



वसुधैव कुटुम्बकम्
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CBSE SOCIAL SCIENCE SYLLABUS 2023-24 (Code No. 087) CLASS - IX & X



S. NO.	TABLE OF CONTENT				PAGE NO.
1.	Rationale				2
2.	Learning Objectives				3
	CLASS IX	PAGE NO.	S. NO.	CLASS X	PAGE NO.
3.	Course Structure	4	8.	Course Structure	20
4.	Course Content	7	9.	Course Content	23
5.	List of map items	17	10.	List of map items	35
6.	Guidelines for internal assessments	18	11.	Question Paper Design	39
7.	Prescribed Text Books	19	12.	Guidelines for internal assessments	42
			13.	Prescribed Text Books	43
	ANNEXURES				
Annexure I (project work Class IX)		44	Annexure IV (Interdisciplinary project Class X)		52
Annexure II (Inter disciplinary project Class IX)		46	Annexure V (Presentation template for IDP)		58
Annexure III (Project work Class X)		50	Annexure VI Rubrics of IDP		59

RATIONALE

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners to understand the environment in its totality, contextualise its components, develop a broader perspective, adapt an empirical, reasonable and humane outlook to help them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building.

Social Science subject helps students strengthen their knowledge of the world around them, enhance their critical thinking skills, deepen their cultural understanding, in still analytical and evaluation and synthesizing skills, improve research based learning skills, and enhance their creative abilities.

It enables the students to understand the interdependence of individual and community.

Makes students examine human behaviour from many different perspectives and help students learn to analyse human interaction based on social and cultural influences.

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view. Developing knowledge in each of these subjects provides students with a broader and more comprehensive understanding of how individuals and societies function.

Through the study of History, students learn the significance of analysing historical events and using the past to evaluate modern trends and occurrences. Global History allows students to see the emergence of today's worldwide society, and enables the students to create projections on possible future outcomes of actions and events.

The discipline of Social Sciences broadens an individual's political awareness and deepens the understanding of political systems. Examining past and current political conflicts can let students understand human life on a different level.

LEARNING OBJECTIVES

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development over a period of time, through which human societies have evolved.
- make learners infer that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change in connection to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and appreciate the contributions made by people of all sections and regions of the country.
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- deepen the knowledge and understanding of India's environment in its totality on people's life.
- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- promote an understanding of the issues and challenges of contemporary India- environmental, economic and social, as part of the development process.
- develop competencies, analytical skills/ critical thinking skills, creative skills help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- enable students to correlate the Social Science subjects through an interdisciplinary approach.
- explore their creativity and innovation through experiential and art integrated learning.
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluate data and information as well as views and interpretations.
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms - cooperating with others, taking initiatives and providing leadership in solving others' problem .
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

CLASS IX
COURSE STRUCTURE

History (India and the Contemporary World - I)			Suggestive no. of periods = 60	20 inclusive of Map pointing
Section	Chapter No	Chapter Name	No. of Periods	Marks allocated
I Events and Process	I	The French Revolution	15	18+2 map pointing
	II	Socialism in Europe and the Russian Revolution	15	
	III	Nazism and the Rise of Hitler	15	
II Livelihoods, Economies and Societies	IV	Forest, Society and Colonialism Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	5	
	V	Pastoralists in the Modern World (To be assessed as part of Periodic Assessment only)	10	
Geography (Contemporary India - I)			Suggestive no. of periods = 55	20 inclusive of Map pointing
Chapter No	Chapter Name		No. of periods	Marks allocated
1	India – Size and Location		17	

2	Physical Features of India		17+3 map pointing*
3	Drainage	10	
4	Climate	12	
5	Natural Vegetation and Wildlife (Only map pointing to be evaluated in the annual examination.)	3	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	5	
6	Population	8	* Marks as mentioned above
Political Science (Democratic Politics - I)		Suggestive no. of periods = 50	20 Marks
Chapter No.	Chapter name	No. of Periods	Marks allocated
1	What is Democracy?	10	20
	Why Democracy?		
2	Constitutional Design	10	
3	Electoral Politics	8	
4	Working of Institutions	12	
5	Democratic Rights	10	

Economics		Suggestive no. of periods = 50	20 Marks
Chapter No.	Name of the Chapter	No. of Periods	Marks allocated
1	The Story of Village Palampur (To be assessed as part of Periodic Assessment only)	10	
2	People as Resource	10	20
3	Poverty as a Challenge	15	
4	Food Security in India	15	

CLASS IX
COURSE CONTENT

History: India and the Contemporary World - I			
Chapter No. and Name	Specific Learning Objectives	Suggestive Teaching Learning Process	Learning Outcome With Specific Competencies
I The French Revolution	<ul style="list-style-type: none"> Compare & contrast the conditions that prevailed in France with the situations prevailed in India pre 1857 war. Critically examine the need of voting rights of Common people in France which laid the foundation of future Democracies. Examine various solutions to address imbalances that may lead to revolutions. 	<ul style="list-style-type: none"> Class room discussions to compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857). Graphic Organisers to critically examine the situations that made the raise in demand of voting rights by passive citizens as well as women Debates to propose solutions to address such imbalances and discriminations that lead to revolutions Inquiry based learning to appraise the impact of the French revolution on the world. Conclude with group Presentations 	<ul style="list-style-type: none"> Compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857). Critically Examine the situations that made the raise in demand of voting rights by passive citizens as well as women Propose solutions to address such imbalances and discriminations that lead to revolutions Appraise the impact of the French revolution on the world.
II Socialism in Europe and	<ul style="list-style-type: none"> Analyse the situations that led to the rise of Russian and French revolutions. 	<ul style="list-style-type: none"> Interactive Textual interpretations to compare and contrast the situations that led to the rise of Russia & French Revolutions 	<ul style="list-style-type: none"> To compare and contrast the situations that led to the rise of Russian& French Revolutions.

the Russian Revolution	<ul style="list-style-type: none"> Evaluate the reasons that led to the rise of Lenin's communism and Marxist Socialism 	<ul style="list-style-type: none"> Student led seminar to cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people World café' strategy to evaluate the situations that enabled Lenin's Communism. Socratic Discussions to Interpret the different ideas of philosophers and leaders that shaped the revolution 	<ul style="list-style-type: none"> Cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people Evaluate the situations that enabled Lenin's Communism. Interpret the different ideas of philosophers and leaders that shaped the revolution.
III Nazism and the Rise of Hitler	<ul style="list-style-type: none"> Analyse the manipulated control of situations led by an individual. Analyse the role of the "Treaty of Versailles in that led to the rise of Hitler. Examine the circumstances that led to the rise and fall of Hitler Discuss the critical significance of Nazism in shaping the politics of the modern world. Appraise the war compensation compelled on Germany in the name of the "treaty of Versailles led to the rise of Hitler 	<ul style="list-style-type: none"> Watch Video clipping from the last days of Adolf Hitler and discuss the reasons for rise and fall of Hitler Dramatize the Nazi Propaganda/ racial discrimination against Jews Cartoon interpretation/ Image interpretation Read passages from "Dairy of Anne frank "and other related literature and discuss the impact of Nazism Jig saw strategy to critique the genocidal war waged against Jews by the Nazis 	<ul style="list-style-type: none"> Cite the events that helped Hitler's rise to power Evaluate various character traits of Hitler Compare and contrast the characteristics of Bismarck and Hitler Analyse the role of "Treaty of Versailles in the rise of Nazism and Hitler Critique the genocidal war waged against Jews by the Nazis.

	<ul style="list-style-type: none"> Compare and contrast the Nazi ideology with fascism of Mussolini 		<ul style="list-style-type: none"> Discuss the critical significance of Nazism in shaping the politics of modern world.
IV Forest, Society and Colonialism	Inter Disciplinary Project with Chapter 5 of Geography "Natural Vegetation and Wild Life"	<ul style="list-style-type: none"> Refer Annexure II 	<ul style="list-style-type: none"> Refer Annexure II
V Pastoralists in the Modern World	<ul style="list-style-type: none"> Analyse the situations that have created Nomadic society Draw comparisons of African pastoralists and Indian Pastoralists during colonial rule. Examine the how the colonial laws impacted livelihood in pastoral communities Appraise the contribution of Pastoralists in the modern economy. 	<ul style="list-style-type: none"> T charts and similar graphic organizers to compare and contrast the lives of Pastoralists pre & post colonialism. Art integration to depict the evolution of nomadic society. Research based presentations using resources provided to compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes. Think- Pair- Share and summarize the reading of resources to analyse and infer varying patterns of developments within pastoral societies in different places in India. 	<ul style="list-style-type: none"> Compare and contrast the lives of Pastoralists pre & post colonialism Analyse the situations that have created Nomadic society Compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes. Analyse and infer varying patterns of developments within pastoral societies in different places in India. Analyse the impact of colonialism on forest societies leading to scientific forestry. Enumerate the different processes through which transformation of livelihood occur in the modern world.

Political Science: Democratic Politics - I			
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
1 What is Democracy? Why Democracy?	<ul style="list-style-type: none"> Examine the concept /structural components of Democracy and its forms/ features in different countries Examine and analyse the working structure of the governments of India and North Korea Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy. 	<ul style="list-style-type: none"> World café and Café conversations strategies for introduction of concepts of Democracy & features of Democracy 4 corners strategy to discuss "What & why of democracy?" students create democratic governance model in the class. Cartoon interpretation to summarize the benefits of democracy. 	<ul style="list-style-type: none"> Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country. Define Democracy and enumerate its features. Evaluate the authenticity of the voting rights of the Indian population versus the population of Iran. Interpret the statement "Democracy provides a method to deal with differences and conflicts" with reference to India. Summarize the features and benefits of democracy
2 Constitutional Design	<ul style="list-style-type: none"> Comprehend the purpose of constitution. Enumerate the essential features that need to be kept in mind while drafting any constitution. Examine the guiding values that created the Indian constitution. Comprehend the roles and responsibilities as citizens of India. 	<ul style="list-style-type: none"> Group Discussion to comprehend the purpose of constitution Poster making/ wall magazine for Comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution Role play strategy for creation of Indian constitution Declamation strategy for roles and responsibilities of citizens 	<ul style="list-style-type: none"> Analyse the difference between written or unwritten constitutions with reference to India and USA. Describe the situation that led to creation of Indian Constitution. Compare and contrast between Preamble of South African constitution with the preamble of Indian constitution. Enumerate the roles and responsibilities as citizens of India

<p>3</p> <p>Electoral Politics</p>	<ul style="list-style-type: none"> • Comprehend the concept and system of elections. • Evaluate the conditions that make Elections in India democratic. • Analyse the implications of power of vote and power of recall. • Appraise the role of election commission for the conduct of free and fair elections. 	<ul style="list-style-type: none"> • Role play/ have school council elections. • Design and present election manifesto • Create multiple parties and create symbols for elections • Use street play to create awareness about the right to vote. 	<ul style="list-style-type: none"> • Evaluate the role of political parties to adhere to electoral promises. • Create a solution for eradication of malpractices in elections • Differentiate between representative democracy and competitive party politics. • Summarize the essential features of the Indian Electoral system. • Examine the rationale for adopting the present Indian Electoral System.
<p>4</p> <p>Working of Institutions</p>	<ul style="list-style-type: none"> • Examine the roles, responsibilities and interdependency of all the 3 organs of the Government. • Examine the rule of law in India and its relevance • Understand the power and working of Indian Judiciary system and comprehend the hierarchy system of the judiciary in India. 	<ul style="list-style-type: none"> • Watch videos of Parliament and discuss the importance of question hour • Present Moot court to evaluate the rule of Law • Examine the relevant case studies to evaluate the rule of law • Present Mock Parliament session to convert a bill into law • Conduct a mock interview with a parliamentarian • Role play on features of the political and permanent executive 	<ul style="list-style-type: none"> • Analyse and infer how the three organs are interdependent and independent to execute their roles • Summarize and evaluate the rule of law in India. • Represent the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature. • Understand the working of Indian Judiciary.
<p>5</p>	<ul style="list-style-type: none"> • Comprehend what it is to be a responsible citizen while 	<ul style="list-style-type: none"> • Declamation on need to have rights and the importance of performing duties. 	<ul style="list-style-type: none"> • Analyse the need of having rights and categorize the rights.

Democratic Rights	<p>performing their prescribed duties versus claiming rights</p> <ul style="list-style-type: none"> Evaluate the role of rights in Democracy. 	<ul style="list-style-type: none"> Debate the need to have rights in the light of study of Saudi Arabia. Case study to analyse the role of citizens when the rights are exercised or otherwise. 6 thinking hats to discuss the current issues. Organize a moot court to discuss the violation of individual rights. Graphic organizer to summarize the coexistence of <i>rights vs duties</i> 	<ul style="list-style-type: none"> Evaluate the statement “Democracy is meaningless without rights” Analyse their role as responsible citizens. Summarize the flipped coexistence of rights versus duties Apply the process available to citizens for safeguarding rights.
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Geography: Contemporary India - I

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
1 India - Size and Location	<ul style="list-style-type: none"> Examine how the location of an area impacts its climate and time with reference to longitude and latitude. Explore and analyze the trading and cultural relationships of India with its neighboring countries. Evaluate the situation & reasons that made 82.5E* longitude as Time meridian of India. Examine how location of India enables its position as a 	<ul style="list-style-type: none"> Use GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time. Carousel brainstorming strategy for inferring conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. (Link for Carousel Brain storming Strategy https://www.youtube.com/watch?v=zZxaS7v1-jo) On map of India hypothetically design two to four alternate 	<ul style="list-style-type: none"> Justify the reasons for the differences in climatic conditions, local and standard time. To Infer how the conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. Justify the selection of 82.5E* longitude as Time meridian of India. (IST) Critically analyse the role of opening of Suez Canal in improvement of foreign trade.

	<p>strategic partner in the subcontinent.</p>	<p>longitudes on either side of 82.5°E and conclude on the selection</p> <ul style="list-style-type: none"> • Draw out the rationale/ reasons behind fixing (82.5E) as a time meridian for India • PPT presentation to present alternate solutions. 	<ul style="list-style-type: none"> • Propose alternative solution for the problems that arise due to the size & location.
<p>2</p> <p>Physical Features of India</p>	<ul style="list-style-type: none"> • Justify why India is a sub-continent • Examine the geological process that played a crucial role in the formation of diverse physical features in India • Analyse the conditions and relationships of the people living in different physiographic areas. • Examine various environmental issues. 	<ul style="list-style-type: none"> • Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India a sub-continent. • Role play to depict the lives and relationships amongst physiographic areas. • Collaborative brainstorming and presentation using different modes such as flipped books, Journals, Collage and other suitable presentations. 	<ul style="list-style-type: none"> • Conclude why India is a subcontinent based on study of different physical features. • Analyse the conditions and relationships of the people living in different physiographic areas. • Enumerate the different environmental issues in India and propose solutions for these issues.
<p>3</p> <p>Drainage</p>	<ul style="list-style-type: none"> • Justify the statement that the rivers are lifeline of economy with reference to India. • Examine the information about different lakes and infer on their contribution to Indian ecology 	<ul style="list-style-type: none"> • Choice Board strategy where each group to take up one river and focus on the areas they serve and the impact on Economy of that area. • Students will prepare a PPT on lakes. • Street play strategy/ poster making/ save River songs/ to present 	<ul style="list-style-type: none"> • Enlist the different rivers, the areas they serve and their impact on the economy of That area. • Enumerate the different lakes and describe their contribution to the Indian ecology. • Present creative solutions to overcome the water pollution also

	<ul style="list-style-type: none"> Distinguish between the rivers of north and south India Analyse the flow of different rivers of India to infer on their impact on livelihood. 	awareness on water pollution and suggest solutions.	to increase the contribution of water bodies to Indian economy <ul style="list-style-type: none"> Identify the river systems of the country and explain the role of rivers in human society.
4 Climate	<ul style="list-style-type: none"> Examine and analyse the factors that determine the climate of India Discuss the mechanisms of monsoons in Indian subcontinent. Analyse and infer the reasons behind the wide difference between day and night temperatures at different geographical locations of India. To interpret how monsoon acts as a Unifying bond 	<ul style="list-style-type: none"> Collect and Read the Weather reports and have a class room discussion to conclude about the factors controlling climate Watch videos and summarize the findings Use Mind map/ graphic organizers to Enumerate and summarize the reasons for the wide difference between the day and night temperatures at different geographical locations of India Read Newspapers, prepare and present mock drills on protocols as preventive action for various disasters 	<ul style="list-style-type: none"> Infer how the factors determine the climate of India. Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent. Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region. Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of India Propose protocols as preventive action for various disasters
5 Natural Vegetation and Wild life	Inter disciplinary project with chapter no IV of History “Forest, Society and Colonialism”	Refer annexure II	Refer annexure II
6 Population	<ul style="list-style-type: none"> Examine the reasons behind the uneven distribution of population in India with specification to UP & 	<ul style="list-style-type: none"> Research based learning/ art integration strategy (4 grid analysis) to analyse and infer the reasons behind the uneven distribution of 	<ul style="list-style-type: none"> Analyse and infer the reasons behind the uneven distribution of population in India with specification

	Rajasthan and Mizoram and Karnataka.	population in India with specification to UP & Rajasthan and Mizoram and Karnataka	to UP & Rajasthan and Mizoram and Karnataka. • Enlist the factors that affect the population density.
Economics			
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
1 The Story of Village Palampur	<ul style="list-style-type: none"> Evaluate the prevailing farming conditions in different states with reasons Examine the factors of production and interdependence of the requirements. Examine the contribution of non-farm activities to the economic growth of the village. 	<ul style="list-style-type: none"> Visit a nearest village, interview a farmer/ visit local markets and interview farmers and present it in the class. (Experiential learning strategy) Poster making/ Concept map and gallery walk to enlist the requirements of production and summarize the interdependence of these requirements. Present a business plan for non-farm activities by using the four factors of production. 	<ul style="list-style-type: none"> Analyse and infer how the prevailing farming conditions impact economic development of different states Enlist the requirements of production and summarize the interdependence of these requirements. Enlist non-farm activities and depict the link with economic growth.
2 People as Resource	<ul style="list-style-type: none"> Examine the various factors that constitute the quality of population Analyse the role of government in improving the quality of population. Examine the factors that contribute to unemployment. 	<ul style="list-style-type: none"> Case study on quality of population. (Class room discussion) Collect sources from Newspaper/ Media and present the findings in the form of a collage or an album Neighbourhood survey on employment /employability in neighbourhood, analyse the quality of neighbourhood and present in PPT format. 	<ul style="list-style-type: none"> Analyse and infer the reasons that contribute to the quality of population Enumerate the different schemes of Government in some states and infer on the quality of people there by. Propose solutions to resolve unemployment problem

<p>3</p> <p>Poverty as a Challenge</p>	<ul style="list-style-type: none"> • Comprehend that poverty is a multifaceted concept inherent in the rural and urban conditions. • Examine the measures taken by the government to eradicate poverty. 	<ul style="list-style-type: none"> • PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty. • Declamation with data to Evaluate the efficacy of government to eradicate poverty • Debate whether education can remove poverty 	<ul style="list-style-type: none"> • Analyse and infer the reasons of poverty in the rural and urban areas. • Evaluate the efficacy of government to eradicate poverty. • Compare how poverty estimates have transformed from 1993-94 to 2011-12 Examine the link between education and poverty.
<p>4</p> <p>Food Security in India</p>	<ul style="list-style-type: none"> • Examine the critical role of food security for its masses. • Justify the rationale for the system of food security in India. • Appraise the contributory role of Public Distribution system to address FSI • Substantiate the role of green revolution in strengthening the PDS. 	<ul style="list-style-type: none"> • Case study and group discussion to substantiate the link between a well-structured food security system and continuity of supply to masses. • Invite relevant Govt. officials to speak on FSI & PDS. <p>Panel discussion/ seminar on the impact of the green revolution and PDS.</p>	<ul style="list-style-type: none"> • Enumerate various aspects of food security that will ensure continuity of supply to the masses. • Examine, analyse and infer various sources of data that point to the rationale of FSI • Enumerate different features of PDS that directly address FSI. • Analyse and infer the impact of Green revolution in strengthening the PDS.

CLASS IX
LIST OF MAPS

S. No.	Subject	Name of the Chapter	List of Areas to Be Map Pointed
I	History	French Revolution	Outline political map of France Locate/label/identify; <ul style="list-style-type: none"> Bordeaux, Nantes, Paris and Marseille
		Socialism in Europe	Outline political map of world locate/label/identify major countries of World War: central powers - Germany, Austria-Hungary, Turkey (Ottoman Empire) Allied Powers-France, England, Russia and USA
II	Geography	India: size & location	<ul style="list-style-type: none"> India - States with Capitals Tropic of Cancer, Standard Meridian (Location and Labelling) Neighbouring countries
		India physical features	<ul style="list-style-type: none"> Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats Mountain Peaks – K2, Kanchan Junga, Anai Mudi Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau Coastal Plains - Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling)
		Drainage system	Rivers: (Identification only) <ul style="list-style-type: none"> The Himalayan River Systems-The Indus, The Ganges, and The Sutlej The Peninsular Rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi Lakes: Wular, Pulicat, Sambhar, Chilika
		Climate	<ul style="list-style-type: none"> Annual rainfall in India, Monsoon wind directions
		Population	<ul style="list-style-type: none"> Population density of all states The state having highest and lowest density of population

CLASS IX
INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks Allocated
Periodic Assessment	Pen Paper Test.	5
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Inter disciplinary project	5
Subject Enrichment Activity	Project work on Disaster Management	5
Portfolio	Classwork, work done (activities / assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like Heritage India quiz	5

CLASS IX
PRSECRIBED TEXT BOOKS

S.No	Subject	Name of the Book	Publisher
1	History	India and the Contemporary World - I	NCERT
2	Political Science	Democratic Politics - I	NCERT
3	Geography	Contemporary India - I	NCERT
4	Economics	Economics	NCERT
5	Disaster Management	Together, towards a safer India - part II	CBSE

Links for NCERT rationalised 2023-24 textbooks:

- <https://ncert.nic.in/textbook.php?iess1=ps-6>
- <https://ncert.nic.in/textbook.php?iess2=0-4>
- <https://ncert.nic.in/textbook.php?iess3=0-5>
- <https://ncert.nic.in/textbook.php?iess4=ps-5>

CLASS X
COURSE STRUCTURE

History (India and the Contemporary World - II)			Suggestive no. of periods = 60	20 inclusive of map pointing
Section	Chapter No.	Chapter name	No. of periods	Marks allocated
I Events and processes	I	The Rise of Nationalism in Europe	17	18 + 2 map pointing *
	II	Nationalism In India	17	
II Livelihoods, Economies and Societies	III	The Making of a Global World (To be evaluated in the Board Examination - Subtopics:1 to 1.3 Pre Modern World to Conquest, Disease and Trade)	6	
		Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks Sub topics 2 to 4.4 The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalisation.")	4	
	IV	The Age of Industrialization (To be assessed as part of Periodic Assessments only)	6	
III Everyday Life, Culture and Politics	V	Print Culture and the Modern World	10	* Marks as mentioned above

Geography (Contemporary India - II)			Suggestive no. of periods = 55	20 inclusive of map pointing
Chapter No.	Chapter Name		No. of Periods	Marks allocated
1	Resources and Development		7	17 + 3 map pointing
2	Forest and Wildlife Resources		7	
3	Water Resources		7	
4	Agriculture		10	
5	Minerals and Energy Resources		10	
6	Manufacturing Industries		10	
7	Lifelines of National Economy Only map pointing to be evaluated in the Board Examination		2	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)		2	
Political Science (Democratic Politics - II)			Suggestive no. of periods = 50	20
Unit no	Chapter No	Chapter Name	No. of Periods	Marks allocated
I	1	Power - sharing	15	
	2	Federalism		

II	3	Gender, Religion and Caste	12	20
III	4	Political Parties	12	
IV	5	Outcomes of Democracy	11	
Economics (Understanding Economic Development)			Suggestive no. of periods = 50	20
Chapter No.	Chapter name		No. of Periods	Marks allocated
1	Development		12	20
2	Sectors of the Indian Economy		12	
3	Money and Credit		12	
4	Globalisation and The Indian Economy To be evaluated in the Board Examination: <ul style="list-style-type: none"> • What is Globalization? • Factors that have enabled Globalisation 		8	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) <ul style="list-style-type: none"> • Production across the countries • Chinese toys in India • World Trade Organisation • The Struggle for a Fair Globalisation 		6	
5	Consumer Rights (Project Work)			

CLASS X
COURSE CONTENT

History: India and the Contemporary World - II			
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
I The Rise of Nationalism in Europe	<ul style="list-style-type: none"> Examine the impact of the French Revolution on the European countries in the making of the Nation state. Explore the nature of the diverse social movements of the time. (1830-1848) Examine the ways by which the idea of nationalism emerged and led to the formation of nation states. Comprehend how the World War I was triggered by the scramble for colonies in the Balkan states 	<ul style="list-style-type: none"> Watch Videos/ read Textual materials/ read related novels on the French revolution followed by a Class room discussion and presentation. World café/ Panel discussion/ debate using Collaborative learning, to explore the diverse social groups and present it as a group. Use of graphic organizers to explain the idea of unification of states to form one nation. (Italy/ Germany/ Greece) Visual representation of the map of Pre-First World War Europe followed by the Class discussion and reflection activity based on the map of Post First World War Europe 	<ul style="list-style-type: none"> Infer how the French Revolution had an impact on the European countries in the making of nation state. Enumerate and evaluate the validity of the nature of the diverse social movements of the time Analyse and infer how the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere. Illustrate that ,the quest for imperialism triggered the First World War.
II	<ul style="list-style-type: none"> Explore various facets of Nationalistic movements that ushered in the sense of Collective Belonging 	<ul style="list-style-type: none"> Sequence chart/ story Board/ Story telling pedagogy to Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging 	<ul style="list-style-type: none"> Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging

Nationalism in India	<ul style="list-style-type: none"> Discuss the impact of the first world war on triggering two defining movements (Khilafat & Non-cooperation Movement) in India. Assess/ appraise the role of Mahatma Gandhi and other leaders in the two movements (NCM & CDM) 	<ul style="list-style-type: none"> Students will examine textual content and other references and Present through PPT. Viewing the relevant Snippets from the movies/ video clippings depicting various events involving Gandhiji and other leaders and present findings through a panel discussion or seminars. 	<ul style="list-style-type: none"> Summarize the aspects of the First World War that triggered two defining movements (Khilafat & Non-cooperation Movement) in India Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the Two movements.
<p>III</p> <p>The Making of a Global World</p> <p>Sub topic 1 The pre modern world</p> <p>Sub topic 2 19th century 1815 -1914</p> <p>Sub topic 3</p>	<ul style="list-style-type: none"> Explore various aspects of how the world changed profoundly in the 19th century in terms of Economic, Political, Social, Cultural and technological areas. Analyse the destructive impact of colonialism on the economy and the livelihoods of colonised people. <p>Inter disciplinary Project with chapter 7 of Geography: Life lines of National Economy and chapter 4 of Economics:</p>	<ul style="list-style-type: none"> Initiate an Inquiry based learning using world café' strategy and present your findings through café conversation strategy of each area (transformed the world in terms of economy, political, cultural and technological aspects.) Art integration and gallery walk to depict the interconnectedness. Students examine the photographic display/ new paper cutting that depict the destructive impact of colonialism on the livelihoods of colonised people and present their understandings in the form of Newsletter/ cartoon strips/ Inter Disciplinary Project <p>Refer Annexure IV</p>	<ul style="list-style-type: none"> Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas. Depict the global interconnectedness from the Pre modern to the present day. Enumerate the destructive impact of colonialism on the livelihoods of colonised people <p>Refer Annexure IV</p>

<p>The inter- war economy Sub topic 4 Rebuilding of world economy: the post war era.</p>	<p>Globalization and the Indian Economy</p>		
<p>IV The Age of Industrialisation</p>	<ul style="list-style-type: none"> Examine economic, political, social features of Pre and Post Industrialization. Analyse the impact of Industrialisation in the colonies with specific focus on India. 	<ul style="list-style-type: none"> Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre & Post economic, political, social features of Pre and Post Industrialization Debate on the impact of Industrialisation in the colonies with specific focus on India. 	<ul style="list-style-type: none"> Enumerate economic, political, social features of Pre and Post Industrialization. Analyse and infer how the industrialization impacted colonies with specific focus on India.
<p>V Print culture and the Modern World.</p>	<ul style="list-style-type: none"> Examine the development of Print from its beginnings in East Asia to its expansion in Europe and India Analyse the impact of the spread of technology and consider how social life and culture changed with coming of print 	<ul style="list-style-type: none"> Flow chart to depict the development of Print Declamation on the profound transformation of people due to the print revolution. Use of Venn diagram to compare the advantages of hand written books and the printed books Interpret and infer from pictures, cartoons, extracts from propaganda literature on important events and issues with focus on print culture. 	<ul style="list-style-type: none"> Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India. Comment on the statement that the print revolution was not just a way of producing book but profound transformation of people. Compare and contrast the old tradition of hand written manuscripts versus the print technology. Summarise the role of Print revolution and its impact on World & India 's political, social and economic condition.

Political Science: Democratic Politics - II

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
1 Power - sharing	<ul style="list-style-type: none"> Examines and comprehends how democracies handle demands and need for power sharing. Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing 	<ul style="list-style-type: none"> Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart Discuss various forms of power-sharing Classroom discussion on challenges faced by Belgium& Sri Lanka in ensuring effective power sharing Socratic discussion on Power Sharing Techniques used by India, Sri Lanka and Belgium Read Textual resource and other resources and present findings through graphic organizers 	<ul style="list-style-type: none"> Enumerate the need for power sharing in democracy. Analyse and infer the challenges faced by Belgium and Sri Lanka in ensuring Power sharing. Compare and contrast the power sharing of India with Sri Lanka and Belgium Summarize the purpose of power sharing in preserving the unity and stability of a country.
2 Federalism	<ul style="list-style-type: none"> Comprehend the theory and Practice of Federalism in India. Analyse the policies and politics that has strengthened federalism in practice. 	<ul style="list-style-type: none"> Group discussion on the distribution of powers between Union and state Government and present the outcomes through presentations. Debate on policies and politics that strengthens Federalism in practice and present through mind map 	<ul style="list-style-type: none"> Analyse and infer how federalism is being practised in India. Analyse and infer how the policies and politics that has strengthens federalism in practice.
3 Gender, Religion and Caste	<ul style="list-style-type: none"> Examines the role and differences of Gender, religion and Caste in practicing Democracy in India. Analyses the different expressions based on these 	<ul style="list-style-type: none"> Skit/ street play to enumerate how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy. Graphic method to Analyse and infer how different expressions based on 	<ul style="list-style-type: none"> Enumerates how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy Analyses and infers how different expressions based on

	differences are healthy or otherwise in a democracy	differences in Gender, Religion and Caste are healthy or unhealthy in a democracy.	the differences in Gender, Religion and Caste are healthy or unhealthy in a democracy
4 Political Parties	<ul style="list-style-type: none"> Examine the role, purpose and no. of Political Parties in Democracy Evaluates the contributions made by national and regional political parties in making or otherwise of Indian democracy. 	<ul style="list-style-type: none"> Role play the role, purpose and no. of Political Parties in Democracy Reads newspapers, watches video clippings to justify the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy. 	<ul style="list-style-type: none"> Enumerates the role, purpose, and no. of Political Parties in Democracy Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.
5 Outcomes of Democracy	<ul style="list-style-type: none"> Comprehends the expected and actual outcomes of democracy in view of quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. Analyses the reasons behind gap that occurs in conversion of expected outcomes into actual outcomes of democracy in various respects: quality of government, economic well-being, inequality, social differences and conflict and finally freedom and dignity 	<ul style="list-style-type: none"> Graphic organizer to enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity Case study to Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy. 	<ul style="list-style-type: none"> Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy.

Geography: Contemporary India - II

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
1 Resources and Development	<ul style="list-style-type: none"> Examine the significance, interdependence, utilization development need of Planning of resources in India. Summarise the rationale for development of resources Comprehends the reasons for non-optimal utilization of land in India. Analyse the need to conserve all the resources Examine the significant role for resource planning in the light of the present requirements in India 	<ul style="list-style-type: none"> Brainstorming on how the resources are interdependent in nature and the need to develop them in India and present in the form of Venn diagram Use of maps, charts, and other tools to identify patterns and trends of land utilization Case study and debate on the topic “Is the development acting as an adversary for conservation” and present a report in the form of PPT. 	<ul style="list-style-type: none"> Enumerates how the resources are interdependent, justify how planning is essential judicious utilization of resources and the need to develop them in India Infers the rationale for development of resources Analyse and evaluate data and information related to non-optimal land, utilization in India Appraise and infer the need to conserve all resources available in India suggest remedial measures for optimal utilization of underutilized resources
2 Forest and Wildlife Resources	<ul style="list-style-type: none"> Examine the importance of conserving forests and wild life and their interdependency in maintaining the ecology for the sustainable development of India. Analyse the role of grazing and wood cutting in the development and degradation 	<ul style="list-style-type: none"> Read newspaper articles/ watch videos on deforestation and need for conservation and through world café strategy present your findings. Debate how developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests. Use art integration strategy to summarize and present the reasons for 	<ul style="list-style-type: none"> Enumerate how conservation of forests and wildlife are interdependent in nature and in maintain the ecology of India. Analyse and infer how some of the developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests.

	<ul style="list-style-type: none"> Comprehends the reasons for conservation of biodiversity in India under sustainable development. 	conservation of biodiversity in India under sustainable development.	<ul style="list-style-type: none"> Summarizes the reasons for conservation of biodiversity in India under sustainable development.
3 Water Resources	<ul style="list-style-type: none"> Examine the reasons for conservation of water resource in India. Analyse and infer how the Multipurpose projects are supporting the requirement of water in India. 	<ul style="list-style-type: none"> Brainstorming session to discuss the scarcity of water and present through graphic organizers Prepare a PPT to Summarize the roles of Multipurpose projects in supporting the water requirement of India. 	<ul style="list-style-type: none"> Enumerate why the water resource of India to be conserved. Summarize the roles of Multipurpose projects in supporting the water requirement of India.
4 Agriculture	<ul style="list-style-type: none"> Examine the crucial role played by agriculture in our economy and society. Analyses the challenges faced by the farming community in India. Comprehends the various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment. 	<ul style="list-style-type: none"> Discusses the challenges faced by farmers, such as low productivity, lack of modern technology, inadequate irrigation facilities, and post-harvest losses and presents the findings through PPT Reads Newspapers and panel discusses the challenges faced by the farming community in India Use of graphic organizers to distinguish the traditional and modern farming methods 	<ul style="list-style-type: none"> Enumerate how agriculture plays a contributory role in Indian economy Analyses and infers the challenges faced by the farming community in India Identifies and summarizes various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment.
5	<ul style="list-style-type: none"> Comprehends the formation of different types of minerals, location, their uses, importance for human life and the economy. 	<ul style="list-style-type: none"> Usage of textual resource, mind maps, pie charts to Analyse and infer how different types of minerals are formed, where they are found, their uses, importance for human life and the economy 	<ul style="list-style-type: none"> Analyses and infers how different types of minerals are formed, where they are found, their uses, importance for human life and the economy

Minerals and Energy Resources	<ul style="list-style-type: none"> Analyses the importance of minerals and natural resources for economic development of the country their distribution, and sustainable use. Distinguishes between the conventional and non-conventional sources of energy . 	<ul style="list-style-type: none"> Use graphic organizers to Infer the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources Use of flow chart to Differentiate between the conventional and non-conventional sources of energy 	<ul style="list-style-type: none"> Infers the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources Differentiates between the conventional and nonconventional sources of energy.
6 Manufacturing Industries	<ul style="list-style-type: none"> Distinguishes between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. Examines the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. Analyses the relation between the availability of raw material and location of the Industry 	<ul style="list-style-type: none"> Use of flow chart to differentiate between various types of manufacturing industries based on their input materials, processes, and end products. Utilizes the textual information (data given through various maps/ graphs) to Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. Uses Case Studies to Infer the relation between availability of raw material and location of the Industry 	<ul style="list-style-type: none"> Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. Infers the relation between availability of raw material and location of the Industry

7 Life Lines of National Economy	Inter disciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalization and the Indian Economy	Refer Annexure IV	Refer Annexure IV
Economics: Understanding Economic Development			
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
1 Development	<ul style="list-style-type: none"> Examine the significance of designing suitable developmental goals in shaping the nation. Examine the importance of per capita income and compare the per capita income of various countries to infer about reasons for the variance Analyse the HDI in relation to PCI. Examine the need for Sustainable development 	<ul style="list-style-type: none"> Hot seat strategy to enumerate different developmental Goals that helps in nation building Case study to analyse and infer how the per capita income depicts the economic condition of the nation. Graphic organizer to compare and contrast the relation between HDI and PCI Declamation to Analyses the multiple perspectives on the need development 	<ul style="list-style-type: none"> Enumerate different and examine the different processes involved in setting developmental Goals that helps in nation building Analyse and infer how the per capita income depicts the economic condition of the nation. Evaluate the development goals that have been set for the nation by the Planning commission of India -with specific reference to their efficacy, implemental strategies, relevance to current requirements of the nation Compare and contrast how the per capita income of some countries and infer reasons for the variance Analyses the multiple perspectives on the need development.

