <li>• Universal franchise and right to contest</li> <li>• Independent Election Commission</li> </ul> <p>f) Electoral Reforms</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify different types and methods of election</li> <li>• Develop critical thinking about the role of various stakeholders in ensuring free and fair elections.</li> <li>• Demonstrate the innate role played by Election Commission</li> <li>• Compare election systems of different countries of the world.</li> </ul>
<p><b>4. Executive</b></p> <p>a) What is an executive?</p> <p>b) What are the different types of executives?</p> <p>c) Parliamentary executive in India</p> <ul style="list-style-type: none"> <li>• Power and position of President</li> <li>• Discretionary Powers of the President</li> </ul> <p>d) Prime Minister and Council of ministers</p> <p>e) Permanent Executive: Bureaucracy</p>	<p><b>Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise the meaning of Executive.</li> <li>• Compare and contrast the Parliamentary and Presidential Executive.</li> <li>• Analyse the composition and functioning of the executive.</li> <li>• Know the significance of the administrative machinery.</li> </ul>
<p><b>5. Legislature</b></p> <p>a) Why do we need a parliament?</p> <p>b) Why do we need two houses of parliament?</p> <ul style="list-style-type: none"> <li>• Rajya Sabha</li> <li>• Lok Sabha</li> </ul> <p>c) What does the parliament do?</p> <ul style="list-style-type: none"> <li>• Powers of Rajya Sabha</li> <li>• Special Powers of Rajya Sabha</li> </ul> <p>d) How does the parliament make laws?</p> <p>e) How does the parliament control the executive?</p> <p>f) What do the committees of parliament do?</p> <p>g) How does the parliament regulate itself?</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the law- making process in India.</li> <li>• Differentiate between the powers and functions of Lok Sabha and Rajya Sabha.</li> <li>• Examine the parliamentary control over the Executive.</li> <li>• Analyse the role of Parliamentary committees for the success of Indian democracy.</li> </ul>
<p><b>6. Judiciary</b></p> <p>a) Why do we need an independent judiciary?</p> <ul style="list-style-type: none"> <li>• Independence of Judiciary</li> <li>• Appointment of Judges</li> <li>• Removal of Judges</li> </ul> <p>b) Structure of the Judiciary</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the different aspects which makes the Judiciary independent</li> <li>• Compare and contrast the different jurisdictions</li> </ul>

<p>c) Jurisdiction of supreme Court</p> <ul style="list-style-type: none"> <li>• Original Jurisdiction</li> <li>• Writ Jurisdiction</li> <li>• Appellate Jurisdiction</li> <li>• Advisory Jurisdiction</li> <li>• Judicial Activism</li> </ul> <p>d) Judiciary and Rights</p> <ul style="list-style-type: none"> <li>• Judiciary and Parliament</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the reasons why Judiciary has become proactive.</li> <li>• Examine the reasons for the conflicts between the judiciary and parliament with respect to Constitutional Amendments.</li> </ul>
<p><b>7. Federalism</b></p> <p>a) What is Federalism?</p> <p>b) Federalism in the Indian Constitution</p> <ul style="list-style-type: none"> <li>• Division of Powers</li> </ul> <p>c) Federalism with a strong central government</p> <p>d) Conflicts in India's federal system</p> <ul style="list-style-type: none"> <li>• Centre-State Relations</li> <li>• Demands for Autonomy</li> <li>• Role of Governors and President's Rule</li> <li>• Demands for New States</li> <li>• Interstate Conflicts</li> </ul> <p>e) Special provisions</p> <ul style="list-style-type: none"> <li>• Jammu and Kashmir</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the basic features of a federation.</li> <li>• Identify the different levels of the government &amp; subjects on which the union and state governments can make laws.</li> <li>• Discuss the various constitutional provisions that led to a strong Centre in India.</li> </ul>
<p><b>8. Local Governments</b></p> <p>a) Why local governments?</p> <p>b) Growth of Local Government in India</p> <ul style="list-style-type: none"> <li>• Local Governments in Independent India</li> </ul> <p>c) 73rd and 74th amendments</p> <p>d) 73rd Amendment</p> <ul style="list-style-type: none"> <li>• Three Tier Structure</li> <li>• Elections</li> <li>• Reservations</li> <li>• Transfer of Subjects</li> <li>• State Election Commissioners</li> <li>• State Finance Commission</li> </ul> <p>e) 74th Amendment</p> <ul style="list-style-type: none"> <li>• Implementation of 73rd and 74th Amendments</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the Panchayati Raj system of local government in India, its emergence and significance</li> <li>• Identify the objectives, functions and sources of income of rural and urban local government bodies</li> <li>• Justify the significance of 73rd and 74th constitutional amendments</li> <li>• Acknowledge and examine the significance of decentralization</li> <li>• Introspect and realise the need to empower local government bodies</li> </ul>
<p><b>Constitution as a Living Document</b></p> <p>a) Are constitutions static?</p> <p>b) How to amend the constitution?</p> <p>c) Why have there been so many amendments?</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyse the working of the Constitution.</li> <li>• Know the various amendments that have</li> </ul>

<p><b>9. Contents of amendments made so far</b></p> <ul style="list-style-type: none"> <li>• Differing Interpretations</li> <li>• Amendments through Political Consensus</li> <li>• Controversial Amendments</li> </ul> <p>e) Basic structure and evolution of the constitution</p> <p>f) Constitution as a Living Document</p> <ul style="list-style-type: none"> <li>• Contribution of the Judiciary</li> <li>• Maturity of the Political Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• taken place and the controversies raised.</li> <li>• Appreciate why the Constitution is called a Living Document.</li> </ul>
<p><b>10. The Philosophy of the Constitution</b></p> <p>a) What is meant by philosophy of the constitution?</p> <ul style="list-style-type: none"> <li>• Constitution as Means of Democratic Transformation</li> </ul> <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"> <li>• Individual freedom</li> <li>• Social Justice</li> <li>• Respect for diversity and minority rights</li> <li>• Secularism</li> <li>• Universal franchise</li> <li>• Federalism</li> <li>• National identity</li> </ul> <p>d) Procedural Achievements</p> <p>e) Criticisms</p> <ul style="list-style-type: none"> <li>• Limitations</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the philosophical vision of our Constitution.</li> <li>• Recognise the core features of the Indian Constitution.</li> <li>• Evaluate the strengths and limitations of the Constitution.</li> </ul>
<p><b>PART B</b> <b>POLITICAL THEORY</b></p>	
<p><b>1. Political Theory: An Introduction</b></p> <p>a) What is politics?</p> <p>b) What do we study in political theory?</p> <p>c) Putting Political theory into practice</p> <p>d) Why should we study political theory?</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define the term politics and identify various political principles.</li> <li>• Explain the innate ideas of various Political theories.</li> <li>• Appreciate the contribution of Political Thinkers</li> </ul>