<p style="text-align: center;">2</p> <p>Sectors of the Indian Economy</p>	<ul style="list-style-type: none"> Analyse and evaluate the economic activities in different sectors and how they contribute to the overall growth and development of the Indian economy. Identify problems in different sectors and propose solutions based on their understanding of the sectors. Analyse the major employment generating sectors and observe the challenges faced in an effort to provide employment to all. Examines the role of Unorganised sector in impacting PCI currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP Examine and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative 	<ul style="list-style-type: none"> Data analyse various sectors and their contribution in GDP and NDP. Research based strategy to propose solutions to identified problems in different sectors based on their understanding. Read Newspaper articles and group discuss to Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them 	<ul style="list-style-type: none"> Analyses and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy. Propose solutions to identified problems in different sectors based on their understanding Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them Enumerates the role of unorganised sector in impacting PCI currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP Enumerates and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative
<p style="text-align: center;">3</p> <p>Money and Credit</p>	<ul style="list-style-type: none"> Examine money as a medium of exchange in all transactions of goods and services since ancient times to the present times. 	<ul style="list-style-type: none"> Group discussion to Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times 	<ul style="list-style-type: none"> Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times

	<ul style="list-style-type: none"> Analyse the different sources of credit Identify the significance and role of self-help groups in the betterment of the economic condition of rural people/women. 	<ul style="list-style-type: none"> Case based study to Analyse and infer various sources of Credit Guest Speaker Programme (bank manager/ a self-help group member) to Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women. 	<ul style="list-style-type: none"> Analyse and infer various sources of Credit Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.
<p>4</p> <p>Globalization and the Indian Economy</p> <p>Sub topics:</p> <p>What is Globalization?</p> <p>Factors that have enabled Globalisation</p> <p>Sub topics:</p> <p>Production across the countries</p>	<ul style="list-style-type: none"> Examine the concept of globalization and its definition, evolution, and impact on the global economy. Explore the details of the key drivers of globalization and their role in shaping the global economic landscape in various countries Examines the significance of role of G20 and its significance in the light of India's present role <p>Inter disciplinary Project with chapter 3 of History: "The making of a Global World" and chapter 7 of Geography: "Lifelines of National Economy"</p>	<ul style="list-style-type: none"> Watch videos on globalisation followed by an interactive group discussion to enumerate the concept of globalization and its definition, evolution, and impact on the global economy Read Textual and other resources to analyse and infer the key drivers of globalization and their role in shaping the global economic landscape. <p>Refer Annexure IV</p>	<ul style="list-style-type: none"> Enumerate the concept of globalization and its definition, evolution, and impact on the global economy. Evaluate the key role of the key major drivers of globalization and their role in shaping the global economic landscape in various countries Enumerates the significance of role of G20 and its significance in the light of India's present role <p>Refer Annexure IV</p>

Chinese toys in India World Trade Organisation The Struggle For A Fair Globalisation			
5 Consumer Rights OR Social Issues OR Sustainable Development	Project work	Refer Annexure III	Refer Annexure III

CLASS X
LIST OF MAP ITEMS

Subject	Name of the Chapter	List of areas to be pointed on the Map
History	Nationalism in India	I. Congress sessions: <ul style="list-style-type: none"> • 1920 Calcutta • 1920 Nagpur. • 1927 Madras session, II. 3 Satyagraha movements: <ul style="list-style-type: none"> • Kheda • Champaran. • Ahmedabad mill workers III. Jallianwala Bagh IV. Dandi March
Geography	Resources and Development	Identify: Major Soil Types
	Water Resources	Locating and Labelling: <ul style="list-style-type: none"> • Salal • Bhakra Nangal • Tehri • Rana Pratap Sagar • Sardar Sarovar • Hirakud • Nagarjuna Sagar • Tungabhadra
	Agriculture	Identify: <ul style="list-style-type: none"> • Major areas of Rice and Wheat

		<ul style="list-style-type: none"> • Largest/ Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute
	Minerals and Energy Resources	<p>Identify:</p> <p>a. Iron Ore mines</p> <ul style="list-style-type: none"> • Mayurbhanj • Durg • Bailadila • Bellary • Kudremukh <p>b. Coal Mines</p> <ul style="list-style-type: none"> • Raniganj • Bokaro • Talcher • Neyveli <p>c. Oil Fields</p> <ul style="list-style-type: none"> • Digboi • Naharkatia • Mumbai High • Bassien • Kalol • Ankaleshwar <p>Locate & label: Power Plants</p> <p>a. Thermal</p> <ul style="list-style-type: none"> • Namrup • Singrauli • Ramagundam

		b. Nuclear <ul style="list-style-type: none"> • Narora • Kakrapara • Tarapur • Kalpakkam
	Manufacturing Industries	I. Manufacturing Industries (Locating and Labelling only) <ul style="list-style-type: none"> • Cotton Textile Industries: a. Mumbai b. Indore c. Surat d. Kanpur e. Coimbatore • Iron and Steel Plants: a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijayanagar f. Salem • Software Technology Parks: a. Noida b. Gandhinagar c. Mumbai d. Pune e. Hyderabad, f. Bengaluru g. Chennai. h. Thiruvananthapuram
	Lifelines of National Economy	Locating and Labelling: a. Major sea ports <ul style="list-style-type: none"> • Kandla • Mumbai • Marmagao • New Mangalore • Kochi • Tuticorin • Chennai • Vishakhapatnam • Paradip • Haldia

		b. International Airports: <ul style="list-style-type: none"> • Amritsar (Raja Sansi - Sri Guru Ram Dass jee) • Delhi (Indira Gandhi) • Mumbai (Chhatrapati Shivaji) • Chennai (Meenam Bakkam) • Kolkata (Netaji Subhash Chandra Bose) • Hyderabad (Rajiv Gandhi)
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Note: Items of Locating and Labelling may also be given for Identification.

CLASS X
QUESTION PAPER DESIGN

Subject Wise Weightage

Subject	Syllabus	Marks (80)	Percentage
History	<ul style="list-style-type: none"> • The Rise of Nationalism in Europe. • Nationalism in India: • The Making of a Global World Sub topics1 to 1.3 • Print Culture and the Modern World • Map pointing 	18+2	25%
Political Science	<ul style="list-style-type: none"> • Power - sharing • Federalism • Gender, Religion and Caste • Political Parties • Outcomes of Democracy 	20	25%
Geography	<ul style="list-style-type: none"> • Resources and Development • Forest and Wildlife Resources • Water Resources • Agriculture • Mineral& Energy resources • Manufacturing industries. • Lifelines of National Economy(map pointing) • Map pointing 	17+3	25%
Economics	<ul style="list-style-type: none"> • Development • Sectors of the Indian Economy 	20	25%

	<ul style="list-style-type: none"> • Money and Credit • Globalization and The Indian Economy Sub topics: <ul style="list-style-type: none"> ▪ What is Globalization? ▪ Factors that have enabled Globalisation 		
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Weightage to Type of Questions

Type of Questions	Marks (80)	Percentage
1 Mark MCQs (20x1) (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2 Marks Narrative Questions (4x2) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
3 Marks Narrative Questions (5x3) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
4 MARKS Case Study Questions (3x4) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
5 Mark Narrative Questions (4x5) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
Map Pointing	5	6.25%

Weightage to Competency Levels

Sr. No.	Competencies	Marks (80)	Percentage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	24	30%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	11	13.25%
3	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	40	50%
4	Map Skill	5	6.25%
Total		80	100%

CLASS X

GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks Allocated
Periodic Assessment	Pen Paper Test.	5
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Inter disciplinary project	5
Subject Enrichment Activity	Project Work on Consumer Rights OR Social Issues OR Sustainable Development	5
Portfolio	Classwork, Work done (activities/ assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like heritage India quiz	5

CLASS X
PRESCRIBED TEXTBOOKS

Subject	Name of the Book	Publisher
History	India and the Contemporary World - II	NCERT
Political Science	Democratic Politics	NCERT
Geography	Contemporary India	NCERT
Economics	Understanding Economic Development	NCERT
Disaster Management	Together Towards a Safer India -Part III (A text book on Disaster Management)	CBSE
learning_outcomes.pdf (ncert.nic.in)		

Links for NCERT rationalised 2023-24 textbooks:

- <https://ncert.nic.in/textbook.php?jess1=0-7>
- <https://ncert.nic.in/textbook.php?jess2=0-5>
- <https://ncert.nic.in/textbook.php?jess3=0-5>
- <https://ncert.nic.in/textbook.php?jess4=ps-5>

ANNEXURE I

Project Work: Class IX

Project work	10 periods
<p>Every student has to compulsorily undertake one project on Disaster Management</p> <p>Objectives: The main objectives of giving project work on Disaster Management to the students are to:</p> <ul style="list-style-type: none">• create awareness in them about different disasters, their consequences and management• prepare them in advance to face such situations• ensure their participation in disaster mitigation plans• enable them to create awareness and preparedness among the community.• The project work should also help in enhancing the Life Skills of the students.• If possible, various forms of art may be integrated in the project work.	<p>The students need to develop the following competencies:</p> <p>Collaboration</p> <p>Use analytical skills</p> <p>Evaluate the situations during disasters.</p> <p>Synthesize the information</p> <p>Find creative solutions</p> <p>Strategize the order of solutions</p> <p>Use right communication skills</p>

Guidelines:

In order to realize the expected objectives completely, it would be required of the principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defence etc. in the area where the schools are located.

- The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

The distribution of marks over different rubrics relating to Project Work is as follows:

S. No.	Aspects	Marks
a	Content accuracy, originality and collaborative skills	2
b	Competencies exhibited and Presentation	2
c	Viva	1

- All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- A Summary Report should be prepared highlighting:
 - objectives realized through individual work and group interactions;
 - calendar of activities;
 - innovative ideas generated in the process
 - list of questions asked in viva voce.
- It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
- The Project Report can be handwritten or digital.
- The Project Work needs to enhance cognitive, affective and psychomotor skills of 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.)
- The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

ANNEXURE II

Interdisciplinary Project: Class-IX

Subject and Chapter No	Name of the Chapter	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
History Chapter IV	Forest Society and Colonialism	<ul style="list-style-type: none"> To categorize different types of forest during the colonial regime. To bring out the plight of Forest dwellers under colonial rule. To examine the reason behind commercial forestry. To devise ways to protect the forest vegetation and wildlife in India. To defend the role of government and the local communities in protecting the forest cover. 	<p>Interdisciplinary project</p> <ul style="list-style-type: none"> Teachers can make use of the pedagogies in facilitating the students in completion of Inter Disciplinary Project <p>Constructivism</p> <ul style="list-style-type: none"> Inquiry based learning Cooperative learning Research based learning. Experiential learning. Art integration <p>Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery</p>	<ul style="list-style-type: none"> Compare the forest situations prevailed at pre- colonial, colonial and post- colonial era. Analyse and evaluate the growth & role of commercial forestry in different types of Vegetation. Critically analyse the reasons for rebellions at forest areas of south East-Asia with specification to JAVA. 	<ul style="list-style-type: none"> The Schools to do IDP between the months of April and September at the School under the guidance of teacher. (Carryover of project to home must be strictly avoided)
Geography Chapter 5	Natural Vegetation and Wildlife	<ul style="list-style-type: none"> To discuss the social and cultural world of forest communities through the study of specific revolts. To analyse the different processes through which agrarian transformation may 			

		occur in the modern world. • To understand how oral traditions can be used to explore tribal revolts	walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.	
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Guidelines for Inter Disciplinary Project:

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, A sample plan has been enclosed. Kindly access the link given below

https://docs.google.com/document/d/1668TKkRt80r4-kbjJ_Y7zg4mF3Vq1Y9k/edit

Instructions:

- Objectives and Outcomes need to be picked from Rationale and Specific Objectives considering the local context.

Plan of the project:

- A suggestive 10 days' plan given below which you may follow or you can create on your own, based on the templates provided below

Process:

- Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students

Team leader: Main collaborator

Team members:

Note: Teacher to allocate the roles as per the abilities of the students.

- Final submission based on course deliverables as given in the template below the 10-day plan.
- Assessment Plan: to be done by the teacher clearly mentioning the Rubrics
- Report, poster and video acknowledgements: reflections & expression of gratitude as given in the template given below

Day 1-2: "Colonialism and Forest Society"

Discuss the impact of colonialism on forest societies, and explore the concept of forest as a resource in colonialism.

Group project: Research and present a PPT on the colonial forest policy and its impact on forest societies.

Day 3-4: "Rebellion in the Forest"

Analyse the causes and effects of forest-based rebellions in history

Watch the following film Group discuss about forest tribes of your state and the exploitations they face. Refer Annexure VI for Rubrics.

https://www.youtube.com/watch?v=N6SR0REa_YA

Day 5-6: Forest Transformations in Java, Tropical Evergreen Forests

Examine the impact of human activity on forests in Java.

Explore how changes in land use, agriculture, and industry have impacted the forests. Students can research the history of forest transformations in Java and their impact on the environment.

Study the transformation of forests in Java, from pre-colonial to post-colonial times

Compare and contrast the conversion of forest into agricultural land and the need.

Through group discussions find solutions. Present an art integrated project.

Discuss the characteristics of tropical evergreen forests, including their climate, soil, and flora/fauna. Students can research specific examples of tropical evergreen forests and the challenges they face, such as deforestation and climate change.

Group project: watch the video through the link <https://www.youtube.com/watch?v=MI0xvHsBigI>

Analyse and present the impact of forest transformations on society, economy and environment in Java. Compare and contrast it with India.

Present a PPT of your learnings. Refer Annexure VI for rubrics

Day 7-8: Discuss how colonialism has affected the forest's biodiversity and the survival of indigenous communities living in and around the forest.

Group activity: Divide the group into smaller teams and assign them tasks related to identifying the impact of colonialism on different types of forests. For example, one team can research the impact of colonialism on forest fires, while another team can research the impact of colonialism on the survival of indigenous plants and animals. Make the students use cartoon strips to present their findings.

Day 9-10: Make the students to compile all the findings of 8 days' work and present in PPT and through the template given in Annexure V.

ANNEXURE III

Class X - Project Work	10 periods.	5 marks
<p>Every student has to compulsorily undertake one project on</p> <p>Consumer Awareness OR Social Issues OR Sustainable Development</p> <p>Objectives: The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from an interdisciplinary perspective.</p> <p>It should also help in enhancing the Life Skills of the students.</p> <p>Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.</p> <p>If required, students may go out for collecting data and use different primary and secondary resources to prepare the project.</p> <p>If possible, various forms of art may be integrated in the project work.</p>		<p>The students need to develop the following competencies:</p> <p>Collaboration</p> <p>Use analytical skills</p> <p>Evaluate the situations during disasters.</p> <p>Synthesize the information</p> <p>Find creative solutions</p> <p>Strategize the order of solutions</p> <p>Use right communication skills</p>

Guidelines:

The distribution of marks over different rubrics relating to Project Work is as follows:

S. No.	Rubrics	Marks
a	Content accuracy, originality and collaborative skills	2
b	Competencies exhibited and Presentation	2
c	Viva	1

- 1) The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
- 2) All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- 3) A Summary Report should be prepared highlighting:
 - objectives realized through individual work and group interactions;
 - calendar of activities;
 - innovative ideas generated in the process
 - list of questions asked in viva voce.
- 4) It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
- 5) The Project Report can be handwritten or digital.
- 6) The Project Work needs to enhance cognitive, affective and psychomotor skills of 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)
- 7) Must be done at school only as specific periods are allocated for project work.
- 8) 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.
- 9) Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Sub judice cases, if any or those involving RTI / Grievances may however be retained beyond three months.

ANNEXURE IV

Interdisciplinary Project: Class X

10 periods					Max. Marks 5
Subject Name and Chapter No.	Name of the chapter	Specific Learning objectives	Suggested Teaching Learning Process	Learning Outcome with specific competencies	Time schedule for Completion
History Chapter III	Making of a Global World	<ul style="list-style-type: none"> Trace the history of globalization and point out the shifts within the process. Analyse the implication of globalization on local economies. Examines the importance of transportation for the economic growth and development in India. 	<p>The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project.</p> <ol style="list-style-type: none"> 1) Constructivism 2) Inquiry based learning 3) Cooperative learning 4) Learning station 5) Collaborative learning 6) Videos/Visuals/documentaries/movie clippings 7) Carousel technique 8) Art integrated learning 9) Group Discussions <p>Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based</p>	<ul style="list-style-type: none"> Analyse the implication of globalization for local economies. Discuss how globalization is experienced differently by different social groups. Enumerates how the transportation works as a life line of economy. Analyse and infer the impact of roadways and railways on the national economy Analyses and infers the challenges faced by the roadways and railway sector in India. 	<p>The Schools to do IDP between the months of April and September at the School under the guidance of teacher.</p> <p>(Carry over of project to home must be strictly avoided)</p>
Geography Chapter 7	Lifelines of National Economy	<ul style="list-style-type: none"> Analyse the impact of roadways and railways on the national economy Evaluates the challenges faced by the roadways and railway sector in the country Discuss how globalization is experienced 			

Economics Chapter 4	Globalization and the Indian Economy	differently by different social groups. • Connect the role of means of transport and communication in the process of globalization. • Investigate the factors that facilitated the growth on MNC 's	Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.	• Integrate various dimensions of globalisation in terms of cultural / political/ social /economical aspects) • Appraise the evolution of Globalisation and the global trends	
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Guidelines:

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, a sample plan has been enclosed) Kindly access the link given below
- Methodology (A sample interdisciplinary project plan Link has been provided to get an insight about IDP.
- Topic: The Making of a Global World, Globalisation and Life lines of Economy

<https://docs.google.com/document/d/1dlwwFeaSrExJHMTkzcEuq3ehh-7FtHM/edit>

Instructions:

- Objectives and Outcomes need to be picked from Rationale and Specific Objectives considering the local context.

Plan of the project:

- A suggestive 10 days' plan given below which you may follow or you can create on your own, based on the templates provided below

Process:

- Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students

Team leader: Main collaborator
Team members:
Note: Teacher to allocate the roles as per the abilities of the students.

- Final submission based on course deliverables as given in the template below.
- Assessment Plan: to be done by the teacher clearly mentioning the Rubrics
- Report, poster and video acknowledgements: Reflections & expression of gratitude as given in the template below

Class X: 10-day Suggestive plan for Interdisciplinary Project

Day 1: Introduction to the Interdisciplinary Project and Setting the Context:

Brief overview of the project and its objectives to be given by the teachers.

History teacher to Introduce the historical context of the World War II and its aftermath through inquiry method.

Make the students to Group discuss the impact of World War II on the global economy. Teacher to refer annexure III for rubrics)

Day 2: The Great Depression:

Students to watch a video from the link, <https://www.youtube.com/watch?v=62DxELjuRec> and

<https://www.youtube.com/watch?v=gqx2E5qIV9s>

and discuss the causes and consequences of the Great Depression and the role of mass production and consumption in the Great Depression. Present a group PPT /report on consequences of the Great Depression on the global economy.

Day 3: India and the Great Depression:

Students to collect material related to India's economic condition during the Great Depression and relate it to the present economic condition of India and US. Students may collect information through a visit to the library.

As a group activity they need to present a collage of their findings.(Refer Annexure VI for Rubrics)

Day 4: Rebuilding the World Economy and Interlinking Production across countries

- Teachers to use Jigsaw method to make the students to sit in groups and to give each group a part of the handout with information about process taken to rebuild economy and how the production across countries got interlinked. Make the groups to compile the information by moving from group to group.
- Make them discuss the post-war recovery efforts and their impact on the global economy

- Study the role of the Bretton Woods Institutions in rebuilding the world economy and present their learnings through Art Integrated Project. Refer Annexure VI for rubrics.

Day 5: The Early Post-War Years: The role of roadways, railways, waterways and airways in building the national economy

- The teacher distributes the Handout 1 given below to the groups and asks them to find answers to the questions posed at the end of Hand out and present it in groups using Café conversations mode. Refer Annexure III for rubrics.
- Study the challenges faced by the world in the early post-war years
- Discuss the efforts made towards decolonization and independence of nations

Day 6: Post war settlement and Bretton Woods institutions

- Make the students read the material given in https://en.wikipedia.org/wiki/Bretton_Woods_system and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure VI for Rubrics.

Day 7: Decolonization and Independence - The Role of World Trade Organization:

- The students will read the handout 2 given below and present a role play of the support rendered by the World Trade Organisation in building new nations. Refer Annexure VI for rubrics
- Introduction to the World Trade Organization
- Study the role of the WTO in promoting fair trade practices

Day 8: End of Bretton Woods and the Beginning of Globalization:

- The students will read material given in the link <https://www.imf.org/external/about/histend.htm#:~:text=End%20of%20Bretton%20Woods%20system,-The%20system%20dissolved&text=In%20August%201971%2C%20U.S.%20President,the%20breakdown%20of%20the%20system>.
- Organise an interview with a financial expert/economist/ lecturer/professor . Based on the information they gathered, the students can submit a report on the findings.
- Discuss the reasons for the end of the Bretton Woods system

Day 9: Impact of Globalization in India and role of waterways and airways

<https://www.jagranjosh.com/general-knowledge/new-economic-policy-of-1991-objectives-features-and-impacts-1448348633-1>

- The students will read the material given in the above link, and design a report on what would have happened to India if this stand wasn't taken and present it as a radio talk show. They will link the role of waterways and airways in the achievement of India in globalisation.
- Study the impact of globalization on the Indian economy
- Discuss the challenges faced by India in the process of globalization

Day 10.Final presentation

- Conclude the interdisciplinary project and summarize the key takeaways.

Handout 1 for Day 4 of Inter Disciplinary Project of Class X

Handout Title: The Role of Waterways and Airways in Post-World War II- World and India

Introduction: After the end of World War II, the world faced significant economic, social, and political changes. The role of waterways and airways in shaping the post-war world and India is crucial to understand. In this handout, we will discuss the impact of waterways and airways on the global economy and how it helped India in its development.

Waterways: In the post-World War II era, waterways played a crucial role in the movement of goods and people. The improvement of ports and waterways allowed for more efficient transportation of goods and helped to spur economic growth.

The increased demand for goods and services, combined with the development of shipping technologies, allowed for the expansion of international trade. This helped to boost the world economy and allowed for the growth of industries in many countries, including India.

In India, the development of waterways and ports helped to improve the country's economy. The country's long coastline and several rivers made it an ideal location for the transportation of goods. The growth of ports and waterways in India allowed for the movement of goods from one part of the country to another, helping to spur economic growth and development.

Airways: After World War II, the development of air transportation revolutionized the world's economy. The expansion of air travel allowed for faster and more efficient transportation of goods and people, which helped to boost the world economy.

In India, the growth of airways helped to connect different parts of the country and made it easier for people and goods to move from one place to another. This helped to spur economic growth and development in India.

The growth of air transportation in India also allowed for the expansion of international trade. Indian businesses could now easily access foreign markets, which helped to boost the country's economy.

Conclusion:

The role of waterways and airways in the post-World War II world and India was crucial in shaping the economic and social landscape of these countries. The development of these transportation modes helped to spur economic growth and allowed for the expansion of international trade. Understanding the impact of waterways and airways on the world and India is crucial in understanding the economic and social changes that took place after World War II.

Questions:

1. **Mention the role of major ports in imports and exports.**
2. **Emergence of Deccan airways changed the entire functionalities of domestic airways> Substantiate the statement**
3. **The waterways and airways contribute to the economic growth of India. Substantiate your answer.**

Handout 2 for day 7 of Inter Disciplinary Project of Class X

Handout Title: The Role of the World Trade Organization (WTO) in Building New Nations Post-Colonialization

Introduction: After the end of colonialism, many countries faced significant economic and political challenges as they worked to establish themselves as independent nations. The World Trade Organization (WTO) played a crucial role in helping these countries to rebuild their economies and participate in the global economy. In this handout, we will discuss the role of the WTO in building new nations post-colonialization.

What is the WTO?

The WTO is an international organization that was established in 1995 to promote international trade and help countries participate in the global economy.

The WTO provides a forum for countries to negotiate and enforce international trade agreements, and helps to ensure that trade is conducted in a fair and predictable manner. The organization also provides technical assistance and advice to help countries improve their trade policies and participate in the global economy.

How has the WTO helped new nations post-colonialization?

After colonial rule ended, many countries faced significant economic challenges as they worked to establish themselves as independent nations. The WTO helped these countries to participate in the global economy by providing a forum for trade negotiations and by helping to enforce international trade agreements.

The WTO also provided technical assistance and advice to help these countries improve their trade policies and participate in the global economy. This helped to spur economic growth and development in these countries, and allowed them to become more integrated into the global economy.

By participating in the global economy, new nations post-colonialization were able to expand their markets, attract foreign investment, and improve their economic performance. The WTO played a crucial role in helping these countries to build their economies and establish themselves as stable, independent nations.

Conclusion:

The WTO played a crucial role in building new nations post-colonialization by helping these countries to participate in the global economy. The organization's trade negotiations, enforcement of international trade agreements, and technical assistance helped to spur economic growth and development in these countries. Understanding the role of the WTO in building new nations post-colonialization is important in understanding the economic and political changes that took place after the end of colonial rule.

ANNEXURE V

Presentation Template by the students - Class IX & X

Name of the Student:	
Members of Team:	
Class : Section:	Date of Submission:
Topics of IDP:	
Title of the Project:	
Objectives:	
Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva,/group discussion,/visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.	
Evidences: Photos, Excerpts from Interviews, observations, Videos, Research References, etc.	
Overall presentation: Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.	
Acknowledgement:	
References (websites, books, newspaper etc)	
Reflections:	

ANNEXURE VI

Rubrics for IDP

Rubrics	Marks allocated
Research Work	1
Collaboration & Communication	1
Presentation & Content relevance	1
Competencies <ul style="list-style-type: none">• Creativity• Analytical skills• Evaluation• Synthesizing	2
Total	5

Note: The Schools may give multiple sub rubrics and may bring it down to 5 marks for weightage.

Ex: Collaboration:- Teamwork/ Language fluency/ Contribution to the team/resilience etc

Research Work: - Investigation/ reading & comprehending/ compilation etc

Synthesizing: - Data collection/ Data collation etc.

SCIENCE

(Code No. 086)

Classes: IX and X (2023-24)

The subject of Science plays an important role in developing well-defined abilities in cognitive, affective and psychomotor domains in children. It augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.

Upper primary stage demands that a number of opportunities should be provided to the students to engage them with the processes of Science like observing, recording observations, drawing, tabulation, plotting graphs, etc., whereas the secondary stage also expects abstraction and quantitative reasoning to occupy a more central place in the teaching and learning of Science. Thus, the idea of atoms and molecules being the building blocks of matter makes its appearance, as does Newton's law of gravitation.

The present syllabus has been designed around seven broad themes viz. Food; Materials; The World of The Living; How Things Work; Moving Things, People and Ideas; Natural Phenomenon and Natural Resources. Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

At this stage, while Science is still a common subject, the disciplines of Physics, Chemistry and Biology begin to emerge. The students should be exposed to experiences based on hands on activities as well as modes of reasoning that are typical of the subject.

General Instructions:

1. There will be an Annual Examination based on the entire syllabus.
2. The Annual Examination will be of 80 marks and 20 marks weightage shall be for Internal Assessment.
3. For Internal Assessment:
 - a. There will be Periodic Assessment that would include:
 - For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 05 marks towards the final result.
 - For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include - short tests, oral test, quiz, concept maps, projects, posters, presentations and enquiry based scientific investigations etc. and use rubrics for arguing them objectively. This will also have a weightage of 05 marks towards the final result.
 - b. Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weightage of 5 marks towards the final result. All practicals listed in the syllabus must be completed.
 - c. Portfolio to be prepared by the student- This would include classwork and other sample of student work and will carry a weightage of 5 marks towards the final results.

COURSE STRUCTURE

CLASS IX

(Annual Examination)

Marks: 80

Unit No.	Unit	Marks
I	Matter - Its Nature and Behaviour	25
II	Organization in the Living World	22
III	Motion, Force and Work	27
IV	Food; Food Production	06
	Total	80
	Internal assessment	20
	Grand Total	100

Theme: Materials

Unit I: Matter-Nature and Behaviour

Definition of matter; solid, liquid and gas; characteristics - shape, volume, density; change of state- melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.

Nature of matter: Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions. Physical and chemical changes (excluding separating the components of a mixture).

Particle nature and their basic units: Atoms and molecules, Law of Chemical Combination, Chemical formula of common compounds, Atomic and molecular masses.

Structure of atoms: Electrons, protons and neutrons, Valency, Atomic Number and Mass Number, Isotopes and Isobars.

Theme: The World of the Living

Unit II: Organization in the Living World

Cell - Basic Unit of life : Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles and cell inclusions; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus; nucleus, chromosomes - basic structure, number.

Tissues, Organs, Organ System, Organism:

Structure and functions of animal and plant tissues (only four types of tissues in animals; Meristematic and Permanent tissues in plants).

Theme: Moving Things, People and Ideas

Unit III: Motion, Force and Work

Motion: Distance and displacement, velocity; uniform and non-uniform motion along a straight line; acceleration, distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, elementary idea of uniform circular motion.

Force and Newton's laws : Force and Motion, Newton's Laws of Motion, Action and Reaction forces, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration.

Gravitation: Gravitation; Universal Law of Gravitation, Force of Gravitation of the earth (gravity), Acceleration due to Gravity; Mass and Weight; Free fall.

Floatation: Thrust and Pressure. Archimedes' Principle; Buoyancy.

Work, Energy and Power: Work done by a Force, Energy, power; Kinetic and Potential energy; Law of conservation of energy (excluding commercial unit of Energy).

Sound: Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo.

Theme: Food

Unit IV: Food Production

Plant and animal breeding and selection for quality improvement and management; Use of fertilizers and manures; Protection from pests and diseases; Organic farming.

Note for the Teachers:

1. The chapter Natural Resources (NCERT Chapter 14) will not be assessed in the year-end examination. However, learners may be assigned to read this chapter and encouraged to prepare a brief write up on any concept of this chapter in their Portfolio. This may be for Internal Assessment and credit may be given for Periodic Assessment/Portfolio.
2. The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

PRACTICALS

Practicals should be conducted alongside the concepts taught in theory classes.

(LIST OF EXPERIMENTS)

1. Preparation of:

Unit-I

- a) a true solution of common salt, sugar and alum
- b) a suspension of soil, chalk powder and fine sand in water
- c) a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of

- transparency
- filtration criterion
- stability

- Preparation of **Unit-I**
 - A mixture
 - A compound

using iron filings and sulphur powder and distinguishing between these on the basis of:

 - appearance, i.e., homogeneity and heterogeneity
 - behaviour towards a magnet
 - behaviour towards carbon disulphide as a solvent
 - effect of heat
- Perform the following reactions and classify them as physical or chemical changes: **Unit-I**
 - Iron with copper sulphate solution in water
 - Burning of magnesium ribbon in air
 - Zinc with dilute sulphuric acid
 - Heating of copper sulphate crystals
 - Sodium sulphate with barium chloride in the form of their solutions in water
- Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams. **Unit-II**
- Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams. **Unit-II**
- Determination of the melting point of ice and the boiling point of water. **Unit-I**
- Verification of the Laws of reflection of sound. **Unit-III**
- Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder. **Unit-III**
- Establishing the relation between the loss in weight of a solid when fully immersed in **Unit-III**
 - Tap water
 - Strongly salty water with the weight of water displaced by it by taking at least two different solids.
- Determination of the speed of a pulse propagated through a stretched string/slinky (helical spring). **Unit-III**
- Verification of the law of conservation of mass in a chemical reaction. **Unit-III**

COURSE STRUCTURE
CLASS X
(Annual Examination)

Marks: 80

Unit No.	Unit	Marks
I	Chemical Substances-Nature and Behaviour	25
II	World of Living	25
III	Natural Phenomena	12
IV	Effects of Current	13
V	Natural Resources	05
	Total	80
	Internal assessment	20
	Grand Total	100

Theme: Materials

Unit I: Chemical Substances - Nature and Behaviour

Chemical reactions: Chemical equation, Balanced chemical equation, implications of a balanced chemical equation, types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, endothermic exothermic reactions, oxidation and reduction.

Acids, bases and salts: Their definitions in terms of furnishing of H^+ and OH^- ions, General properties, examples and uses, neutralization, concept of pH scale (Definition relating to logarithm not required), importance of pH in everyday life; preparation and uses of Sodium Hydroxide, Bleaching powder, Baking soda, Washing soda and Plaster of Paris.

Metals and nonmetals: Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds; Basic metallurgical processes; Corrosion and its prevention.

Carbon compounds: Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes and alkynes), difference between saturated hydro carbons and unsaturated hydrocarbons. Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

Theme: The World of the Living

Unit II: World of Living

Life processes: 'Living Being'. Basic concept of nutrition, respiration, transport and excretion in plants and animals.

Control and co-ordination in animals and plants: Tropic movements in plants; Introduction of plant hormones; Control and co-ordination in animals: Nervous system; Voluntary, involuntary and reflex action; Chemical co-ordination: animal hormones.

Reproduction: Reproduction in animals and plants (asexual and sexual) reproductive health - need and methods of family planning. Safe sex vs HIV/AIDS. Child bearing and women's health.

Heredity and Evolution: Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination: brief introduction: (topics excluded - evolution; evolution and classification and evolution should not be equated with progress).

Theme: Natural Phenomena

Unit III: Natural Phenomena

Reflection of light by curved surfaces; Images formed by spherical mirrors, centre of curvature, principal axis, principal focus, focal length, mirror formula (Derivation not required), magnification.

Refraction; Laws of refraction, refractive index.

Refraction of light by spherical lens; Image formed by spherical lenses; Lens formula (Derivation not required); Magnification. Power of a lens.

Functioning of a lens in human eye, defects of vision and their corrections, applications of spherical mirrors and lenses.

Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life (excluding colour of the sun at sunrise and sunset).

Theme: How Things Work

Unit IV: Effects of Current

Electric current, potential difference and electric current. Ohm's law; Resistance, Resistivity, Factors on which the resistance of a conductor depends. Series combination of resistors, parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications in daily life. Electric power, Interrelation between P, V, I and R. **Magnetic effects of current** : Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left Hand Rule, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme: Natural Resources

Unit V: Natural Resources

Our environment: Eco-system, Environmental problems, Ozone depletion, waste production and their solutions. Biodegradable and non-biodegradable substances.

Note for the Teachers:

1. The chapter Management of Natural Resources (NCERT Chapter 16) will not be assessed in the year-end examination. However, learners may be assigned to read this chapter and encouraged to prepare a brief write up to any concept of this chapter in their Portfolio. This

may be for Internal Assessment and credit may be given Periodic Assessment/Portfolio).

2. The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

PRACTICALS

Practical should be conducted alongside the concepts taught in theory classes.

LIST OF EXPERIMENTS

1. A. Finding the pH of the following samples by using pH paper/universal indicator: **Unit-I**
 - (i) Dilute Hydrochloric Acid
 - (ii) Dilute NaOH solution
 - (iii) Dilute Ethanoic Acid solution
 - (iv) Lemon juice
 - (v) Water
 - (vi) Dilute Hydrogen Carbonate solution

B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with: **Unit-I**

 - a) Litmus solution (Blue/Red)
 - b) Zinc metal
 - c) Solid sodium carbonate
2. Performing and observing the following reactions and classifying them into: **Unit-I**
 - A. Combination reaction
 - B. Decomposition reaction
 - C. Displacement reaction
 - D. Double displacement reaction
 - (i) Action of water on quicklime
 - (ii) Action of heat on ferrous sulphate crystals
 - (iii) Iron nails kept in copper sulphate solution
 - (iv) Reaction between sodium sulphate and barium chloride solutions
3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: **Unit-I**
 - i) $\text{ZnSO}_4(\text{aq})$
 - ii) $\text{FeSO}_4(\text{aq})$
 - iii) $\text{CuSO}_4(\text{aq})$
 - iv) $\text{Al}_2(\text{SO}_4)_3(\text{aq})$

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.
4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I. **Unit-IV**
5. Determination of the equivalent resistance of two resistors when connected in series and parallel. **Unit-IV**
6. Preparing a temporary mount of a leaf peel to show stomata. **Unit- II**

7. Experimentally show that carbon dioxide is given out during respiration. **Unit-II**
8. Study of the following properties of acetic acid (ethanoic acid): **Unit- I**
- i) Odour
 - ii) solubility in water
 - iii) effect on litmus
 - iv) reaction with Sodium Hydrogen Carbonate
9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water. **Unit- I**
10. Determination of the focal length of: **Unit-III**
- i) Concave mirror
 - ii) Convex lens
- by obtaining the image of a distant object.
11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. **Unit - III**
12. Studying (a) binary fission in *Amoeba*, and (b) budding in yeast and Hydra with the help of prepared slides. **Unit-II**
13. Tracing the path of the rays of light through a glass prism. **Unit-III**
14. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean). **Unit-II**

PRESCRIBED BOOKS:

- Science-Textbook for class IX-NCERT Publication
- Science-Text book for class X- NCERT Publication
- Assessment of Practical Skills in Science-Class IX - CBSE Publication
- Assessment of Practical Skills in Science- Class X- CBSE Publication
- Laboratory Manual-Science-Class IX, NCERT Publication
- Laboratory Manual-Science-Class X, NCERT Publication
- Exemplar Problems Class IX – NCERT Publication
- Exemplar Problems Class X – NCERT Publication

Theory (80 marks)

Question Paper Design

(Class X)

Subject: Science

Competencies	Total
Demonstrate Knowledge and Understanding	46 %
Application of Knowledge/Concepts	22 %
Formulate, Analyze, Evaluate and Create	32 %
	100%

Note:

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

Internal Assessment (20 Marks)

- **Periodic Assessment** - 05 marks + 05 marks
- **Subject Enrichment** (Practical Work) - 05 marks
- **Portfolio** - 05 marks

Suggestive verbs for various competencies

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

MATHEMATICS (IX-X)
(CODE NO. 041)
Session 2023-24

The Syllabus in the subject of Mathematics has undergone changes from time to time in accordance with growth of the subject and emerging needs of the society. The present revised syllabus has been designed in accordance with National Curriculum Framework 2005 and as per guidelines given in the Focus Group on Teaching of Mathematics which is to meet the emerging needs of all categories of students. For motivating the teacher to relate the topics to real life problems and other subject areas, greater emphasis has been laid on applications of various concepts.

The curriculum at Secondary stage primarily aims at enhancing the capacity of students to employ Mathematics in solving day-to-day life problems and studying the subject as a separate discipline. It is expected that students should acquire the ability to solve problems using algebraic methods and apply the knowledge of simple trigonometry to solve problems of height and distances. Carrying out experiments with numbers and forms of geometry, framing hypothesis and verifying these with further observations form inherent part of Mathematics learning at this stage. The proposed curriculum includes the study of number system, algebra, geometry, trigonometry, mensuration, statistics, graphs and coordinate geometry, etc.

The teaching of Mathematics should be imparted through activities which may involve the use of concrete materials, models, patterns, charts, pictures, posters, games, puzzles and experiments.

Objectives

The broad objectives of teaching of Mathematics at secondary stage are to help the learners to:

- consolidate the Mathematical knowledge and skills acquired at the upper primary stage;
- acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills;
- develop mastery of basic algebraic skills;
- develop drawing skills;
- feel the flow of reason while proving a result or solving a problem;
- apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method;
- to develop ability to think, analyze and articulate logically;
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases;
- to develop necessary skills to work with modern technological devices and mathematical software's.
- to develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics;
- to develop interest in the subject by participating in related competitions;
- to acquaint students with different aspects of Mathematics used in daily life;
- to develop an interest in students to study Mathematics as a discipline.

COURSE STRUCTURE CLASS -IX

Units	Unit Name	Marks
I	NUMBER SYSTEMS	10
II	ALGEBRA	20
III	COORDINATE GEOMETRY	04
IV	GEOMETRY	27
V	MENSURATION	13
VI	STATISTICS	06
	Total	80

UNIT I: NUMBER SYSTEMS

1. REAL NUMBERS

(18) Periods

- Review of representation of natural numbers, integers, and rational numbers on the number line. Rational numbers as recurring/ terminating decimals. Operations on real numbers.
- Examples of non-recurring/non-terminating decimals. Existence of non-rational numbers (irrational numbers) such as $\sqrt{2}$, $\sqrt{3}$ and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, viz. every point on the number line represents a unique real number.
- Definition of nth root of a real number.
- Rationalization (with precise meaning) of real numbers of the type $\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{\sqrt{x}+\sqrt{y}}$ (and their combinations) where x and y are natural number and a and b are integers.
- Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)

UNIT II: ALGEBRA

1. POLYNOMIALS

(26) Periods

Definition of a polynomial in one variable, with examples and counter examples. Coefficients of a polynomial, terms of a polynomial and zero polynomial. Degree of a polynomial. Constant, linear, quadratic and cubic polynomials. Monomials, binomials, trinomials. Factors and multiples. Zeros of a polynomial. Motivate and State the Remainder Theorem with examples. Statement and proof of the Factor Theorem. Factorization of $ax^2 + bx + c$, $a \neq 0$ where a, b and c are real numbers, and of cubic polynomials using the Factor Theorem.