<p><b>2. Freedom</b></p> <p>a) The Ideal of freedom  b) The sources of Constraints-Why do we need constraints?  c) The Harm Principle  d) Negative and Positive liberty</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the ideal of freedom.</li> <li>• Critically evaluate the dimensions of negative and positive liberty.</li> <li>• Demonstrate spirit of enquiry</li> <li>• Explain the ideas introduced by J.S. Millin Harm Principle.</li> <li>• Assess the possible limitations on freedom resulting from the social and economic structures of society.</li> </ul>
<p><b>3. Equality</b></p> <p>a) Why does equality matter?  <ul style="list-style-type: none"> <li>• Equality of opportunities</li> <li>• Natural and Social Inequalities</li> </ul> b) Three dimensions of equality  c) Feminism, Socialism  d) How can we promote equality?</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the moral and political ideals of equality.</li> <li>• Assess how equality is perceived through different ideologies</li> <li>• Recognise the means and methods to promote equality.</li> <li>• Evaluate the possible solutions to minimise inequality.</li> </ul>
<p><b>4. Social Justice</b></p> <p>a) What is Justice?  <ul style="list-style-type: none"> <li>• Equal Treatment for Equals</li> <li>• Proportionate Justice</li> <li>• Recognition of Special Needs</li> </ul> b) Just distribution  c) John Rawls Theory of Justice  d) Pursuing Social Justice  e) Free Markets versus State Intervention</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Classify the different dimensions of justice.</li> <li>• Appreciate the measures taken by the government of India to secure social justice.</li> <li>• Enlist the basic minimum requirements of people for living a healthy and productive life.</li> <li>• State John Rawls' theory of veil of ignorance.</li> </ul>
<p><b>5. Rights</b></p> <p>a) What are Rights?  b) Where do rights come from?  c) Legal rights and the state  d) Kinds of rights  e) Rights and responsibilities</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define rights</li> <li>• Identify the need for rights and its importance to mankind.</li> <li>• why rights need to be sanctioned by law.</li> <li>• Describe the features of different kinds of rights.</li> </ul>
<p><b>6. Citizenship</b></p> <p>a) Introduction  b) Full and equal membership  c) Equal Rights  d) Citizen and Nation  e) Universal Citizenship  f) Global Citizenship</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning of citizenship.</li> <li>• Contribute to meaningful discussion on ways of granting citizenship.</li> <li>• Discuss the probable solutions or alternatives to solve citizenship issue</li> <li>• Analyse the problems to be surmounted to strengthen links between the people and governments</li> </ul>

<p><b>7. Nationalism</b></p> <p>a) Introducing Nationalism  b) Nations and Nationalism <ul style="list-style-type: none"> <li>• Shared Beliefs and History</li> <li>• Shared National Identity</li> </ul> c) National self-determination  d) Nationalism and Pluralism</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the concepts of nation and nationalism</li> <li>• Assess the strengths and limitations of nationalism.</li> <li>• Identify and build an understanding on the factors related to creation of collective identities</li> <li>• Examine the concept of national self-determination</li> <li>• Acknowledge the need to make nations more democratic and inclusive</li> </ul>
<p><b>8. Secularism</b></p> <p>a) What is Secularism?  b) Inter-religious Domination  c) Intra-religious Domination  d) Secular State <ul style="list-style-type: none"> <li>• The western model of secularism</li> <li>• The Indian model of secularism</li> </ul> e) Criticisms of Indian secularism <ul style="list-style-type: none"> <li>• Western Import and Minoritism</li> <li>• Interventionist</li> <li>• Vote Bank Politics</li> </ul> </p>	<p><b>Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define Secularism.</li> <li>• Differentiate between Inter-religious and Intra-Religious Domination.</li> <li>• Recognise the concept of a Secular State.</li> <li>• Compare Western and Indian Model of Secularism.</li> <li>• Make an appraisal of Indian Secularism.</li> </ul>

**Prescribed Textbooks:**

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

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

**CLASS XII**  
**COURSE STRUCTURE**

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

**CLASS XII  
COURSE CONTENT**

Chapter No. and Name	Learning Outcomes with Specific Competencies
<p><b>1. The End of Bipolarity</b></p> <p>Topics to be focused:</p> <p>a) The Soviet System</p> <p>b) Gorbachev and the disintegration</p> <p>c) Causes and Consequences of disintegration of Soviet Union</p> <p>d) Shock Therapy and its Consequences</p> <p>e) New entities in world politics</p> <ul style="list-style-type: none"> <li>• Russia</li> <li>• Balkan States</li> <li>• Central Asian States</li> </ul> <p>f) India's relations with Russia and other post-communist countries</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the basic features of the Soviet System.</li> <li>• Discuss the background and outcome of disintegration of the Soviet Union.</li> <li>• Examine the consequences of unipolar world</li> <li>• Assess the features of Shock Therapy</li> <li>• Probe into the recent happenings in the Post-Communist Countries.</li> <li>• Trace the developments between India &amp; Russia</li> </ul>
<p><b>2. Contemporary Centres of Power</b></p> <p>Topics to be focused:</p> <p>a) European Union</p> <p>b) Association of Southeast Asian Nations</p> <p>c) Rise of China as an economic power</p> <p>d) Japan and South Korea as emerging powers</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the importance of European Union and ASEAN.</li> <li>• Evaluate the extent of rise of Chinese economy and its impact on world politics.</li> <li>• Summarise India's relations with China.</li> </ul>
<p><b>3. Contemporary South Asia</b></p> <p>Topics to be focused:</p> <p>a) Military and Democracy in Pakistan and Bangladesh</p> <p>b) Monarchy and Democracy in Nepal</p> <p>c) Ethnic Conflict and Democracy in Sri Lanka</p> <p>d) India-Pakistan Conflicts</p> <p>e) India and its Neighbours</p> <p>f) Peace and Cooperation</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify &amp; locate the seven countries of the South Asian region.</li> <li>• Appreciate the mixed record of democracy in the South Asian region.</li> <li>• Examine the role of Political leaders</li> <li>• Reflect upon the causes of various conflicts and movements in this region.</li> <li>• Justify the creation of SAARC</li> <li>• Understand the involvement of US and China in South Asia.</li> </ul>
<p><b>4. International Organizations</b></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><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define International Organisation</li> <li>• Appreciate the role of United Nations and its agencies</li> <li>• Reflect on the events taking place in the post-cold war era</li> <li>• Understand the need for reforms in the United Nations</li> </ul>

<p>e) Reform of the UN after ColdWar  f) Reform of Structures, Processes and Jurisdiction of the UN  h) India and the UN Reforms  i) Key Agencies: IMF, World Bank, WTO, ILO, IAEA.  j) NGO: Amnesty International, Human Rights Watch.  g) Implications and Future of International Organisations</p>	
<p><b>5. Security in the Contemporary World</b>  Topics to be focused:  a) Meaning and Type of Security.  b) Traditional concept of Security  c) Non-tradition notions of Security.  d) New Sources of Threats  e) Cooperative Security  f) India's Security strategy</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise the causes of security threats</li> <li>• Enhance analytical skills to provide solutions to security concerns.</li> <li>• Develop critical thinking about the role of various stakeholders in ensuring security today.</li> </ul>
<p><b>6. Environment and Natural Resources</b>  Topics to be focused:  a) Environmental Concerns  b) Global Commons  c) Common but differentiated responsibilities  d) India's Stand on Environment Issues  f) Environmental Movements  g) Resource Geopolitics  e) Rights of Indigenous peoples</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Enlist and explain the facts related to global environmental issues</li> <li>• Recognise and understand the need to conserve critical resources  Demonstrate knowledge and appreciation towards India's responsibility in protecting environment</li> <li>• Realise the need to conserve resources and exhibit responsibility towards prudent use to facilitate sustainable development</li> <li>• Know about the nature of concerns of indigenous communities and understand how the governments of different countries respond to their plea</li> </ul>
<p><b>7. Globalisation</b>  Topics to be focused:  a) Concept of globalisation  b) Causes and Consequences of globalisation  c) India and globalization  d) Resistance to globalisation  e) India and resistance to globalisation</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the significance of Globalisation</li> <li>• Elucidate the political, economic, and cultural dimensions of Globalisation.</li> <li>• Critically evaluate the impact of globalisation on India.</li> <li>• Draw attention to resistance movements to Globalisation and envisage its future trends.</li> </ul>

## PART B-POLITICS IN INDIA SINCE INDEPENDENCE

<p><b>1. Challenges of Nation Building</b></p> <p>Topics to be focused:</p> <p>a) Challenges for the new Nation.</p> <ul style="list-style-type: none"> <li>• Three Challenges.</li> </ul> <p>b) Partition: Displacement and Rehabilitation.</p> <ul style="list-style-type: none"> <li>• Consequences of Partition.</li> </ul> <p>c) Integration of Princely States.</p> <ul style="list-style-type: none"> <li>• The problem</li> <li>• Government's approach</li> <li>• Hyderabad</li> <li>• Manipur</li> </ul> <p>d) Reorganisation of States.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyse the challenges which Independent India faced.</li> <li>• Describe the factors that led to the partition of India.</li> <li>• Explain the circumstances under which different princely states signed the Instrument of Accession.</li> <li>• Assess how language became the basis of reorganisation of the states.</li> <li>• Evaluate the role played by leaders in Nation Building.</li> </ul>
<p><b>2. Era of One-Party Dominance</b></p> <p>Topics to be focussed:</p> <p>a) Challenge of building democracy.</p> <p>b) Congress dominance in the first three general elections.</p> <ul style="list-style-type: none"> <li>• Nature of Congress dominance</li> <li>• Congress as social and ideological coalition.</li> <li>• Tolerance and management of Factions</li> </ul> <p>c) Emergence of opposition parties.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the sustenance of democratic politics in the country.</li> <li>• Evaluate the electoral politics post-Independence</li> <li>• Assess the dominance of the Indian National Congress from 1952 to 1967.</li> <li>• Evaluate the role of Opposition parties</li> </ul>
<p><b>3. Politics of Planned Development</b></p> <p>Topics to be focussed:</p> <p>a) Political contestation.</p> <ul style="list-style-type: none"> <li>• Ideas of Development.</li> <li>• Planning</li> <li>• Planning Commission</li> </ul> <p>b) The Early Initiatives</p> <ul style="list-style-type: none"> <li>• The First Five Year Plan.</li> <li>• Rapid Industrialisation.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the varied option considered by the government to balance growth and socio-economic justice.</li> <li>• Know the difference between Left and Right Ideology</li> <li>• Understand the need for the formation of the Planning Commission.</li> <li>• Appreciate the need for strategic long-term development programme and policies</li> </ul>
<p><b>4. India's External Relations</b></p> <p>Topics to be focussed:</p> <p>a) International Context</p> <p>b) The Policy of Non-Alignment.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise the significance of NAM</li> <li>• Interpret, compare and contrast multi-lateral aspects of Indo-China relationship</li> <li>• Demonstrate knowledge on Indo-Pak wars</li> </ul>

<ul style="list-style-type: none"> <li>• Nehru's role</li> <li>• Distance from two camps.</li> <li>• Afro Asian Unity</li> </ul> <p>c) Peace and conflict with China</p> <ul style="list-style-type: none"> <li>• The Chinese Invasion 1962</li> <li>• War and Peace with Pakistan</li> <li>• Bangladesh War 1971</li> </ul> <p>d) India's Nuclear Policy.</p>	<ul style="list-style-type: none"> <li>• Appreciate the steps taken by Indian government to develop military capacity</li> <li>• Reflect and introspect on the choices that the country must consider for the cause of development and peace building</li> </ul>
<p><b>5. Challenges to and Restoration of the Congress System</b></p> <p>Topics to be focused:</p> <p>a) Challenge of Political Succession</p> <ul style="list-style-type: none"> <li>• From Nehru to Shastri</li> <li>• From Shastri to Indira Gandhi</li> </ul> <p>b) Fourth General Election 1967</p> <ul style="list-style-type: none"> <li>• Context of the Election.</li> <li>• Non Congressism</li> <li>• Electoral Verdict</li> <li>• Coalitions</li> <li>• Defections</li> </ul> <p>c) Split in the Congress</p> <ul style="list-style-type: none"> <li>• Indira vs the Syndicate</li> <li>• Presidential Election 1969</li> </ul> <p>d) The 1971 Election and Restoration of Congress</p> <ul style="list-style-type: none"> <li>• The outcome and after Restoration</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the challenges of political succession after Nehru. Evaluate the opposition unity and the Congress split as a challenge to Congress dominance.</li> <li>• Compare and contrast the new Congress and the old Congress.</li> <li>• Summarise the initiatives taken by Indira Gandhi to overcome the challenges faced by her</li> <li>• Analyse the process of restoration of the Congress system</li> </ul>
<p><b>6. The Crisis of Democratic Order</b></p> <p>Topics to be focused:</p> <p>a) Background to Emergency.</p> <ul style="list-style-type: none"> <li>• Economic Context.</li> <li>• Gujarat and Bihar Movements</li> <li>• Conflict with Judiciary</li> </ul> <p>c) Declaration of Emergency</p> <ul style="list-style-type: none"> <li>• Crisis and response</li> <li>• Consequences</li> </ul> <p>c) Lessons of the Emergency.</p> <p>d) Politics after Emergency.</p> <ul style="list-style-type: none"> <li>• Lok Sabha Elections 1977</li> <li>• Janata Government</li> </ul> <p>d) Legacy</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the causes and consequences of Emergency</li> <li>• Examine the lessons of Emergency</li> <li>• Evaluate the rule of Janata Government</li> </ul>

<p><b>7. Regional Aspirations</b></p> <p>Topics to be focused:</p> <p>a) Region and the Nation</p> <ul style="list-style-type: none"> <li>• Indian Approach</li> <li>• Areas of Tension</li> <li>• Jammu and Kashmir</li> <li>• Roots of the Problem</li> <li>• External and Internal disputes</li> <li>• Politics since 1948</li> <li>• Insurgency and After</li> <li>• 2022 and Beyond</li> </ul> <p>b) Punjab</p> <ul style="list-style-type: none"> <li>• Political Context</li> <li>• Cycle of Violence</li> <li>• Road to Peace</li> </ul> <p>c) The Northeast</p> <ul style="list-style-type: none"> <li>• Demand for autonomy</li> <li>• Secessionist Movements</li> <li>• Movements against outsiders</li> <li>• Assam and National Integration</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the implications of regional demands.</li> <li>• Analyse the importance of integrity in India.</li> <li>• Appreciate the initiatives taken by the government in dealing with regional aspirations</li> </ul>
<p><b>8. Recent Developments in Indian Politics</b></p> <p><b>Topics to be focused</b></p> <p>a) Context of 1990s</p> <p>b) Era of Coalition</p> <ul style="list-style-type: none"> <li>• Alliance Politics</li> </ul> <p>c) Political rise of the Backward Classes</p> <ul style="list-style-type: none"> <li>• Mandal Implemented</li> <li>• Political Fallouts</li> </ul> <p>d) Communalism, Secularism and Democracy.</p> <ul style="list-style-type: none"> <li>• Ayodhya Dispute</li> <li>• Demolition and after</li> </ul> <p>e) Emergence of New Consensus</p> <p>f) Lok Sabha Elections 2004</p> <p>g) Growing Consensus</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand momentous changes taking place in the nation since 1989</li> <li>• Trace the rise and growth of BJP.</li> <li>• Identify the areas of growing consensus</li> </ul>

**Prescribed Books:**

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

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

**CLASS XI-XII**  
**QUESTION PAPER DESIGN**

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

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

## QUESTION PAPER DESIGN

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

### NOTE-

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

## **CLASS XI & XII**

### **GUIDELINES FOR PROJECT WORK**

#### **Project Work: 20 Marks**

#### **Rationale**

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

#### **Objectives of project work**

To enable learners to:

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

#### **Role of the teacher**

A teacher should:

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

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

### **Project overview:**

The Project work will be implemented for 20 Marks.