Recall of algebraic expressions and identities. Verification of identities:

$$(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$$

$$(x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y)$$

$$x^3 \pm y^3 = (x \pm y)(x^2 \mp xy + y^2)$$

$$x^3 + y^3 + z^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$$

and their use in factorization of polynomials.

2. LINEAR EQUATIONS IN TWO VARIABLES

(16) Periods

Recall of linear equations in one variable. Introduction to the equation in two variables.

Focus on linear equations of the type $ax + by + c = 0$. Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line.

UNIT III: COORDINATE GEOMETRY

COORDINATE GEOMETRY

(7) Periods

The Cartesian plane, coordinates of a point, names and terms associated with the coordinate plane, notations.

UNIT IV: GEOMETRY

1. INTRODUCTION TO EUCLID'S GEOMETRY

(7) Periods

History - Geometry in India and Euclid's geometry. Euclid's method of formalizing observed phenomenon into rigorous Mathematics with definitions, common/obvious notions, axioms/postulates and theorems. The five postulates of Euclid. Showing the relationship between axiom and theorem, for example:

(Axiom) 1. Given two distinct points, there exists one and only one line through them.

(Theorem) 2. (Prove) Two distinct lines cannot have more than one point in common.

2. LINES AND ANGLES

(15) Periods

1. (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180° and the converse.
2. (Prove) If two lines intersect, vertically opposite angles are equal.
3. (Motivate) Lines which are parallel to a given line are parallel.

3. TRIANGLES

(22) Periods

1. (Motivate) Two triangles are congruent if any two sides and the included angle of one triangle is equal to any two sides and the included angle of the other triangle (SAS Congruence).
2. (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal to any two angles and the included side of the other triangle (ASA Congruence).

3. (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence).
4. (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle. (RHS Congruence)
5. (Prove) The angles opposite to equal sides of a triangle are equal.
6. (Motivate) The sides opposite to equal angles of a triangle are equal.

4. QUADRILATERALS

(13) Periods

1. (Prove) The diagonal divides a parallelogram into two congruent triangles.
2. (Motivate) In a parallelogram opposite sides are equal, and conversely.
3. (Motivate) In a parallelogram opposite angles are equal, and conversely.
4. (Motivate) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal.
5. (Motivate) In a parallelogram, the diagonals bisect each other and conversely.
6. (Motivate) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and in half of it and (motivate) its converse.

5. CIRCLES

(17) Periods

1. (Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse.
2. (Motivate) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord.
3. (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the center (or their respective centers) and conversely.
4. (Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle.
5. (Motivate) Angles in the same segment of a circle are equal.
6. (Motivate) If a line segment joining two points subtends equal angle at two other points lying on the same side of the line containing the segment, the four points lie on a circle.
7. (Motivate) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is 180° and its converse.

UNIT V: MENSURATION

1. AREAS

(5) Periods

Area of a triangle using Heron's formula (without proof)

2. SURFACE AREAS AND VOLUMES

(17) Periods

Surface areas and volumes of spheres (including hemispheres) and right circular cones.

UNIT VI: STATISTICS

STATISTICS

(15) Periods

Bar graphs, histograms (with varying base lengths), and frequency polygons.

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

Time: 3 Hrs.

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	43	54
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	19	24
3	Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	18	22
	Total	80	100

INTERNAL ASSESSMENT	20 MARKS
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

COURSE STRUCTURE CLASS -X

Units	Unit Name	Marks
I	NUMBER SYSTEMS	06
II	ALGEBRA	20
III	COORDINATE GEOMETRY	06
IV	GEOMETRY	15
V	TRIGONOMETRY	12
VI	MENSURATION	10
VII	STATISTICS & PROBABILITY	11
	Total	80

UNIT I: NUMBER SYSTEMS

1. REAL NUMBER

(15) Periods

Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of irrationality of $\sqrt{2}, \sqrt{3}, \sqrt{5}$

UNIT II: ALGEBRA

1. POLYNOMIALS

(8) Periods

Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials.

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

(15) Periods

Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency.

Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination. Simple situational problems.

3. QUADRATIC EQUATIONS

(15) Periods

Standard form of a quadratic equation $ax^2 + bx + c = 0$, ($a \neq 0$). Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula. Relationship between discriminant and nature of roots.

Situational problems based on quadratic equations related to day to day activities to be incorporated.

4. ARITHMETIC PROGRESSIONS

(10) Periods

Motivation for studying Arithmetic Progression Derivation of the n^{th} term and sum of the first n terms of A.P. and their application in solving daily life problems.

UNIT III: COORDINATE GEOMETRY

Coordinate Geometry

(15) Periods

Review: Concepts of coordinate geometry, graphs of linear equations. Distance formula. Section formula (internal division).

UNIT IV: GEOMETRY

1. TRIANGLES

(15) Periods

Definitions, examples, counter examples of similar triangles.

1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.
5. (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.

2. CIRCLES

(10) Periods

Tangent to a circle at, point of contact

1. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.
2. (Prove) The lengths of tangents drawn from an external point to a circle are equal.

UNIT V: TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY (10) Periods

Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined); motivate the ratios whichever are defined at 0° and 90° . Values of the trigonometric ratios of 30° , 45° and 60° . Relationships between the ratios.

2. TRIGONOMETRIC IDENTITIES (15) Periods

Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. Only simple identities to be given.

3. HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression. (10)Periods

Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only 30° , 45° , and 60° .

UNIT VI: MENSURATION

1. AREAS RELATED TO CIRCLES (12) Periods

Area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60° , 90° and 120° only.

2. SURFACE AREAS AND VOLUMES (12) Periods

Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.

UNIT VII: STATISTICS AND PROBABILITY

1. STATISTICS (18) Periods

Mean, median and mode of grouped data (bimodal situation to be avoided).

2. PROBABILITY (10) Periods

Classical definition of probability. Simple problems on finding the probability of an event.

MATHEMATICS-Standard
QUESTION PAPER DESIGN
CLASS – X (2023-24)

Time: 3 Hours

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	43	54
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	19	24
3	Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	18	22
	Total	80	100

INTERNAL ASSESSMENT	20 MARKS
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

MATHEMATICS-Basic
QUESTION PAPER DESIGN
CLASS – X (2023-24)

Time: 3Hours

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	60	75
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	12	15
3	Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	8	10
	Total	80	100

INTERNAL ASSESSMENT	20 MARKS
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

PRESCRIBED BOOKS:

1. Mathematics - Textbook for class IX - NCERT Publication
2. Mathematics - Textbook for class X - NCERT Publication
3. Guidelines for Mathematics Laboratory in Schools, class IX - CBSE Publication
4. Guidelines for Mathematics Laboratory in Schools, class X - CBSE Publication
5. Laboratory Manual - Mathematics, secondary stage - NCERT Publication
6. Mathematics exemplar problems for class IX, NCERT publication.
7. Mathematics exemplar problems for class X, NCERT publication.

HINDUSTANI MUSIC VOCAL (Code – 034)
Examination Structure for Assessment (2023-24) Class IX

Total : 100 Marks

Theory: 30 Marks

Time: 02 Hours

Practical

50 Marks

Time: 15-20 Minutes for each candidate

1. Examiners are requested to ask the questions directly related to the syllabus.
2. Marks should be awarded in accordance with the marking scheme.

Distribution of Marks

Sr.No.	Value Points	Marks
1	Alankaras set to all prescribed Ragas and Talas	4
2	One Swarmalika and one Lakshan Geet	6
3	Aaroha, Avaroha, Pakad and Drut Khayal with few Aalaps and Tanas in each of the following Ragas 1. Alhaiya Bilawal 2. Yaman 3. Kafi	24
4	Identification of prescribed Ragas from the passages of Swaras rendered by the examiner	4
5	Any three of the following: i. Devotional Song ii. Folk Song	6
6.	Recitation of the Thekas of the prescribed Talas with dugun: 1. Dadra 2. Keharwa 3. Ektala 4. Teentala	6

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

Internal Assessment

20 Marks

Class IX Course Structure (2023-24)

Theory: 40 Periods

Time: 02 hours

30 Marks

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

Sr.No.	Units	Periods	Marks
Unit 1		10	06
1.1	Definition of the following: Sangeet, Dhvani, Nada, Shruti, Swar, Saptak, Alankar, Thaata, Jati	06	
1.2	Definition of the following: Laya, Tala, Matra, Sam, Tali, Khali, Vibhag, Avartan	04	
Unit 2		08	06
2.1	Define the following: Raga, Aroha, Avroha, Pakad, Vadi, Samvadi, Anuvadi, Vivadi.	04	
2.2	Define the following: Swarmalika, LakshanGeet, Khayal.	04	
Unit 3		04	04
3.1	Notation System of Pt. V.D Paluskar and Pt. V.N. Bhatkhande	04	
Unit 4		14	10
4.1	Description of the following Ragas: Alhaiya Bilawal, Yaman, Kafi	08	
4.2	Description and ability to do Tala- Notation of the following Talas: Teentala, Ektala, Keharwa, Dadra	06	
Unit 5		04	04
5.1	Ability to write notation of compositions	04	

Class – IX

Practical-100 Periods

50 Marks

Sr. No.	Topics	No. of periods
1.	Four Alankaras set to all prescribed Ragas and Talas.	10
2.	One Swarmalika and one Lakshan Geet in each prescribed Raga.	15
3.	Aaroha, Avroha, Pakad and Drut Khayal with few Alaps and Tanas in the following Ragas: Alhaiya Bilawal, Yaman and Kafi.	45
4.	Identification of prescribed Ragas from the phrases of swaras rendered by the examiner.	8
5.	<ul style="list-style-type: none">• Devotional Song• Folk Song	12
6.	Recitation of the Thekas of the following Talas with Dugun, keeping Tala with hand-beats: Dadra, Keharwa, Teentala, Ektala,	10

HINDUSTANI MUSIC VOCAL (2023-24)
(Code – 034) Class IX

Internal Assessment

20 Marks

1. Project–File

05 Marks

1. Writing in notation the musical compositions of all Ragas prescribed in the syllabus
Identifying the Tala of Musical compositions
2. Drawing and labelling the various parts of Tanpura.
3. Description and writing the notation of prescribed Talas with Layakaries (Thah ,Dugun, Tigun, Chaugun)
4. Identifying and interviewing neighbourhood Artists.
5. Knowledge about any one percussion artist
6. Knowledge about any one percussion artist

2. Project

05 Marks

Suggestive Topics * Interrelationship of the following;

1. Music and Physics (Sound – Frequency, vibration, pitch, intensity, timbre)
2. Music and Mathematics (Mathematical Calculation of laya)
3. Music and History (Development of Music during the medieval period)
4. Music and Geography (Development of Music in varied cultural zones e.g. songs, instruments in mountainous or hilly areas)
5. Music and languages – Dialects in folk Music

*Students may choose any one of the above topics or any other topic for project in consultation with the teacher.

3. Periodic practical Test, restricted to three in an academic year. 10 Marks

Average of best two tests to be taken for final marks submission. Each test will examine a candidate for one Raga from the syllabus, one Devotional Song / Folk song and two Talas.

HINDUSTANI MUSIC VOCAL (Code – 034)
Examination Structure for Assessment (2023-24) Class X

Total: 100 Marks
30 Marks

Theory:

Time: 02 hours

Practical (External Assessment)

50 Marks

Internal Assessment

20 Marks

Time: 20-25 Minutes for each candidate

1. External Examiners are requested to ask the questions directly related to the syllabus.
2. Marks should be awarded in accordance with the marking scheme.
3. External Examiners will refer to the distribution of marks while examining the candidate for practical examination.

Distribution of Marks

Sr.No.	Value Points	Marks
1.	One Vilambit Khayal with simple elaborations in any one of the prescribed Raga <ul style="list-style-type: none">• Bhupali• Khamaj• Brindavani Sarang	12
2.	Aaroha, Avaroha, Pakad and Drut Khayal with simple elaborations and few Tanas in each prescribed Ragas:	24
3.	Devotional Song	04
4.	Identification of prescribed Ragas from the phrases of Swaras rendered by the examiner.	04
5.	Recitation of Thekas of the following prescribed Talas with dugun: <ul style="list-style-type: none">• Tilwada• Chautala• Rupak	06

HINDUSTANI MUSIC VOCAL (Code – 034)
Course Structure (2023-24) Class X

Theory:
Time: 02 hours

40 periods
30 Marks

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

Sr.No.	Units	No. of Periods
Unit 1		08
1.1	Define the following :Aalap, Taan, Meend, Kan	03
1.2	Define the following: Dhrupad, Dhamar, Tarana,	05
Unit 2		04
2.2	Basic knowledge of the structure and Tuning of Tanpura.	04
Unit 3		12
3.1	Detailed study of the following Ragas:Bhupali, Khamaj, Brindavani Sarang	05
3.2	Description and Tala notation of the following:Talas withThah, Dugun, Tigun and Chaugun Tilwada, Chautala, Rupak.	07
Unit 4		08
4.1	Ability to write notation of compositions in prescribedragas.	04
4.2	To identify Ragas from phrases and elaborate them inSwaras.	04
Unit 5		08
5.1	Brief life sketch and contribution to music of Tansen.Sadarang and Faiyaz Khan.	05
5.2	Contibution of Omkar Nath Thakur	03

Class X

External Practical: 100 Periods

50 Marks

Sr.No.	Topics	No. of periods
1.	One Vilambit Khayal with simple elaborations in any one of the prescribed Ragas. <ul style="list-style-type: none">• Bhupali• Khamaj• Brindavani• Sarang	24
2.	Aaroha, Avaroha, Pakad and Drut Khayal with simple elaborations and few Tanas in each of the prescribed Ragas :	44
3.	Devotional Song	6
4.	Ability to recognize the prescribed Ragas from the Phrases of swaras rendered by the examiner.	8
5.	Recitation of the Thekas of the following Talas with dugun, keeping Tala with hand-beats: <ul style="list-style-type: none">• Tilwada• Chautala• Rupak	18

HINDUSTANI MUSIC Vocal (Code – 034) (2023-24)

Class X

Internal Assessment:

20 Marks

1. Project–File

05 Marks

1. Writing in notation the musical compositions of all Ragas prescribed in the syllabus
2. Identifying the Tala of musical compositions
3. Drawing and labelling the various parts of any percussion instrument
4. Description and writing the notation of all prescribed Talas with Layakaries (Thah, Dugun, Tigon, Chaugun)
5. Identifying and interviewing any neighbourhood Artists.

2. Project Work

05 Marks

Suggestive Topics * Interrelationship of the following

- a) Music and Religion
- b) Music and Cinema
- c) Music and Electronic Media
- d) Devotional aspects in Music
- e) Inter – relationship of Arts (Music - Dance or Theatre or Visual Arts)

*Students may choose any one of the above topics or any other topic for project in consultation with the teacher.

3. Periodic practical Test, restricted to three in an Academic year. 10 Marks

Average of best two tests to be taken for final marks submission. Each test will examine a candidate for one Raga from the syllabus, one Devotional Song and two Talas.

कक्षा – नवमी
संस्कृतम् कोड-सङ्ख्या-122
पाठ्यक्रमः परीक्षानिर्देशाश्च (2023-24)

भाष्यते व्यवहारादिषु प्रयुज्यते इति भाषा, मानवः स्वमनसि विद्यमानान् विचारान् भावनाः अनुभूतिं च अर्थयुक्तैः ध्वनिभिः लिखितसङ्केतैः च व्यक्तीकरोति सा भाषा। भाषा अभिप्रायप्रकटनस्य साधनम्। वस्तुतः लोके द्वयोः मनुष्ययोः मध्ये परस्परम् अवबोधनाय, भावग्रहणाय, भावविनिमयाय च भाषया विना न अन्यत् स्पष्टतमं सरलतमं च साधनं विद्यते। लोके बहव्यः भाषाः सन्ति यासु संस्कृतभाषा अतिप्राचीनतमा समृद्धा च अस्ति। संस्कृतभाषायाम् एव सन्ति ऋग्यजुस्सामाथर्वाः चत्वारः वेदाः, शिक्षा, व्याकरणं, निरुक्तं, ज्योतिषं, छन्दः कल्पः चेति षडङ्गानि, चतुर्दशविद्याः, विज्ञानम्, आयुर्वेदः, योगशास्त्रादयः ग्रन्थाः। अतः संस्कृतं केवलं भाषा न अपितु किञ्चन जीवनदर्शनम् इति। इयं विद्या (भाषा) भारतीयानां प्रतिष्ठात्मिका कामधेनुः समस्तज्ञानप्रदात्री, ऐक्यप्रदात्री, धर्मार्थकाममोक्षप्रदात्री च अस्ति। सृष्टेः आदितः अद्यावधिः यत् शिक्षणं ज्ञानविज्ञानं च अस्ति तत् सर्वं अस्यां भाषायामेव सन्निहितम् अस्ति। अतिसूक्ष्मभावनां प्रकटयितुं स्पष्टीकर्तुं संस्कृतं विना नैव अन्यत्र विद्यते सामर्थ्यम्। भारतीयं सर्वस्वं विश्वस्य समग्रं तत्त्वं च अस्यां भाषायाम् अस्ति।

संस्कृतस्य भाषावैज्ञानिकत्वम् – ऐतिहासिक-वर्णनात्मक-तुलनात्मकाध्ययन-द्वारा भाषायाः प्रकृतेः विकासोत्पत्तेः संरचनायाः अध्ययनपूर्वकं सर्वेषां विषयाणां सैद्धान्तिकः निर्णयः भाषाविज्ञानेन क्रियते। भाषाविज्ञान-नामकशास्त्रे शब्दानाम् उत्पत्तिः, वाक्यानां संरचना इत्यादीनां विषयाणां विचारः क्रियते। भाषाविज्ञानस्य सम्बन्धः सर्वेषां मानवानां भाषाभिः सह अस्ति। एवं भाषाविज्ञाने ध्वनेः, ध्वनि-उच्चारणोपयोगिनां स्वरयन्त्रमुखजिह्वादि-अङ्गानां प्रकृति-प्रत्ययादीनां, संज्ञासर्वनाम-क्रिया-विशेषणादीनां नामाख्यात-उपसर्जननिपातानां पदपदार्थविषयकानां विकारादीनां विकारमूलककारकाणाम् अन्येषां विविधविषयाणाञ्च अध्ययनं क्रियते। भाषाविज्ञाने संस्कृतभाषा-विषयक-वर्णोत्पत्ति-सिद्धान्तस्य अतीव वैज्ञानिकं निरूपणं कृतं वर्तते।

विश्वस्य सर्वासु भाषासु संस्कृतभाषा प्राचीनतमा अस्ति। प्रायः सर्वासु भाषासु संस्कृतपरकशब्दाः उपलभ्यन्ते। संस्कृतभाषा भारतीयभाषाणां जननी इति कथ्यते। सर्वासु भारतीयभाषासु संस्कृतभाषा अन्तर्लीना अस्ति इति सर्वे अङ्गीकुर्वन्ति।

भारतदेशः बहुभाषी देशोऽस्ति। अस्मिन् देशे अनेकतायाम् एकतावर्धिनी भाषेयं सामाजिकसमरसतायै जीवनविकासाय च आवश्यकी वर्तते। संस्कृतस्य सांस्कृतिकं महत्त्वं वर्णयन्तः विद्वांसः कथयन्ति “भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा, संस्कृतिमूलं संस्कृतम्, साहित्यं संस्कृतिवाहकञ्च इति।” एषा संस्कृतिः न केवलं भारतस्य अपि तु विश्वस्य मुकुटायमाना अस्ति। उक्तं च -

सत्यमहिंसादिगुणैः श्रेष्ठा विश्वबन्धुत्वशिक्षिका।

विश्वशान्तिः सुखधात्री भारतीया हि संस्कृतिः॥

संस्कृते संस्कृतिर्ज्ञेया संस्कृते सकलाः कलाः।

संस्कृते सकलं ज्ञानं संस्कृते किन्न विद्यते॥

एवं संस्कृतभाषा परिनिष्ठिता, दोषरहिता, सरला, गभीरा, यथार्था वैज्ञानिकी च भाषा अस्ति। सम्प्रति युगेस्मिन् प्रमुखैः उद्देश्यैः संस्कृतभाषा शिक्षणीया अस्ति।

शिक्षणोद्देश्यानि –

- * वसुधैव-कुटुम्बकम् इति भावनाविकासः।
- * भारतीयभाषाणां संरक्षणम्।

- * संस्कृतभाषया सम्प्रेषणकौशलविकासः ।
- * परस्परं संस्कृतसम्भाषणेन भावविनिमयः ।
- * संस्कृत-भाषया एव संस्कृत-शिक्षणम् ।
- * श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक-कौशलानां विकासः ।
- * बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम् ।
- * मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च ।
- * भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च ।
- * आत्मानुशासनसंस्थापनार्थम्
- * भाषाशिक्षणकौशलानि वर्धनाय नैपुण्यप्राप्तिः ।
- * परस्परं वार्तालापमाध्यमेन भावविनिमयः ।
- * संस्कृतसाहित्यस्य अध्ययनेन ज्ञानानन्दस्य अनुभूतिः ।
- * मानवजीवनस्य विकासपूर्वकं कल्याणम् ।
- * संस्कृतभाषया छात्राणां सर्वविधविकासः ।

शिक्षणप्रविधयः -

- * संस्कृतमाध्यमेन सम्भाषणविधिना शनैः शनैः संस्कृतशिक्षणं सम्भविष्यति । गतिवर्धनाय संस्कृताध्यापकैः धैर्येण स्वकीयाध्यापन-कार्यक्रमाणां नियोजनम् । रुचिकरभाषाभ्यासेन भाषिकोपलब्धिः । भाषिकाभ्यासाय वार्तालाप-कथाश्रवण-वादविवाद-संवाद-वर्णनपरकप्रतियोगिताभिः भाषाशिक्षणं कारयितुं शक्यते ।
- * विभिन्नप्रामाणिकसंस्थानां कार्यक्रमाः साहित्यसामग्र्यश्च प्रयुज्य उत्तमशिक्षणं कर्तुं शक्यते ।
- * संस्कृतभाषया उपलब्ध-दृश्य-श्रव्य-सामग्री-माध्यमेन भाषाभ्यासः ।
- * विभिन्नपाठ्यसामग्रीद्वारा शिक्षकः स्वकीयं शिक्षणकार्यं रुचिकरं कर्तुं शक्नोति ।
- * भाषाशिक्षकः छात्रान् स्नेहपूर्वकम् (आत्मीयभावेन) पाठयेत् ।
- * अद्यतनपूर्वकं साहित्यकोश-शब्दकोश-सन्दर्भग्रन्थानां सहायतया छात्राणां तत्परतावर्धनम् ।
- * प्राचीनार्वाचीनयोर्मध्ये समन्वयस्थापनद्वारा नूतनशिक्षणविधिभिश्च संस्कृतशिक्षणम् ।

कौशलानि-

- * **श्रवणकौशलम्** – भावाधिग्रहणाय ध्वन्यात्मकं भाषायाः प्रथमं कौशलम् इदम् । अस्य साधनानि- गुरुमुखम्, आकाशवाणी, दूरवाणी, परिवारसदस्याः, समाजः, कक्ष्याः, ध्वनिमुद्रणयन्त्रम्, दूरदर्शनम् इत्यादीनि ।
- * **भाषणकौशलम्**- भावाभिव्यक्तये ध्वन्यात्मकं भाषायाः इदं द्वितीयं कौशलम् । वाग्-रूपं भावप्रकटनम् एव भाषणम्, परिसरप्रभावेण आधारेण वा भाषणशक्तिः जायते ।
- * **पठनकौशलम्** – भावाधिग्रहणाय लिप्यात्मकं भाषायाः तृतीयं कौशलम् इदम् । (अर्थग्रहणपूर्वकं स्पष्टरूप-वाचनम् इत्यर्थः)
- * **लेखनकौशलम्**- भावाभिव्यक्तये लिप्यात्मकं भाषायाः चतुर्थं कौशलम् इदम् । (ध्वनिरूपे विद्यमानं भाषांशं लिपिरूपे अवतारणं लेखनम् इति उच्यते)
- * ज्ञानात्मक-अवबोधनात्मक-अनुप्रयोगात्मक-विश्लेषणात्मक-संश्लेषणात्मक-मूल्याङ्कनात्मक-लक्षिताधिगमनविशेषाः ।

कक्षा – नवमी (2023-24)

संस्कृतम् (कोड नं.- 122)

आहत्य-अङ्काः – 80+20

आहत्य-कालांशाः - 200

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति –

‘क’ खण्डः अपठितावबोधनम्	10 अङ्काः	25 कालांशाः
‘ख’ खण्डः रचनात्मककार्यम्	15 अङ्काः	40 कालांशाः
‘ग’ खण्डः अनुप्रयुक्तव्याकरणम्	25 अङ्काः	55 कालांशाः
‘घ’ खण्डः पठितावबोधनम्	30 अङ्काः	80 कालांशाः

खण्डानुसारं विषयाः मूल्यभारः च

क्र. सं.	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
‘क’ खण्डः अपठितावबोधनम् 10 अङ्काः			
1.	एकः गद्यांशः (80-100 शब्दपरिमितः)	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ शीर्षकम् (लघूत्तरात्मकः) भाषिककार्यम् (बहुविकल्पात्मकाः)	$1 \times 2 = 2$ $2 \times 2 = 4$ $1 \times 1 = 1$ $1 \times 3 = 3$
		पूर्णभारः	10 अङ्काः
‘ख’ खण्डः रचनात्मककार्यम् 15 अङ्काः			
2.	औपचारिकम् अथवा अनौपचारिकं पत्रम् (पूर्ण पत्रं लेखनीयम्)	निबन्धात्मकः	5
3.	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	पूर्णवाक्यात्मकाः / निबन्धात्मकः	$1 \times 5 = 5$
4.	हिन्दी/आङ्ग्लभाषातः संस्कृतेन अनुवादः	पूर्णवाक्यात्मकः	$1 \times 5 = 5$
		पूर्णभारः	15 अङ्काः
‘ग’ खण्डः अनुप्रयुक्तव्याकरणम् 25 अङ्काः			
5.	सन्धिः	लघूत्तरात्मकाः	$1 \times 4 = 4$
6.	शब्दरूपाणि	बहुविकल्पात्मकाः	$1 \times 4 = 4$
7.	धातुरूपाणि	बहुविकल्पात्मकाः	$1 \times 4 = 4$
8.	कारक-उपपदविभक्तयः	बहुविकल्पात्मकाः	$1 \times 4 = 4$

9.	प्रत्ययाः	बहुविकल्पात्मकाः	$1 \times 3 = 3$
10.	सङ्ख्याः	लघूत्तरात्मकाः	$\frac{1}{2} \times 4 = 2$
11.	उपसर्गाः	लघूत्तरात्मकाः	$\frac{1}{2} \times 4 = 2$
12.	अव्ययानि	बहुविकल्पात्मकौ	$1 \times 2 = 2$
		पूर्णभारः	25 अङ्काः
<p style="text-align: center;">‘घ’ खण्डः पठितावबोधनम् 30 अङ्काः</p>			
13.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
14.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
15.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
16.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	$1 \times 4 = 4$
17.	अन्वयः अथवा भावार्थः	निबन्धात्मकः	3
18.	घटनाक्रमानुसारं वाक्यलेखनम्	निबन्धात्मकः	$\frac{1}{2} \times 8 = 4$
19.	(क) प्रसङ्गानुसारम् अर्थस्य लेखनम् (ख) शब्दानाम् अर्थैः सह मेलनम्	लघूत्तरात्मकाः लघूत्तरात्मकाः	$\frac{1}{2} \times 4 = 2$ $\frac{1}{2} \times 4 = 2$
		पूर्णभारः	30 अङ्काः

सम्पूर्णभारः 80 अङ्काः

प्रश्नपत्र-प्रारूपम् /संरचना
कक्षा – नवमी (2023-24)
संस्कृतम् (कोड सङ्ख्या – 122)

प्रश्नप्रकारः	प्रश्नानां सङ्ख्या	विभाग-सङ्ख्या	प्रतिप्रश्नम् अङ्कभारः	आहत्याङ्काः
अति-लघूत्तरात्मकाः ½ अङ्कः	2+2+2=6	3	½	3
अति-लघूत्तरात्मकाः 1 अङ्कः	2=2	1	1	2
बहुविकल्पात्मकाः 1 अङ्कः	3+4+4+4+3=18	5	1	18
लघूत्तरात्मकाः ½ अङ्कः	4+4+4+4+4=20	5	½	10
लघूत्तरात्मकाः 1 अङ्कः	2+2+2+1+4=11	5	1	11
दीर्घोत्तरात्मकाः ½ अङ्कः	8=8	1	½	4
दीर्घोत्तरात्मकाः 1 अङ्कः	5+5+2+2+2+4=20	6	1	20
दीर्घोत्तरात्मकाः 2 अङ्कौ	2=2	1	2	4
निबन्धात्मकाः 3 अङ्काः	1=1	1	3	3
निबन्धात्मकाः 5 अङ्काः	1=1	1	5	5
			आहत्याङ्काः	80

संस्कृतपाठ्यक्रमः (कोड़ नं. 122)
कक्षा – नवमी (2023-24)
वार्षिक मूल्याङ्कनम्

‘क’ खण्डः अपठितावबोधनम्		(10 अङ्काः)
1. एकः अपठितः गद्यांशः 80-100 शब्दपरिमितः गद्यांशः, सरलकथा वर्णनं वा <ul style="list-style-type: none"> ➤ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (2+4) ➤ शीर्षकलेखनम् (1) ➤ अनुच्छेद – आधारितं भाषिकं कार्यम् (3) भाषिककार्याय तत्त्वानि - <ul style="list-style-type: none"> ✓ वाक्ये कर्तृ-क्रियापदचयनम् ✓ कर्तृ-क्रिया-अन्वितिः ✓ विशेषण-विशेष्यचयनम् ✓ पर्याय-विलोमपदचयनम् ✓ सर्वनामस्थाने संज्ञाप्रयोगः 		10
‘ख’ खण्डः रचनात्मककार्यम्		(15 अङ्काः)
2 औपचारिकम् अथवा अनौपचारिकं पूर्णपत्रलेखनम् सम्भावितविषयाः – <ul style="list-style-type: none"> ➤ औपचारिकम् अवकाशार्थम्, स्वच्छतायै स्वास्थ्यविभागाय, विद्युद्विभागाय, वित्तकोषाय, आरक्षकालयाय, प्रकाशकाय इत्यादयः । ➤ अनौपचारिकम्- पित्राभ्याम्, वर्धापनपत्रम्, निमन्त्रणपत्रम्, परिणामसूचनापत्रम् इत्यादयः । 		5
3. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्)		5
4. हिन्दीभाषायाम् आङ्ग्लभाषायां वा लिखितानां पञ्चवाक्यानां संस्कृतभाषायाम् अनुवादः		5
‘ग’ खण्डः अनुप्रयुक्तव्याकरणम्		(25 अङ्काः)
5. सन्धिकार्यम् <ul style="list-style-type: none"> ➤ स्वरसन्धिः - दीर्घः, गुण, वृद्धिः, यण्, अयादि ➤ व्यञ्जनसन्धिः -जश्त्वसन्धिः, ‘म्’ स्थाने अनुस्वारः ➤ विसर्गसन्धिः - उत्त्वम्, रत्वम् 		4

6. शब्दरूपाणि	4
<ul style="list-style-type: none"> ➤ अकारान्तपुल्लिङ्गशब्दाः – बालकवत् ➤ इकारान्तपुल्लिङ्गशब्दाः – कविवत् ➤ उकारान्तपुल्लिङ्गशब्दाः – साधुवत् ➤ ऋकारान्तपुल्लिङ्गशब्दाः – पितृवत् ➤ आकारान्तस्त्रीलिङ्गशब्दाः – लतावत् ➤ ईकारान्तस्त्रीलिङ्गशब्दाः – नदीवत् ➤ ऋकारान्तस्त्रीलिङ्गशब्दाः – मातृवत् ➤ हलन्ताः – राजन्, भवत्, विद्वस्, गुणिन् ➤ सर्वनामशब्दाः – अस्मद्, युष्मद्, तत्, इदम्, किम् (त्रिषु लिङ्गेषु) 	
7. धातुरूपाणि	4
<ul style="list-style-type: none"> ➤ पठ्, गम्, वद्, भू, क्रीड्, नी, दृश्, शक्, ज्ञा, अस्, कृ, दा, क्री, श्रु, पा (पिब), सेव्, लभ् (पञ्चसु लकारेषु) 	
8. कारक-उपपद-विभक्तयः	4
<ul style="list-style-type: none"> ➤ द्वितीया – उभयतः, धिक्, परितः, समया, निकषा, प्रति, विना ➤ तृतीया – सह, साकम्, समम्, सार्धम्, विना, अलम्, सदृश, हीन ➤ चतुर्थी – रुच्, दा (यच्छ), नमः, कुप्, स्वस्ति ➤ पञ्चमी – विना, बहिः, भी, रक्ष्, ऋते ➤ षष्ठी – उपरि, अधः, पुरतः, पृष्ठतः, निर्धारणे ➤ सप्तमी – स्निह्, निपुणः, विश्वस्, पटु । 	
9. प्रत्ययाः	3
<ul style="list-style-type: none"> ➤ क्त्वा क्त्वा, तुमुन्, ल्यप्, क्तवतु, शतृ, शानच्, क्त 	
10. सङ्ख्या – 1-100 (1-4 केवलं प्रथमा-विभक्तौ)	2
11. उपसर्गाः (द्वाविंशतिः)	2
12. अव्ययानि	2
<ul style="list-style-type: none"> ➤ स्थानबोधकानि – अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र ➤ कालबोधकानि – यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः ➤ प्रश्नबोधकानि – किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम् ➤ अन्यानि – च, अपि, यदि, तर्हि, यथा, तथा, सम्यक्, एव 	
<p style="text-align: center;">‘घ’ खण्डः</p> <p style="text-align: center;">पठितावबोधनम्</p> <p style="text-align: right;">(30 अङ्काः)</p>	
13. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् –	5
<ul style="list-style-type: none"> ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् 	

<p>➤ पर्याय-विलोमपचयनम्</p> <p>14. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <p>➤ वाक्ये कर्तृ-क्रियापदचयनम्</p> <p>➤ विशेषण-विशेष्यचयनम्</p> <p>➤ पर्याय-विलोमपचयनम्</p>	5
<p>15. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <p>➤ वाक्ये कर्तृ-क्रियापदचयनम्</p> <p>➤ विशेषण-विशेष्यचयनम्</p> <p>➤ पर्याय-विलोमपचयनम्</p>	5
16. वाक्येषु रेखाङ्कितपदानि अधिकृत्य उचितप्रश्ननिर्माणम्	4
17. श्लोकान्वयः/ एकस्य श्लोकस्य संस्कृतेन भावार्थलेखनम्	3
18. घटनाक्रमानुसारं कथालेखनम्	4
19. (क) प्रसङ्गानुसारम् अर्थलेखनम्	2
(ख) शब्दानाम् अर्थैः सह मेलनम्	2
(पाठान् आधृत्य लघूत्तरात्मकाः प्रश्नाः)	

आहत्याङ्काः - 80

परीक्षायै निर्धारिताः पाठाः

पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	भारतीवसन्तगीतिः
द्वितीयः पाठः	स्वर्णकाकः
तृतीयः पाठः	गोदोहनम्
पञ्चमः पाठः	सूक्तिमौक्तिकम्
षष्ठः पाठः	भ्रान्तो बालः
नवमः पाठः	सिकतासेतुः
दशमः पाठः	जटायोः शौर्यम्
एकादशः पाठः	पर्यावरणम्
द्वादशः पाठः	वाङ्मनः प्राणस्वरूपम्

निर्धारित – पाठ्यपुस्तकानि –

1. 'शेमुषी' प्रथमो भागः, पाठ्यपुस्तकम् , संशोधितसंस्करणम्
(प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)
2. 'अभ्यासवान् भव'-प्रथमो भागः – व्याकरणपुस्तकम्
(प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)
3. 'व्याकरणवीथिः'- व्याकरणपुस्तकम्
(प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)

अवधेयम् -

- * अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथासम्भवं 'शेमुषी-प्रथमो भागः इति' पाठ्यपुस्तकात् करणीयम् । यदि ततः न सम्भवति तर्हि 'अभ्यासवान् भव-प्रथमो भागः' इत्यस्मात् कर्तुं शक्यम् ।

संस्कृतम् (कोड़ नं. 122)

कक्षा – दशमी (2023-24)

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति -

‘क’ खण्डः अपठित-अवबोधनम्	10 अङ्काः	25 कालांशाः
‘ख’ खण्डः रचनात्मक-कार्यम्	15 अङ्काः	40 कालांशाः
‘ग’ खण्डः अनुप्रयुक्त-व्याकरणम्	25 अङ्काः	55 कालांशाः
‘घ’ खण्डः पठित-अवबोधनम्	30 अङ्काः	80 कालांशाः

खण्डानुसारं विषयाः मूल्यभारः च

क्र. सं.	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
‘क’ खण्डः अपठितावबोधनम् 10 अङ्काः			
1	एकः गद्यांशः 80-100 शब्दपरिमितः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ शीर्षकम् (लघूत्तरात्मकः) भाषिककार्यम् (बहुविकल्पात्मकाः)	$1 \times 2 = 2$ $2 \times 2 = 4$ $1 \times 1 = 1$ $1 \times 3 = 3$
		सम्पूर्णभारः	10 अङ्काः
‘ख’ खण्डः रचनात्मककार्यम् 15 अङ्काः			
2.	औपचारिकम् अथवा अनौपचारिकं पत्रम् (मञ्जूषायाः सहायतया पूर्णं पत्रं लेखनीयम्)	निबन्धात्मकः	$\frac{1}{2} \times 10 = 5$
3.	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	निबन्धात्मकः	$1 \times 5 = 5$
4.	हिन्दी/आङ्ग्लभाषातः संस्कृतेन अनुवादः	पूर्णवाक्यात्मकः	$1 \times 5 = 5$
		सम्पूर्णभारः	15 अङ्काः
‘ग’ खण्डः अनुप्रयुक्तव्याकरणम् 25 अङ्काः			
5.	सन्धिः	लघूत्तरात्मकाः	$1 \times 4 = 4$
6.	समासः	बहुविकल्पात्मकाः	$1 \times 4 = 4$
7.	प्रत्ययाः	बहुविकल्पात्मकाः	$1 \times 4 = 4$
8.	वाच्यप्रकरणम्	बहुविकल्पात्मकाः	$1 \times 3 = 3$
9.	समयः	लघूत्तरात्मकाः	$1 \times 4 = 4$
10.	अव्ययपदानि	बहुविकल्पात्मकाः	$1 \times 3 = 3$
11.	संशोधनकार्यम्	बहुविकल्पात्मकाः	$1 \times 3 = 3$
		सम्पूर्णभारः	25 अङ्काः