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

### **The marks will be allocated under the following heads:**

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

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

**Class XI:** Assessment will be done by internal examiner.

## **SUGGESTED TOPICS**

### **CLASS XI**

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

### **CLASS XII**

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

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

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

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

**ADDITIONAL REFERENCE MATERIAL- CLASS XI**

**Part A - Indian Constitution at Work**

**Chapter -3: Election and Representation**

Sub-Topic: 'Electoral Reforms in Indian Politics'

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

**Chapter 6: Judiciary**

Sub-Topics: 'Judiciary Overreach'

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

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

**Chapter 7: Federalism**

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

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

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

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

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

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

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

## **Part B- Political Theory**

### **Chapter 2: Freedom**

#### **Sub-Topics: 'Liberty vs Freedom'**

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

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

<b>Liberty</b>	<b>Freedom</b>
<ul style="list-style-type: none"><li>• Condition of a freeman</li><li>• Power to act</li><li>• Free to do something</li></ul>	<ul style="list-style-type: none"><li>• State of freewill</li><li>• Power to decide</li><li>• Free from something</li></ul>

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 an amoral and rational being who deserves to be treated with dignity. Human rights are both universal and fundamental; these are universal in the sense that they belong to all human beings irrespective of race, nationality, community, religion, gender, etc.; these are also fundamental because once given, these cannot be taken back.

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

## **Chapter 7: Nationalism Sub-Topics: ‘Multiculturalism’**

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

## **CLASS XII**

### **Part A: Contemporary World Politics**

## **Chapter-1: The End of Bipolarity**

### **Sub-Topic: ‘Arab Spring’**

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

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

## **Chapter-2: Contemporary Centre's of Power**

### **Sub-Topic: 'BRICS'**

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

### **Sub-Topic: 'Russia'**

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

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

### **Sub-Topic: 'India'**

The 21st century India is being seen as an important emerging global power. The world is experiencing the power and rise of India in a multidimensional way. The economic, cultural, strategic position of the country with a population of more 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 harmonise the interests of national security and economic policy and to prepare strategic and long-term framework of policy and program, NITI Aayog acts as a think tank of the Union Government. By adopting a 'Bottom-Up Approach', the NITI Aayog acts in the spirit of cooperative federalism as it ensures equal participation of all states in the country.

#### **Sub-Topic: National Development Council (NDC)**

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

### **Objectives of the Council:**

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

### **Functions of the Council:**

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

## **Chapter-4: India's External Relations**

### **Sub-Topic: 'India-Israel Relation'**

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

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

Relations between the two democratic nations further intensified with the visits of the Two Heads of Government in 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 characterised three democratic upsurges in post- independence history of India.

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

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

## **Chapter-7: Regional Aspiration**

### **Sub-Topic: 'The Kashmir Issue'**

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

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

It was against this backdrop that NDA Government presented the Jammu and Kashmir Reorganization Bill in Rajya Sabha on 5 August 2019 for the abolition of Section 370 and 35-A 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 & V'**

The Bharatiya Janata Party led by Prime Minister Narendra Modi got an absolute majority in the Lok Sabha elections held in May 2014 and after nearly 30 years in Indian politics, a government with an absolute majority was established at the Centre. Though called NDA III, the BJP-led coalition of 2014 was largely different from its predecessor coalition governments. Where the previous coalitions were led by one of the national parties, the NDA III coalition was not only steered by a national party, i.e., BJP it was also dominated by BJP with an absolute majority of its own in Lok Sabha. It was also called a 'surplus majority coalition'. In that sense a major transformation could be seen in the nature of coalition politics which could be seen from one party led coalition to one party dominated coalition.

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

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

**Sub-Topic: 'Issues of Development and Governance'**

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

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

# **ECONOMICS (Subject Code 030)**

## **Class XI-XII (2025-26)**

### **Rationale**

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

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

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

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

### **Objectives:**

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

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

Theory: 80 Marks

3 Hours

Project: 20 Marks

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

## Part A: Statistics for Economics

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

### Unit 1: Introduction

What is Economics?

Meaning, scope, functions and importance of statistics in Economics

### Unit 2: Collection, Organisation and Presentation of data

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

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

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

### **Unit 3: Statistical Tools and Interpretation**

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

**Measures of Central Tendency-** Arithmetic mean, Median and Mode

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

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

## **Part B: Introductory Microeconomics**

### **Unit 4: Introduction**

Meaning of microeconomics and macroeconomics; positive and normative economics

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

### **Unit 5: Consumer's Equilibrium and Demand**

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

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

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

## **Unit 6: Producer Behaviour and Supply**

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

Total Product, Average Product and Marginal Product.

Returns to a Factor

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

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

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

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

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

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

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

## **Part C: Project in Economics**

Guidelines as given in Class XII curriculum

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

**Marks: 80**

**Duration: 3 hrs.**

SN	Typology of Questions	Marks	Percentage
1	<p><b>Remembering and Understanding:</b>  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>	32	40%
2	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	24	30%
3	<p><b>Analysing, Evaluating and Creating:</b>  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>	24	30%
<b>Total</b>		<b>80</b>	<b>100%</b>

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

**Theory: 80 Marks**  
**Project: 20 Marks**

**3 Hours**

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

## **Part A: Introductory Macroeconomics**

### **Unit 1: National Income and Related Aggregates**

What is Macroeconomics?

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

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

Aggregates related to National Income:

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

GDP Deflator, GDP and Welfare

## **Unit 2: Money and Banking**

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

Money creation by the commercial banking system.

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

## **Unit 3: Determination of Income and Employment**

Aggregate demand and its components.

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

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

Meaning of full employment and involuntary unemployment.

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

## **Unit 4: Government Budget and the Economy**

Government budget - meaning, objectives and components.

Classification of receipts - revenue receipts and capital receipts;

Classification of expenditure – revenue expenditure and capital expenditure.

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

## **Unit 5: Balance of Payments**

Balance of payments account - meaning and components;

Balance of payments – Surplus and Deficit

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

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

Managed Floating exchange rate system

## **Part B: Indian Economic Development**

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

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

Indian economic system and common goals of Five Year Plans.

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

#### **Economic Reforms since 1991:**

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

Concepts of demonetization and GST

### **Unit 7: Current challenges facing Indian Economy**

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

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

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

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

### **Unit 8: Development Experience of India:**

A comparison with neighbours

India and Pakistan

India and China

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

## **Part C: Project in Economics**

### **Prescribed Books:**

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

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

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

**Marks: 80**

**Duration: 3 hrs.**

SN	Typology of Questions	Marks	Percentage
1	<p><b>Remembering and Understanding:</b> 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>	32	40%
2	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	24	30%
3	<p><b>Analysing, Evaluating and Creating:</b> 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>	24	30%
<b>Total</b>		<b>80</b>	<b>100%</b>

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

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

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

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

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

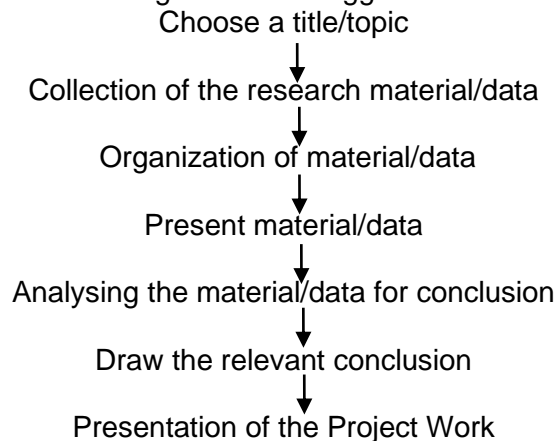
### **Role of the teacher:**

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

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

### **Scope of the project:**

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



### **Expected Checklist:**

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

### **Mode of presentation/submission of the Project:**

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

### **Marking Scheme:**

Marks are suggested to be given as –

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

### **Suggestive List of Projects:**

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

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

## **Physical Education (Subject Code 048)**

### **Class XI-XII (2025-26)**

#### **RATIONALE**

Sri Aurobindo believed, “For the body to be effective physical education must be rigorous and detailed, far-sighted and methodological. This will be translated into habits. These habits should be controlled and disciplined while remaining flexible enough to adapt themselves to circumstances and to the needs of growth and development of the being”.

Physical education programs at all levels help students develop the knowledge, skills, attitudes, values, and behaviours to initiate and maintain a physically active lifestyle that will continue into and through adulthood. Students are encouraged to use physical activity to develop personal initiative, responsibility, and caring about others and the community.

A positive, supportive environment is essential to the success of the physical education program. This inclusive learning environment allows students to experience positive, challenging, and enjoyable physical activity while learning the benefits and importance of such action. Such an environment accommodates a variety of individual differences such as cultural identity, previous movement experiences, fitness and skill levels, and intellectual, physical, and socio-emotional maturity.

Appropriate instruction in physical education incorporates best practices derived from research and experiences in teaching students. This physical education curriculum sets forth developmental and instructional proper rules in designing, implementing, and evaluating physical education programs.

Therefore, the Physical education committee created a tool, ‘The Physical Education Curriculum’ – which has been researched and designed to provide consistency, coherence, and rigor in the content and process of teaching physical education throughout the schools of the CBSE all over the world.

The Physical education curriculum provides all students with enjoyable and worthwhile learning opportunities where they develop the movement skills and competencies to participate and perform in various physical activities competently, confidently, and safely. It builds students’ motivation and commitment to physical activity and sports within and beyond school. It can encourage students to participate in leadership roles, irrespective of their previous experiences or ability in physical activity. The physical education program also prepares students to develop their careers in physical education and sports. It is one of the dynamic fields, providing numerous opportunities for diverse career options like being a teacher, coach, sports manager, and many more.

Looking into today’s context, physical education is the only subject that not only develops mental, physical, and social attributes among us but also contributes to our overall sense of well-being in our life.

## LEARNING OBJECTIVES

1. Optimum Development of Child's Physical Growth, Including Intellectual Development, Emotional Development, Social Development, Personal Development, and Character Building.
2. Imparting and Development of Positive Approach among Children to opt for Physical Education as a Profession.
3. Developing Management Skills to Understand and Organize Sports Tournaments.
4. Learn and Understand the Motor Abilities like Strength, Speed, Endurance, Coordination, And Flexibility.
5. Acquire knowledge about the Human Body and Its Functioning and Effects on Physical Activities.
6. Understand the Process of Growth and Development and its Positive Relationship with Physical Activities.
7. Develop Socio-Psychological Aspects like Control of Emotions, Balanced Behavior, Development of Leadership and Followership Qualities, and Team Spirit.
8. Learn and Understand the Effect of Physical and Physiological Training on Women Athletes.
9. Develop the Habit of Practicing Yoga Asanas and Pranayama Daily to Minimize Hypokinetic Diseases.
10. Learning about Nutrition and the Importance of a Balanced Diet.
11. Understand the application of Laws and Principles of Physics in Sports and Games.
12. Understanding the Characteristics of Children with Special Needs (CWSN) and Learning the Importance of Physical Activities for them.
13. Learning the procedure and application of different Physical and Physiological tests for different Age Categories.
14. Learning and understanding different Games and Sports.

## Physical Education (Subject Code 048)

### CLASS XI (2025-26)

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

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

**CLASS XI**  
**COURSE CONTEMT**

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

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

	<p>3. Disability Etiquette</p> <p>4. Aim and objectives of 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>	<ul style="list-style-type: none"> <li>To make the students Understand the aims and objectives Adaptive Physical Education</li> <li>To make students aware of role of various professionals for children with special needs.</li> </ul>		<p>and respect children with special needs by following etiquettes.</p> <ul style="list-style-type: none"> <li>Identify possibilities and scope in adaptive physical education</li> <li>Relate various types of professional support for children with special needs along with their roles and responsibilities.</li> </ul>
<b>Unit 5</b>	<p><b>Physical Fitness, Wellness, and Lifestyle</b></p> <p>1. Meaning &amp; importance of Wellness, Health, and Physical Fitness.</p> <p>2. Components/ Dimensions of Wellness, Health, and Physical Fitness</p> <p>3. Traditional Sports &amp; Regional Games for</p>	<ul style="list-style-type: none"> <li>To make the students understand the Meaning &amp; importance of Wellness, Health, and Physical Fitness</li> <li>To make students aware of the Components/ Dimensions of Wellness, Health, and Physical Fitness</li> <li>To make students learn Traditional Sports &amp; Regional Games to</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain wellness and its importance and define the components of wellness.</li> <li>Classify physical fitness and recognize its importance in life.</li> <li>Distinguish between skill-related and health-related</li> </ul>

	<p>promoting wellness</p> <p>4. Leadership through Physical Activity and Sports</p> <p>5. Introduction to First Aid – PRICE</p>	<p>promote wellness</p> <ul style="list-style-type: none"> <li>To develop Leadership qualities through Physical Activity and Sports in students</li> <li>To make students learn First Aid and its management skills</li> </ul>		<p>components of physical fitness.</p> <ul style="list-style-type: none"> <li>Illustrate traditional sports and regional games to promote wellness.</li> <li>Relate leadership through physical activity and sports</li> <li>Illustrate the different steps used in first aid - PRICE.</li> </ul>
<b>Unit 6</b>	<p><b>Test, Measurement &amp; Evaluation</b></p> <p>1. Define Test, Measurements and Evaluation.</p> <p>2. Importance of Test, Measurements and Evaluation in Sports.</p> <p>3. Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site)</p> <p>4. Somato Types (Endomorphy Mesomorphy &amp; Ectomorphy)</p>	<ul style="list-style-type: none"> <li>To Introduce the students with the terms like test, measurement and evaluation along with its importance</li> <li>To Introducing them the methods of calculating BMI, Waist- hip ratio and Skin fold measurement.</li> <li>To make the students aware of the different somatotypes.</li> </ul> <p>To make the students learn the method to measure health-related fitness.</p>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the student s will be able to:</b></p> <ul style="list-style-type: none"> <li>Define the terms test, measurement, and evaluation,</li> <li>Differentiate norm and criterion referenced standards,</li> <li>Differentiate formative and summative evaluation,</li> <li>Discuss the importance of measurement and evaluation processes,</li> <li>Understand</li> </ul>