<p style="text-align: center;">‘घ’ खण्डः पठितावबोधनम् 30 अङ्काः</p>			
12.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
13.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
14.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
15.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	$1 \times 4 = 4$
16.	अन्वयः अथवा भावार्थः	पूर्णवाक्यात्मकाः	$1 \times 4 = 4$
17.	घटनाक्रमानुसारं वाक्यलेखनम्	पूर्णवाक्यात्मकाः	$\frac{1}{2} \times 8 = 4$
18.	प्रसङ्गानुकूलम् अर्थलेखनम्	लघूत्तरात्मकाः	$1 \times 3 = 3$
		पूर्णभारः	30 अङ्काः

सम्पूर्णभारः - 80 अङ्काः

प्रश्नपत्र-प्रारूपम् /संरचना
कक्षा – दशमी (2023-24)
संस्कृतम् कोड् सङ्ख्या - 122

प्रश्नप्रकारः	प्रश्नानां सङ्ख्या	विभाग-सङ्ख्या	प्रतिप्रश्नम् अङ्कभारः	आहत्याङ्काः
अति-लघूत्तरात्मकाः ½ अङ्कः	2+2+2=6	3	½	3
अति-लघूत्तरात्मकाः 1 अङ्कः	2=2	1	1	2
बहुविकल्पात्मकाः 1 अङ्कः	3+4+4+3+3=17	5	1	17
लघूत्तरात्मकाः 1 अङ्कः	2+2+2+1+4+4+3+3=21	8	1	21
दीर्घोत्तरात्मकाः ½ अङ्कः	10+8=18	2	½	9
दीर्घोत्तरात्मकाः 1 अङ्कः	5+5+2+2+2+4+4=24	7	1	24
दीर्घोत्तरात्मकाः 2 अङ्कौ	2=2	1	2	4
			आहत्याङ्काः	80

संस्कृतपाठ्यक्रमः (कोड नं. 122)

कक्षा – दशमी (2023-24)

वार्षिक मूल्याङ्कनम्

80 अंकाः

<p>‘क’ खण्डः अपठितावबोधनम्</p>		(10 अङ्काः)
<p>1. एकः अपठितः गद्यांशः 80-100 शब्दपरिमितः गद्यांशः, सरलकथा, वर्णनं वा ➤ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् ➤ शीर्षकलेखनम् ➤ अनुच्छेद – आधारितं भाषिकं कार्यम् भाषिककार्याय तत्त्वानि - ✓ वाक्ये कर्तृ-क्रियापदचयनम् ✓ कर्तृ-क्रिया-अन्वितिः ✓ विशेषण-विशेष्यचयनम् ✓ पर्याय-विलोमपदचयनम्</p>	<p>2+4+1 3</p>	10
<p>‘ख’ खण्डः रचनात्मककार्यम्</p>		(15 अङ्काः)
<p>2. सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकं पत्रलेखनम् 3. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् 4. हिन्दीभाषायाम् आङ्ग्लभाषायां वा लिखितानां पञ्चसरलवाक्यानां संस्कृतभाषायाम् अनुवादः</p>		<p>5 5 5</p>
<p>‘ग’ खण्डः अनुप्रयुक्तव्याकरणम्</p>		(25 अङ्काः)
<p>5. सन्धिकार्यम् ➤ व्यञ्जनसन्धिः - वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्, प्रथमवर्णस्य पञ्चमवर्णे परिवर्तनम् ➤ विसर्गसन्धिः - विसर्गस्य उत्त्वम्, रत्वम्, विसर्गलोपः, विसर्गस्य स्थाने स्, श्, ष् 6. समासः - वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः ➤ तत्पुरुषः - विभक्तिः ➤ बहुव्रीहिः ➤ अव्ययीभावः (अनु, उप, सह, निर्, प्रति, यथा) ➤ द्वन्द्वः (केवलम् इतरेतरः) 7. प्रत्ययाः ➤ तद्धिताः - मतुप्, ठक्, त्व, तल् ➤ स्त्रीप्रत्ययौ - टाप्, डीप्</p>	<p>(2+2) (1+1+1=1) (3+1)</p>	<p>4 4</p>

8. वाच्यपरिवर्तनम् - केवलं लट्लकारे (कर्तृ-कर्म-क्रिया)	3
9. समयः - अङ्कानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पादोन)	4
10. अव्ययपदानि उच्चैः, च, श्वः, ह्यः, अद्य, अत्र-तत्र, यत्र-कुत्र, इदानीम्, (अधुना, सम्प्रति, साम्प्रतम्) यदा, तदा, कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः, यदि-तर्हि, यावत्-तावत्	3
11. अशुद्धि-संशोधनम् (वचन-लिङ्ग-पुरुष-लकार-विभक्तिदृष्ट्या संशोधनम्)	3
‘घ’ खण्डः पठितावबोधनम् (30 अङ्काः)	
12. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपदचयनम्	5
13. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपदचयनम्	5
14. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपदचयनम्	5
15. वाक्येषु रेखाङ्कितपदानि अधिकृत्य चतुर्णां प्रश्नानां निर्माणम्	4
16. श्लोकान्वयः/ एकस्य श्लोकस्य संस्कृतेन भावार्थलेखनम्	4
17. घटनाक्रमानुसारं कथालेखनम्	4
18. प्रसङ्गानुकूलम् अर्थलेखनम् (पाठान् आधृत्य लघूत्तरात्मकाः प्रश्नाः)	3

परीक्षायै निर्धारिताः पाठाः

पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	शुचिपर्यावरणम्
द्वितीयः पाठः	बुद्धिर्बलवती सदा
चतुर्थः पाठः	शिशुलालनम्
पञ्चमः पाठः	जननी तुल्यवत्सला
षष्ठः पाठः	सुभाषितानि
सप्तमः पाठः	सौहार्दं प्रकृतेः शोभा
अष्टमः पाठः	विचित्रः साक्षी
नवमः पाठः	सूक्तयः
द्वादशः पाठः	अन्योक्तयः

निर्धारित – पाठ्यपुस्तकानि –

1. “शेमुषी’ पाठ्यपुस्तकम् भाग-2” , संशोधितसंस्करणम्
(प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)
2. “अभ्यासवान् भव-द्वितीयो भागः” – व्याकरणपुस्तकम्
(प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)
3. “व्याकरणवीथिः”- व्याकरणपुस्तकम्
(प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)

अवधेयम् -

- * अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथासम्भवं ‘शेमुषी-द्वितीयो भागः इति’ पाठ्यपुस्तकात् करणीयम्। यदि ततः न सम्भवति तर्हि ‘अभ्यासवान् भव- द्वितीयो भागः’ इत्यस्मात् कर्तुं शक्यम्।

नवमी/दशमी
आन्तरिक-मूल्याङ्कनम् - 20 अङ्काः

उद्देश्यानि

- ❖ छात्राणां सृजनात्मकक्षमतायाः विकासः ।
- ❖ श्रवण-भाषण-पठन-लेखनकौशलानां विकासः ।
- ❖ चिन्तनक्षमतायाः आत्मविश्वासस्य च संवर्धनम् ।

क्र. सं.	गतिविधयः	उदाहरणानि	अङ्काः	निर्देशाः	मूल्याङ्कनविन्दवः
1.	आवधिक-परीक्षा: (पीरियोडिक् - असैस्पैट)	लिखितपरीक्षा	05	विद्यालयेन समये समये लिखितपरीक्षाणाम् आयोजनं करणीयं भवति ।	परीक्षासु यत्र विद्यार्थिनः श्रेष्ठाः अङ्काः स्युः तयोः द्वयोः परीक्षयोः एव अधिभारः ग्रहीतव्यः । अपि च आवधिकपरीक्षासु अपि प्रश्नेषु आन्तरिकविकल्पाः देयाः । मूल्याङ्कनसमये यदि छात्रः सर्वान् प्रश्नान् उत्तरति तर्हि छात्रहिताय यत्र अधिकाः अङ्काः सन्ति तेषाम् एव मूल्याङ्कनं करणीयम् ।
2	बहुविधमूल्याङ्कनम्	<ul style="list-style-type: none"> ❖ कक्षायां पाठितस्य पाठस्य लघुमूल्याङ्कनम् ❖ निर्गतपत्राणि ❖ प्रश्नोत्तरी ❖ मौखिकी परीक्षा ❖ प्रतियोगिताः ❖ प्रश्नमञ्चस्यायोजनम् 	05	कक्षायां पाठित-पाठस्य विषयस्य वा बहुविधं मूल्याङ्कनम् अपेक्षितम् अस्ति । अनेन विद्यार्थिनां विविधकौशलानां मूल्याङ्कनं भवेत् ।	<ul style="list-style-type: none"> ❖ मौलिकता ❖ विषयसम्बद्धता ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम्
3.	निवेशसूचिका (पोर्टफोलियो)	<ul style="list-style-type: none"> ❖ कक्षाकार्यम् ❖ सामूहिक-मूल्याङ्कनम् ❖ स्वमूल्याङ्कनम् ❖ विद्यार्थिनः विषयगताः उपलब्धयः 	05	विद्यार्थिभिः कक्षायां कृतानां कार्याणाम् उपलब्धीनां च संरक्षणं संयोजनं च सञ्चिकायां पत्रावल्यां वा करणीयम् । एतेन समग्रं मूल्याङ्कनं प्रमाणिकत्वेन भवितुं शक्नोति ।	<ul style="list-style-type: none"> ❖ सुलेखः ❖ तथ्यात्मकता ❖ प्रामाणिकता ❖ समयबद्धता

4.	भाषा-संवर्धनाय गतिविधयः (क) श्रवण- भाषण-कौशलम्	<ul style="list-style-type: none"> ❖ कथा ❖ संवादः/ वार्तालापः ❖ भाषणम् ❖ नाटकम् ❖ वार्ता: ❖ आशुभाषणम् ❖ संस्कृतगीतानि ❖ श्लोकोच्चारणम् ❖ प्रहेलिका: 	05	<ul style="list-style-type: none"> ❖ छात्राः कामपि कथां श्रावयितुं शक्नुवन्ति । ❖ शिक्षकः कमपि विषयं सूचयित्वा परस्परं संवादं कारयितुं शक्नोति । ❖ दूरदर्शने वार्तावली इत्याख्यः संस्कृत-कार्यक्रमः प्रसारितः भवति तं द्रष्टुं छात्राः प्रेरणीयाः । ❖ श्रवण-कौशल-मूल्याङ्कनाय शिक्षकः स्वयम् अपि कथां श्रावयित्वा ततः सम्बद्ध-प्रश्नान् प्रष्टुं शक्नोति । 	<ul style="list-style-type: none"> ❖ उच्चारणम् ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम् (आरोहावरोह-गतियति-प्रयोगः)
	(ख) लेखनकौशलम्	<ul style="list-style-type: none"> ❖ विविधविषयान् आधृत्य मौलिकलेखनम् यथा- देशः, माता, पिता, गुरुः, विद्या पर्यावरणम्, योगः, समयस्य सदुपयोगः, शिक्षा, अनुशासनम् इत्यादयः । ❖ शैक्षिकभ्रमणस्य संस्कृतेन प्रतिवेदनलेखनम् । ❖ दैनन्दिनीलेखनम् । ❖ सङ्केताधारितं कथालेखनम् । ❖ भित्तिपत्रिकायाः निर्माणम् । ❖ श्रुतलेखः । ❖ सूक्तिलेखनम् । 		<ul style="list-style-type: none"> ❖ छात्राः यथाशक्यं कक्षायामेव लेखनकार्यं कुर्युः । ❖ टिप्पणी- पुस्तिकायाः निर्माणम् । ❖ वैयक्तिकपरीक्षणम् । 	<ul style="list-style-type: none"> ❖ विषय-सम्बद्धता ❖ शुद्धता (विशेषतः पञ्चमवर्णस्यप्रयोगः) ❖ समयबद्धता ❖ सुलेखः ❖ प्रस्तुतीकरणम्
	अवधातव्यम् –उपर्युक्त-गतिविधयः उदाहरणरूपेण प्रदत्ताः सन्ति । एतदतिरिच्य एतादृशाः अन्यगतिविधयः अपि भवितुमर्हन्ति ।				

कक्षा – नवमी

संस्कृतम् (सम्प्रेषणात्मकम्) कोड सङ्ख्या - 119

पाठ्यक्रमः परीक्षानिर्देशाश्च (2023-24)

या अन्तःस्थले विद्यमानान् विविधविचारान् भावान् विविधाः अनुभूतीः च सार्थकैः ध्वनिभिः लिखितैः सङ्केतैः च प्रकटयति व्यक्तीकरोति सा भाषा । वस्तुतः भाषा अभिप्रायप्रकटनस्यैव विशिष्टं साधनं वर्तते । समाजे जनानां परस्परं भावग्रहणाय, भावविनिमयाय भावावबोधनाय च भाषा एव सरलतमं स्पष्टतमं च साधनं विद्यते । संसारे द्विसहस्राधिकभाषाः अधुना जनैः प्रयुज्यन्ते यासु गीर्वाणभाषा देववाणी संस्कृतभाषा प्राचीनतमा समृद्धा चास्ति । अस्यामेव भाषायां चतुर्भिः वेदैः षड्वेदाङ्गैः च सुसम्पन्नाः चतुर्दशविद्याः, विज्ञानम्, आयुर्वेदः, गणितं योगशास्त्रादयश्च ग्रन्थाः सुनिबद्धाः विद्यन्ते । एतेन अनुमातुं शक्यते यत् संस्कृतं केवलं भावप्रकटीकरणस्य विचारविनिमयस्य च माध्यमः एव न अपितु एकं विशिष्टं जीवनदर्शनम् अपि विद्यते । इतिहासः प्रमाणमत्र यत् सृष्टेः आदितः अद्यावधिः यत् शिक्षणं ज्ञानविज्ञानं च अस्ति तत् सर्वं अस्यां भाषायामेव अतीव वैज्ञानिकविधिना सन्निहितम् अस्ति । मनसः गहनातिगहनभावानां विविधविचाराणां च स्पष्टतया प्रकटीकरणार्थं संस्कृतं विना अन्यत्र नैव विद्यते वैशिष्ट्यम् । भारतीयं सर्वस्वं विश्वस्य समग्रं तत्त्वं च अस्यां भाषायाम् अस्ति ।

संस्कृतस्य भाषावैज्ञानिकत्वम् – ऐतिहासिक-वर्णनात्मक-तुलनात्मकाध्ययन-द्वारा भाषायाः प्रकृतेः विकासोत्पत्तेः संरचनायाः अध्ययनपूर्वकं सर्वेषां विषयाणां सैद्धान्तिकः निर्णयः भाषाविज्ञानेन क्रियते । भाषाविज्ञान-नामकशास्त्रे शब्दानाम् उत्पत्तिः, वाक्यानां संरचना इत्यादीनां विषयाणां विचारः क्रियते । भाषाविज्ञानस्य सम्बन्धः सर्वेषां मानवानां भाषाभिः सह अस्ति । एवं भाषाविज्ञाने ध्वनेः, ध्वनि-उच्चारणोपयोगिनां स्वरयन्त्रमुखजिह्वादि-अङ्गानां प्रकृति-प्रत्ययादीनां, संज्ञासर्वनाम-क्रिया-विशेषणादीनां नामाख्यात-उपसर्जननिपातानां पदपदार्थविषयकाणां विकारादीनां विकारमूलककारकाणाम् अन्येषां विविधविषयाणाञ्च अध्ययनं क्रियते । भाषाविज्ञाने संस्कृतभाषा-विषयक-वर्णोत्पत्ति-सिद्धान्तस्य अतीव वैज्ञानिकं निरूपणं कृतं वर्तते ।

विश्वस्य सर्वासु भाषासु संस्कृतभाषा प्राचीनतमा अस्ति । प्रायः सर्वासु भाषासु संस्कृतपरकशब्दाः उपलभ्यन्ते । संस्कृतभाषा भारतीयभाषाणां जननी इति कथ्यते । सर्वासु भारतीयभाषासु संस्कृतभाषा अन्तर्लीना अस्ति इति सर्वे अङ्गीकुर्वन्ति ।

भारतदेशः बहुभाषी देशोऽस्ति । अस्मिन् देशे अनेकतायाम् एकतावर्धिनी भाषेयं सामाजिकसमरसतायै जीवनविकासाय च आवश्यकी वर्तते । संस्कृतस्य सांस्कृतिकं महत्त्वं वर्णयन्तः विद्वांसः कथयन्ति “भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा, संस्कृतिमूलं संस्कृतम्, साहित्यं संस्कृतिवाहकञ्च इति ।” एषा संस्कृतिः न केवलं भारतस्य अपि तु विश्वस्य मुकुटायमाना अस्ति । उक्तं च-

सत्यमहिंसादिगुणैः श्रेष्ठा विश्वबन्धुत्वशिक्षिका ।

विश्वशान्तिः सुखधात्री भारतीया हि संस्कृतिः ॥

संस्कृतस्य व्यापकत्वं ज्ञायते अनेन पद्येन -

संस्कृते संस्कृतिर्ज्ञेया संस्कृते सकलाः कलाः ।

संस्कृते सकलं ज्ञानं संस्कृते किन्न विद्यते ॥

एवं संस्कृतभाषा परिनिष्ठिता, दोषरहिता, सरला, गभीरा, यथार्था वैज्ञानिकी च भाषा अस्ति । सम्प्रति युगेऽस्मिन् प्रमुखैः उद्देश्यैः संस्कृतभाषा शिक्षणीया अस्ति ।

शिक्षणोद्देश्यानि –

* वसुधैव-कुटुम्बकम् इति भावनाविकासः ।

- * भारतीयभाषाणां संरक्षणम् ।
- * संस्कृतभाषया सम्प्रेषणकौशलविकासः ।
- * परस्परं संस्कृतसम्भाषणेन भावविनिमयः ।
- * संस्कृत-भाषया एव संस्कृत-शिक्षणम् ।
- * श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक-कौशलानां विकासः ।
- * बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम् ।
- * मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च ।
- * भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च ।
- * आत्मानुशासनसंस्थापनम् ।
- * भाषाशिक्षणकौशलानि वर्धनाय नैपुण्यप्राप्तिः ।
- * संस्कृतसाहित्यस्य अध्ययनेन ज्ञानानन्दस्य अनुभूतिः ।
- * मानवजीवनस्य विकासपूर्वकं कल्याणम् ।
- * संस्कृतभाषया छात्राणां सर्वविधविकासः ।

शिक्षणप्रविधयः -

- * संस्कृतमाध्यमेन सम्भाषणविधिना शनैः शनैः संस्कृत-शिक्षणं सम्भविष्यति । गतिवर्धनाय संस्कृताध्यापकैः धैर्येण स्वकीयाध्यापन-कार्यक्रमाणां नियोजनम् । रुचिकरभाषाभ्यासेन भाषिकोपलब्धिः । भाषिकाभ्यासाय वार्तालाप-कथाश्रवण-वादविवाद-संवाद-वर्णनपरकप्रतियोगिताभिः भाषाशिक्षणं कारयितुं शक्यते ।
- * विभिन्नप्रामाणिकसंस्थानां कार्यक्रमाः साहित्यसामग्र्यश्च प्रयुज्य उत्तमशिक्षणं कर्तुं शक्यते ।
- * संस्कृतभाषया उपलब्ध-दृश्य-श्रव्य-सामग्री-माध्यमेन भाषाभ्यासः ।
- * विभिन्नपाठ्यसामग्रीद्वारा शिक्षकः स्वकीयं शिक्षणकार्यं रुचिकरं कर्तुं शक्नोति ।
- * भाषाशिक्षकः छात्रान् स्नेहपूर्वकम् (आत्मीयभावेन) पाठयेत् ।
- * अद्यतनपूर्वकं साहित्यकोश-शब्दकोश-सन्दर्भग्रन्थानां सहायतया छात्राणां तत्परतावर्धनम् ।
- * प्राचीनार्वाचीनयोर्मध्ये समन्वयस्थापनद्वारा नूतनशिक्षणविधिभिश्च संस्कृतशिक्षणम् ।
- * सङ्गणकमाध्यमेन अन्तर्जाले विद्यमानसामग्रीभिश्च संस्कृतशिक्षणम् ।

कौशलानि-

- * ज्ञानात्मक-अवबोधनात्मक-अनुप्रयोगात्मक-विश्लेषणात्मक-संश्लेषणात्मक-मूल्याङ्कनात्मक-लक्षिताधिगमनविशेषाः ।
- * **श्रवणकौशलम्** – भावाधिग्रहणाय ध्वन्यात्मकं भाषायाः प्रथमं कौशलम् इदम् । अस्य साधनानि-गुरुमुखम्, आकाशवाणी, दूरवाणी, परिवारसदस्याः, समाजः, कक्ष्याः, ध्वनिमुद्रणयन्त्रम्, दूरदर्शनम् इत्यादीनि ।
- * **भाषणकौशलम्**- भावाभिव्यक्तये ध्वन्यात्मकं भाषायाः इदं द्वितीयं कौशलम् । वाग्-रूपं भावप्रकटनम् एव भाषणम्, परिसरप्रभावेण आधारेण वा भाषणशक्तिः जायते ।
- * **पठनकौशलम्** – भावाधिग्रहणाय लिप्यात्मकं भाषायाः तृतीयं कौशलम् इदम् । (अर्थग्रहणपूर्वकं स्पष्टरूप-वाचनम् इत्यर्थः)
- * **लेखनकौशलम्**- भावाभिव्यक्तये लिप्यात्मकं भाषायाः चतुर्थं कौशलम् इदम् । (ध्वनिरूपे विद्यमानं भाषांशं लिपिरूपे अवतारणं लेखनम् इति उच्यते)

कक्षा – नवमी (2023-24)
संस्कृतम् (सम्प्रेषणात्मकम्) कोड सङ्ख्या - 119

आहत्य-अङ्काः - 80+20

आहत्य-कालांशाः – 200

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे भागचतुष्टयं भविष्यति –

‘क’ भागः अपठितावबोधनम्	10 अङ्काः	25 कालांशाः
‘ख’ भागः रचनात्मकार्यम्	15 अङ्काः	40 कालांशाः
‘ग’ भागः अनुप्रयुक्तव्याकरणम्	25 अङ्काः	55 कालांशाः
‘घ’ भागः पठितावबोधनम्	30 अङ्काः	80 कालांशाः

भागानुसारं विषयाः अङ्कविभाजनञ्च

80 अङ्काः

क्र. सं.	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
‘क’ भागः अपठितावबोधनम् 10 अङ्काः			
1.	एकः गद्यांशः (80-100 शब्दपरिमितः)	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ शीर्षकम् (लघूत्तरात्मकः) भाषिककार्यम् (बहुविकल्पात्मकाः)	1×2=2 2×2=4 1×1=1 1×3=3
		पूर्णभारः	10 अङ्काः
‘ख’ भागः रचनात्मकार्यम् 15 अङ्काः			
2.	औपचारिकम् अथवा अनौपचारिकं पत्रम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णं पत्रं लेखनीयम्)	निबन्धात्मकः	½×10=5
3.	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	पूर्णवाक्यात्मकः	1×5=5
4.	संवादपूर्तिः / कथापूर्तिः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः / कथा लेखनीया)	निबन्धात्मकः	½×10=5
		पूर्णभारः	15 अङ्काः

<p style="text-align: center;">‘ग’ भागः अनुप्रयुक्तव्याकरणम् 15 अङ्काः</p>			
5.	उच्चारणस्थानम्	लघूत्तरात्मकाः	$\frac{1}{2} \times 4 = 2$
6.	सन्धिः	लघूत्तरात्मकाः	$1 \times 4 = 4$
7.	कारक-उपपदविभक्तयः	बहुविकल्पात्मकाः	$1 \times 4 = 4$
8.	शब्दरूपाणि	बहुविकल्पात्मकाः	$1 \times 4 = 4$
9.	धातुरूपाणि	बहुविकल्पात्मकाः	$1 \times 4 = 4$
10.	प्रत्ययाः	बहुविकल्पात्मकाः	$1 \times 3 = 3$
11.	अव्ययानि	लघूत्तरात्मकाः	$\frac{1}{2} \times 4 = 2$
12.	सङ्ख्या – 1-100 (1-4 केवलं प्रथमा-विभक्तौ)	लघूत्तरात्मकाः	$\frac{1}{2} \times 4 = 2$
		पूर्णभारः	25 अङ्काः
<p style="text-align: center;">‘घ’ भागः पठितावबोधनम् 15 अङ्काः</p>			
13.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
14.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
15.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
16.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	$1 \times 5 = 5$
17.	अन्वयः अथवा भावार्थः (रिक्तस्थानपूर्तिमाध्यमेन)	निबन्धात्मकः	$\frac{1}{2} \times 4 = 2$
18.	प्रसङ्गानुसारम् अर्थचयनं कृत्वा लेखनम्	बहुविकल्पात्मकाः	$1 \times 4 = 4$
19.	पाठाधारित-कथापूर्तिः (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः)	निबन्धात्मकः	$\frac{1}{2} \times 8 = 4$
		पूर्णभारः	30 अङ्काः
सम्पूर्णभारः			80 अङ्काः

प्रश्नपत्र-प्रारूपम् /संरचना
कक्षा – नवमी (2023-24)
संस्कृतम् (सम्प्रेषणात्मकम्) कोड् सङ्ख्या - 119

प्रश्नप्रकारः	प्रश्नानां सङ्ख्या	विभाग-सङ्ख्या	प्रतिप्रश्नम् अङ्कभारः	आहत्याङ्काः
बहुविकल्पात्मकाः 1 अङ्कः	3+4+4+4+3+4=22	6	1	22
अति-लघूत्तरात्मकाः ½ अङ्कः	2+2+2=6	3	½	3
अति-लघूत्तरात्मकाः 1 अङ्कः	2=2	1	1	2
निबन्धात्मकः ½ अङ्कः (रिक्तस्थानपूर्तिमाध्यमेन)	10+10+4+8 =32	4	½	16
दीर्घोत्तरात्मकाः 1 अङ्कः	5+2+2+2+5=16	5	1	16
दीर्घोत्तरात्मकाः 2 अङ्कौ	2=2	1	2	4
लघूत्तरात्मकाः ½ अङ्कः	4+4+4=12	3	½	6
लघूत्तरात्मकाः 1 अङ्कः	2+2+2+1+4=11	5	1	11
			आहत्याङ्काः	80

संस्कृतपाठ्यक्रमः (सम्प्रेषणात्मकम्) कोड सङ्ख्या - 119

कक्षा-नवमी (2023-24)

वार्षिक मूल्याङ्कनम्

<p>‘क’ भागः अपठितावबोधनम्</p>		(10 अङ्काः)
<p>1. एकः अपठितः गद्यांशः 80-100 शब्दपरिमितः गद्यांशः, सरलकथा</p> <p>➤ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (2+4)</p> <p>➤ शीर्षकलेखनम् (1)</p> <p>➤ अनुच्छेद – आधारितं भाषिकं कार्यम् (3)</p> <p>भाषिककार्याय तत्त्वानि -</p> <p>✓ वाक्ये कर्तु – क्रिया पदचयनम्</p> <p>✓ विशेषण – विशेष्य चयनम्</p> <p>✓ पर्याय – विलोमपद – चयनम्</p>		10
<p>‘ख’ भागः रचनात्मककार्यम्</p>		(15 अङ्काः)
<p>2. सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकं पत्रलेखनम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णं पत्रं लेखनीयम्)</p>		5
<p>3. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्)</p>		5
<p>4. संवादपूर्तिः /कथापूर्तिः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः / कथा लेखनीया)</p>		5
<p>‘ग’ भागः अनुप्रयुक्तव्याकरणम्</p>		(25 अङ्काः)
<p>5. उच्चारणस्थानानि</p>		2
<p>6. सन्धिकार्यम्</p> <p>स्वरसन्धिः (2 अङ्कौ)</p> <p>➤ दीर्घः, गुणः, वृद्धिः, यण्, अयादि</p> <p>व्यञ्जनसन्धिः (1 अङ्कः)</p> <p>➤ वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम् , ‘म्’ स्थाने अनुस्वारः,</p> <p>विसर्गसन्धिः (1 अङ्कः)</p> <p>➤ उत्त्वम् , शत्वम्, षत्वम्, सत्वम्</p>		4

<p>7. कारक-उपपद-विभक्तयः</p> <ul style="list-style-type: none"> ➤ द्वितीया – समया/निकषा, प्रति, विना, परितः, उभयतः ➤ तृतीया – सह/ समम्/ सार्धम्, विना, अलम्, हीन ➤ चतुर्थी – रुच्, दा (यच्छ), नमः, कुप्, अलम् (सामर्थ्ये) ➤ पञ्चमी – विना, बहिः, भी, रक्ष ➤ षष्ठी – उपरि, अधः, पुरतः, पृष्ठतः, वामतः, दक्षिणतः ➤ सप्तमी- स्त्रिह्, विश्वस्, निपुण, कुशल 	4
<p>8. शब्दरूपाणि</p> <p>अजन्ताः (3 अङ्काः)</p> <p>पुँल्लिङ्गशब्दाः</p> <ul style="list-style-type: none"> ➤ अजन्ताः - अकारान्तः - बालकवत्, इकारान्तः - कविवत्, उकारान्तः - साधुवत् ➤ हलन्तः - भवत् <p>स्त्रीलिङ्गशब्दाः</p> <ul style="list-style-type: none"> ➤ अजन्ताः - आकारान्तः - लतावत्, ईकारान्तः - नदीवत्, <p>नपुंसकलिङ्गशब्दाः</p> <ul style="list-style-type: none"> ➤ अजन्ताः - अकारान्तः - फलवत् <p>सर्वनामशब्दाः (1 अङ्कः)</p> <ul style="list-style-type: none"> ➤ अस्मद्, युष्मद्, तत्, किम् (त्रिषु लिङ्गेषु) 	4
<p>9. धातुरूपाणि</p> <p>परस्मैपदिनः (3 अङ्काः)</p> <ul style="list-style-type: none"> ➤ भू, नम्, गम्, अस्, प्रच्छ्, कृ, ज्ञा, क्षाल्, नी (पञ्चलकारेषु) <p>आत्मनेपदिनः (1 अङ्कः)</p> <ul style="list-style-type: none"> ➤ सेव्, लभ्, रुच् - (लट्-लृटलकारयोः) 	4
<p>10. प्रत्ययाः</p> <ul style="list-style-type: none"> ➤ क्त्वा, तुमुन्, ल्यप्, शतृ 	3
<p>11. अव्ययानि</p> <ul style="list-style-type: none"> ➤ स्थानबोधकानि – अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र ➤ कालबोधकानि – यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः ➤ प्रश्नबोधकानि – किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम् ➤ अन्यानि – च, अपि, यदि, तर्हि, यथा, तथा, सम्यक्, एव 	2
<p>12. सङ्ख्या – 1-100 (1-4 केवलं प्रथमा-विभक्तौ)</p>	2

<p style="text-align: center;">‘घ’ भागः पठितावबोधनम्</p>		(30 अङ्काः)
13. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ – क्रिया पदचयनम् ➤ विशेषण – विशेष्य चयनम् ➤ पर्याय – विलोमपद – चयनम्		5
14. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ – क्रिया पदचयनम् ➤ विशेषण – विशेष्य चयनम् ➤ पर्याय – विलोमपद – चयनम्		5
15. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ – क्रिया पदचयनम् ➤ विशेषण – विशेष्य चयनम् ➤ पर्याय – विलोमपद – चयनम्		5
16. वाक्येषु रेखाङ्कितपदानि अधिकृत्य उचितप्रश्ननिर्माणम्		5
17. एकस्य श्लोकस्य अन्वयः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः लेखनीयः)		2
18. पाठाधारित-कथापूर्तिः (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः)		4
19. प्रसङ्गानुसारम् अर्थचयनम् (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः)		4

आहत्य – अङ्काः - 80

परीक्षायै निर्धारिताः पाठाः

पाठसङ्ख्या	पाठनाम	पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	अविवेकः परमापदां पदम्	सप्तमः पाठः	तरवे नमोऽस्तु
द्वितीयः पाठः	पाथेयम्	अष्टमः पाठः	न धर्मवृद्धेषु वयः समीक्ष्यते
तृतीयः पाठः	विजयतां स्वदेशः	नवमः पाठः	कवयामि वयामि यामि
चतुर्थः पाठः	विद्यया भान्ति सद्गुणाः	दशमः पाठः	भारतीयं विज्ञानम् (केवलम् आन्तरिकमूल्याङ्कनाय)
पञ्चमः पाठः	कर्मणा याति संसिद्धिम्		
षष्ठः पाठः	तत् त्वम् असि	एकादशः पाठः	भारतेनास्ति मे जीवनं जीवनम् (केवलम् आन्तरिकमूल्याङ्कनाय)

अवधेयम् -

- * अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथासम्भवं 'मणिका-प्रथमो भागः इति' पाठ्यपुस्तकात् करणीयम्। यदि ततः न सम्भवति तर्हि 'मणिका-अभ्यासपुस्तकम्' इत्यस्मात् कर्तुं शक्यम्।

निर्धारित – पाठ्यपुस्तके-

1. 'मणिका'- प्रथमो भागः, पाठ्यपुस्तकम् (प्रकाशनम् - केन्द्रीय माध्यमिक शिक्षा बोर्ड)
2. 'मणिका-अभ्यासपुस्तकम्' - प्रथमो भागः (प्रकाशनम् - केन्द्रीय माध्यमिक शिक्षा बोर्ड)

आन्तरिक-मूल्याङ्कनम् (20 अङ्काः)

उद्देश्यानि

- ❖ छात्राणां सृजनात्मकक्षमतायाः विकासः ।
- ❖ श्रवण-भाषण-पठन-लेखनकौशलानां विकासः ।
- ❖ चिन्तनक्षमतायाः आत्मविश्वासस्य च संवर्धनम् ।

क्र. सं.	गतिविधयः	उदाहरणानि	अङ्काः	निर्देशाः	मूल्याङ्कनविन्दवः
1.	आवधिक-परीक्षा: (पीरियोडिक - असैस्मैट)	लिखितपरीक्षा	05	विद्यालयेन समये समये लिखितपरीक्षाणाम् आयोजनं करणीयं भवति ।	परीक्षासु यत्र विद्यार्थिनः श्रेष्ठाः अङ्काः स्युः तयोः द्वयोः परीक्षयोः एव अधिभारः ग्रहीतव्यः । अपि च आवधिकपरीक्षासु अपि प्रश्नेषु आन्तरिकविकल्पाः देयाः । मूल्याङ्कनसमये यदि छात्रः सर्वान् प्रश्नान् उत्तरति तर्हि छात्रहिताय यत्र अधिकाः अङ्काः सन्ति तेषाम् एव मूल्याङ्कनं करणीयम् ।
2	बहुविधमूल्याङ्कनम्	<ul style="list-style-type: none"> ❖ कक्षायां पाठितस्य पाठस्य लघुमूल्याङ्कनम् ❖ निर्गतपत्राणि ❖ प्रश्नोत्तरी ❖ मौखिकी परीक्षा ❖ प्रतियोगिताः ❖ प्रश्नमञ्चस्यायोजनम् 	05	कक्षायां पाठित-पाठस्य विषयस्य वा बहुविधं मूल्याङ्कनम् अपेक्षितम् अस्ति । अनेन विद्यार्थिनां विविधकौशलानां मूल्याङ्कनं भवेत् ।	<ul style="list-style-type: none"> ❖ मौलिकता ❖ विषयसम्बद्धता ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम्
3.	निवेशसूचिका (पोर्टफोलियो)	<ul style="list-style-type: none"> ❖ कक्षाकार्यम् ❖ सामूहिक-मूल्याङ्कनम् ❖ स्वमूल्याङ्कनम् ❖ विद्यार्थिनः विषयगताः उपलब्धयः 	05	विद्यार्थिभिः कक्षायां कृतानां कार्याणाम् उपलब्धीनां च संरक्षणं संयोजनं च सञ्चिकायां पत्रावल्यां वा करणीयम् । एतेन समग्रं मूल्याङ्कनं प्रमाणिकत्वेन भवितुं शक्नोति ।	<ul style="list-style-type: none"> ❖ सुलेखः ❖ तथ्यात्मकता ❖ प्रामाणिकता ❖ समयबद्धता

4.	भाषा-संवर्धनाय गतिविधयः (क) श्रवण- भाषण-कौशलम्	<ul style="list-style-type: none"> ❖ कथा ❖ संवादः/ वार्तालापः ❖ भाषणम् ❖ नाटकम् ❖ वार्ता: ❖ आशुभाषणम् ❖ संस्कृतगीतानि ❖ श्लोकोच्चारणम् ❖ प्रहेलिका: 	05	<ul style="list-style-type: none"> ❖ छात्राः कामपि कथां श्रावयितुं शक्नुवन्ति । ❖ शिक्षकः कमपि विषयं सूचयित्वा परस्परं संवादं कारयितुं शक्नोति । ❖ दूरदर्शने वार्तावली इत्याख्यः संस्कृत-कार्यक्रमः प्रसारितः भवति तं द्रष्टुं छात्राः प्रेरणीयाः । ❖ श्रवण-कौशल-मूल्याङ्कनाय शिक्षकः स्वयम् अपि कथां श्रावयित्वा ततः सम्बद्ध-प्रश्नान् प्रष्टुं शक्नोति । 	<ul style="list-style-type: none"> ❖ उच्चारणम् ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम् (आरोहावरोह-गतियति-प्रयोगः)
	(ख) लेखनकौशलम्	<ul style="list-style-type: none"> ❖ विविधविषयान् आधृत्य मौलिकलेखनम् यथा- देशः, माता, पिता, गुरुः, विद्या पर्यावरणम्, योगः, समयस्य सदुपयोगः, शिक्षा, अनुशासनम् इत्यादयः । ❖ शैक्षिकभ्रमणस्य संस्कृतेन प्रतिवेदनलेखनम् । ❖ दैनन्दिनीलेखनम् । ❖ सङ्केताधारितं कथालेखनम् । ❖ भित्तिपत्रिकायाः निर्माणम् । ❖ श्रुतलेखः । ❖ सूक्तिलेखनम् । 		<ul style="list-style-type: none"> ❖ छात्राः यथाशक्यं कक्षायामेव लेखनकार्यं कुर्युः । ❖ टिप्पणी- पुस्तिकायाः निर्माणम् । ❖ वैयक्तिकपरीक्षणम् । 	<ul style="list-style-type: none"> ❖ विषय-सम्बद्धता ❖ शुद्धता (विशेषतः पञ्चमवर्णस्यप्रयोगः) ❖ समयबद्धता ❖ सुलेखः ❖ प्रस्तुतीकरणम्
	अवधातव्यम् –उपर्युक्त-गतिविधयः उदाहरणरूपेण प्रदत्ताः सन्ति । एतदतिरिच्य एतादृशाः अन्यगतिविधयः अपि भवितुमर्हन्ति ।				

कक्षा – दशमी

संस्कृतम् (सम्प्रेषणात्मकम्) कोड सङ्ख्या - 119

पाठ्यक्रमः परीक्षानिर्देशाश्च (2023-24)

या अन्तस्स्थले विद्यमानान् विविधविचारान् भावान् विविधाः अनुभूतीः च सार्थकैः ध्वनिभिः लिखितैः सङ्केतैः च प्रकटयति व्यक्तीकरोति सा भाषा। वस्तुतः भाषा अभिप्रायप्रकटनस्यैव विशिष्टं साधनं वर्तते। समाजे जनानां परस्परं भावग्रहणाय, भावविनिमयाय भावावबोधनाय च भाषा एव सरलतमं स्पष्टतमं च साधनं विद्यते। संसारे द्विसहस्राधिकभाषाः अधुना जनैः प्रयुज्यन्ते यासु गीर्वाणभाषा देववाणी संस्कृतभाषा प्राचीनतमा समृद्धा चास्ति। अस्यामेव भाषायां चतुर्भिः वेदैः षड्वेदाङ्गैः च सुसम्पन्नाः चतुर्दशविद्याः, विज्ञानम्, आयुर्वेदः, गणितं योगशास्त्रादयश्च ग्रन्थाः सुनिबद्धाः विद्यन्ते। एतेन अनुमातुं शक्यते यत् संस्कृतं केवलं भावप्रकटीकरणस्य विचारविनिमयस्य च माध्यमः एव न अपितु एकं विशिष्टं जीवनदर्शनम् अपि विद्यते। इतिहासः प्रमाणमत्र यत् सृष्टेः आदितः अद्यावधि यत् शिक्षणं ज्ञानविज्ञानं च अस्ति तत् सर्वम् अस्यां भाषायामेव अतीव वैज्ञानिकविधिना सन्निहितम् अस्ति। मनसः गहनातिगहनभावानां विविधविचाराणां च स्पष्टतया प्रकटीकरणार्थं संस्कृतं विना अन्यत्र नैव विद्यते वैशिष्ट्यम्। भारतीयं सर्वस्वं विश्वस्य समग्रं तत्त्वं च अस्यां भाषायाम् अस्ति।

संस्कृतस्य भाषावैज्ञानिकत्वम् - ऐतिहासिक-वर्णनात्मक-तुलनात्मकाध्ययन-द्वारा भाषायाः प्रकृतेः विकासोत्पत्तेः संरचनायाः अध्ययनपूर्वकं सर्वेषां विषयाणां सैद्धान्तिकः निर्णयः भाषाविज्ञानेन क्रियते। भाषाविज्ञान-नामकशास्त्रे शब्दानाम् उत्पत्तिः, वाक्यानां संरचना इत्यादीनां विषयाणां विचारः क्रियते। भाषाविज्ञानस्य सम्बन्धः सर्वेषां मानवानां भाषाभिः सह अस्ति। एवं भाषाविज्ञाने ध्वनेः, ध्वनि-उच्चारणोपयोगिनां स्वरयन्त्रमुखजिह्वादि-अङ्गानां प्रकृति-प्रत्ययादीनां, संज्ञासर्वनाम-क्रिया-विशेषणादीनां नामाख्यात-उपसर्जननिपातानां पदपदार्थविषयकाणां विकारादीनां विकारमूलककारकाणाम् अन्येषां विविधविषयाणाञ्च अध्ययनं क्रियते। भाषाविज्ञाने संस्कृतभाषा-विषयक-वर्णोत्पत्ति-सिद्धान्तस्य अतीव वैज्ञानिकं निरूपणं कृतं वर्तते।

विश्वस्य सर्वासु भाषासु संस्कृतभाषा प्राचीनतमा अस्ति। प्रायः सर्वासु भाषासु संस्कृतपरकशब्दाः उपलभ्यन्ते। संस्कृतभाषा भारतीयभाषाणां जननी इति कथ्यते। सर्वासु भारतीयभाषासु संस्कृतभाषा अन्तर्लीना अस्ति इति सर्वे अङ्गीकुर्वन्ति।

भारतदेशः बहुभाषी देशोऽस्ति। अस्मिन् देशे अनेकतायाम् एकतावर्धिनी भाषेयं सामाजिकसमरसतायै जीवनविकासाय च आवश्यकी वर्तते। संस्कृतस्य सांस्कृतिकं महत्त्वं वर्णयन्तः विद्वांसः कथयन्ति “भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा, संस्कृतिमूलं संस्कृतम्, साहित्यं संस्कृतिवाहकञ्च इति।” एषा संस्कृतिः न केवलं भारतस्य अपि तु विश्वस्य मुकुटायमाना अस्ति। उक्तं च-

सत्यमहिंसादिगुणैः श्रेष्ठा विश्वबन्धुत्वशिक्षिका।

विश्वशान्तिः सुखधात्री भारतीया हि संस्कृतिः ॥

संस्कृतस्य व्यापकत्वं ज्ञायते अनेन पद्येन -

संस्कृते संस्कृतिर्ज्ञेया संस्कृते सकलाः कलाः।

संस्कृते सकलं ज्ञानं संस्कृते किन्न विद्यते ॥

एवं संस्कृतभाषा परिनिष्ठिता, दोषरहिता, सरला, गभीरा, यथार्था वैज्ञानिकी च भाषा अस्ति। सम्प्रति युगेऽस्मिन् प्रमुखैः उद्देश्यैः संस्कृतभाषा शिक्षणीया अस्ति।

शिक्षणोद्देश्यानि –

- * वसुधैव-कुटुम्बकम् इति भावनाविकासः।
- * भारतीयभाषाणां संरक्षणम्।
- * संस्कृतभाषया सम्प्रेषणकौशलविकासः।
- * परस्परं संस्कृतसम्भाषणेन भावविनिमयः।
- * संस्कृत-भाषया एव संस्कृत-शिक्षणम्।
- * श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक-कौशलानां विकासः।
- * बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम्।
- * मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च।
- * भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च।
- * आत्मानुशासनसंस्थापनम्।
- * भाषाशिक्षणकौशलानि वर्धनाय नैपुण्यप्राप्तिः।
- * संस्कृतसाहित्यस्य अध्ययनेन ज्ञानानन्दस्य अनुभूतिः।
- * मानवजीवनस्य विकासपूर्वकं कल्याणम्।
- * संस्कृतभाषया छात्राणां सर्वविधविकासः।

शिक्षणप्रविधयः -

- * संस्कृतमाध्यमेन सम्भाषणविधिना शनैः शनैः संस्कृत-शिक्षणं सम्भविष्यति। गतिवर्धनाय संस्कृताध्यापकैः धैर्येण स्वकीयाध्यापन-कार्यक्रमाणां नियोजनम्। रुचिकरभाषाभ्यासेन भाषिकोपलब्धिः। भाषिकाभ्यासाय वार्तालाप-कथाश्रवण-वादविवाद-संवाद-वर्णनपरक-प्रतियोगिताभिः भाषाशिक्षणं कारयितुं शक्यते।
- * विभिन्नप्रामाणिकसंस्थानां कार्यक्रमाः साहित्यसामग्र्यश्च प्रयुज्य उत्तमशिक्षणं कर्तुं शक्यते।
- * संस्कृतभाषया उपलब्ध-दृश्य-श्रव्य-सामग्री-माध्यमेन भाषाभ्यासः।
- * विभिन्नपाठ्यसामग्रीद्वारा शिक्षकः स्वकीयं शिक्षणकार्यं रुचिकरं कर्तुं शक्नोति।
- * भाषाशिक्षकः छात्रान् स्नेहपूर्वकम् (आत्मीयभावेन) पाठयेत्।
- * अद्यतनपूर्वकं साहित्यकोश-शब्दकोश-सन्दर्भग्रन्थानां सहायतया छात्राणां तत्परतावर्धनम्।
- * प्राचीनार्वाचीनयोर्मध्ये समन्वयस्थापनद्वारा नूतनशिक्षणविधिभिश्च संस्कृतशिक्षणम्।
- * सङ्गणकमाध्यमेन अन्तर्जाले विद्यमानसामग्रीभिश्च संस्कृतशिक्षणम्।

कौशलानि-

- * ज्ञानात्मक-अवबोधनात्मक-अनुप्रयोगात्मक-विश्लेषणात्मक-संश्लेषणात्मक-मूल्याङ्कनात्मक-लक्षिताधिगमनविशेषाः।
- * श्रवणकौशलम् – भावाधिग्रहणाय ध्वन्यात्मकं भाषायाः प्रथमं कौशलम् इदम्। अस्य साधनानि - गुरुमुखम्, आकाशवाणी, दूरवाणी, परिवारसदस्याः, समाजः, कक्ष्याः, ध्वनिमुद्रणयन्त्रम्, दूरदर्शनम् इत्यादीनि।

- * **भाषणकौशलम्** - भावाभिव्यक्तये ध्वन्यात्मकं भाषायाः इदं द्वितीयं कौशलम्। वाग्-रूपं भावप्रकटनम् एव भाषणम्, परिसरप्रभावेण आधारेण वा भाषणशक्तिः जायते।
- * **पठनकौशलम्** - भावाधिग्रहणाय लिप्यात्मकं भाषायाः तृतीयं कौशलम् इदम्। (अर्थग्रहणपूर्वकं स्पष्टरूप-वाचनम् इत्यर्थः।)
- * **लेखनकौशलम्** - भावाभिव्यक्तये लिप्यात्मकं भाषायाः चतुर्थं कौशलम् इदम्। (ध्वनिरूपेण विद्यमानं भाषांशं लिपिरूपेण अवतारणं लेखनम् इति उच्यते।)

कक्षा – दशमी (2023-24)
संस्कृतम् (सम्प्रेषणात्मकम्) कोड् सङ्ख्या - 119

आहत्य-अङ्काः - 80+20

आहत्य-कालांशाः - 200

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे चत्वारः भागाः भविष्यन्ति –

‘क’ भागः	अपठितावबोधनम्	10 अङ्काः	25 कालांशाः
‘ख’ भागः	रचनात्मकार्यम्	15 अङ्काः	40 कालांशाः
‘ग’ भागः	अनुप्रयुक्तव्याकरणम्	25 अङ्काः	55 कालांशाः
‘घ’ भागः	पठितावबोधनम्	30 अङ्काः	80 कालांशाः

भागानुसारं विषयाः अङ्कविभाजनं च

80 अङ्काः

क्र. सं.	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
‘क’ भागः अपठितावबोधनम् 10 अङ्काः			
1.	एकः गद्यांशः (80-100 शब्दपरिमितः)	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ शीर्षकम् (लघूत्तरात्मकः) भाषिककार्यम् (बहुविकल्पात्मकाः)	1×2=2 2×2=4 1×1=1 1×3=3
		पूर्णाभारः	10 अङ्काः

‘ख’ भागः रचनात्मककार्यम् 15 अङ्काः			
2.	औपचारिकम् अथवा अनौपचारिकं पत्रम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्ण पत्रं लेखनीयम्)	निबन्धात्मकः	$\frac{1}{2} \times 10 = 5$
3.	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	पूर्णवाक्यात्मकः	$1 \times 5 = 5$
4.	कथापूर्तिः / संवादपूर्तिः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः कथा / संवादः लेखनीयः)	निबन्धात्मकः	$\frac{1}{2} \times 10 = 5$
		पूर्णभारः	15 अङ्काः
‘ग’ भागः अनुप्रयुक्तव्याकरणम् 25 अङ्काः			
5.	सन्धिः	लघूत्तरात्मकाः	$1 \times 4 = 4$
6.	समासः	बहुविकल्पात्मकाः	$1 \times 4 = 4$
7.	प्रत्ययाः	बहुविकल्पात्मकाः	$1 \times 4 = 4$
8.	वाच्यपरिवर्तनम्	लघूत्तरात्मकाः	$1 \times 3 = 3$
9.	समयः	लघूत्तरात्मकाः	$1 \times 3 = 3$
10.	अव्ययानि	लघूत्तरात्मकाः	$1 \times 4 = 4$
11.	अशुद्धि-संशोधनम्	बहुविकल्पात्मकाः	$1 \times 3 = 3$
		पूर्णभारः	25 अङ्काः
‘घ’ भागः पठितावबोधनम् 30 अङ्काः			
12.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
13.	पद्यम् (श्लोकः / श्लोकौ)	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
14.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
15.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	$1 \times 5 = 5$

16.	अन्वयः अथवा भावार्थः (रिक्तस्थानपूर्तिमाध्यमेन)	निबन्धात्मकः	$\frac{1}{2} \times 4 = 2$
17.	प्रसङ्गानुसारम् अर्थचयनम्	बहुविकल्पात्मकाः	$1 \times 4 = 4$
18.	पाठाधारित-कथापूर्तिः (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः)	निबन्धात्मकः	$\frac{1}{2} \times 8 = 4$
		पूर्णभारः	30 अङ्काः
सम्पूर्णभारः			80 अङ्काः

प्रश्नपत्र-प्रारूपम् / संरचना
कक्षा – दशमी (2023-24)
संस्कृतम् (सम्प्रेषणात्मकम्) कोड् सङ्ख्या - 119

प्रश्नप्रकारः	प्रश्नानां सङ्ख्या	विभाग- सङ्ख्या	प्रतिप्रश्नम् अङ्कभारः	आहत्याङ्काः
बहुविकल्पात्मकाः 1 अङ्कः	$3+4+4+3+4=18$	5	1	18
अति-लघूत्तरात्मकाः $\frac{1}{2}$ अङ्कः	$2+2+2=6$	3	$\frac{1}{2}$	3
अति-लघूत्तरात्मकाः 1 अङ्कः	$2=2$	1	1	2
निबन्धात्मकः $\frac{1}{2}$ अङ्कः (रिक्तस्थानपूर्तिमाध्यमेन)	$10+10+4+8=32$	4	$\frac{1}{2}$	16
दीर्घोत्तरात्मकाः 1 अङ्कः	$5+2+2+2+5=16$	5	1	16
दीर्घोत्तरात्मकाः 2 अङ्कौ	$2=2$	1	2	4
लघूत्तरात्मकाः 1 अङ्कः	$1+4+3+3+4+2+2+2=21$	8	1	21
			आहत्याङ्काः	80

संस्कृतपाठ्यक्रमः (सम्प्रेषणात्मकम्) कोड् सङ्ख्या - 119

कक्षा-दशमी (2023-24)

वार्षिक मूल्याङ्कनम्

‘क’ भागः अपठितावबोधनम्		(10 अङ्काः)
1. एकः अपठितः गद्यांशः 80-100 शब्दपरिमितः गद्यांशः, सरलकथा ➤ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (2+4) ➤ शीर्षकलेखनम् (1) ➤ गद्यांशाधारितं भाषिकं कार्यम् (3) भाषिककार्याय तत्त्वानि - ✓ वाक्ये कर्तृ-क्रियापदचयनम् ✓ विशेषण-विशेष्यचयनम् ✓ पर्याय-विलोमपद-चयनम्		10
‘ख’ भागः रचनात्मककार्यम्		(15 अङ्काः)
2. सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकं पत्रलेखनम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णं पत्रं लेखनीयम्)		5
3. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्)		5
4. संवादपूर्तिः / कथापूर्तिः (कथा छात्रस्तरानुगुणम् एव भवेत्।) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः / कथा लेखनीया।)		5
‘ग’ भागः अनुप्रयुक्तव्याकरणम्		(25 अङ्काः)
5. सन्धिकार्यम् स्वरसन्धिः - वृद्धिः, यण्, अयादिः, पूर्वरूपम् (1 अङ्कः) व्यञ्जनसन्धिः - परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः), तुगागमः, वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्। (1 अङ्कः) विसर्गसन्धिः - उत्त्वम्, रत्वम्, विसर्गलोपः, विसर्गस्य स्थाने स, श, ष (2 अङ्कौ)		4
6. समासः - (वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः) ➤ तत्पुरुषः - विभक्तिः, नञ्, उपपदः (2 अङ्कौ)		4

<p>➤ द्वन्द्वः (1 अङ्कः)</p> <p>➤ अव्ययीभावः (अनु, उप, सह, निर, प्रति, यथा) (1 अङ्कः)</p>	
<p>7. प्रत्ययाः</p> <p>➤ तद्धिताः – मतुप्, ठक्, त्व, तल् (3 अङ्काः)</p> <p>➤ स्त्रीप्रत्ययौ – टाप्, डीप् (1 अङ्कः)</p>	4
8. वाच्यपरिवर्तनम् - केवलं लट्लकारे (कर्तृ-कर्म-क्रिया)	3
9. समयः - अङ्कानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पादोन)	3
<p>10. अव्ययानि</p> <p>इव, उच्चैः, एव, नूनम्, इतस्ततः, विना, सहसा, वृथा, शनैः, इति, मा, यत्, सम्प्रति, इदानीम्, अधुना, यावत्, बहिः, कदापि, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, अद्य, श्वः, परश्वः, ह्यः, परह्यः, किमर्थम्, कुत्र, यदि-तर्हि</p>	4
11. अशुद्धि-संशोधनम् (वचन-लिङ्ग-पुरुष-लकार-दृष्ट्या संशोधनम्)	3
<p style="text-align: center;">‘घ’ भागः पठितावबोधनम् (30 अङ्काः)</p>	
<p>12. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <p>➤ वाक्ये कर्तृ-क्रिया-पदचयनम्</p> <p>➤ विशेषण-विशेष्य-चयनम्</p> <p>➤ पर्याय-विलोमपद-चयनम्</p>	5
<p>13. पद्यम् (श्लोकम्/श्लोकौ) अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <p>➤ वाक्ये कर्तृ-क्रिया-पदचयनम्</p> <p>➤ विशेषण-विशेष्य-चयनम्</p> <p>➤ पर्याय-विलोमपद-चयनम्</p>	5
<p>14. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <p>➤ वाक्ये कर्तृ-क्रिया-पदचयनम्</p> <p>➤ विशेषण-विशेष्य-चयनम्</p> <p>➤ पर्याय-विलोमपद-चयनम्</p>	5

15. वाक्येषु रेखाङ्कितपदानि अधिकृत्य प्रश्ननिर्माणम्	5
16. एकस्य श्लोकस्य अन्वयः अथवा भावार्थः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः भावार्थः वा लेखनीयः)	2
17. प्रसङ्गानुसारम् अर्थचयनम् (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः)	4
18. पाठाधारित-कथापूर्तिः (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः)	4

आहत्याङ्काः - 80

परीक्षायै निर्धारिताः पाठाः

पाठसङ्ख्या	पाठनाम	पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	वाङ्मयं तपः	सप्तमः पाठः	साधुवृत्तिं समाचरेत्
द्वितीयः पाठः	नास्ति त्यागसमं सुखम्	अष्टमः पाठः	तिरुक्कुरल्-सूक्ति-सौरभम्
तृतीयः पाठः	रमणीया हि सृष्टिः एषा	नवमः पाठः	सुस्वागतं भो! अरुणाचलेऽस्मिन्
चतुर्थः पाठः	आज्ञा गुरुणां हि अविचारणीया	दशमः पाठः	कालोऽहम् (केवलम् आन्तरिकमूल्याङ्कनाय)
पञ्चमः पाठः	अभ्यासवशगं मनः		
षष्ठः पाठः	राष्ट्रं संरक्ष्यमेव हि	एकादशः पाठः	किं किम् उपादेयम् (केवलम् आन्तरिकमूल्याङ्कनाय)

अवधेयम् -

* परीक्षायै अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथासम्भवं 'मणिका-द्वितीयो भागः इति' पाठ्यपुस्तकात् करणीयम्। यदि ततः न सम्भवति तर्हि 'मणिका-अभ्यासपुस्तकम् द्वितीयो भागः' इत्यस्मात् कर्तुं शक्यम्।

निर्धारित - पाठ्यपुस्तके-

1. 'मणिका'- द्वितीयो भागः, पाठ्यपुस्तकम् (प्रकाशनम् - केन्द्रीय माध्यमिक शिक्षा बोर्ड)
2. 'मणिका-अभ्यासपुस्तकम्' - द्वितीयो भागः (प्रकाशनम् - केन्द्रीय माध्यमिक शिक्षा बोर्ड)

आन्तरिक-मूल्याङ्कनम्

(20 अङ्काः)

उद्देश्यानि

- ❖ छात्राणां सृजनात्मकक्षमतायाः विकासः।
- ❖ श्रवण-भाषण-पठन-लेखनकौशलानां विकासः।
- ❖ चिन्तनक्षमतायाः आत्मविश्वासस्य च संवर्धनम्।

क्र. सं.	गतिविधयः	उदाहरणानि	अङ्काः	निर्देशाः	मूल्याङ्कनविन्दवः
1.	आवधिक-परीक्षाः (पीरियोडिक् - असैस्मैट)	लिखितपरीक्षा	05	विद्यालयेन समये समये लिखितपरीक्षाणाम् आयोजनं करणीयं भवति।	परीक्षासु यत्र विद्यार्थिनः श्रेष्ठाः अङ्काः स्युः तयोः द्वयोः परीक्षयोः एव अधिभारः ग्रहीतव्यः। अपि च आवधिकपरीक्षासु अपि प्रश्नेषु आन्तरिकविकल्पाः देयाः। मूल्याङ्कनसमये यदि छात्रः सर्वान् प्रश्नान् उत्तरति तर्हि छात्रहिताय यत्र अधिकाः अङ्काः सन्ति तेषाम् एव मूल्याङ्कनं करणीयम्।
2	बहुविधमूल्याङ्कनम्	<ul style="list-style-type: none">❖ कक्षायां पाठितस्य पाठस्य लघुमूल्याङ्कनम्❖ निर्गतपत्राणि❖ प्रश्नोत्तरी❖ मौखिकी परीक्षा❖ प्रतियोगिताः❖ प्रश्नमञ्चस्यायोजनम्	05	कक्षायां पाठित-पाठस्य विषयस्य वा बहुविधं मूल्याङ्कनम् अपेक्षितम् अस्ति। अनेन विद्यार्थिनां विविधकौशलानां मूल्याङ्कनं भवेत्।	<ul style="list-style-type: none">❖ मौलिकता❖ विषयसम्बद्धता❖ शुद्धता❖ समयबद्धता❖ प्रस्तुतीकरणम्
3.	निवेशसूचिका (पोर्टफोलियो)	<ul style="list-style-type: none">❖ कक्षाकार्यम्❖ सामूहिक-मूल्याङ्कनम्❖ स्वमूल्याङ्कनम्❖ विद्यार्थिनः विषयगताः उपलब्धयः	05	विद्यार्थिभिः कक्षायां कृतानां कार्याणाम् उपलब्धीनां च संरक्षणं संयोजनं च सञ्चिकायां पत्रावल्यां वा करणीयम्। एतेन समग्रं मूल्याङ्कनं प्रामाणिकत्वेन भवितुं शक्नोति।	<ul style="list-style-type: none">❖ सुलेखः❖ तथ्यात्मकता❖ प्रामाणिकता❖ समयबद्धता

4.	भाषा-संवर्धनाय गतिविधयः (क) श्रवण-भाषण- कौशलम्	<ul style="list-style-type: none"> ❖ कथा ❖ संवादः/ वार्तालापः ❖ भाषणम् ❖ नाटकम् ❖ वार्ताः ❖ आशुभाषणम् ❖ संस्कृतगीतगायनम् ❖ श्लोकोच्चारणम् ❖ प्रहेलिकाः 	05	<ul style="list-style-type: none"> ❖ छात्राः कामपि कथां श्रावयितुं शक्नुवन्ति। ❖ शिक्षकः कमपि विषयं सूचयित्वा परस्परं संवादं कारयितुं शक्नोति। ❖ दूरदर्शने वार्तावली इत्याख्यः संस्कृत-कार्यक्रमः प्रसारितः भवति तं द्रष्टुं छात्राः प्रेरणीयाः। ❖ श्रवण-कौशल-मूल्याङ्कनाय शिक्षकः स्वयम् अपि कथां श्रावयित्वा ततः सम्बद्ध-प्रश्नान् प्रष्टुं शक्नोति। 	<ul style="list-style-type: none"> ❖ उच्चारणम् ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम् ❖ स्मरणम् <p>(आरोहावरोह-गतियति-प्रयोगः)</p>
	(ख) लेखनकौशलम्	<ul style="list-style-type: none"> ❖ विविधविषयान् आधृत्य मौलिकलेखनम् यथा- देशः, माता, पिता, गुरुः, विद्या पर्यावरणम्, योगः, समयस्य सदुपयोगः, शिक्षा, अनुशासनम् इत्यादयः। ❖ शैक्षिकभ्रमणस्य संस्कृतेन प्रतिवेदनलेखनम्। ❖ दैनन्दिनीलेखनम्। ❖ सङ्केताधारितं कथालेखनम्। ❖ भित्तिपत्रिकायाः निर्माणम्। ❖ श्रुतलेखः। ❖ सूक्तिलेखनम्। 		<ul style="list-style-type: none"> ❖ छात्राः यथाशक्यं कक्षायामेव लेखनकार्यं कुर्युः। ❖ टिप्पणी- पुस्तिकायाः निर्माणम्। ❖ वैयक्तिकपरीक्षणम्। 	<ul style="list-style-type: none"> ❖ विषय-सम्बद्धता ❖ शुद्धता (विशेषतः पञ्चमवर्णस्यप्रयोगः) ❖ समयबद्धता ❖ सुलेखः ❖ प्रस्तुतीकरणम्
	अवधातव्यम् –उपर्युक्त-गतिविधयः उदाहरणरूपेण प्रदत्ताः सन्ति। एतदतिरिच्य एतादृशाः अन्यगतिविधयः अपि भवितुमर्हन्ति।				

राष्ट्रीय शिक्षा नीति 2020 तथा केंद्रीय माध्यमिक शिक्षा बोर्ड द्वारा समय-समय पर दक्षता आधारित शिक्षा, कला समेकित अधिगम, अनुभवात्मक अधिगम को अपनाने की बात की गई है, जो शिक्षार्थियों की प्रतिभा को उजागर करने, खेल-खेल में सीखने पर बल देने, आनंदपूर्ण ज्ञानार्जन और विद्यार्जन के विविध तरीकों को अपनाने तथा अनुभव के द्वारा सीखने पर बल देती है।

दक्षता आधारित शिक्षा से तात्पर्य है- सीखने और मूल्यांकन करने का एक ऐसा दृष्टिकोण, जो शिक्षार्थी के सीखने के प्रतिफल और विषय में विशेष दक्षता को प्राप्त करने पर बल देता है। दक्षता वह क्षमता, कौशल, ज्ञान और दृष्टिकोण है, जो व्यक्ति को वास्तविक जीवन में कार्य करने में सहायता करती है। इससे शिक्षार्थी यह सीख सकते हैं कि ज्ञान और कौशल को किस प्रकार प्राप्त किया जाए तथा उन्हें वास्तविक जीवन की समस्याओं पर कैसे लागू किया जाए। जीवनोपयोगी बनाना तथा वास्तविक जीवन के अनुभवों से पाठ को समृद्ध करना, ही दक्षता आधारित शिक्षा है। इसके लिए उच्च स्तरीय चिंतन कौशल पर विशेष बल देने की आवश्यकता है।

कला समेकित अधिगम को शिक्षण-अधिगम प्रक्रिया में सुनिश्चित करना अत्यधिक आवश्यक है। कला के संसार में कल्पना की एक अलग ही उड़ान होती है। कला एक व्यक्ति की रचनात्मक अभिव्यक्ति है। कला समेकित अधिगम से तात्पर्य है- कला के विविध रूपों संगीत, नृत्य, नाटक, कविता, रंगशाला, यात्रा, मूर्तिकला, आभूषण बनाना, गीत लिखना, नुक्कड़ नाटक, कोलाज, पोस्टर, कला प्रदर्शनी को शिक्षण अधिगम की प्रक्रिया का अभिन्न हिस्सा बनाना। किसी विषय को आरंभ करने के लिए आइस ब्रेकिंग गतिविधि के रूप में तथा सामंजस्यपूर्ण समझ पैदा करने के लिए अंतरविषयक या बहुविषयक परियोजनाओं के रूप में कला समेकित अधिगम का प्रयोग किया जाना चाहिए। इससे पाठ अधिक रोचक एवं ग्राह्य हो जाएगा।

अनुभवात्मक अधिगम या आनुभविक ज्ञानार्जन का उद्देश्य शैक्षिक वातावरण को शिक्षार्थी केंद्रित बनाने के साथ-साथ स्वयं मूल्यांकन करने, आलोचनात्मक रूप से सोचने, निर्णय लेने तथा ज्ञान का निर्माण कर उसमें पारंगत होने से है। यहाँ शिक्षक की भूमिका सुविधा प्रदाता व प्रेक्षक की रहती है। ज्ञानार्जन-अनुभाविक ज्ञानार्जन, सहयोगात्मक तथा स्वतंत्र रूप से होता है और यह शिक्षार्थियों को एक साथ कार्य करने तथा स्वयं के अनुभव द्वारा सीखने पर बल देता है। यह सिद्धांत और व्यवहार के बीच की दूरी को कम करता है।

माध्यमिक स्तर तक आते-आते विद्यार्थी किशोर हो चुका होता है और उसमें सुनने, बोलने, पढ़ने, लिखने के साथ-साथ आलोचनात्मक दृष्टि विकसित होने लगती है। भाषा के सौंदर्यात्मक पक्ष, कथात्मकता/गीतात्मकता, दृश्य-श्रव्य और प्रिंट की भाषा की समझ, शब्द शक्तियों की समझ, राजनैतिक एवं सामाजिक चेतना का विकास, स्वयं की अस्मिता का संदर्भ और आवश्यकता के अनुसार उपयुक्त भाषा-प्रयोग, शब्दों का सुचिंतित प्रयोग, भाषा की नियमबद्ध प्रकृति आदि से विद्यार्थी परिचित हो जाता है। इतना ही नहीं, वह विविध विधाओं और अभिव्यक्ति की अनेक शैलियों से भी परिचित हो चुका होता है। अब विद्यार्थी की दृष्टि आस-पड़ोस, राज्य-देश की सीमा को लाँघते हुए वैश्विक क्षितिज तक फैल जाती

है। इन बच्चों की दुनिया में समाचार, खेल, फ़िल्म तथा अन्य कलाओं के साथ-साथ पत्र-पत्रिकाएँ और अलग-अलग तरह की किताबें भी प्रवेश पा चुकी होती हैं।

इस स्तर पर मातृभाषा हिंदी का अध्ययन साहित्यिक, सांस्कृतिक और व्यावहारिक भाषा के रूप में कुछ इस तरह से हो कि उच्चतर माध्यमिक स्तर पर पहुँचते-पहुँचते यह विद्यार्थियों की पहचान, आत्मविश्वास और विमर्श की भाषा बन सके। प्रयास यह भी हो कि विद्यार्थी भाषा के लिखित प्रयोग के साथ-साथ सहज और स्वाभाविक मौखिक अभिव्यक्ति में भी सक्षम हो सके।

इस पाठ्यक्रम के अध्ययन से –

- (क) विद्यार्थी अगले स्तरों पर अपनी रुचि और आवश्यकता के अनुरूप हिंदी की पढ़ाई कर सकेंगे तथा हिंदी में बोलने और लिखने में सक्षम हो सकेंगे।
- (ख) अपनी भाषा दक्षता के चलते उच्चतर माध्यमिक स्तर पर विज्ञान, समाज विज्ञान और अन्य के साथ सहज संबद्धता (अंतर्संबंध) स्थापित कर सकेंगे।
- (ग) दैनिक जीवन व्यवहार के विविध क्षेत्रों में हिंदी के औपचारिक/अनौपचारिक उपयोग की दक्षता हासिल कर सकेंगे।
- (घ) भाषा प्रयोग के परंपरागत तौर-तरीकों एवं विधाओं की जानकारी एवं उनके समसामयिक संदर्भों की समझ विकसित कर सकेंगे।
- (ङ) हिंदी भाषा में दक्षता का इस्तेमाल वे अन्य भाषा-संरचनाओं की समझ विकसित करने के लिए कर सकेंगे।

दृश्य-श्रव्य, मल्टी मीडिया तथा विविध प्रिंट माध्यमों से प्रसारित सूचनाओं को समझना विश्लेषित करना और संप्रेषित कर सकेंगे।

- कक्षा आठवीं तक अर्जित भाषिक कौशलों (सुनना, बोलना, पढ़ना और लिखना) का उत्तरोत्तर विकास।
- सृजनात्मक साहित्य के आलोचनात्मक आस्वाद की क्षमता का विकास।
- स्वतंत्र और मौखिक रूप से अपने विचारों की अभिव्यक्ति का विकास।
- ज्ञान के विभिन्न अनुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति एवं क्षमता का बोध कराना।
- साहित्य की प्रभावकारी क्षमता का उपयोग करते हुए सभी प्रकार की विविधताओं (राष्ट्रीयता, धर्म, जाति, लिंग एवं भाषा) के प्रति सकारात्मक और संवेदनशील आचार-विचार का विकास।
- भारतीय भाषाओं एवं विदेशी भाषाओं की सांस्कृतिक विविधता से परिचय।
- व्यावहारिक और दैनिक जीवन में विविध अभिव्यक्तियों की मौखिक व लिखित क्षमता का विकास।
- संचार माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से अवगत कराना और नवीन भाषा प्रयोग करने की क्षमता से परिचय। (मल्टीमीडिया, सोशल मीडिया, पौडकास्ट, ब्लॉग)
- विश्लेषण और तर्क क्षमता का विकास।
- भावाभिव्यक्ति क्षमताओं का उत्तरोत्तर विकास।

- मतभेद, विरोध और टकराव की परिस्थितियों में भी भाषा को संवेदनशील और तर्कपूर्ण इस्तेमाल से शांतिपूर्ण संवाद की क्षमता का विकास।
- भाषा की समावेशी और बहुभाषिक प्रकृति की समझ और व्यवहार का विकास करना।

शिक्षण युक्तियाँ

माध्यमिक कक्षाओं में अध्यापक की भूमिका उचित वातावरण के निर्माण में सहायक होनी चाहिए। भाषा और साहित्य की पढ़ाई में इस बात पर ध्यान देने की ज़रूरत होगी कि -

- विद्यार्थी द्वारा की जा रही गलतियों को भाषा के विकास के अनिवार्य चरण के रूप में स्वीकार किया जाना चाहिए, जिससे विद्यार्थी अबाध रूप से बिना झिझक के लिखित और मौखिक अभिव्यक्ति करने में उत्साह का अनुभव करें। विद्यार्थियों पर शुद्धि का ऐसा दबाव नहीं होना चाहिए कि वे तनाव महसूस करने लगें। उन्हें भाषा के सहज, कारगर और रचनात्मक रूपों से इस तरह परिचित कराना उचित है कि वे स्वयं, सहज रूप से भाषिक योग्यताओं का विकास कर सकें।
- विद्यार्थी स्वतंत्र और अबाध रूप से लिखित और मौखिक अभिव्यक्ति करें। अधिगम बाधित होने पर अध्यापक, अध्यापन शैली में परिवर्तन करें।
- ऐसे शिक्षण-बिंदुओं की पहचान की जाए, जिनसे कक्षा में विद्यार्थी निरंतर सक्रिय भागीदारी करें और अध्यापक भी इस प्रक्रिया में उनके साथी बनें।
- हर भाषा का अपना व्याकरण होता है। भाषा की इस प्रकृति की पहचान कराने में परिवेशगत और पाठगत संदर्भों का प्रयोग करना चाहिए। यह पूरी प्रक्रिया ऐसी होनी चाहिए कि विद्यार्थी स्वयं को शोधकर्ता समझें तथा अध्यापक इसमें केवल निर्देशन करें।
- हिंदी में क्षेत्रीय प्रयोगों, अन्य भाषाओं के प्रयोगों के उदाहरण से यह बात स्पष्ट की जानी चाहिए कि ये प्रयोग विभेदीकरण नहीं उत्पन्न करते हैं, बल्कि लिपि भाषा के समावेशी स्वरूप को पुष्ट करते हैं और उसका परिवेश अनिवार्य रूप से बहुभाषिक होता है।
- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापक को हर प्रकार की विविधताओं (लिंग, जाति, वर्ग, धर्म आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।
- काव्य भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।
- रा.शै.अ. और प्र.प.,(एन.सी.ई.आर.टी.) द्वारा उपलब्ध कराए गए अधिगम प्रतिफल/सीखने-सिखाने की प्रक्रिया जो इस पाठ्यचर्या के साथ संलग्नक के रूप में उपलब्ध है, को शिक्षक द्वारा दक्षता आधारित शिक्षा का लक्ष्य प्राप्त करने के लिये अनिवार्य रूप से इस्तेमाल करने की आवश्यकता है।

- शिक्षा मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए कराए गए अन्य कार्यक्रम/ई-सामग्री वृत्तचित्रों और फ़्रीचर फ़िल्मों को शिक्षण-सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।
- कक्षा में सिर्फ़ पाठ्यपुस्तक की उपस्थिति से बेहतर होगा कि शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को विद्यार्थी देखें और कक्षा में अलग-अलग मौकों पर शिक्षक उनका इस्तेमाल करें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सटीक अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा, वे शब्दों के सूक्ष्म अंतर के प्रति और सजग हो पाएँगे।

श्रवण व वाचन (मौखिक बोलना) संबंधी योग्यताएँ

श्रवण (सुनना) कौशल

- वर्णित या पठित सामग्री, वार्ता, भाषण, परिचर्चा, वार्तालाप, वाद-विवाद, कविता-पाठ आदि को सुनकर अर्थ ग्रहण करना, विश्लेषित मूल्यांकन करना और अभिव्यक्ति के ढंग को जानना।
- वक्तव्य के भाव, विनोद व उसमें निहित संदेश, व्यंग्य आदि को समझना।
- वैचारिक मतभेद होने पर भी वक्ता की बात को ध्यानपूर्वक, धैर्यपूर्वक व शिष्टाचार के साथ सुनना व वक्ता के दृष्टिकोण को समझना।
- ज्ञानार्जन मनोरंजन व प्रेरणा ग्रहण करने हेतु सुनना।
- वक्तव्य का आलोचनात्मक विश्लेषण करना एवं सुनकर उसका सार ग्रहण करना।