	5. Measurements of health-related fitness			<p>BMI: A popular clinical standard and its computation</p> <ul style="list-style-type: none"> <li>• Differentiate between Endomorphy, Mesomorphy &amp; Ectomorphy and describe the procedure of Anthropometric Measurement</li> </ul>
<b>Unit 7</b>	<p><b>Fundamentals of Anatomy, Physiology in Sports</b></p> <ol style="list-style-type: none"> <li>1. Definition and importance of Anatomy and Physiology in Exercise and Sports.</li> <li>2. Functions of Skeletal System, Classification of Bones, and Types of Joints.</li> <li>3. Properties and Functions of Muscles.</li> <li>4. Structure and Functions of Circulatory System and Heart.</li> <li>5. Structure and Functions of Respiratory System.</li> </ol>	<ul style="list-style-type: none"> <li>• The students will learn the meaning and definition &amp; identify the importance of anatomy, physiology, and kinesiology.</li> <li>• Students will understand the main functions and Classification of Bone and the Types of Joints.</li> <li>• The students will learn the Properties and Functions of Muscles.</li> <li>• The students will learn the Structure and Functions of the Circulatory System and Heart.</li> <li>• The students will learn the Structure and Functions of Respiratory System.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game - based learning and Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the importance of anatomy and physiology.</li> <li>• Recognize the functions of the skeleton.</li> <li>• Understand the functions of bones and identify various types of joints.</li> <li>• Figure out the properties and functions of muscles and understand how they work.</li> <li>• Understand the anatomy of the respiratory system and describe it's working.</li> <li>• Identify and analyses the layout and functions of Circulatory System.</li> </ul>

<p><b>Unit 8</b></p>	<p><b>Fundamentals Of Kinesiology And Biomechanics in Sports</b></p> <ol style="list-style-type: none"> <li>1. Definition and Importance of Kinesiology and Biomechanics in Sports.</li> <li>2. Principles of Biomechanics</li> <li>3. Kinetics and Kinematics in Sports</li> <li>4. Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination &amp; Pronation</li> <li>5. Axis and Planes – Concept and its application in body movements</li> </ol>	<ul style="list-style-type: none"> <li>• The students will learn the meaning and definition &amp; identify the importance of Kinesiology and Biomechanics in sports.</li> <li>• To make the students learn the principles of biomechanics</li> <li>• To make the students understand the concept of Kinetics and Kinematics in Sports</li> <li>• To make the students learn about different types of body movements.</li> <li>• To make the students understand the concept of Axis and Planes and its application in body movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning, Group learning</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand Kinesiology and Biomechanics with their application in sports</li> <li>• Explain biomechanical principles and their utilization in sports and physical education.</li> <li>• Illustrate fundamental body movements and their basic patterns.</li> <li>• Learn about the Axis and Planes and their application with body movements</li> </ul>
<p><b>Unit 9</b></p>	<p><b>Psychology and Sports</b></p> <ol style="list-style-type: none"> <li>1. Definition &amp; Importance of Psychology in Physical Education &amp; Sports;</li> <li>2. Develop-</li> </ol>	<ul style="list-style-type: none"> <li>• The students will identify the definition and importance of Psychology in Physical Education and sports.</li> <li>• The students will</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the role of Psychology in Physical Education and Sports</li> </ul>

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

	Strategies	students.		<ul style="list-style-type: none"> <li>Acquire the ability to differentiate between the skill, technique, tactics &amp; strategies in sports training</li> <li>Interpret concept of doping.</li> </ul>
	5. Concept of Doping and its disadvantages	<ul style="list-style-type: none"> <li>To make students aware of the doping substances and their disadvantages in sports.</li> </ul>		

**GUIDELINES FOR INTERNAL ASSESSMENT  
(PRACTICAL/ PROJECTS ETC.)**

<b>PRACTICAL (Max. Marks 30)</b>	
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.

## Physical Education (Subject Code 048)

Class XII (2025-26)

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

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

**CLASS XII**

**COURSE CONTENT**

Unit No.	Unit Name & Topics	Specific Learning Objectives	Suggested Teaching Learning process	Learning Outcomes with specific competencies
Unit 1	<b>Management of Sporting Events</b>  1. Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling)  2. Various Committees & their Responsibilities (pre; during & post)  3. Fixtures and their Procedures – Knock- Out (Bye & Seeding) & League (Staircase, Cyclic, Tabular method) and Combination tournaments  4. Intramural & Extramural tournaments – Meaning, Objectives & Its Significance  5. Community sports program (Sports Day, Health Run, Run for Fun, Run for Specific Cause & Run for Unity)	<ul style="list-style-type: none"> <li>• To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament.</li> <li>• To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out, League Tournaments, and Combination tournaments.</li> <li>• To make the students understand the need for the meaning and significance of intramural and extramural tournaments</li> <li>• To teach them about the different types of community sports and their importance in our society.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Describe the functions of Sports Event management</li> <li>* Classify the committees and their responsibilities in the sports event</li> <li>* Differentiate the different types of tournaments.</li> <li>* Prepare fixtures of knockout, league &amp; combination.</li> <li>* Distinguish between intramural and extramural sports events</li> <li>* Design and prepare different types of community</li> </ul>