श्रवण (सुनना) वाचन (बोलना) का परीक्षण : कुल 5 अंक (2.5+2.5)

- परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 100-150 शब्दों का होना चाहिए।

या

परीक्षक 1-2 मिनट का श्रव्य अंश (ऑडियो क्लिप) सुनवाएगा। अंश रोचक होना चाहिए। कथ्य/घटनापूर्ण एवं स्पष्ट होना चाहिए। वाचक का उच्चारण शुद्ध, स्पष्ट एवं विराम चिह्नों के उचित प्रयोग सहित होना चाहिए।

- परीक्षार्थी ध्यानपूर्वक परीक्षा/ ऑडियो क्लिप को सुनने के पश्चात परीक्षक द्वारा पूछे गए प्रश्नों का अपनी समझ से मौखिक उत्तर देंगे।

कौशलों के मूल्यांकन का आधार

	श्रवण		वाचन
1	विद्यार्थी में परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है।	1	विद्यार्थी केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है।
2	छोटे सुसंबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	2	परिचित संदर्भों में शुद्धता से केवल छोटे सुसंबद्ध कथनों का सीमित प्रयोग करता है।
3	परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है।	3	अपेक्षित दीर्घ भाषण में जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है।
4	दीर्घ कथनों को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।	4	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धाराप्रवाह रूप में प्रस्तुत कर सकता है।
5	जटिल कथनों के विचार-बिंदुओं को समझने और विश्लेषित करने की योग्यता प्रदर्शित करता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है।

टिप्पणी

- परीक्षण से पूर्व परीक्षार्थी को तैयारी के लिए कुछ समय दिया जाए।
- विवरणात्मक भाषा में विषय के अनुकूल तीनों कालों का प्रयोग अपेक्षित है।
- निर्धारित विषय परीक्षार्थी के अनुभव संसार के हों, जैसे - कोई चुटकुला या हास्य-प्रसंग सुनाना, हाल में पढ़ी पुस्तक या देखे गए सिनेमा की कहानी सुनाना।
- शिक्षार्थी को विषय केंद्रित स्वतंत्र अभिव्यक्ति करने का अवसर प्रदान करें।

पठन कौशल

- सरसरी दृष्टि से पढ़कर पाठ का केंद्रीय विचार ग्रहण करना।
- एकाग्रचित हो एक अभीष्ट गति के साथ मौन पठन करना।
- पठित सामग्री पर अपनी प्रतिक्रिया व्यक्त करना।
- भाषा, विचार एवं शैली की सराहना करना।
- साहित्य के प्रति अभिरुचि का विकास करना।
- साहित्य की विभिन्न विधाओं की प्रकृति के अनुसार पठन कौशल का विकास।
- संदर्भ के अनुसार शब्दों के अर्थ-भेदों की पहचान करना।
- सक्रिय (व्यवहारोपयोगी) शब्द भंडार की वृद्धि करना।
- पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
- पठित अनुच्छेदों के शीर्षक एवं उपशीर्षक देना।
- कविता के प्रमुख उपादान यथा - तुक, लय, यति, गति, बलाघात आदि से परिचित कराना।

लेखन कौशल

- लिपि के मान्य रूप का ही व्यवहार करना।
- विराम-चिह्नों का उपयुक्त प्रयोग करना।
- प्रभावपूर्ण भाषा तथा लेखन-शैली का स्वाभाविक रूप से प्रयोग करना।
- उपयुक्त अनुच्छेदों में बाँटकर लिखना।
- प्रार्थना पत्र, निमंत्रण पत्र, बधाई पत्र, संवेदना पत्र, ई-मेल, आदेश पत्र, एस.एम.एस आदि लिखना और विविध प्रपत्रों को भरना।
- विविध स्रोतों से आवश्यक सामग्री एकत्र कर अभीष्ट विषय पर निबंध लिखना।
- देखी हुई घटनाओं का वर्णन करना और उन पर अपनी प्रतिक्रिया देना।
- हिंदी की एक विधा से दूसरी विधा में रूपांतरण का कौशल।
- समारोह और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।
- सार, संक्षेपीकरण एवं भावार्थ लिखना।
- गद्य एवं पद्य अवतरणों की व्याख्या लिखना।
- स्वानुभूत विचारों और भावनाओं को स्पष्ट सहज और प्रभावशाली ढंग से अभिव्यक्त करना।
- क्रमबद्धता और प्रकरण की एकता बनाए रखना।
- लिखने में सृजनात्मकता लाना।
- अनावश्यक काट-छाँट से बचते हुए सुपाठ्य लेखन कार्य करना
- दो भिन्न पाठों की पाठ्यवस्तु पर चिंतन करके उनके मध्य की संबद्धता (अंतर्संबंधों) पर अपने विचार अभिव्यक्त करने में सक्षम होना।
- रटे-रटाए वाक्यों के स्थान पर अभिव्यक्तिपरक/ स्थिति आधारित/ उच्च चिंतन क्षमता वाले प्रश्नों पर सहजता से अपने मौलिक विचार प्रकट करना।

रचनात्मक अभिव्यक्ति

अनुच्छेद लेखन

- **पूर्णता** – संबंधित विषय के सभी पक्षों को अनुच्छेद के सीमित आकार में संयोजित करना
- **क्रमबद्धता** – विचारों को क्रमबद्ध एवं तर्कसंगत विधि से प्रकट करना
- **विषय-केंद्रित** – प्रारंभ से अंत तक अनुच्छेद का एक सूत्र में बँधा होना
- **सामासिकता** – अनावश्यक विस्तार न देकर सीमित शब्दों में यथासंभव विषय से संबद्ध पूरी बात कहने का प्रयास करना

पत्र लेखन

- अनौपचारिक पत्र विचार-विमर्श का ज़रिया, जिनमें मैत्रीपूर्ण भावना निहित, सरलता, संक्षिप्त और सादगी से भरी लेखन शैली
- औपचारिक पत्रों द्वारा दैनिक जीवन की विभिन्न स्थितियों में कार्य, व्यापार, संवाद, परामर्श, अनुरोध तथा सुझाव के लिए प्रभावी एवं स्पष्ट संप्रेषण क्षमता का विकास
- सरल और बोलचाल की भाषा शैली, उपयुक्त, सटीक शब्दों के प्रयोग, सीधे-सादे ढंग से विषय की स्पष्ट और प्रत्यक्ष प्रस्तुति
- प्रारूप की आवश्यक औपचारिकताओं के साथ सुस्पष्ट, सुलझे और क्रमबद्ध विचार आवश्यक; तथ्य, संक्षिप्तता और संपूर्णता के साथ प्रभावी प्रस्तुति

विज्ञापन लेखन

(विज्ञापित वस्तु / विषय को केंद्र में रखते हुए)

- विज्ञापित वस्तु के विशिष्ट गुणों का उल्लेख
- आकर्षक लेखन शैली
- प्रस्तुति में नयापन, वर्तमान से जुड़ाव तथा दूसरों से भिन्नता
- विज्ञापन में आवश्यकतानुसार नारे (स्लोगन) का उपयोग
- विज्ञापन लेखन में बॉक्स, चित्र अथवा रंग का उपयोग अनिवार्य नहीं है, किंतु समय होने पर प्रस्तुति को प्रभावी बनाने के लिए इनका उपयोग किया जा सकता है।

संवाद लेखन

(दी गई परिस्थितियों के आधार पर संवाद लेखन)

- सीमा के भीतर एक दूसरे से जुड़े सार्थक और उद्देश्यपूर्ण संवाद
- पात्रों के अनुकूल भाषा शैली
- कोष्ठक में वक्ता के हाव-भाव का संकेत
- संवाद लेखन के अंत तक विषय/मुद्दे पर वार्ता पूरी

लघुकथा लेखन

(दिए गए विषय/शीर्षक आदि के आधार पर रचनात्मक सोच के साथ लघुकथा लेखन)

- कथात्मकता
- निरंतरता, जिज्ञासा/रोचकता/कल्पनाशीलता
- प्रभावी संवाद/ पात्रानुकूल संवाद
- रचनात्मकता/
- उद्देश्यपरकता

संदेश लेखन

(शुभकामना, पर्व-त्योहारों एवं विशेष अवसरों पर दिए जाने वाले संदेश)

- विषय से संबद्धता
- संक्षिप्त और सारगर्भित
- भाषाई दक्षता एवं प्रस्तुति
- रचनात्मकता/सृजनात्मकता
- विषय के अनुकूल काव्य-पंक्तियों का आंशिक उपयोग, किंतु इसकी अनिवार्यता नहीं

ई-मेल लेखन

(विविध विषयों पर आधारित औपचारिक ई-मेल लेखन)

- बोधगम्य भाषा
- विषय से संबद्धता
- संक्षिप्त, स्पष्ट व सारगर्भित
- शिष्टाचार व औपचारिकताओं का निर्वाह

स्ववृत्त लेखन

(उपलब्ध रिक्ति के लिए स्ववृत्त लेखन)

- स्पष्ट, संपूर्ण व व्यवस्थित
- नाम, जन्मतिथि, वर्तमान पता, शैक्षणिक योग्यता, अनुभव, अभिरुचियों, आत्मकथ्य, दूरभाष आदि का उल्लेख (परीक्षा में गोपनीयता का निर्वाह अपेक्षित)
- अन्य विशेष जानकारी/ योग्यता आदि

सूचना लेखन

(औपचारिक शैली में व्यावहारिक जीवन से संबंधित विषयों पर आधारित सूचना लेखन)

- सरल एवं बोधगम्य भाषा
- विषय की स्पष्टता
- विषय से जुड़ी संपूर्ण जानकारी
- औपचारिक शिष्टाचार का निर्वाह

हिंदी पाठ्यक्रम-अ (कोड सं. 002)

कक्षा 9वीं हिंदी - अ परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2023-24

- प्रश्नपत्र दो खंडों, खंड 'अ' और 'ब' में विभक्त होगा।
- खंड 'अ' में 44 वस्तुपरक प्रश्न पूछे जाएँगे, जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।
- खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे।
- भारांक-{80(वार्षिक बोर्ड परीक्षा)+20 (आंतरिक परीक्षा)}

निर्धारित समय- 3 घंटे

भारांक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन				
खंड – अ (बहुविकल्पी प्रश्न)				
	विषयवस्तु		उपभार	कुल भार
1	अपठित गद्यांश व काव्यांश पर चिंतन क्षमता एवं अभिव्यक्ति कौशल पर आधारित बहुविकल्पी प्रश्न			10
	अ	एक अपठित गद्यांश लगभग 250 शब्दों का , इसके आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5=5)	5	
	ब	एक अपठित काव्यांश लगभग 120 शब्दों का , इसके आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5) (1x5=5)	5	
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर बहुविकल्पी प्रश्न (1x16) कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे।			16
	व्याकरण			
	1	शब्द निर्माण उपसर्ग – 2 अंक, प्रत्यय – 2 अंक, समास – 4 अंक उपसर्ग-प्रत्यय- (5 में से 4 प्रश्न करने होंगे), समास (5 में से 4 प्रश्न करने होंगे)	8	
	2	अर्थ की दृष्टि से वाक्य भेद – 4 अंक (5 में से 4 प्रश्न करने होंगे)	4	
	3	अलंकार – 4 अंक (शब्दालंकार : अनुप्रास, यमक) (अर्थालंकार : उपमा, रूपक) (5 में से 4 प्रश्न करने होंगे)	4	
3	पाठ्यपुस्तक क्षितिज भाग – 1			14
	अ	गद्य खंड	7	
	1	क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	

	2	क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	2	
	ब	काव्य खंड	7	
	1	क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5)	5	
	2	क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्य-बोध परखने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	2	
	खंड – ब (वर्णनात्मक प्रश्न)			
	पाठ्यपुस्तक क्षितिज भाग – 1 व पूरक पाठ्यपुस्तक कृतिका भाग – 1			
1	अ	गद्य खंड		
		क्षितिज से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे। (विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब	काव्य खंड		
		क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	स	पूरक पाठ्यपुस्तक कृतिका भाग – 1		
		कृतिका से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (4x2) (विकल्प सहित- 50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	8	
2	लेखन			
	क	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों में से किन्हीं तीन विषयों पर लगभग 100 शब्दों में किसी एक विषय पर अनुच्छेद (6x1)	6	
	ख	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में लगभग 100 शब्दों में किसी एक विषय पर पत्र। (5x1)	5	
	ग	दिए गए विषय/शीर्षक आदि के आधार पर लगभग 100 शब्दों में लघुकथा लेखन। (5x1) अथवा	5	

		विविध विषयों पर आधारित लगभग 100 शब्दों में औपचारिक ई-मेल लेखन।		
	घ	दी गई परिस्थितियों के आधार पर लगभग 80 शब्दों में संवाद लेखन। (4x1) अथवा व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 80 शब्दों में सूचना लेखन।	4	
		कुल		80
		आंतरिक मूल्यांकन		20
	अ	सामयिक आकलन	5	
	ब	बहुविध आकलन	5	
	स	पोर्टफोलियो	5	
	द	श्रवण एवं वाचन	5	
		कुल		100

निर्धारित पुस्तकें :

1. क्षितिज, भाग-1, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
2. कृतिका, भाग-1, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

नोट – निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे-

क्षितिज, भाग – 1	काव्य खंड	<ul style="list-style-type: none"> • केदारनाथ अग्रवाल - चंद्र गहना से लौटती बेर (पूरा पाठ) • चंद्रकांत देवताले – यमराज की दिशा (पूरा पाठ)
	गद्य खंड	<ul style="list-style-type: none"> • चपला देवी – नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया (पूरा पाठ) • हजारीप्रसाद द्विवेदी – एक कुत्ता और एक मैना (पूरा पाठ)
कृतिका, भाग – 1		<ul style="list-style-type: none"> • विद्यासागर नौटियाल – माटी वाली (पूरा पाठ) • शमशेर बहादुर सिंह – किस तरह आखिरकार मैं हिंदी में आया (पूरा पाठ)

हिंदी पाठ्यक्रम -अ (कोड सं. 002)

कक्षा 10वीं हिंदी - अ परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2023-24

- प्रश्नपत्र दो खंडों, खंड 'अ' और 'ब' में विभक्त होगा।
- खंड 'अ' में 44 वस्तुपरक प्रश्न पूछे जाएँगे, जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।
- खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे।
- भारांक-{80(वार्षिक बोर्ड परीक्षा)+20 (आंतरिक परीक्षा)}

निर्धारित समय- 3 घंटे

भारांक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन				
खंड - अ (बहुविकल्पी प्रश्न)				
	विषयवस्तु		उप भार	कुल भार
1	अपठित गद्यांश व काव्यांश पर चिंतन क्षमता एवं अभिव्यक्ति कौशल पर आधारित बहुविकल्पी प्रश्न।			10
	अ	एक अपठित गद्यांश लगभग 250 शब्दों का , इसके आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5=5)	5	
	ब	एक अपठित काव्यांश लगभग 120 शब्दों का , इसके आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5=5)	5	
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर बहुविकल्पी प्रश्न। (1x16) (कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे)			16
	व्याकरण			
	1	रचना के आधार पर वाक्य भेद (4 अंक) (5 में से 4 प्रश्न करने होंगे)	4	
	2	वाच्य (4 अंक) (5 में से 4 प्रश्न करने होंगे)	4	
	3	पद परिचय (4 अंक) (5 में से 4 प्रश्न करने होंगे)	4	
	4	अलंकार- (शब्दालंकार : श्लेष) (अर्थालंकार : उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण) (4 अंक) (5 में से 4 प्रश्न करने होंगे)	4	
3	पाठ्यपुस्तक क्षितिज भाग - 2			14
	अ	गद्य खंड	7	
	1	क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	

		2 क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	2	
	ब	काव्य खंड	7	
	1	क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5)	5	
	2	क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	2	
	खंड - ब (वर्णनात्मक प्रश्न)			
	पाठ्यपुस्तक क्षितिज भाग - 2 व पूरक पाठ्यपुस्तक कृतिका भाग - 2			
1	अ	गद्य खंड		
		क्षितिज से निर्धारित पाठों में से विषयवस्तु का ज्ञान बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे। (विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब	काव्य खंड		
		क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	20
	स	पूरक पाठ्यपुस्तक कृतिका भाग - 2		
		कृतिका के निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (4x2) (विकल्प सहित- 50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	8	
2	लेखन			
	i	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन	6	20
	ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र	5	
	iii	उपलब्ध रिक्ति के लिए लगभग 80 शब्दों में स्ववृत्त लेखन अथवा विविध विषयों पर आधारित लगभग 80 शब्दों में औपचारिक ई-मेल लेखन	5	
	iv	विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन	4	

ENGLISH LANGUAGE AND LITERATURE

Code No. 184
2023-24

1. Background

At the secondary stage of English language learning the textual materials and other resources should represent a wide range of learning experience. Literature has always played a significant role in learning language. However, it is felt that pupils should be apprised with contemporary issues, read authentic literature and experiences of people to reflect and build their personality traits.

While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class is meant for reading literature from different perspectives and to engage in activities for developing communicative competence, creativity and enrichment of language skills. It should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

2. Objectives:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- make appropriate usage of English language
- to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different aspects of the Language
- develop sensitivity to, and appreciation of world literature representing varieties of English and cultures embedded in it.
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- integrate listening and speaking skills in the curriculum.
- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements,

simple advertisements, short interviews, etc.)

- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate a story which has been depicted pictorially or in any other non-verbal mode
- respond, in writing, to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the stand taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of views expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report
- Develop appreciation for Indian languages (multilingualism), translations and Indian Literature.

3. Language Items

In addition to consolidating the grammatical items practised earlier, the courses at the secondary level seek to reinforce the following explicitly:

- sequence of tenses
- reported speech in extended texts
- modal auxiliaries (those not covered at upper primary)
- non-finites (infinitives, gerunds, participles)
- conditional clauses
- complex and compound sentences
- phrasal verbs and prepositional phrases
- cohesive devices
- punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

4. Methods and Techniques

The methodology is based on a multi-skill, activity-based, learner-centered approach. Care is taken to fulfill the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation, the teacher is the facilitator of learning. She/he presents language items, create situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. The electronic and print media could be used extensively. A few suggested activities are:

- Role play
- Simulating real life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings as a resource for comprehending and analysing issues.
- Borrowing situations and registers from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
SYLLABUS CLASS – IX
2023-24

Sections		Weightage
A	Reading Skills (40 periods)*	20 Marks
B	Writing Skills and Grammar (40 periods)*	20 Marks
C	Language through Literature (50 periods)*	40 Marks

*This is a suggestive number.

Section A

Reading Skills

I. Reading Comprehension through Unseen Passage

20 Marks

1. Discursive passage of 400-450 words. **(10 marks)**
2. Case-based factual passage (with visual input- statistical data/chart etc.) of 200-250 words. **(10 marks)**

(Total length of two passages to be 600-700 words)

Multiple Choice Questions / Objective Type Questions/Very Short Answer Questions will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

Section B
Writing Skills and Grammar

II Grammar

10 Marks

- Determiners
 - Tenses
 - Modals
 - Subject – verb concord
 - Reported speech
 - Commands and requests
 - Statements
 - Questions
3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of twelve questions will be attempted.

III Writing Skills

10 marks

4. Writing a Descriptive Paragraph (word limit 100-120 words), describing a person / event / situation, based on visual or verbal cue/s. One out of two questions to be answered.
5 marks
5. Writing a Story (on a given cue/title)/Diary Entry, in 100-120 words. One out of two questions is to be answered.
5 marks

Section C
Language through Literature

40 Marks

IV. Reference to the Context

(5+5 = 10 Marks)

6. One extract out of two, from Drama / Prose.
7. One extract out of two, from poetry.

Multiple Choice Questions / Objective Type Questions will be asked to assess interpretation, analysis, inference, evaluation, appreciation and vocabulary.

V. Short & Long Answer Questions

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE to assess interpretation, analysis, inference and evaluation.
4x3=12 marks
9. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the

book MOMENTS to assess interpretation, analysis, inference and evaluation.

3x2=6 marks

10. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the text. This can also be a passage-based question taken from a situation/plot from the text.

6 marks

11. One out of two Long Answer Type Questions from MOMENTS, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words.

6 marks

Prescribed Books: Published by NCERT, New Delhi

Beehive

Prose

- a. The Fun They Had
- b. The Sound of Music
- c. The Little Girl
- d. A Truly Beautiful Mind
- e. The Snake and the Mirror
- f. My Childhood
- g. Reach For The Top
- h. Kathmandu
- i. If I were You

Poems-

1. The Road Not taken
2. Wind
3. Rain on The Roof
4. The Lake Isle of Innisfree
5. A Legend of The Northland
6. No Men Are Foreign
7. On killing a tree
8. A Slumber Did My Spirit Seal

Moments

1. The Lost Child
2. The adventures of Toto
3. Iswaran the Storyteller
4. In the kingdom of fools

5. The Happy Prince
6. The Last Leaf
7. A House is not a Home
8. The Beggar

3. WORDS AND EXPRESSIONS – I (WORKBOOK FOR CLASS IX) – Units 1 to 6 and Units 8, 10 & 11

- **NOTE: Teachers are advised to:**

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talk time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skill is to be assessed through a judicious mixture of different types of questions.

INTERNAL ASSESSMENT

Listening and Speaking Competencies

30 Periods

Assessment of Listening and Speaking Skills will be for 05 marks.

It is recommended that listening and speaking skills should be regularly practiced.

Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used. Please refer to the Circular no. Acad-33/2020 dated 14th May 2020 at the http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf for details.

Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
2023-24**

CLASS – IX

Marks-80

Sections	Competencies	Total marks
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
Writing Skills and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
Language through Literature	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
Total		80

For the details of Internal Assessment of 20 marks, please refer to the circular no.

Acad-11/2019, dated March 06, 2019.

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
CLASS – X
2023-24
SECTION - WISE WEIGHTAGE

Sections		Weightage
A	Reading Skills (40 periods)*	20 Marks
B	Writing Skills with Grammar (40 periods)*	20 Marks
C	Language through Literature (50 periods)*	40 Marks

*This is a suggestive number.

Section A

Reading Skills

I. Reading Comprehension through Unseen Passage **20 Marks**

1. Discursive passage of 400-450 words. **(10 marks)**
2. Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words. **(10 marks)**

(Total length of two passages to be 600-700 words)

Multiple Choice Questions / Objective Type Questions, and Short Answer Questions (to be answered in 30-40 words) will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

Section B

II Grammar

Writing Skills and Grammar

10 Marks

- Determiners
- Tenses
- Modals
- Subject – verb concord
- Reported speech
 - Commands and requests
 - Statements
 - Questions

3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar in context will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.

III Writing Skills

10 marks

4. Writing a Formal Letter based on a given situation, in 100-120 words. One out of two questions is to be answered. **5 marks**
5. Writing an Analytical Paragraph in 100-120 words on a given Map / Chart / Graph / Cue/ s. One out of two questions is to be answered. **5 marks**

Section C

40 Marks

Language through Literature

IV. Reference to the Context

(5+5 = 10 Marks)

6. One extract out of two from Drama / Prose.
7. One extract out of two from poetry.

Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/ One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

v. Short & Very Long Answer Questions

30 Marks

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT to assess interpretation, analysis, inference and evaluation. **4x3=12 marks**
9. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation. **2x3=6 marks**
10. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the text. This can be a passage-based question taken from a situation/plot from the text. **6 marks**
11. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

1. FIRST FLIGHT

A. Prose

- i. A Letter to God
- ii. Nelson Mandela - Long Walk to Freedom
- iii. Two Stories About Flying
- iv. From the Diary of Anne Frank
- v. Glimpses of India
- vi. Mijbil the Otter
- vii. Madam Rides the Bus
- viii. The Sermon at Benares
- ix. The Proposal (Play)

B. Poems

1. Dust of Snow
2. Fire and Ice
3. A Tiger in the Zoo
4. How to Tell Wild Animals
5. The Ball Poem
6. Amanda!
7. The Trees
8. Fog
9. The Tale of Custard the Dragon
10. For Anne Gregory

2. FOOTPRINTS WITHOUT FEET

1. A Triumph of Surgery
2. The Thief's Story
3. The Midnight Visitor
4. A Question of Trust
5. Footprints Without Feet
6. The Making of a Scientist
7. The Necklace
8. Bholi
9. The Book that Saved the Earth

3. WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS X) – Units 1 to 4 and Units 7 to 11

Note: Teachers are advised to:

- (i) encourage interaction among peers, students and teachers through activities such as role play, discussions, group work etc.

- (ii) reduce teacher-talking time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- (iv) follow the Speaking and Listening activities given in the NCERT books.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skill is to be assessed through a judicious mixture of different types of questions.

INTERNAL ASSESSMENT

Listening and Speaking Competencies

30 Periods

Assessment of Listening and Speaking Skills will be for 05 marks.

It is recommended that listening and speaking skills should be regularly practiced .

Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used.

Please refer to the Circular no. Acad-33/2020 dated 14th May 2020 at the

http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf for details

Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.

ENGLISH LANGUAGE AND LITERATURE

Code no. (184)

2023-24

CLASS – X

Marks 80

Sections	Competencies	Total marks
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
Writing Skills and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
Language through Literature	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
Total		80

For the details of Internal Assessment of 20 marks, please refer to the circular no.

Acad-11/2019, dated March 06, 2019.

Guidelines for Assessment of Listening and Speaking Skills (ALS)

ALS is a component of the Subject Enrichment Activity under Internal Assessment. 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 Marks)

i. Activities:

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

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

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

A suggestive rubric is given below:

Interaction	1.	2.	3.	4.	5.
	<ul style="list-style-type: none"> • Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction 	<ul style="list-style-type: none"> • Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation 	<ul style="list-style-type: none"> • Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns 	<ul style="list-style-type: none"> • Interaction is adequately initiated and developed • Takes turn but needs some prompting 	<ul style="list-style-type: none"> • Initiates & logically develops simple conversation on familiar topics • Takes turns appropriately

Fluency & Coherence	<ul style="list-style-type: none"> • Noticeably/ long pauses; rate of speech is slow • Frequent repetition and/or self-correction this is all right in informal conversation • Links only basic sentences; breakdown of coherence evident. 	<ul style="list-style-type: none"> • Usually fluent; produces simple speech fluently, but loses coherence in complex communication • Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically • 	<ul style="list-style-type: none"> • Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects; occasionally loses coherence • Topics developed, but usually not logically concluded 	<ul style="list-style-type: none"> • Speaks without noticeable effort, with a little repetition • Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction • Topics not fully developed to merit. 	<ul style="list-style-type: none"> • Speaks fluently almost with no repetition & minimal hesitation • Develops topic fully & coherently
Pronunciation	<ul style="list-style-type: none"> • Frequent inaccurate pronunciation • Communication is severely affected 	<ul style="list-style-type: none"> • Frequently unintelligible articulation • Frequent phonological errors • Major communication problems 	<ul style="list-style-type: none"> • Largely correct pronunciation & clear articulation except occasional errors 	<ul style="list-style-type: none"> • Mostly correct pronunciation & clear articulation • Is clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> • Pronounces correctly & articulates clearly • Is always comprehensible • uses appropriate intonation
Vocabulary & Grammar	<ul style="list-style-type: none"> • Demonstrates almost no flexibility, and mostly struggles for appropriate words • Many Grammatical errors impacting communication 	<ul style="list-style-type: none"> • Is able to communicate on some of the topics, with limited vocabulary. • Frequent errors, but self-corrects 	<ul style="list-style-type: none"> • Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors 	<ul style="list-style-type: none"> • Is able to communicate on most of the topics with appropriate vocabulary • Minor errors that do not hamper communication 	<ul style="list-style-type: none"> • Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions • No grammatical errors

iii. Schedule:

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

कक्षा – एकादशी - द्वादशी
संस्कृतम् (केन्द्रिकम्) (कोड सं. 322)
पाठ्यक्रमः परीक्षानिर्देशाश्च (2023-24)

भाष्यते व्यवहारादिषु प्रयुज्यते इति भाषा, मानवः स्वमनसि विद्यमानान् विचारान् भावनाः अनुभूतिं च अर्थयुक्तैः ध्वनिभिः लिखितसङ्केतैः च व्यक्तीकरोति सा भाषा। भाषा अभिप्रायप्रकटनस्य साधनम्। वस्तुतः लोके द्वयोः मनुष्ययोः मध्ये परस्परम् अवबोधनाय, भावग्रहणाय, भावविनिमयाय च भाषया विना न अन्यत् स्पष्टतमं सरलतमं च साधनं विद्यते। लोके बहव्यः भाषाः सन्ति यासु संस्कृतभाषा अतिप्राचीनतमा समृद्धा च अस्ति। संस्कृतभाषायाम् एव सन्ति ऋग्यजुस्सामाथर्वाः चत्वारः वेदाः, शिक्षा, व्याकरणं, निरुक्तं, ज्योतिषं, छन्दः कल्पः चेति षडङ्गानि, चतुर्दशविद्याः, विज्ञानम्, आयुर्वेदः, योगशास्त्रादयः ग्रन्थाः। अतः संस्कृतं केवलं भाषा न अपितु किञ्चन जीवनदर्शनम् इति। इयं विद्या (भाषा) भारतीयानां प्रतिष्ठात्मिका कामधेनुः समस्तज्ञानप्रदात्री, ऐक्यप्रदात्री, धर्मार्थकाममोक्षप्रदात्री च अस्ति। सृष्टेः आदितः अद्यावधिः यत् शिक्षणं ज्ञानविज्ञानं च अस्ति तत् सर्वं अस्यां भाषायामेव सन्निहितम् अस्ति। अतिसूक्ष्मभावनां प्रकटयितुं स्पष्टीकर्तुं संस्कृतं विना नैव अन्यत्र विद्यते सामर्थ्यम्। भारतीयं सर्वस्वं विश्वस्य समग्रं तत्त्वं च अस्यां भाषायाम् अस्ति।

संस्कृतस्य भाषावैज्ञानिकत्वम् – ऐतिहासिक-वर्णनात्मक-तुलनात्मकाध्ययन-द्वारा भाषायाः प्रकृतेः विकासोत्पत्तेः संरचनायाः अध्ययनपूर्वकं सर्वेषां विषयाणां सैद्धान्तिकः निर्णयः भाषाविज्ञानेन क्रियते। भाषाविज्ञान-नामकशास्त्रे शब्दानाम् उत्पत्तिः, वाक्यानां संरचना इत्यादीनां विषयाणां विचारः क्रियते। भाषाविज्ञानस्य सम्बन्धः सर्वेषां मानवानां भाषाभिः सह अस्ति। एवं भाषाविज्ञाने ध्वनेः, ध्वनि-उच्चारणोपयोगिनां स्वरयन्त्रमुखजिह्वादि-अङ्गानां प्रकृति-प्रत्ययादीनां, संज्ञासर्वनाम-क्रिया-विशेषणादीनां नामाख्यात-उपसर्जननिपातानां पदपदार्थविषयकानां विकारादीनां विकारमूलककारकाणाम् अन्येषां विविधविषयाणाञ्च अध्ययनं क्रियते। भाषाविज्ञाने संस्कृतभाषा-विषयक-वर्णोत्पत्ति-सिद्धान्तस्य अतीव वैज्ञानिकं निरूपणं कृतं वर्तते।

विश्वस्य सर्वासु भाषासु संस्कृतभाषा प्राचीनतमा अस्ति। प्रायः सर्वासु भाषासु संस्कृतपरकशब्दाः उपलभ्यन्ते। संस्कृतभाषा भारतीयभाषाणां जननी इति कथ्यते। सर्वासु भारतीयभाषासु संस्कृतभाषा अन्तर्लीना अस्ति इति सर्वे अङ्गीकुर्वन्ति।

भारतदेशः बहुभाषी देशोऽस्ति। अस्मिन् देशे अनेकतायाम् एकतावर्धिनी भाषेयं सामाजिकसमरसतायै जीवनविकासाय च आवश्यकी वर्तते। संस्कृतस्य सांस्कृतिकं महत्त्वं वर्णयन्तः विद्वांसः कथयन्ति “भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा, संस्कृतिमूलं संस्कृतम्, साहित्यं संस्कृतिवाहकञ्च इति।” एषा संस्कृतिः न केवलं भारतस्य अपि तु विश्वस्य मुकुटायमाना अस्ति। उक्तं च -

सत्यमहिंसादिगुणैः श्रेष्ठा विश्वबन्धुत्वशिक्षिका।

विश्वशान्तिः सुखधात्री भारतीया हि संस्कृतिः ॥

संस्कृते संस्कृतिर्ज्ञेया संस्कृते सकलाः कलाः।

संस्कृते सकलं ज्ञानं संस्कृते किन्न विद्यते ॥

एवं संस्कृतभाषा परिनिष्ठिता, दोषरहिता, सरला, गभीरा, यथार्था वैज्ञानिकी च भाषा अस्ति। सम्प्रति युगेस्मिन् प्रमुखैः उद्देश्यैः संस्कृतभाषा शिक्षणीया अस्ति।

शिक्षणोद्देश्यानि –

- * वसुधैव-कुटुम्बकम् इति भावनाविकासः।
- * भारतीयभाषाणां संरक्षणम्।
- * संस्कृतभाषया सम्प्रेषणकौशलविकासः।

- * परस्परं संस्कृतसम्भाषणेन भावविनिमयः ।
- * संस्कृत-भाषया एव संस्कृत-शिक्षणम् ।
- * श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक-कौशलानां विकासः ।
- * बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम् ।
- * मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च ।
- * भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च ।
- * आत्मानुशासनसंस्थापनार्थम्
- * भाषाशिक्षणकौशलानि वर्धनाय नैपुण्यप्राप्तिः ।
- * परस्परं वार्तालापमाध्यमेन भावविनिमयः ।
- * संस्कृतसाहित्यस्य अध्ययनेन ज्ञानानन्दस्य अनुभूतिः ।
- * मानवजीवनस्य विकासपूर्वकं कल्याणम् ।
- * संस्कृतभाषया छात्राणां सर्वविधविकासः ।

शिक्षणप्रविधयः -

- * संस्कृतमाध्यमेन सम्भाषणविधिना शनैः शनैः संस्कृतशिक्षणं सम्भविष्यति । गतिवर्धनाय संस्कृताध्यापकैः धैर्येण स्वकीयाध्यापन-कार्यक्रमाणां नियोजनम् । रुचिकरभाषाभ्यासेन भाषिकोपलब्धिः । भाषिकाभ्यासाय वार्तालाप-कथाश्रवण-वादविवाद-संवाद-वर्णनपरकप्रतियोगिताभिः भाषाशिक्षणं कारयितुं शक्यते ।
- * विभिन्नप्रामाणिकसंस्थानां कार्यक्रमाः साहित्यसामग्र्यश्च प्रयुज्य उत्तमशिक्षणं कर्तुं शक्यते ।
- * संस्कृतभाषया उपलब्ध-दृश्य-श्रव्य-सामग्री-माध्यमेन भाषाभ्यासः ।
- * विभिन्नपाठ्यसामग्रीद्वारा शिक्षकः स्वकीयं शिक्षणकार्यं रुचिकरं कर्तुं शक्नोति ।
- * भाषाशिक्षकः छात्रान् स्नेहपूर्वकम् (आत्मीयभावेन) पाठयेत् ।
- * अद्यतनपूर्वकं साहित्यकोश-शब्दकोश-सन्दर्भग्रन्थानां सहायतया छात्राणां तत्परतावर्धनम् ।
- * प्राचीनार्वाचीनयोर्मध्ये समन्वयस्थापनद्वारा नूतनशिक्षणविधिभिश्च संस्कृतशिक्षणम् ।

कौशलानि-

- * **श्रवणकौशलम्** – भावाधिग्रहणाय ध्वन्यात्मकं भाषायाः प्रथमं कौशलम् इदम् । अस्य साधनानि- गुरुमुखम्, आकाशवाणी, दूरवाणी, परिवारसदस्याः, समाजः, कक्ष्याः, ध्वनिमुद्रणयन्त्रम्, दूरदर्शनम् इत्यादीनि ।
- * **भाषणकौशलम्**- भावाभिव्यक्तये ध्वन्यात्मकं भाषायाः इदं द्वितीयं कौशलम् । वाग्-रूपं भावप्रकटनम् एव भाषणम्, परिसरप्रभावेण आधारेण वा भाषणशक्तिः जायते ।
- * **पठनकौशलम्** – भावाधिग्रहणाय लिप्यात्मकं भाषायाः तृतीयं कौशलम् इदम् । (अर्थग्रहणपूर्वकं स्पष्टरूप-वाचनम् इत्यर्थः)
- * **लेखनकौशलम्**- भावाभिव्यक्तये लिप्यात्मकं भाषायाः चतुर्थं कौशलम् इदम् । (ध्वनिरूपे विद्यमानं भाषांशं लिपिरूपे अवतारणं लेखनम् इति उच्यते)
- * ज्ञानात्मक-अवबोधनात्मक-अनुप्रयोगात्मक-विश्लेषणात्मक-संश्लेषणात्मक-मूल्याङ्कनात्मक-लक्षिताधिगमनविशेषाः ।

कक्षा – एकादशी (2023-24)
संस्कृतम् (केन्द्रिकम्) (कोड सं. 322)

आहत्य-अङ्काः - 80+20

आहत्य-कालांशाः - 210

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे चत्वारो भागाः भविष्यन्ति –

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

भागानुसारं विषयाः अङ्कविभाजनञ्च

80 अङ्काः

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

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

प्रश्नपत्र-प्रारूपम् /संरचना
कक्षा – एकादशी (2023-24)
संस्कृतम् (केन्द्रिकम्) (कोड सं.322)

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

संस्कृतपाठ्यक्रमः (केन्द्रिकम्) कोड सं. 322

कक्षा – एकादशी (2023-24)