<p><b>Unit 2</b></p>	<p><b>Children &amp; Women in Sports</b></p> <ol style="list-style-type: none"> <li>1. Exercise guidelines of WHO for different age groups.</li> <li>2. Common postural deformities- knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures.</li> <li>3. Women's participation in Sports- Physical, Psychological, and social benefits.</li> <li>4. Special consideration (menarche and menstrual dysfunction)</li> <li>5. Female athlete triad (osteoporosis, amenorrhea, eating disorders)</li> </ol>	<ul style="list-style-type: none"> <li>• To make students understand the exercise guidelines of WHO for different age groups</li> <li>• To make students aware of the common postural deformities</li> <li>• To make students aware of women's sports participation in India and about the special conditions of women</li> <li>• To make students understand menarche and menstrual dysfunction among women athletes.</li> <li>• To make them understand about female athlete triad.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Differentiate exercise guidelines for different stages of growth and development.</li> <li>• Classify common postural deformities and identify corrective measures.</li> <li>• Recognize the role and importance of sports participation of women in India.</li> <li>• Identify special considerations relate to menarche and menstrual dysfunction.</li> <li>• Express female athlete triad according to eating disorders</li> </ul>
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<p><b>Unit 3</b></p>	<p><b>Yoga as Preventive measure for Lifestyle Disease</b></p> <p><b>1. Obesity:</b>  Procedure, Benefits &amp; Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottasana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama</p> <p><b>2. Diabetes:</b>  Procedure, Benefits &amp; Contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta-vajarasana, Paschimottan asana, Ardha-Mastendrasana, Mandukasana</p>	<ul style="list-style-type: none"> <li>To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma.</li> <li>To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Identify the asanas beneficial for different ailments and health problems.</li> <li>* Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis</li> <li>* Describe the procedure for performing a variety of asanas for maximal benefits.</li> <li>* Distinguish the contraindications associated with performing different asanas.</li> <li>* Outline the role of yogic management for various health benefits and preventive measures.</li> </ul>
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	<p>Gomukasana, Yogmudra, Ushtrasana, Kapalabhati</p> <p>3. <b>Asthma:</b> Procedure, Benefits &amp; Contraindicat ions for Tadasana, Urdhwahasto ttansan a, UttanManduk asan- a, Bhujangasana , Dhanurasana, Ushtrasana, Vakrasana, Kapalbhati, Gomukhasana Matsyaasana, Anuloma- Viloma</p> <p>4. <b>Hypertension</b> : Procedure, Benefits &amp; Contraindicati ons for Tadasana, Katichakransa n, Uttanpadasan a, Ardha Halasana, Sarala Matyasana, Gomukhasana , UttanManduka san-a, Vakrasana, Bhujangasana , Makarasana, Shavasana,</p>			
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	<p>Nadi-shodhanapranayam, Sitlipranayam</p> <p>5. <b>Back Pain and Arthritis:</b> Procedure, Benefits &amp; Contraindications of Tadasan, Urdhawahastootansana, Ardh-Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrasana, Bhujangasana, Gomukhasana, Bhadrasana, Makarasana, Nadi-Shodhana pranayama.</p>			
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<p><b>Unit 4</b></p>	<p><b>Physical Education and Sports for CWSN (Children with Special Needs - Divyang)</b></p> <ol style="list-style-type: none"> <li>1. Organizations promoting Disability Sports (Special Olympics; Paralympic; Deaflympics)</li> <li>2. Concept of Classification and Divisioning in Sports.</li> <li>3. Concept of Inclusion in sports, its need, and Implementation;</li> <li>4. Advantages of Physical Activities for children with special needs.</li> <li>5. Strategies to make Physical Activities assessable for children with special needs.</li> </ol>	<ul style="list-style-type: none"> <li>• To make students understand the concept of Disability and Disorder.</li> <li>• To teach students about the types of disabilities &amp; disorders, their causes, and their nature.</li> <li>• To make them aware of Disability Etiquette.</li> <li>• To make the students Understand the advantage of physical activity for CWSN.</li> <li>• To make the students aware of different strategies for making physical activity accessible for Children with Special Needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-based instruction,</li> <li>▪ Technology-based learning,</li> <li>▪ Group learning,</li> <li>▪ Individual learning,</li> <li>▪ Inquiry-based learning,</li> <li>▪ Kinesthetic learning,</li> <li>▪ Game-based learning and</li> <li>• Expeditionary learning</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Value the advantages of physical activities for children with special needs</li> <li>* Differentiate between methods of categorization in sports for CWSN</li> <li>* Understand concepts and the importance of inclusion in sports</li> <li>* Create advantages for Children with Special Needs through Physical Activities</li> <li>* Strategies physical activities accessible for children with specialneeds</li> </ul>
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<p><b>Unit 5</b></p>	<p><b>Sports &amp; Nutrition</b></p> <ol style="list-style-type: none"> <li>1. Concept of balanced diet and nutrition</li> <li>2. Macro and Micro Nutrients: Food sources &amp; functions</li> <li>3. Nutritive &amp; Non-Nutritive Components of Diet</li> <li>4. Eating for Weight control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance, and Food Myths</li> <li>5. Importance of Diet in Sports- Pre, During and Post competition Requirements</li> </ol>	<ul style="list-style-type: none"> <li>• To make the students understand the importance of a balanced diet</li> <li>• To clear the concept of Nutrition – Micro &amp; Macro nutrients, Nutritive &amp; non-Nutritive Components of diet</li> <li>• To make them aware of eating for weight loss and the results of the pitfalls of dieting.</li> <li>• To understand food intolerance &amp; food myths</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Understand the concept of a balanced diet and nutrition. Classify Nutritive and Non- Nutritive components of the Diet</li> <li>* Identify the ways to maintain a healthy weight</li> <li>* Know about foods commonly causing food intolerance</li> <li>* Recognize the pitfalls of dieting and food myths</li> </ul>
<p><b>Unit 6</b></p>	<p><b>Test &amp; Measurement in Sports</b></p> <ol style="list-style-type: none"> <li>1. Fitness Test – SAI Khelo India Fitness Test in school:</li> </ol>	<ul style="list-style-type: none"> <li>• To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General MotorFitness Test</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Perform SAI Khelo India Fitness Test in school [Age group 5-8</li> </ul>

	<p>Age group 5-8 years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test</p> <p>Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit &amp; Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls).</p> <p>2. Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds <math>\times 100/5.5 \times</math> Pulse count of 1-1.5 Min after Exercise</p> <p>3. Computing Basal Metabolic Rate (BMR)</p> <p>4. Rikli &amp; Jones - Senior Citizen Fitness Test</p> <ul style="list-style-type: none"> <li>○ Chair Stand Test for lower body strength</li> <li>○ Arm Curl Test for upper body strength</li> </ul>	<ul style="list-style-type: none"> <li>• To make students to determine physical fitness Index through Harvard Step Test/Rockport Test</li> <li>• To make students to calculate Basal Metabolic Rate (BMR)</li> <li>• To measure the fitness level of Senior Citizens through Rikli and Jones Senior Citizen Fitness Test.</li> </ul>	<p>learning,</p> <ul style="list-style-type: none"> <li>• Game-based learning and Expeditionary learning</li> </ul>	<p>years/ (class 1-3) and Age group 9-18yrs/ (class 4-12)</p> <ul style="list-style-type: none"> <li>* Determine physical fitness Index through Harvard Step Test/Rock- port Test</li> <li>* Compute Basal Metabolic Rate (BMR)</li> <li>* Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test</li> </ul>
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	<ul style="list-style-type: none"> <li>○ Chair Sit &amp; Reach Test for lower body flexibility</li> <li>○ Back Scratch Test for upper body flexibility</li> <li>○ Eight Foot Up &amp; Go Test for agility</li> <li>○ Six-Minute Walk Test for Aerobic Endurance</li> </ul> <p>5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping Half-Turn, Jumping full-turn)</p>			
<b>Unit 7</b>	<p><b>Physiology &amp; Injuries in Sport</b></p> <ol style="list-style-type: none"> <li>1. Physiological factors determining components of physical fitness</li> <li>2. Effect of exercise on the Muscular System</li> <li>3. Effect of exercise on the Cardio-Respiratory System</li> <li>4. Physiological changes due to aging</li> </ol>	<ul style="list-style-type: none"> <li>• Understanding the physiological factors determining the components of physical fitness.</li> <li>• Learning the effects of exercises on the Muscular system.</li> <li>• Learning the effects of exercises on Cardiovascular system.</li> <li>• Learning the effects of exercises on the Respiratory system.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Recognize the physiological factors determining the components of physical fitness.</li> <li>* Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems.</li> <li>* Figure out the physiological changes due to ageing</li> </ul>

	<p>5. Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain &amp; Strain Bone &amp; Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique &amp; Impacted)</p>	<ul style="list-style-type: none"> <li>• Learning the changes caused due to aging.</li> <li>• Understanding the Sports Injuries (Classification, Causes, and Prevention)</li> <li>• Understanding the Aims &amp; Objectives of First Aid</li> <li>• Understanding the Management of Injuries</li> </ul>		<ul style="list-style-type: none"> <li>• Classify sports injuries with its Management.</li> </ul>
<p><b>Unit 8</b></p>	<p><b>Biomechanics and Sports</b></p> <ol style="list-style-type: none"> <li>1. Newton's Law of Motion &amp; its application in sports</li> <li>2. Types of Levers and their application in Sports.</li> <li>3. Equilibrium – Dynamic &amp; Static and Centre of Gravity and its application in sports</li> <li>4. Friction &amp; Sports</li> <li>5. Projectile in Sports</li> </ol>	<ul style="list-style-type: none"> <li>• Understanding Newton's Laws of Motion and their Application in Sports.</li> <li>• Make students understand the lever and its application in sports.</li> <li>• Make students understand the concept of Equilibrium and its application in sports.</li> <li>• Understanding Friction in Sports.</li> <li>• Understanding the concept of Projectile in sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Understand Newton's Law of Motion and its application in sports</li> <li>* Recognize the concept of Equilibrium and its application in sports.</li> <li>* Know about the Centre of Gravity and will be able to apply it in sports</li> <li>* Define Friction and application in sports.</li> <li>* Understand the concept of Projectile in sports.</li> </ul>

<p><b>Unit 9</b></p>	<p><b>Psychology and Sports</b></p> <ol style="list-style-type: none"> <li>1. Personality; its definition &amp; types (Jung Classification &amp; Big Five Theory)</li> <li>2. Motivation, its type &amp; techniques.</li> <li>3. Exercise Adherence: Reasons, Benefits &amp; Strategies for Enhancing it</li> <li>4. Meaning, Concept &amp; Types of Aggression s in Sports</li> <li>5. Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self-Talk, Goal Setting</li> </ol>	<ul style="list-style-type: none"> <li>• To make students understand Personality &amp; its classifications.</li> <li>• To make students understand motivation and its techniques.</li> <li>• To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise.</li> <li>• To make them aware of Aggression in sports and types.</li> <li>• To make students understand Psychological Attributes in Sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Classify different types of personality and their relationship with sports performance.</li> <li>* Recognise the concept of motivation and identify various types of motivation.</li> <li>* Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence.</li> <li>* Differentiate between different types of aggression in sports.</li> <li>* Explain various psychological attributes in sports.</li> </ul>
<p><b>Unit 10</b></p>	<p><b>Training in Sports</b></p> <ol style="list-style-type: none"> <li>1. Concept of Talent Identification and Talent Development in Sports</li> </ol>	<ul style="list-style-type: none"> <li>• Making the students understand the concept of talent identification and methods in sports</li> <li>• Making the students Understand sports</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning, Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• understand the concept of talent identification and methods used</li> </ul>

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

<b>PRACTICAL</b>	<b>(Max. Marks 30)</b>
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:** Any one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also, mention its Rules, Terminologies & Skills.

**PRESCRIBED TEXTBOOKS (CLASS XI & XII)**



CBSE Physical Education Class XI Text Book

[https://cbseacademic.nic.in/web\\_material/Manuals/PhysicalEducation11\\_2022.pdf](https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation11_2022.pdf)



CBSE Physical Education Class XII Text Book

[https://cbseacademic.nic.in/web\\_material/Manuals/PhysicalEducation12\\_2022.pdf](https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation12_2022.pdf)

# COMPUTER SCIENCE

Subject Code - 083

Class XI (2025-26)

## 1. Learning Outcomes

Students should be able to:

- develop basic computational thinking
- explain and use data types
- appreciate the notion of algorithms
- develop a basic understanding of computer systems- architecture and operating system
- explain cyber ethics, cyber safety, and cybercrime
- understand the value of technology in societies along with consideration of gender and disability issues.

## 2. Distribution of Marks

Unit No.	Unit Name	Marks
1	Computer Systems and Organisation	10
2	Computational Thinking and Programming -1	45
3	Society, Law, and Ethics	15
	<b>Total</b>	<b>70</b>

## 3. Unit wise Syllabus

### Unit 1: Computer Systems and Organisation

- Basic computer organisation: Introduction to Computer System, hardware, software, input device, output device, CPU, memory (primary, cache and secondary), units of memory (bit, byte, KB, MB, GB, TB, PB)
- Types of software: System software (Operating systems, system utilities, device drivers), programming tools and language translators (assembler, compiler, and interpreter), application software
- Operating System(OS): functions of the operating system, OS user interface
- Boolean logic: NOT, AND, OR, NAND, NOR, XOR, 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 2: 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, punctuator), variables, concept of l-value and r-value, use of comments
- Knowledge of data types: Number(integer, floating point,complex), boolean, sequence(string, list, tuple), None, Mapping(dictionary), mutable and immutable data types.
- Operators: arithmetic operators, relational operators, logical operators, assignment 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.
- 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()
- 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, 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.
- Introduction to Python modules: Importing module using 'import <module>' and using from statement, importing math module (pi, e, sqrt(), ceil(), floor(), pow(), fabs(), sin(), cos(), tan()); random module (random(), randint(), randrange()), statistics module (mean(), median(), mode()).

### Unit 3: Society, Law and Ethics

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

### 4. Practical

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

## 5. Suggested Practical List

### Python Programming

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

Pattern-1	Pattern-2	Pattern-3
* ** *** **** *****	12345 1234 123 12 1	A AB ABC ABCD ABCDE

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

## 6. Suggested Reading Material

- NCERT Textbook for Computer Science (Class XI)
- Support Material on CBSE website

# COMPUTER SCIENCE

Subject Code – 083

Class XII (2025-26)

## 1. Prerequisites

Computer Science- Class XI

## 2. Learning Outcomes

Student should be able to

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

## 3. Distribution of Marks:

Unit No.	Unit Name	Marks
1	Computational Thinking and Programming – 2	40
2	Computer Networks	10
3	Database Management	20
	<b>Total</b>	<b>70</b>

## 4. Unit wise Syllabus

### Unit 1: Computational Thinking and Programming – 2

- Revision of Python topics covered in Class XI.
- Functions: types of function (built-in functions, functions defined in module, user defined functions), creating user defined function, arguments and parameters, default parameters, positional parameters, function returning value(s), flow of execution, scope of a variable (global scope, local scope)
- Exception Handling: Introduction, handling exceptions using try-except-finally blocks
- Introduction to files, types of files (Text file, Binary file, CSV file), relative and absolute paths

- Text file: opening a text file, text file open modes (r, r+, w, w+, a, a+), closing a text file, opening a file using with clause, writing/appending data to a text file using write() and writelines(), reading from a text file using read(), readline() and readlines(), seek and tell methods, manipulation of data in a text file
- Binary file: basic operations on a binary file: open using file open modes (rb, rb+, wb, wb+, ab, ab+), close a binary file, import pickle module, dump() and load() method, read, write/create, search, append and update operations in a binary file
- CSV file: import csv module, open / close csv file, write into a csv file using writer(), writerow(), writerows() and read from a csv file using reader()
- Data Structure: Stack, operations on stack (push & pop), implementation of stack using list.

## **Unit 2: Computer Networks**

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

## **Unit 3: Database Management**

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

insert, update, delete queries using cursor, display data by using connect(), cursor(), execute(), commit(), fetchone(), fetchall(), rowcount, creating database connectivity applications, use of %s format specifier or format() to perform queries

## 5. Practical

S.No	Unit Name	Marks (Total=30)
1	Lab Test: 1. Python program (60% logic + 20% documentation + 20% code quality)	8
	2. SQL queries (4 queries based on one or two tables)	4
2	Report file: <ul style="list-style-type: none"> <li>• Minimum 15 Python programs.</li> <li>• SQL Queries – Minimum 5 sets using one table / two tables.</li> <li>• Minimum 4 programs based on Python – SQL connectivity</li> </ul>	7
3	Project (using concepts learnt in Classes 11 and 12)	8
4	Viva voce	3

## 6. Suggested Practical List:

### Python Programming

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

## Database Management

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

## 7. Suggested Reading Material

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

## 8. Project

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

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

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