वार्षिक मूल्याङ्कनम्

<p>‘क’ भागः अपठित – अवबोधनम्</p>		(10 अङ्काः)
<p>1. एकः अपठितः गद्यांशः 80-100 शब्दपरिमितः गद्यांशः, सरलकथा</p> <p>➤ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (2+4)</p> <p>➤ समुचितशीर्षकलेखनम् (1)</p> <p>➤ अनुच्छेद – आधारितं भाषिकं कार्यम् (3)</p> <p>भाषिककार्याय तत्त्वानि -</p> <p>✓ वाक्ये कर्तृ – क्रिया पदचयनम्</p> <p>✓ विशेषण – विशेष्य चयनम्</p> <p>✓ पर्याय – विलोमपद – चयनम्</p> <p>✓ सर्वनामस्थाने संज्ञाप्रयोगः</p>		10
<p>‘ख’ भागः रचनात्मकं कार्यम्</p>		(15 अङ्काः)
<p>2. औपचारिकम् अनौपचारिकं पत्रम्/प्रार्थनापत्रम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिं कृत्वा पूर्णं पत्रं लेखनीयम्)</p>		5
<p>3. लघुकथा (शब्दसूचीसाहाय्येन, रिक्तस्थानपूर्ति-माध्यमेन)</p>		5
<p>4. वार्तालापे एकपक्षपूरणम्</p>		5
<p>‘ग’ भागः अनुप्रयुक्त-व्याकरणम्</p>		(20 अङ्काः)
<p>5 सन्धिः – पाठ्यपुस्तके प्रयुक्तपदानां सन्धिविच्छेदः सन्धिकरणं च ।</p> <p>स्वरसन्धिः</p> <p>➤ दीर्घः, गुणः, वृद्धिः, यण्, अयादिः ।</p> <p>व्यञ्जनसन्धिः</p> <p>➤ श्चुत्वम्, ष्टुत्वम्, जश्त्वम्, अनुस्वारः, परसवर्णः ।</p> <p>विसर्गसन्धिः</p> <p>➤ सत्वम्, उत्त्वम्, रुत्वम्, लोपः ।</p>		3
<p>6. प्रत्ययाः (प्रकृति-प्रत्यय-संयोजनं वियोजनञ्च)</p> <p>➤ क्त्वा, ल्यप्, तुमुन्, तव्यत्, अनीयर्, क्त, क्तवतु ।</p>		3
<p>7. शब्दरूपाणि – विभक्त्यनुसारं वाक्यप्रयोगः ।</p> <p>➤ अजन्ताः-रमा, कवि, पति, मति, नदी, शिशु, धेनु, मधु, वधू, पितृ, मातृ- समानान्तरप्रयोगाश्च ।</p>		3

<p>➤ हलन्ताः – राजन्, गच्छन्, भवत्, आत्मन्, विद्वस्, वाच् समानान्तरप्रयोगाश्च ।</p> <p>➤ सर्वनामानि- सर्व, यत्, तत्, किम्, इदम् (त्रिषु लिङ्गेषु) अस्मद्, युष्मद् ।</p> <p>➤ सङ्ख्यावाचकशब्दाः – एकसङ्ख्यातः पञ्चसङ्ख्यापर्यन्तम् (त्रिषु लिङ्गेषु) ।</p> <p>8. धातुरूपाणि –पञ्चलकारेषु अधोलिखितधातूनां वाक्येषु प्रयोगः ।</p> <p>परस्मैपदिनः</p> <p>➤ भू, कृ, पा, स्था, दृश्, अस्, कथ्, भक्ष्, घ्रा, क्रुध्, हन्, श्रु, क्री, ग्रह्</p> <p>आत्मनेपदिनः</p> <p>➤ लभ्, सेव्, मुद्, याच् ।</p> <p>9. कारक-उपपदविभक्तिप्रयोगः</p> <p>10. सामान्यं वाच्य-परिवर्तनम् (लट्-लृट्-लकारयोः)</p> <p>11. अशुद्धि-संशोधनम् (लिङ्ग-वचन-पुरुष-विभक्ति-कालाधारितम्)</p>	<p>3</p> <p>3</p> <p>2</p> <p>3</p>
<p style="text-align: center;">‘घ’ भागः</p> <p style="text-align: center;">(i) पठितावबोधनम्</p> <p style="text-align: right;">(25 अङ्काः)</p>	
<p>12. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <p>➤ वाक्ये कर्तृ-क्रियापदचयनम्</p> <p>➤ विशेषण-विशेष्यचयनम्</p> <p>➤ पर्याय-विलोमपदचयनम्</p> <p>➤ सर्वनामस्थाने संज्ञाप्रयोगः</p>	<p>5</p>
<p>13. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <p>➤ वाक्ये कर्तृ-क्रियापदचयनम्</p> <p>➤ विशेषण-विशेष्यचयनम्</p> <p>➤ पर्याय-विलोमपदचयनम्</p> <p>➤ सर्वनामस्थाने संज्ञाप्रयोगः</p>	<p>5</p>
<p>14. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <p>➤ वाक्ये कर्तृ-क्रियापदचयनम्</p> <p>➤ विशेषण-विशेष्यचयनम्</p> <p>➤ पर्याय-विलोमपदचयनम्</p> <p>➤ सर्वनामस्थाने संज्ञाप्रयोगः</p>	<p>5</p>
<p>15. भावार्थे रिक्तस्थानपूर्तिः / प्रदत्ते भावार्थत्रये शुद्धभावार्थचयनम्</p>	<p>3</p>
<p>16. प्रदत्तेषु अन्वयेषु रिक्तस्थानपूर्तिः</p>	<p>3</p>
<p>17. प्रदत्तवाक्यांशानां सार्थकं संयोजनम् ।</p>	<p>2</p>

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

परीक्षायै निर्धारिताः पाठाः

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

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

पुस्तकानि

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

कक्षा – द्वादशी (2023-24)
संस्कृतम् (केन्द्रिकम्) (कोड सं. 322)

आहत्य-अङ्काः - 80+20

आहत्य-कालांशाः - 210

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे भागपञ्चकं भविष्यति –

‘क’ भागः अपठित – अवबोधनम्	10 अङ्काः	20 कालांशाः
‘ख’ भागः रचनात्मक- कार्यम्	15 अङ्काः	30 कालांशाः
‘ग’ भागः अनुप्रयुक्त – व्याकरणम्	20 अङ्काः	60 कालांशाः
‘घ’ भागः	35 अङ्काः	
(i) पठितावबोधनम्	(25 अङ्काः)	85 कालांशाः
(ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः	(10 अङ्काः)	25 कालांशाः

भागानुसारं विषयाः अङ्कविभाजनञ्च

80 अङ्काः

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

7.	प्रत्ययाः	बहुविकल्पात्मकाः	1×6=6
8.	उपपदविभक्तिप्रयोगः	बहुविकल्पात्मकाः	1×3=3
		पूर्णभारः	20 अङ्काः
<p style="text-align: center;">‘घ’ भागः (i) पठित – अवबोधनम्</p>			
9.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
10.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
11.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
12.	भावार्थे रिक्तस्थानपूर्तिः / शुद्धभावार्थचयनम्	निबन्धात्मकः / लघूत्तरात्मकः	1×3=3
13.	अन्वयः	निबन्धात्मकः	1×3=3
14.	प्रदत्तवाक्यांशानां सार्थकं संयोजनम्	लघूत्तरात्मकः	$\frac{1}{2} \times 4 = 2$
15.	प्रदत्तपङ्क्तिषु प्रसङ्गानुसारं पदानाम् अर्थलेखनम्	लघूत्तरात्मकः	$\frac{1}{2} \times 4 = 2$
		पूर्णभारः	25 अङ्काः
<p style="text-align: center;">‘घ’ भागः (ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः</p>			
16.	भास्वतीपाठ्यपुस्तकस्थ-पाठानां सन्दर्भग्रन्थाः, रचयितारः तेषां रचनाः च (1+1+1)	लघूत्तरात्मकाः	1×3=3
17.	महाकाव्यम्, गद्यकाव्यम्, चम्पूकाव्यम्	लघूत्तरात्मकाः	1×3=3
18.	नाट्यतत्त्वानां मुख्यविशेषतानां परिचयः	लघूत्तरात्मकाः	1×4=4
		पूर्णभारः	10 अङ्काः
सम्पूर्णभारः			80 अङ्काः

प्रश्नपत्र-प्रारूपम् /संरचना
कक्षा – द्वादशी (2023-24)
संस्कृतम् (केन्द्रिकम्) कोड सङ्ख्या - 322

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

संस्कृतपाठ्यक्रमः (केन्द्रिकम्) कोड् सङ्ख्या - 322
कक्षा-द्वादशी (2023-24)
वार्षिक मूल्याङ्कनम्

‘क’ भागः अपठित – अवबोधनम्		(10 अङ्काः)
1. एकः अपठितः गद्यांशः 80-100 शब्दपरिमितः गद्यांशः, सरलकथा <ul style="list-style-type: none"> ➤ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (2+4) ➤ समुचितशीर्षकलेखनम् (1) ➤ अनुच्छेद – आधारितं भाषिकं कार्यम् (3) भाषिककार्याय तत्त्वानि - <ul style="list-style-type: none"> ✓ वाक्ये कर्तृ-क्रियापदचयनम् ✓ विशेषण-विशेष्यचयनम् ✓ पर्याय-विलोमपदचयनम् ✓ सर्वनामस्थाने संज्ञाप्रयोगः 		10
‘ख’ भागः रचनात्मकं कार्यम्		(15 अङ्काः)
2. औपचारिकम् अनौपचारिकं पत्रम्/प्रार्थनापत्रम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिं कृत्वा पूर्णं पत्रं लेखनीयम्)		5
3. लघुकथा (शब्दसूचीसाहाय्येन, रिक्तस्थानपूर्ति-माध्यमेन)/वार्तालापे एकपक्षपूरणम्		5
4. हिन्दीभाषया आङ्ग्लभाषया वा लिखितानां वाक्यानां संस्कृतभाषया अनुवादः		5
‘ग’ भागः अनुप्रयुक्त-व्याकरणम्		(20 अङ्काः)
5. पाठाधारिताः सन्धिविच्छेदाः – (2+2+2) <ul style="list-style-type: none"> ➤ स्वरसन्धिः ➤ व्यञ्जनसन्धिः ➤ विसर्गसन्धिः 		6
6. पाठाधारित-समासाः विग्रहाः च – <ul style="list-style-type: none"> ➤ अव्ययीभावः, द्विगुः, द्वन्द्वः, तत्पुरुषः, कर्मधारयः, बहुव्रीहिः 		5
7. प्रत्ययाः - (प्रकृतिप्रत्यय-संयोजनं वियोजनञ्च) (अ) कृत्- क्त, क्तवतु, तव्यत्, अनीयर्, शतृ, शानच्, क्तिन् (आ) तद्धित- मतुप्, इन्, ठक्, त्व, तल् (इ) स्त्री-प्रत्ययाः – टाप्, डीप्		6
8. उपपदविभक्तिप्रयोगः (पाठ्यपुस्तकम् आधृत्य)		3

<p style="text-align: center;">‘घ’ भागः (i) पठितावबोधनम् (25 अङ्काः)</p>	
9. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपद-चयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः	5
10. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपद-चयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः	5
11. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपद-चयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः	5
12. भावार्थे रिक्तस्थानपूर्तिः / प्रदत्ते भावार्थत्रये शुद्धभावार्थचयनम्	3
13. प्रदत्तेषु अन्वयेषु रिक्तस्थानपूर्तिः	3
14. प्रदत्तवाक्यांशानां सार्थकं संयोजनम्	2
15. प्रदत्तपङ्क्तिषु प्रसङ्गानुसारं पदानाम् अर्थलेखनम्	2
<p style="text-align: center;">‘घ’ भागः (ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः (10 अङ्काः)</p>	
16. भास्वतीपाठ्यपुस्तकस्थ-पाठानां सन्दर्भग्रन्थाः, रचयितारः तेषां रचनाः च (1+1+1)	3
17. महाकाव्यम्, गद्यकाव्यम्, चम्पूकाव्यम्	3
18. नाट्यतत्त्वानां मुख्यविशेषतानां परिचयः	4

आहत्याङ्काः - 80 अङ्काः

परीक्षायै निर्धारिताः पाठाः

पाठ्यस्तकम् – भास्वती - द्वितीयो भागः			
पाठसङ्ख्या	पाठनाम	पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	अनुशासनम्	षष्ठः पाठः	सूक्तिसौरभम्
तृतीयः पाठः	मातुराज्ञा गरीयसी	सप्तमः पाठः	नैकेनापि समं गता वसुमती
चतुर्थः पाठः	प्रजानुरञ्जको नृपः	नवमः पाठः	मदालसा
पञ्चमः पाठः	दौवारिकस्य निष्ठा	एकादशः पाठः	कार्याकार्यव्यवस्थितिः

पाठसङ्ख्या	पाठनाम
चतुर्थः अध्यायः	महाकाव्य
सप्तमः अध्यायः	गद्य काव्य एवं चम्पू काव्य
नवमः अध्यायः	नाट्य साहित्य

पुस्तकानि

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

आन्तरिक-मूल्याङ्कनम् (20 अङ्काः)

उद्देश्यानि

- ❖ छात्राणां सृजनात्मकक्षमतायाः विकासः ।
- ❖ श्रवण-भाषण-पठन-लेखनकौशलानां विकासः ।
- ❖ चिन्तनक्षमतायाः आत्मविश्वासस्य च संवर्धनम् ।

क्र. सं.	गतिविधयः	उदाहरणानि	अङ्काः	निर्देशाः	मूल्याङ्कनविन्दवः
1.	आवधिक-परीक्षा: (पीरियोडिक - असैस्मैट)	लिखितपरीक्षा	05	विद्यालयेन समये समये लिखितपरीक्षाणाम् आयोजनं करणीयं भवति ।	परीक्षासु यत्र विद्यार्थिनः श्रेष्ठाः अङ्काः स्युः तयोः द्वयोः परीक्षयोः एव अधिभारः ग्रहीतव्यः । अपि च आवधिकपरीक्षासु अपि प्रश्नेषु आन्तरिकविकल्पाः देयाः । मूल्याङ्कनसमये यदि छात्रः सर्वान् प्रश्नान् उत्तरति तर्हि छात्रहिताय यत्र अधिकाः अङ्काः सन्ति तेषाम् एव मूल्याङ्कनं करणीयम् ।
2	बहुविधमूल्याङ्कनम्	<ul style="list-style-type: none"> ❖ कक्षायां पाठितस्य पाठस्य लघुमूल्याङ्कनम् ❖ निर्गतपत्राणि ❖ प्रश्नोत्तरी ❖ मौखिकी परीक्षा ❖ प्रतियोगिताः ❖ प्रश्नमञ्चस्यायोजनम् 	05	कक्षायां पाठित-पाठस्य विषयस्य वा बहुविधं मूल्याङ्कनम् अपेक्षितम् अस्ति । अनेन विद्यार्थिनां विविधकौशलानां मूल्याङ्कनं भवेत् ।	<ul style="list-style-type: none"> ❖ मौलिकता ❖ विषयसम्बद्धता ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम्
3.	निवेशसूचिका (पोर्टफोलियो)	<ul style="list-style-type: none"> ❖ कक्षाकार्यम् ❖ सामूहिक-मूल्याङ्कनम् ❖ स्वमूल्याङ्कनम् ❖ विद्यार्थिनः विषयगताः उपलब्धयः 	05	विद्यार्थिभिः कक्षायां कृतानां कार्याणाम् उपलब्धीनां च संरक्षणं संयोजनं च सञ्चिकायां पत्रावल्यां वा करणीयम् । एतेन समग्रं मूल्याङ्कनं प्रमाणिकत्वेन भवितुं शक्नोति ।	<ul style="list-style-type: none"> ❖ सुलेखः ❖ तथ्यात्मकता ❖ प्रामाणिकता ❖ समयबद्धता

4.	भाषा-संवर्धनाय गतिविधयः (क) श्रवण- भाषण-कौशलम्	<ul style="list-style-type: none"> ❖ कथा ❖ संवादः/ वार्तालापः ❖ भाषणम् ❖ नाटकम् ❖ वार्ता: ❖ आशुभाषणम् ❖ संस्कृतगीतानि ❖ श्लोकोच्चारणम् ❖ प्रहेलिका: 	05	<ul style="list-style-type: none"> ❖ छात्राः कामपि कथां श्रावयितुं शक्नुवन्ति । ❖ शिक्षकः कमपि विषयं सूचयित्वा परस्परं संवादं कारयितुं शक्नोति । ❖ दूरदर्शने वार्तावली इत्याख्यः संस्कृत-कार्यक्रमः प्रसारितः भवति तं द्रष्टुं छात्राः प्रेरणीयाः । ❖ श्रवण-कौशल-मूल्याङ्कनाय शिक्षकः स्वयम् अपि कथां श्रावयित्वा ततः सम्बद्ध-प्रश्नान् प्रष्टुं शक्नोति । 	<ul style="list-style-type: none"> ❖ उच्चारणम् ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम् (आरोहावरोह-गतियति-प्रयोगः)
	(ख) लेखनकौशलम्	<ul style="list-style-type: none"> ❖ विविधविषयान् आधृत्य मौलिकलेखनम् यथा- देशः, माता, पिता, गुरुः, विद्या पर्यावरणम्, योगः, समयस्य सदुपयोगः, शिक्षा, अनुशासनम् इत्यादयः । ❖ शैक्षिकभ्रमणस्य संस्कृतेन प्रतिवेदनलेखनम् । ❖ दैनन्दिनीलेखनम् । ❖ सङ्केताधारितं कथालेखनम् । ❖ भित्तिपत्रिकायाः निर्माणम् । ❖ श्रुतलेखः । ❖ सूक्तिलेखनम् । 		<ul style="list-style-type: none"> ❖ छात्राः यथाशक्यं कक्षायामेव लेखनकार्यं कुर्युः । ❖ टिप्पणी- पुस्तिकायाः निर्माणम् । ❖ वैयक्तिकपरीक्षणम् । 	<ul style="list-style-type: none"> ❖ विषय-सम्बद्धता ❖ शुद्धता (विशेषतः पञ्चमवर्णस्यप्रयोगः) ❖ समयबद्धता ❖ सुलेखः ❖ प्रस्तुतीकरणम्
	अवधातव्यम् –उपर्युक्त-गतिविधयः उदाहरणरूपेण प्रदत्ताः सन्ति । एतदतिरिच्य एतादृशाः अन्यगतिविधयः अपि भवितुमर्हन्ति ।				

हिंदी (आधार) (कोड सं.- 302)
कक्षा 11वीं-12वीं (2023 -24)

दसवीं कक्षा तक हिंदी का अध्ययन करने वाला शिक्षार्थी समझते हुए पढ़ने व सुनने के साथ-साथ हिंदी में सोचने और उसे मौखिक एवं लिखित रूप में व्यक्त कर पाने की सामान्य दक्षता अर्जित कर चुका होता है। उच्चतर माध्यमिक स्तर पर आने के बाद इन सभी दक्षताओं को उस स्तर तक ले जाने की आवश्यकता होती है, जहाँ भाषा का प्रयोग भिन्न-भिन्न व्यवहार-क्षेत्रों की माँगों के अनुरूप किया जा सके। आधार पाठ्यक्रम, साहित्यिक बोध के साथ-साथ भाषायी दक्षता के विकास को ज्यादा महत्व देता है। यह पाठ्यक्रम उन शिक्षार्थियों के लिए उपयोगी साबित होगा, जो आगे विश्वविद्यालय में अध्ययन करते हुए हिंदी को एक विषय के रूप में पढ़ेंगे या विज्ञान/सामाजिक विज्ञान के किसी विषय को हिंदी माध्यम से पढ़ना चाहेंगे। यह उनके लिए भी उपयोगी साबित होगा, जो उच्चतर माध्यमिक स्तर की शिक्षा के बाद किसी तरह के रोजगार में लग जाएंगे। वहाँ कामकाजी हिंदी का आधारभूत अध्ययन काम आएगा। जिन शिक्षार्थियों की रुचि जनसंचार माध्यमों में होगी, उनके लिए यह पाठ्यक्रम एक आरंभिक पृष्ठभूमि निर्मित करेगा। इसके साथ ही यह पाठ्यक्रम सामान्य रूप से तरह-तरह के साहित्य के साथ शिक्षार्थियों के संबंध को सहज बनाएगा। शिक्षार्थी भाषिक अभिव्यक्ति के सूक्ष्म एवं जटिल रूपों से परिचित हो सकेंगे। वे यथार्थ को अपने विचारों में व्यवस्थित करने के साधन के तौर पर भाषा का अधिक सार्थक उपयोग कर पाएँगे और उनमें जीवन के प्रति मानवीय संवेदना एवं सम्यक दृष्टि का विकास हो सकेगा।

राष्ट्रीय शिक्षा नीति 2020 तथा केंद्रीय माध्यमिक शिक्षा बोर्ड द्वारा समय-समय पर दक्षता आधारित शिक्षा, कला समेकित अधिगम, अनुभवात्मक अधिगम को अपनाने की बात की गई है जो शिक्षार्थियों की प्रतिभा को उजागर करने, खेल-खेल में सीखने पर बल देने, आनंदपूर्ण ज्ञानार्जन और विद्यार्जन के विविध तरीकों को अपनाने तथा अनुभव के द्वारा सीखने पर बल देती है।

दक्षता आधारित शिक्षा से तात्पर्य है सीखने और मूल्यांकन करने का एक ऐसा दृष्टिकोण जो शिक्षार्थी के सीखने के प्रतिफल और विषय में विशेष दक्षता को प्राप्त करने पर बल देता है। दक्षता वह क्षमता, कौशल, ज्ञान और दृष्टिकोण है जो व्यक्ति को वास्तविक जीवन में कार्य करने में सहायता करती है। इससे शिक्षार्थी यह सीख सकते हैं कि ज्ञान और कौशल को किस प्रकार प्राप्त किया जाए तथा उन्हें वास्तविक जीवन की समस्याओं पर कैसे लागू किया जाए। प्रत्येक विषय, प्रत्येक पाठ को जीवनोपयोगी बनाकर प्रयोग में लाना ही दक्षता आधारित शिक्षा है। इसके लिए उच्च स्तरीय चिंतन कौशल पर विशेष बल देने की आवश्यकता है।

कला समेकित अधिगम को शिक्षण-अधिगम प्रक्रिया में सुनिश्चित करना अत्यधिक आवश्यक है। कला के संसार में कल्पना की एक अलग ही उड़ान होती है। कला एक व्यक्ति की रचनात्मक अभिव्यक्ति है। कला समेकित अधिगम से तात्पर्य है कला के विविध रूपों यथा संगीत, नृत्य, नाटक, कविता, रंगशाला, यात्रा, मूर्तिकला, आभूषण बनाना, गीत लिखना, नुक्कड़ नाटक, कोलाज, पोस्टर, कला प्रदर्शनी को शिक्षण अधिगम की प्रक्रिया का अभिन्न हिस्सा बनाना। किसी विषय को आरंभ करने के लिए आइस ब्रेकिंग गतिविधि के रूप में तथा सामंजस्यपूर्ण समझ पैदा करने के लिए अंतरविषयक या बहुविषयक परियोजनाओं के रूप में कला समेकित अधिगम का प्रयोग किया जाना चाहिए। इससे पाठ अधिक रोचक एवं ग्राह्य हो जाएगा।

अनुभवात्मक अधिगम या आनुभविक ज्ञानार्जन का उद्देश्य शैक्षिक वातावरण को शिक्षार्थी केंद्रित बनाने के साथ-साथ स्वयं मूल्यांकन करने, आलोचनात्मक रूप से सोचने, निर्णय लेने तथा ज्ञान का निर्माण कर उसमें पारंगत होने से है। यहाँ शिक्षक की भूमिका मार्गदर्शक की रहती है। ज्ञानार्जन अनुभव सहयोगात्मक अथवा

स्वतंत्र होता है और यह शिक्षार्थी को एक साथ कार्य करने तथा स्वयं के अनुभव द्वारा सीखने पर बल देता है। यह सिद्धांत और व्यवहार के बीच की दूरी को कम करता है।

इस पाठ्यक्रम के अध्ययन से:

1. शिक्षार्थी अपनी रुचि और आवश्यकता के अनुरूप साहित्य का गहन और विशेष अध्ययन जारी रख सकेंगे।
2. विश्वविद्यालय स्तर पर निर्धारित हिंदी-साहित्य से संबंधित पाठ्यक्रम के साथ सहज संबंध स्थापित कर सकेंगे।
3. लेखन-कौशल के व्यावहारिक और सृजनात्मक रूपों की अभिव्यक्ति में सक्षम हो सकेंगे।
4. रोज़गार के किसी भी क्षेत्र में जाने पर भाषा का प्रयोग प्रभावी ढंग से कर सकेंगे।
5. यह पाठ्यक्रम शिक्षार्थी को जनसंचार तथा प्रकाशन जैसे विभिन्न-क्षेत्रों में अपनी क्षमता व्यक्त करने का अवसर प्रदान कर सकता है।
6. शिक्षार्थी दो भिन्न पाठों की पाठ्यवस्तु पर चिंतन करके उनके मध्य की संबद्धता पर अपने विचार अभिव्यक्त करने में सक्षम हो सकेंगे।
7. शिक्षार्थी रटे-रटाए वाक्यों के स्थान पर अभिव्यक्तिपरक/ स्थिति आधारित/ उच्च चिंतन क्षमता के प्रश्नों पर सहजता से अपने विचार प्रकट कर सकेंगे।

उद्देश्य :

- संप्रेषण के माध्यम और विधाओं के लिए उपयुक्त भाषा प्रयोग की इतनी क्षमता उनमें आ चुकी होगी कि वे स्वयं इससे जुड़े उच्चतर पाठ्यक्रमों को समझ सकेंगे।
- भाषा के अंदर सक्रिय सत्ता संबंध की समझ।
- सृजनात्मक साहित्य की समझ और आलोचनात्मक दृष्टि का विकास।
- शिक्षार्थियों के भीतर सभी प्रकार की विविधताओं (धर्म, जाति, लिंग, क्षेत्र एवं भाषा संबंधी) के प्रति सकारात्मक एवं विवेकपूर्ण रवैये का विकास।
- पठन-सामग्री को भिन्न-भिन्न कोणों से अलग-अलग सामाजिक, सांस्कृतिक चिंताओं के परिप्रेक्ष्य में देखने का अभ्यास करवाना तथा आलोचनात्मक दृष्टि का विकास करना।
- शिक्षार्थी में स्तरीय साहित्य की समझ और उसका आनंद उठाने की क्षमता तथा साहित्य को श्रेष्ठ बनाने वाले तत्वों की संवेदना का विकास।
- विभिन्न ज्ञानानुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति और उसकी क्षमताओं का बोध।
- कामकाजी हिंदी के उपयोग के कौशल का विकास।
- जनसंचार माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से परिचय और इन माध्यमों की आवश्यकता के अनुरूप मौखिक एवं लिखित अभिव्यक्ति का विकास।
- शिक्षार्थी में किसी भी अपरिचित विषय से संबंधित प्रासंगिक जानकारी के स्रोतों का अनुसंधान और व्यवस्थित ढंग से उनकी मौखिक और लिखित प्रस्तुति की क्षमता का विकास।

शिक्षण-युक्तियाँ

- कुछ बातें इस स्तर पर हिंदी शिक्षण के लक्ष्यों के संदर्भ में सामान्य रूप से कही जा सकती हैं। एक तो यह है कि कक्षा में दबाव एवं तनाव मुक्त माहौल होने की स्थिति में ये लक्ष्य हासिल किए जा सकते हैं। चूँकि इस पाठ्यक्रम में तैयारशुदा उत्तरों को कंठस्थ कर लेने की कोई अपेक्षा नहीं है, इसलिए विषय को समझने और उस समझ के आधार पर उत्तर को शब्दबद्ध करने की योग्यता विकसित करना शिक्षक का काम है। इस योग्यता के विकास के लिए कक्षा में शिक्षार्थियों और शिक्षिका के

बीच निर्बाध संवाद ज़रूरी है। शिक्षार्थी अपनी शंकाओं और उलझनों को जितना अधिक व्यक्त करेंगे, उनमें उतनी स्पष्टता आ पाएगी।

- भाषा की कक्षा से समाज में मौजूद विभिन्न प्रकार के द्वंद्वों पर बातचीत का मंच बनाना चाहिए। उदाहरण के लिए संविधान में किसी शब्द विशेष के प्रयोग पर निषेध को चर्चा का विषय बनाया जा सकता है। यह समझ ज़रूरी है कि शिक्षार्थियों को सिर्फ़ सकारात्मक पाठ देने से काम नहीं चलेगा बल्कि उन्हें समझाकर भाषिक यथार्थ का सीधे सामना करवाने वाले पाठों से परिचय होना ज़रूरी है।
- शंकाओं और उलझनों को रखने के अलावा भी कक्षा में शिक्षार्थियों को अधिक-से-अधिक बोलने के लिए प्रेरित किया जाना ज़रूरी है। उन्हें यह अहसास कराया जाना चाहिए कि वे पठित सामग्री पर राय देने का अधिकार और ज्ञान रखते हैं। उनकी राय को प्राथमिकता देने और उसे बेहतर तरीके से पुनः प्रस्तुत करने की अध्यापकीय शैली यहाँ बहुत उपयोगी होगी।
- शिक्षार्थियों को संवाद में शामिल करने के लिए यह ज़रूरी होगा कि उन्हें एक नामहीन समूह न मानकर अलग-अलग व्यक्तियों के रूप में अहमियत दी जाए। शिक्षकों को अक्सर एक कुशल संयोजक की भूमिका में स्वयं देखना होगा, जो किसी भी इच्छुक व्यक्ति को संवाद का भागीदार बनने से वंचित नहीं रखते, उसके कच्चे-पक्के वक्तव्य को मानक भाषा-शैली में ढाल कर उसे एक आभा दे देते हैं और मौन को अभिव्यंजना मान बैठे लोगों को मुखर होने पर बाध्य कर देते हैं।
- अप्रत्याशित विषयों पर चिंतन तथा उसकी मौखिक व लिखित अभिव्यक्ति की योग्यता का विकास शिक्षकों के सचेत प्रयास से ही संभव है। इसके लिए शिक्षकों को एक निश्चित अंतराल पर नए-नए विषय प्रस्तावित कर उन पर लिखने तथा संभाषण करने के लिए पूरी कक्षा को प्रेरित करना होगा। यह अभ्यास ऐसा है, जिसमें विषयों की कोई सीमा तय नहीं की जा सकती। विषय की असीम संभावना के बीच शिक्षक यह सुनिश्चित कर सकते हैं कि उसके शिक्षार्थी किसी निबंध-संकलन या कुंजी से तैयारशुदा सामग्री उतार भर न ले। तैयार शुदा सामग्री के लोभ से, बाध्यतावश ही सही मुक्ति पाकर शिक्षार्थी नये तरीके से सोचने और उसे शब्दबद्ध करने के लिए तैयार होंगे। मौखिक अभिव्यक्ति पर भी विशेष ध्यान देने की ज़रूरत है, क्योंकि भविष्य में साक्षात्कार, संगोष्ठी जैसे मौकों पर यही योग्यता शिक्षार्थी के काम आती है। इसके अभ्यास के सिलसिले में शिक्षकों को उचित हावभाव, मानक उच्चारण, पॉज, बलाघात, हाजिरजवाबी इत्यादि पर खास बल देना होगा।
- काव्य की भाषा के मर्म से शिक्षार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के शिक्षण में उससे मदद ली जानी चाहिए।
- एन सी ई आर टी, शिक्षा मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए कार्यक्रम/ ई-सामग्री, वृत्तचित्रों और सिनेमा को शिक्षण सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है। शिक्षार्थियों को स्तरीय परीक्षा करने को भी कहा जा सकता है।
- कक्षा में सिर्फ़ एक पाठ्यपुस्तक की उपस्थिति से बेहतर यह है कि शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को शिक्षार्थी देख सकें और शिक्षक उनका कक्षा में अलग-अलग मौकों पर इस्तेमाल कर सकें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे शिक्षार्थियों में इसका इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सही अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा और उनमें संवेदनशीलता बढ़ेगी। वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएँगे।

- कक्षा-अध्यापन के पूरक कार्य के रूप में सेमिनार, ट्यूटोरियल कार्य, समस्या-समाधान कार्य, समूहचर्चा, परियोजनाकार्य, स्वाध्याय आदि पर बल दिया जाना चाहिए। पाठ्यक्रम में जनसंचार माध्यमों से संबंधित अंशों को देखते हुए यह ज़रूरी है कि समय-समय पर इन माध्यमों से जुड़े व्यक्तियों और विशेषज्ञों को भी विद्यालय में बुलाया जाए तथा उनकी देख-रेख में कार्यशालाएँ आयोजित की जाएँ।
- भिन्न क्षमता वाले शिक्षार्थियों के लिए उपयुक्त शिक्षण सामग्री का इस्तेमाल किया जाए तथा उन्हें किसी भी प्रकार से अन्य शिक्षार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में शिक्षक को हर प्रकार की विविधताओं (लिंग जाति, धर्म, वर्ग आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।

श्रवण तथा वाचन परीक्षा हेतु दिशा-निर्देश

श्रवण (सुनना) (5 अंक) : वर्णित या पठित सामग्री को सुनकर अर्थग्रहण करना, वार्तालाप करना, वाद-विवाद, भाषण, कविता पाठ आदि को सुनकर समझना, मूल्यांकन करना और अभिव्यक्ति के ढंग को समझना।

वाचन (बोलना) (5 अंक): भाषण, सस्वर कविता-पाठ, वार्तालाप और उसकी औपचारिकता, कार्यक्रम-प्रस्तुति, कथा-कहानी अथवा घटना सुनाना, परिचय देना, भावानुकूल संवाद-वाचन।

टिप्पणी: वार्तालाप की दक्षताओं का मूल्यांकन निरंतरता के आधार पर परीक्षा के समय ही होगा। निर्धारित 10 अंकों में से 5 श्रवण (सुनना) कौशल के मूल्यांकन के लिए और 5 वाचन (बोलना) कौशल के मूल्यांकन के लिए होंगे।

वाचन (बोलना) एवं श्रवण (सुनना) कौशल का मूल्यांकन:

- परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 250 शब्दों का होना चाहिए।
या
परीक्षक 2-3 मिनट का श्रव्य अंश (ऑडियो क्लिप) सुनवाएगा। अंश रोचक होना चाहिए। कथ्य/घटना पूर्ण एवं स्पष्ट होनी चाहिए। वाचक का उच्चारण शुद्ध, स्पष्ट एवं विराम चिह्नों के उचित प्रयोग सहित होना चाहिए।
- परीक्षार्थी ध्यानपूर्वक परीक्षक/ऑडियो क्लिप को सुनने के पश्चात परीक्षक द्वारा पूछे गए प्रश्नों का अपनी समझ से मौखिक उत्तर देंगे। (1x5 = 5)
- किसी निर्धारित विषय पर बोलना : जिससे शिक्षार्थी अपने व्यक्तिगत अनुभवों का प्रत्यास्मरण कर सकें।
- कोई कहानी सुनाना या किसी घटना का वर्णन करना।
- परिचय देना।
(स्व/ परिवार/ वातावरण/ वस्तु/ व्यक्ति/ पर्यावरण/ कवि/लेखक आदि)

परीक्षकों के लिए अनुदेश :-

- परीक्षण से पूर्व परीक्षार्थी को तैयारी के लिए कुछ समय दिया जाए।
- विवरणात्मक भाषा में वर्तमान काल का प्रयोग अपेक्षित है।
- निर्धारित विषय परीक्षार्थी के अनुभव-जगत के हों।
- जब परीक्षार्थी बोलना आरंभ करें तो परीक्षक कम से कम हस्तक्षेप करें।

कौशलों के अंतरण का मूल्यांकन

(इस बात का निश्चय करना कि क्या शिक्षार्थी में श्रवण और वाचन की निम्नलिखित योग्यताएँ हैं)

क्र.	श्रवण (सुनना)		वाचन (बोलना)
1	परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है।	1	केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है।
2	छोटे सुसंबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	2	परिचित संदर्भों में केवल छोटे संबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है।
3	परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है।	3	अपेक्षाकृत दीर्घ भाषण में जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है।
4	दीर्घ कथनों की शृंखला को पर्याप्त शुद्धता से समझने के ढंग और निष्कर्ष निकाल सकने की योग्यता है।	4	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा-प्रवाह रूप में प्रस्तुत करता है।
5	जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करने की क्षमता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है।

परियोजना कार्य

- | | |
|--------------------|-------------------|
| - | कुल अंक 10 |
| विषय वस्तु | 5 अंक |
| भाषा एवं प्रस्तुति | 3 अंक |
| शोध एवं मौलिकता | 2 अंक |
- हिन्दी भाषा और साहित्य से जुड़े विविध विषयों/ विधाओं / साहित्यकारों / समकालीन लेखन / साहित्यिक वादों / भाषा के तकनीकी पक्ष / प्रभाव / अनुप्रयोग / साहित्य के सामाजिक संदर्भ एवं जीवन मूल्य संबंधी प्रभावों आदि पर परियोजना कार्य दिए जाने चाहिए।
 - सत्र के प्रारंभ में ही शिक्षार्थी को विषय चुनने का अवसर मिले ताकि उसे शोध, तैयारी और लेखन के लिए पर्याप्त समय मिल सके।

परियोजना-कार्य

‘परियोजना’ शब्द योजना में ‘परि’ उपसर्ग लगने से बना है। ‘परि’ का अर्थ है ‘पूर्णता’ अर्थात् ऐसी योजना जो अपने आप में पूर्ण हो परियोजना कहलाती है। किसी विशेष लक्ष्य की प्राप्ति हेतु जो योजना बनाई और कार्यान्वित की जाती है, उसे परियोजना कहते हैं। यह किसी समस्या के निदान या किसी विषय के तथ्यों को प्रकाशित करने के लिए तैयार की गई एक पूर्ण विचार योजना होती है।

राष्ट्रीय पाठ्यचर्चा की रूपरेखा, राष्ट्रीय शिक्षा नीति 2020 तथा केन्द्रीय माध्यमिक शिक्षा बोर्ड द्वारा समय-समय पर अनुभवात्मक अधिगम, आनंदपूर्ण अधिगम की बात कही गई है। उच्चतर माध्यमिक स्तर पर शिक्षार्थियों के लिए हिंदी का अध्ययन एक सृजनात्मक, साहित्यिक, सांस्कृतिक और विभिन्न प्रयुक्तियों की भाषा के रूप में प्रयोग करने और करवाने के लिए परियोजना कार्य अत्यंत महत्वपूर्ण व लाभदायक सिद्ध होता है।

परियोजना का महत्व

- व्यक्तिगत स्तर पर खोज, कार्यवाही और ग्यारहवीं - बारहवीं कक्षा के दौरान अर्जित ज्ञान और कौशल, विचारों आदि पर चिंतन का उपयोग ।
- सैद्धांतिक निर्माणों और तर्कों का उपयोग करके वास्तविक दुनिया के परिदृश्यों का विश्लेषण और मूल्यांकन
- एक स्वतंत्र और विस्तारित कार्य का निर्माण करने के लिए महत्वपूर्ण और रचनात्मक चिंतन, कौशल और क्षमताओं के अनुप्रयोग का प्रदर्शन
- उन विषयों पर कार्य करने का अवसर जिनमें शिक्षार्थियों की रुचि है।
- नए ज्ञान की ओर अग्रसर
- खोजी प्रवृत्ति में वृद्धि
- भाषा ज्ञान समृद्ध एवं व्यावहारिक
- समस्या समाधान की क्षमता का विकास

परियोजना कार्य निर्धारित करते समय ध्यान देने योग्य बातें

- परियोजना कार्य शिक्षार्थियों में योग्यता आधारित क्षमता को ध्यान में रखकर दिए जाएँ जिससे वे विषय के साथ जुड़ते हुए उसके व्यावहारिक पक्ष को समझ सकें। वर्तमान समय में उसकी प्रासंगिकता पर भी ध्यान दिया जाए।
- सत्र के प्रारम्भ में ही शिक्षार्थियों को विषय चुनने का अवसर मिले ताकि उसे शोध, तैयारी और लेखन के लिए पर्याप्त समय मिल सके।
- अध्यापिका/अध्यापक द्वारा कक्षा में परियोजना-कार्य को लेकर विस्तारपूर्वक चर्चा की जाए जिससे शिक्षार्थी उसके अर्थ, महत्व व प्रक्रिया को भली-भाँति समझने में सक्षम हो सकें ।
- हिंदी भाषा और साहित्य से जुड़े विविध विषयों/ विधाओं/ साहित्यकारों/ समकालीन लेखन/ भाषा के तकनीकी पक्ष/ प्रभाव/ अनुप्रयोग/ साहित्य के सामाजिक संदर्भों एवं जीवन-मूल्य संबंधी प्रभावों आदि पर परियोजना कार्य दिए जाने चाहिए।
- शिक्षार्थी को उसकी रुचि के अनुसार विषय का चयन करने के छूट दी जानी चाहिए तथा अध्यापक/ अध्यापिका को मार्गदर्शक के रूप में उसकी सहायता करनी चाहिए।
- परियोजना – कार्य करते समय निम्नलिखित आधार को अपनाया जा सकता है-
 1. प्रमाण – पत्र
 2. आभार ज्ञापन
 3. विषय-सूची
 4. उद्देश्य
 5. समस्या का बयान
 6. परिकल्पना
 7. प्रक्रिया (साक्ष्य संग्रह, साक्ष्य का विश्लेषण)
 8. प्रस्तुतीकरण (विषय का विस्तार)
 9. अध्ययन का परिणाम
 10. अध्ययन की सीमाएँ
 11. स्रोत
 12. अध्यापक टिप्पणी

- परियोजना – कार्य में शोध के दौरान सम्मिलित किए गए चित्रों और संदर्भों के विषय में उचित जानकारी दी जानी चाहिए। उनके स्रोत को अवश्य अंकित करना चाहिए।
- चित्र, रेखाचित्र, विज्ञापन, ग्राफ, विषय से संबंधित आँकड़े, विषय से संबंधित समाचार की कतरनें एकत्रित की जानी चाहिए।
- प्रमाणस्वरूप सम्मिलित किए गए आँकड़े, चित्र, विज्ञापन आदि के स्रोत अंकित करने के साथ-साथ समाचार-पत्र, पत्रिकाओं के नाम एवं दिनांक भी लिखना चाहिए।
- साहित्यकोश, संदर्भ-ग्रंथ, शब्दकोश की सहायता लेनी चाहिए।
- परियोजना-कार्य में शिक्षार्थियों के लिए अनेक संभावनाएँ हैं। उनके व्यक्तिगत विचार तथा उनकी कल्पना के विस्तृत संसार को अवश्य सम्मिलित किया जाए।

परियोजना – कार्य के कुछ विषय सुझावात्मक रूप में दिए जा रहे हैं।

भाषा और साहित्य से जुड़े विविध विषयों/ विधाओं/ साहित्यकारों/ समकालीन लेखन के आधार पर

- **हिंदी कविता में प्रकृति चित्रण (पाठ – उषा / बगुलों के पंख कविता)**
- विभिन्न कवियों की कविताओं का तुलनात्मक अध्ययन,
- भाषा शैली, विशेषताएँ
- वर्तमान के साथ प्रासंगिकता इत्यादि।
- **भारतीय ग्रामीण का जीवन (पाठ – पहलवान की ढोलक)**
 - आज़ादी से पहले, बाद में तथा वर्तमान में स्थिति
 - सुधार की आवश्यकताएँ
 - आपकी भूमिका/ योगदान/ सुझाव
- **समकालीन विषय**

जी ट्वेंटी और भारत

- भूमिका - क्या है, क्यों है आदि का विवरण
- विभिन्न देशों में प्रभाव
- भारत के साथ तुलनात्मक अध्ययन
- कारण और निवारण
- आपकी भूमिका/ योगदान/ सुझाव

उपर्युक्त विषय सुझाव के रूप में प्रस्तुत किए गए हैं। आप दिशानिर्देशों के आधार पर अन्य विषयों का चयन कर सकते हैं।

श्रवण कौशल एवं परियोजना कार्य का मूल्यांकन विद्यालय स्तर पर आंतरिक परीक्षक (विषय अध्यापक) द्वारा ही किया जाएगा।

हिंदी (आधार) (कोड सं. 302) कक्षा -11वीं (2023-24)
परीक्षा हेतु पाठ्यक्रम विनिर्देशन

- प्रश्न-पत्र दो खण्डों - खंड 'अ' और 'ब' में होगा।
- खंड 'अ' में 40 वस्तुपरक प्रश्न पूछे जाएँगे सभी 40 प्रश्नों के उत्तर देने होंगे।
- खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे।

भारांक 100

निर्धारित समय 3 घंटे

खंड अ (वस्तुपरक प्रश्न)			
विषयवस्तु			भार
1	अपठित बोध (बहुविकल्पीक प्रश्न)		15
	अ	01 अपठित गद्यांश पर आधारित 10 बहुविकल्पात्मक प्रश्न (अधिकतम 300 शब्दों का) (01 अंक x 10 प्रश्न)	10
	ब	01 अपठित पद्यांश पर आधारित 05 बहुविकल्पात्मक प्रश्न (अधिकतम 150 शब्दों का) (01 अंक x 05 प्रश्न)	05
2	पाठ्यपुस्तक अभिव्यक्ति और माध्यम की इकाई एक से पाठ संख्या 1 तथा 2 पर आधारित		05
	अभिव्यक्ति और माध्यम की इकाई 01 से पाठ संख्या 1 तथा 2 पर आधारित 05 बहुविकल्पात्मक प्रश्न (01 अंक x 05 प्रश्न)		05
3	पाठ्यपुस्तक आरोह भाग - 1 से बहुविकल्पात्मक प्रश्न		10
	अ	पठित काव्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05
	ब	पठित गद्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05
4	पूरक पाठ्यपुस्तक वितान भाग-1 से बहुविकल्पात्मक प्रश्न		10
	अ	पठित पाठों पर आधारित 10 बहुविकल्पी प्रश्न (01 अंक x 10 प्रश्न)	10
खंड - ब (वर्णनात्मक प्रश्न)			
विषयवस्तु			भार
5	पाठ्यपुस्तक अभिव्यक्ति और माध्यम से सृजनात्मक लेखन और व्यावहारिक लेखन पाठ संख्या 1, 2, 9, 10, 14, 15 तथा 16 पर आधारित		17

	1	दिए गए 03 अप्रत्याशित विषयों में से किसी 01 विषय पर आधारित लगभग 120 शब्दों में रचनात्मक लेखन (06 अंक x 01 प्रश्न)	05
	2	औपचारिक पत्र लेखन। (विकल्प सहित) (05 अंक x 01 प्रश्न)	05
	3	डायरी लेखन, कथा - पटकथा विषयों के लेखन पर आधारित 02 प्रश्न (विकल्प सहित) (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04
	4	स्ववृत्त लेखन और रोजगार संबंधी आवेदन पत्र तथा शब्दकोश, संदर्भ ग्रंथों की उपयोगी विधि और परिचय पर आधारित 02 में से 01 प्रश्न (लगभग 40 शब्दों में) (02 अंक x 01 प्रश्न)	03
6	पाठ्यपुस्तक आरोह भाग – 1 एवं वितान भाग – 1		23
	1	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	06
	2	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04
	3	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	06
	4	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04
	5	वितान के पाठों पर आधारित 02 में से 01 प्रश्न का उत्तर (लगभग 60 शब्दों में) (03 अंक x 01 प्रश्न)	03
7	(अ) श्रवण तथा वाचन		10
	(ब) परियोजना कार्य		10
कुल अंक			100

निर्धारित पुस्तकें :

1. **आरोह, भाग-1**, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
2. **वितान भाग-1**, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
3. **अभिव्यक्ति और माध्यम**, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित

नोट - पाठ्यक्रम के निम्नलिखित पाठ हटा दिए गए हैं।

आरोह भाग - 1	काव्य खंड	<ul style="list-style-type: none"> कबीर (पद 2) - संतो देखत जग बौराना मीरा (पद 2) - पग घुंगरू बांधि मीरा नाची रामनरेश त्रिपाठी - पथिक (पूरा पाठ) सुमित्रानंदन पंत - वे आँखें (पूरा पाठ)
	गद्य खंड	<ul style="list-style-type: none"> कृष्णनाथ - स्पीति में बारिश (पूरा पाठ) सैयद हैदर रज़ा - आत्मा का ताप (पूरा पाठ)

हिंदी (आधार) (कोड सं. 302)
कक्षा - 12वीं (2023-24) परीक्षा हेतु पाठ्यक्रम विनिर्देशन

- प्रश्न-पत्र दो खण्डों - खंड 'अ' और 'ब' का होगा।
- खंड 'अ' में 40 वस्तुपरक प्रश्न पूछे जाएँगे जिनमें से 40 प्रश्नों के ही उत्तर देने होंगे ।
- खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे ।

भारांक - 100

निर्धारित समय - 3 घंटे

खंड अ (वस्तुपरक प्रश्न)			
विषयवस्तु			भार
1	अपठित बोध (बहुविकल्पीक प्रश्न होंगे)		15
	अ	01 अपठित गद्यांश पर आधारित 10 बहुविकल्पात्मक प्रश्न (अधिकतम 300 शब्दों का) (01 अंक x 10 प्रश्न)	10
	ब	01 अपठित पद्यांश पर आधारित 05 बहुविकल्पात्मक प्रश्न (अधिकतम 150 शब्दों का) (01 अंक x 05 प्रश्न)	05
2	पाठ्यपुस्तक अभिव्यक्ति और माध्यम की इकाई एक से पाठ संख्या 3, 4 तथा 5 पर आधारित		05
	अभिव्यक्ति और माध्यम की इकाई 01 से पाठ संख्या 3,4 तथा 5 पर आधारित 05 बहुविकल्पात्मक प्रश्न (01 अंक x 05 प्रश्न)		05
3	पाठ्यपुस्तक आरोह भाग - 2 से बहुविकल्पात्मक प्रश्न		10
	अ	पठित काव्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05
	ब	पठित गद्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05
4	पूरक पाठ्यपुस्तक वितान भाग-2 से बहुविकल्पात्मक प्रश्न		10
	अ	पठित पाठों पर आधारित 10 बहुविकल्पी प्रश्न (01 अंक x 10 प्रश्न)	10

खंड – ब (वर्णनात्मक प्रश्न)		
विषयवस्तु		भार
5	पाठ्यपुस्तक अभिव्यक्ति और माध्यम से जनसंचार और सृजनात्मक लेखन पाठ संख्या 3, 4, 5, 11, 12 तथा 13 पर आधारित	16
1	दिए गए 03 अप्रत्याशित विषयों में से किसी एक विषय पर लगभग 120 शब्दों में रचनात्मक लेखन (06 अंक x 01 प्रश्न)	06
2	कहानी का नाट्यरूपांतरण/ रेडियो नाटक/ अप्रत्याशित विषयों के लेखन पर आधारित 02 प्रश्न (विकल्प सहित) (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04
3	पत्रकारिता और जनसंचार माध्यमों के लिए लेखन पर आधारित 03 में से 02 प्रश्न (विकल्प सहित) (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	06
6	पाठ्यपुस्तक आरोह भाग – 2 एवं वितान पर आधारित	24
1	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	6
2	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	4
3	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	6
4	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	4
5	वितान के पाठों पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04
7	(अ) श्रवण तथा वाचन	10
	(ब) परियोजना कार्य	10
कुल अंक		100

निर्धारित पुस्तकें :

1. आरोह, भाग-2, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
2. वितान, भाग-2, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
3. 'अभिव्यक्ति और माध्यम', एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित

नोट – पाठ्यक्रम के निम्नलिखित पाठ हटा दिए गए हैं

आरोह भाग - 2	काव्य खंड	<ul style="list-style-type: none">• गजानन माधव मुक्तिबोध – सहर्ष स्वीकारा है (पूरा पाठ)• फ़िराक गोरखपुरी – गज़ल
	गद्य खंड	<ul style="list-style-type: none">• विष्णु खरे – चार्ली चैप्लिन यानी हम सब (पूरा पाठ)• रज़िया सज्जाद ज़हीर - नमक (पूरा पाठ)
वितान भाग - 2		<ul style="list-style-type: none">• एन फ्रैंक - डायरी के पन्ने

कक्षा बारहवीं हेतु प्रश्न पत्र का विस्तृत प्रारूप जानने के लिए कृपया बोर्ड द्वारा जारी आदर्श प्रश्न पत्र देखें।

ENGLISH (CORE)

Code No. 301

2023-24

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.

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.
- 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
CODE NO. 301
CLASS – XI
2023-24**

**Section A – 26 Marks
Reading Skills**

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

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

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

Multiple Choice Questions / Objective Type Questions will be asked.

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

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

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

II Grammar 7 Marks

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

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

III Creative Writing Skills 16 Marks

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

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

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

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

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

Prescribed Books

1. **Hornbill:** English Reader published by National Council of Education Research and Training, New Delhi
 - The Portrait of a Lady (Prose)
 - A Photograph (Poem)
 - “We’re Not Afraid to Die... if We Can be Together
 - Discovering Tut: the Saga Continues
 - The Laburnum Top (Poem)
 - The Voice of the Rain (Poem)
 - Childhood (Poem)
 - The Adventure
 - Silk Road (Prose)
 - Father to Son
2. **Snapshots:** Supplementary Reader published by National Council of Education Research and Training, New Delhi
 - The Summer of the Beautiful White Horse (Prose)
 - The Address (Prose)
 - Mother’s Day (Play)
 - Birth (Prose)
 - The Tale of Melon City

INTERNAL ASSESSMENT

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

Question Paper Design

English CORE XI (Code No. 301)

2023-24

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

ENGLISH CORE

CODE NO. 301

CLASS – XII

2023-24

Section A – 22 Marks

Reading Skills

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 – 18 Marks
Creative Writing Skills

II. Creative Writing Skills

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 – 40 Marks

Literature Text Book and Supplementary Reading Text

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

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=6 Marks)**
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

Question Paper Design
Code No. 301
2023-24

English CORE XII

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

Guidelines for Internal Assessment

Classes XI-XII

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

Classes XI-XII Total Marks: 20

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

i. Activities:

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

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

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

A suggestive rubric is given below:

	1.	2.	3.	4.	5.
Interaction	<ul style="list-style-type: none"> Contributions are mainly unrelated to those of other speakers Shows hardly any initiative in the development of conversation Very limited interaction 	<ul style="list-style-type: none"> Contributions are often unrelated to those of the other speaker Generally passive in the development of conversation 	<ul style="list-style-type: none"> Develops interaction adequately, makes however minimal effort to initiate conversation Needs constant prompting to take turns 	<ul style="list-style-type: none"> Interaction is adequately initiated and developed Takes turn but needs some prompting 	<ul style="list-style-type: none"> Initiates & logically develops simple conversation on familiar topics Takes turns appropriately
Fluency & Coherence	<ul style="list-style-type: none"> Noticeably/long pauses; rate of speech is slow Frequent repetition and/or self-correction this is all right in informal conversation Links only basic sentences; breakdown of coherence evident. 	<ul style="list-style-type: none"> Usually fluent; produces simple speech fluently, but loses coherence in complex communication Often hesitates and/or resorts to slow speech Topics partly developed; not always concluded logically 	<ul style="list-style-type: none"> Is willing to speak at length, however repetition is noticeable Hesitates and/or self corrects; occasionally loses coherence Topics developed, but usually not logically concluded 	<ul style="list-style-type: none"> Speaks without noticeable effort, with a little repetition Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction Topics not fully developed to merit. 	<ul style="list-style-type: none"> Speaks fluently almost with no repetition & minimal hesitation Develops topic fully & coherently

Pronunciation	<ul style="list-style-type: none"> Frequent inaccurate pronunciation Communication is severely affected 	<ul style="list-style-type: none"> Frequently unintelligible articulation Frequent phonological errors Major communication problems 	<ul style="list-style-type: none"> Largely correct pronunciation & clear articulation except occasional errors 	<ul style="list-style-type: none"> Mostly correct pronunciation & clear articulation Is clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> Pronounces correctly & articulates clearly Is always comprehensible uses appropriate intonation
Vocabulary & Grammar	<ul style="list-style-type: none"> Demonstrates almost no flexibility, and mostly struggles for appropriate words Many Grammatical errors impacting communication 	<ul style="list-style-type: none"> Is able to communicate on some of the topics, with limited vocabulary. Frequent errors, but self-corrects 	<ul style="list-style-type: none"> Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors 	<ul style="list-style-type: none"> Is able to communicate on most of the topics with appropriate vocabulary Minor errors that do not hamper communication 	<ul style="list-style-type: none"> Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions No grammatical errors

iii. Schedule:

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

Project Work + Viva: 10 Marks

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

I. Schedule:

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

II. Suggestions for Project Work:

- The Project can be inter-disciplinary in theme. The ideas/issues highlighted in the chapters/ poems/ drama given in 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 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, e.g. Can it be in the form of a narrative?
- d) **Students write, direct and present a theatrical production, /One act play**
 This will be a project which will be done as a team. It will involve planning, preparation and presentation. In short, various language skills will be utilised. There will be researching, discussion, writing the script, auditioning and ultimately producing the play. The project will end with a presentation and subsequently a viva. Teachers will be able to assess the core language skills of the students and help them grow as 21st century critical thinkers.

III. Instructions for the Teachers:-

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

{Sample Rubric is attached at the end for reference}

IV. Parameters for Overall Assessment:-

1. Pronunciation:

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

2. Vocabulary:

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

3. Accuracy:

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

4. Communication:

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

5. Interaction:

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

6. Fluency:

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

v. Project-Portfolio/ Project Report

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

The Project-Portfolio may include the following:

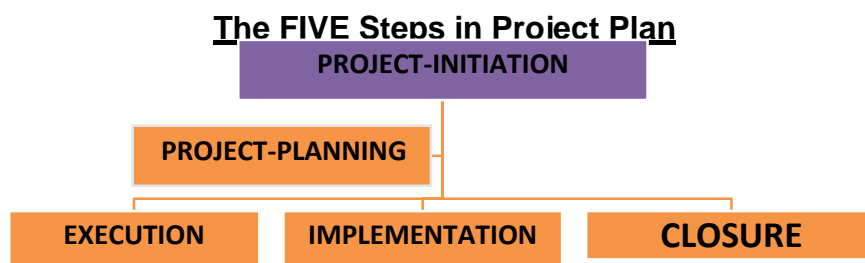
- Cover page, with title of project, school details/details of students.

- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- 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

VI. Suggestive Timeline:



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

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

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

Fine Arts (2023-24)

A student may offer any one of the following course:

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

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

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

Introduction

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

Components of a Portfolio:

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

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

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

PORTFOLIO ASSESSMENT FOR FINE ARTS MAY BE DONE ON

THE BASIS OF FOLLOWING CRITERIA

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

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

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

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

The learners:

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

Execution of Work

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

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

Experimentation

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

(A) PAINTING (Code No. 049)

Introduction

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

Objectives

A) Theory (History of Indian Art)

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

B) Practicals

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

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

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

One Theory Paper
Unit wise Weightage

30 Marks
Time: 2 Hours

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

Unit	Content	24 Periods
1.	<p>A. Pre-Historic Rock-Paintings Introduction</p> <ol style="list-style-type: none"> 1) Period and Location 2) Study and appreciation of following Pre-historic paintings: <ol style="list-style-type: none"> i. Wizard's Dance, Bhimbethaka <p>B. Introduction</p> <ol style="list-style-type: none"> 1) Period and Location. 2) Extension: In about 1500 miles. <ol style="list-style-type: none"> i. Harappa & Mohenjo-daro (Now in Pakistan) ii. Ropar, Lothal, Rangpur, Alamgirpur, Kali Bangan, Banawali and Dholavira (in India) 	
2	<p>Study and appreciation of following: Sculptures and Terra cottas:</p> <ol style="list-style-type: none"> i. Dancing girl (Mohenjo-daro) Bronze, 10.5 x 5 x 2.5 cm. Circa 2500 B.C. (Collection: National Museum, New Delhi). ii. Male Torso (Harappa) Red lime Stone, 9.2 x 5.8 x 3 cms. Circa 2500 B.C. (Collection: National Museum, New Delhi) iii. Mother Goddess (Mohenjo-daro) terracotta, 22 x 8 x 5 cm Circa 2500 B.C. (Collection: National Museum, New Delhi). 	

3	Study and appreciation of following Seal:	
	i. Bull (Mohenjo-daro) Stone (Steatite), 2.5 x 2.5 x 1.4 cm. Circa 2500 B.C.(Collection: National Museum, New Delhi). Decoration on earthen wares: Painted earthen-ware (Jar)Mohenjo-daro (Collection: National Museum, New Delhi).	
Unit 2	Buddhist, Jain and Hindu Art (3rd century B.C. to 8th century A.D.)	24 Periods
1.	General Introduction to Art during Mauryan, Shunga, Kushana(Gandhara and Mathura styles) and Gupta period:	
2.	Study and appreciation of following Sculptures:	
	i. Lion Capital from Sarnath (Mauryan period) Polished sandstone, Circa 3rd Century B.C. (Collection: Sarnath Museum, U.P.)	
	ii. Chauri Bearer from Didar Ganj (Yakshi) (Mauryan period) Polished sandstone Circa 3rd Century B.C.(Collection: Patna Museum, Bihar)	
	iii. Seated Buddha from Katra Mound, Mathura-(Kushan Period-Mathura Style) Red-spotted Sand Stone, Circa 3rd Century AD. (Collection: Govt. Museum, Mathura)	
	iv. Jain Tirathankara (Gupta period) Stone Circa 5th Century A.D. (Collection: State Museum, Lucknow U.P.)	
3.	Introduction to Ajanta Location Period, No of caves, Chaitya and Vihara, paintings and sculptures,subject matter and technique etc.	
Unit 3	Temple Sculpture, Bronzes and artistic aspects of Indo-IslamicArchitecture	24 Periods
(A)	Artistic aspects of Indian Temple sculpture (6 th Century A.D. to 13 th Century A.D.) 1) Introduction to Temple Sculpture (6 th Century A.D. to 13 th Century A.D.) 2) Study and appreciation of following Temple-Sculptures:	
	i. Descent of Ganga (Pallava period, Mahabalipuram,Tamil Nadu), granite rock Circa 7 th Century A.D.	
	ii. Trimuti (Elephanta, Maharashtra) Stone Circa 9 th Century A.D.	
	iii. Lakshmi Narayana (Kandariya Mahadev Temple)(Chandela period, Khajuraho, Madhya Pradesh) Stone Circa 10 th Century A.D.	
	iv. Cymbal Player, Sun Temple (Ganga Dynasty,Konark, Orrisa) Stone Circa 13 th	

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

CLASS–XI (2023-24)
(PRACTICAL)

One Practical Paper

70 Marks

Time: 6 Hours (3+3)

Unit wise Weightage

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

Unit 1: Nature and Object Study

25 Marks 50 Periods

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

Unit 2: Painting Composition

25 Marks 50 Periods

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

Unit 3: Portfolio Assessment

20 Marks 48 Periods

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

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

Note:

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

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

Theory

Maximum Marks:30

Time allowed: 2 hours

Unit wise Weightage

Time: 2 Hours

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

(a)	The Rajasthani and Pahari Schools of Miniature Painting (16th Century A.D. to 19th Century A.D.) A brief introduction to Indian Miniature Schools: Western-Indian, Pala, Rajasthani, Mughal, Central India, Deccan and Pahari.	18 Periods
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Unit 1

(a) The Rajasthani School:

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

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

(b) The Pahari School:

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

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

Unit 2

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

18 Periods

(a) The Mughal School

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

Title

Painter

Krishna Lifting Mount Govardhana

Miskin

Falcon on a Bird-Rest

Ustad Mansoor

Kabir and Raidas

Ustad Faquirullah Khan

Marriage Procession of Dara Shukoh

Haji Madni

(b) The Deccan School

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

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

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

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

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

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

Practical

Maximum Marks:70

Time allotted: 6 hours (3+3)

Unit wise Weightage

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

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

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

Note:

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

Guidelines for Evaluation of Practical

1. Marking Scheme:

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

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

2. Format of the Questions:

Part I: Nature and Object Study

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

Part II: Painting Composition:

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

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

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

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

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

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

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

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

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

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

4. General Instructions to the examiners:

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

B. GRAPHICS (Code No. 050)

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

Objectives

A) Theory

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

B) Practical

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

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

Theory

Maximum Marks:30

Time allowed: 2 hours

Unit wise Weightage

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

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

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

Practical

Maximum Marks:70

Time allowed: 6 Hours

(3+3)Unit wise Weightage

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

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

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

Notes:

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

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

Theory

Maximum Marks:30

Time allowed:2 Hours

Unit wise Weightage

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

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

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

Practical
Time allowed: 6 hours.
Unit wise Weightage

Maximum Marks:70

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

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

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

GUIDELINES FOR EVALUATION OF PRACTICAL

1. Marking Scheme:

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

2. Format of the questions:

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

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

Size of the plate:

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

Instructions to decide the subjects for Graphic –Composition:

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

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

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

4. Instructions to the examiners:

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

(C)

SCULPTURE (Code No.051)

Introduction

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

Objectives:

A) THEORY

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

B) PRACTICAL

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

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

Theory

Maximum Marks:30

Time allowed: 2 Hours

Unit wise weightage

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

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

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

Practical

Maximum Marks:70

Time allowed: 6

hoursUnit wise

Weightage

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

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

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

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

Note:

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

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

Theory

Maximum Marks:30

Time allowed: 2 Hours

Unit wise weightage

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

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

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

Practical

Maximum Marks:70

Time allowed: 6 hours. (3+3)

Unit wise Weightage

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

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

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

Unit 3: Portfolio Assessment **48Pds**

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

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

* Use of clay composition in hollow for baking.

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

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

Note:

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

GUIDELINES FOR EVALUATION OF PRACTICAL

1. Marking Scheme:

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

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

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

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

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

Part II: Modeling in Round:

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

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

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

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

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

4. General instructions to the examiners:

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

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

10

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

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

(D)

APPLIED ART (COMMERCIAL ART)
(Code No.052)

Introduction

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

Objectives

A) THEORY

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

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

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

Theory

Maximum Marks: 30

Time allowed: 2 Hours

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

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

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

Practical

Maximum Marks:70

Time allowed: 6 hours. (3+3)

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

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

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

Notes:

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

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

Theory

Maximum Marks: 30

Time: 2 Hour Unit wise Weightage

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

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

APPLIED ART -COMMERCIAL ART (Code No. 052)**CLASS–XII (2023-24)****Practical****Maximum Marks:70****Time allowed: 6 hours. (3+3)**

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

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

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

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

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

PartI: Illustrations

25 Marks

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

PartII: Poster

25 Marks

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

Part III: Portfolio Assessment

25 Marks

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

1. Format of the questions:

Part: Illustration

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

Size of the illustration: 30 cm x 22 cm.

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

Part II: Poster

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

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

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

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

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

Subject with a specific situation:

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

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

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

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

1. For Advertise Mention:

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

2. Instructions to the examiners:

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

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

PHYSICS
Class XI-XII (Code No.42)
(2023-24)

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

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

Besides, the syllabus also attempts to

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

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

Time: 3 hrs.

Max Marks: 70

		No. of Periods	Marks
Unit–I	Physical World and Measurement	08	23
	Chapter–2: Units and Measurements		
Unit-II	Kinematics	24	
	Chapter–3: Motion in a Straight Line		
	Chapter–4: Motion in a Plane		
Unit–III	Laws of Motion	14	
	Chapter–5: Laws of Motion		
Unit–IV	Work, Energy and Power	14	17
	Chapter–6: Work, Energy and Power		
Unit–V	Motion of System of Particles and Rigid Body	18	
	Chapter–7: System of Particles and Rotational Motion		
Unit-VI	Gravitation	12	
	Chapter–8: Gravitation		
Unit–VII	Properties of Bulk Matter	24	
	Chapter–9: Mechanical Properties of Solids		
	Chapter–10: Mechanical Properties of Fluids		
	Chapter–11: Thermal Properties of Matter		
Unit–VIII	Thermodynamics	12	
	Chapter–12: Thermodynamics		
Unit–IX	Behaviour of Perfect Gases and Kinetic Theory of Gases	08	
	Chapter–13: Kinetic Theory		
Unit–X	Oscillations and Waves	26	10
	Chapter–14: Oscillations		
	Chapter–15: Waves		
Total		160	70

Unit I: Physical World and Measurement

08 Periods

Chapter–2: Units and Measurements

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

Unit II: Kinematics

24 Periods

Chapter–3: Motion in a Straight Line

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

Chapter–4: Motion in a Plane

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

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

Unit III: Laws of Motion

14 Periods

Chapter–5: Laws of Motion

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

Law of conservation of linear momentum and its applications.

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

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

Unit IV: Work, Energy and Power

14 Periods

Chapter–6: Work, Energy and Power

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

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

Unit V: Motion of System of Particles and Rigid Body

18 Periods

Chapter–7: System of Particles and Rotational Motion

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

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

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

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

Unit VI: Gravitation

12 Periods

Chapter–8: Gravitation

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

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

Gravitational potential energy and gravitational potential, escape speed,

orbital velocity of a satellite.

Unit VII: Properties of Bulk Matter

24 Periods

Chapter–9: Mechanical Properties of Solids

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

Chapter–10: Mechanical Properties of Fluids

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

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

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

Chapter–11: Thermal Properties of Matter

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

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

Unit VIII: Thermodynamics

12 Periods

Chapter–12: Thermodynamics

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

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

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

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

08 Periods

Chapter–13: Kinetic Theory

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

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

Unit X: Oscillations and Waves

26 Periods

Chapter–14: Oscillations

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

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

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

Chapter–15: Waves

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

PRACTICALS

Total Periods: 60

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

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

EVALUATION SCHEME

Time 3 hours

Max. Marks: 30

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

SECTION–A

Experiments

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

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

Activities

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

SECTION–B

Experiments

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

Activities

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

Practical Examination for Visually Impaired Students Class XI

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

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

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

B. List of Practicals

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

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

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

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

Prescribed Books:

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

Note:

The content indicated in NCERT textbooks as excluded for the year 2023-24 is not to be tested by schools.

CLASS XII (2023-24)
PHYSICS (THEORY)

Time: 3 hrs.

Max Marks: 70

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

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

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

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

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

Chapter–2: Electrostatic Potential and Capacitance

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

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

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

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

Unit III: Magnetic Effects of Current and Magnetism

25 Periods

Chapter–4: Moving Charges and Magnetism

Concept of magnetic field, Oersted's experiment.

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

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

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

Chapter–5: Magnetism and Matter

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

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

Unit IV: Electromagnetic Induction and Alternating Currents

24 Periods

Chapter–6: Electromagnetic Induction

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

Chapter–7: Alternating Current

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

AC generator, Transformer.

Unit V: Electromagnetic waves

04 Periods

Chapter–8: Electromagnetic Waves

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

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

Unit VI: Optics

30 Periods

Chapter–9: Ray Optics and Optical Instruments

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

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

Chapter–10: Wave Optics

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

Unit VII: Dual Nature of Radiation and Matter

08 Periods

Chapter–11: Dual Nature of Radiation and Matter

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

Experimental study of photoelectric effect

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

Unit VIII: Atoms and Nuclei

15 Periods

Chapter–12: Atoms

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

Chapter–13: Nuclei

Composition and size of nucleus, nuclear force

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

Unit IX: Electronic Devices

10 Periods

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

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

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

PRACTICALS

Total Periods 60

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

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

Evaluation Scheme

Max. Marks: 30

Time 3 hours

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

Experiments

SECTION–A

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

OR

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

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

OR

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

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

Activities

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

SECTION-B

Experiments

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

between angle of incidence and angle of deviation.

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

Activities

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

Suggested Investigatory Projects

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

(b) the distance of a incandescent lamp (of fixed power) used to 'illuminate' the LDR.

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

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

Time 2 hours

Max. Marks: 30

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

General Guidelines

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

Class XII

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

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

B. List of Practicals

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

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

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

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

Prescribed Books:

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

Note:

The content indicated in NCERT textbooks as excluded for the year 2023-24 is not to be tested by schools and will not be assessed in the Board examinations 2023-24.

QUESTION PAPER DESIGN

Theory (Class: XI/XII)

Maximum Marks: 70

Duration: 3 hrs.

S No.	Typology of Questions	Total Marks	Approximate Percentage
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	27	38 %
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	22	32%
3	Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	21	30%
	Total Marks	70	100
	Practical	30	
	Gross Total	100	

Note:

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

For more details kindly refer to Sample Question Paper of class XII for the year 2023- 24 to be published by CBSE at its website.



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SYLLABUS 2023-24

(CODE NO. 048)

CLASS-XI & XII

TABLE OF CONTENT

S. No.	Content	Page No.
1.	Rationale	03
2.	Learning Objectives	04
	Class XI	
3.	Course Structure	05
4.	Course Content	06
5.	Guidelines for internal assessment (Practical/ Projects etc.)	14
	Class XII	
6.	Course Structure	15
7.	Course Content	16
8.	Guidelines for internal assessment (Practical/ Projects etc.)	28
9.	Prescribed Textbooks Class XI & XII	29
10.	Suggested Reading XI & XII	30



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 Activates 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.

CLASS XI
COURSE STRUCTURE

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

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

CLASS XI
COURSE CONTENT

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

Unit 2	Olympism Value Education			After completing the unit, the students will be able to:
	<ol style="list-style-type: none"> Olympism – Concept and Olympics Values (Excellence, Friendship & Respect) Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind Ancient and Modern Olympics Olympics - Symbols, Motto, Flag, Oath, and Anthem Olympic Movement Structure - IOC, NOC, IFS, Other members 	<ul style="list-style-type: none"> To make the students aware of Concepts and Olympics Values (Excellence, Friendship & Respect) To make students learn about Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind To make students understand ancient and modern Olympic games. To make the students aware of Olympics - Symbols, Motto, Flag, Oath, and Anthem To make students learn about the working and functioning of IOC, NOC and IFS, and other members. 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<ul style="list-style-type: none"> Incorporate values of Olympism in your life. Differentiate between Modern and Ancient Olympic Games, Paralympics, and Special Olympic games Identify the Olympic Symbol and Ideals Describe the structure of the Olympic movement structure

Unit 3	Yoga <ol style="list-style-type: none"> 1. Meaning and importance of Yoga 2. Introduction to Astanga Yoga 3. Yogic Kriyas (Shat Karma) 4. Pranayama and its types. 5. Active Lifestyle and stress management through Yoga 	<ul style="list-style-type: none"> • To make the students aware of the meaning and importance of yoga • To make them learn about Astanga yoga. • To teach students about yogic kriya, specially shat karmas. • To make the learn and practice types of Pran • To make them learn the importance of yoga in stress management. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Recognize the concept of yoga and be aware of the importance; of it • Identify the elements of yoga • Identify the Asanas, Pranayama's, meditation, and yogic kriyas • Classify various yogic activities for the enhancement of concentration • Know about relaxation techniques for improving concentration
Unit 4	Physical Education and Sports for Children with Special Needs <ol style="list-style-type: none"> 1. Concept of Disability and Disorder 2. Types of Disability, its causes & nature (Intellectual disability, Physical disability). 3. Disability Etiquette 4. Aim and objectives of 	<ul style="list-style-type: none"> • To make the students aware concept of Disability and Disorder. • To make students aware of different types of disabilities. • To make students learn about Disability Etiquette • To make the students Understand the aims and objectives Adaptive Physical 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Identify the concept of Disability and Disorder. • Outline types of disability and describe their causes and nature. • Adhere to and respect children with special needs by following etiquettes.

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

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

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

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

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

	5. Concept of Doping and its disadvantages	<p>students.</p> <ul style="list-style-type: none"> To make students aware of the doping substances and their disadvantages in sports. 		<ul style="list-style-type: none"> Interpret concept of doping.
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GUIDELINES FOR INTERNAL ASSESSMENT (PRACTICAL/ PROJECTS ETC.)

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

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

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

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

CLASS XII
COURSE STRUCTURE

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

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

CLASS XII
COURSE CONTENT

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

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

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

	Ushtrasana, Suryabedhan pranayama.			
2.	Diabetes: Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana, Bh ujangasana, Shalabhasana, Dhanurasana, Supta- vajarasana, Paschimottanasana-a, Ardha- Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati.			<ul style="list-style-type: none"> * Distinguish the contraindications associated with performing different asanas. * Outline the role of yogic management for various health benefits and preventive measures.
3.	Asthma: Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansan a, UttanMandukasan- a, Bhujangasana,			

	<p>Dhanurasana, Ushtrasana, Vakrasana, Kapalbhati, Gomukhasana Matsyaasana, Anuloma-Viloma.</p>			
4.	<p>Hypertension: Procedure, Benefits & Contraindications for Tadasana, Katichakransan, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, UttanMandukasan-a, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi- shodhanapranayam, Sitlipranayam.</p>			
5.	<p>Back Pain and Arthritis: Procedure, Benefits & Contraindications of</p>			

	Tadasan, Urdhawahastootansa na, Ardh- Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrsana, Bhujandgasana, Gomukhasana, Bhadrasana, Makarasana, Nadi- Shodhana pranayama.			
Unit 4	Physical Education and Sports for CWSN (Children with Special Needs - Divyang) 1. Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics) 2. Concept of Classification and Divisioning in Sports. 3. Concept of Inclusion	<ul style="list-style-type: none"> • To make students understand the concept of Disability and Disorder. • To teach students about the types of disabilities & disorders, their causes, and their nature. • To make them aware of Disability Etiquette. • To make the students Understand the advantage of physical activity for 	<ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> * Value the advantages of physical activities for children with special needs * Differentiate between methods of categorization in sports for CWSN * Understand concepts and the importance of inclusion in sports * Create advantages for Children with Special Needs through Physical Activities

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

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

2. Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds $\times 100 / 5.5 \times$ Pulse count of 1-1.5 Min after Exercise.			
3. Computing Basal Metabolic Rate (BMR)			
4. Rikli & Jones - Senior Citizen Fitness Test <ul style="list-style-type: none"> • Chair Stand Test for lower body strength • Arm Curl Test for upper body strength • Chair Sit & Reach Test for lower body flexibility • Back Scratch Test for upper body flexibility • Eight Foot Up & Go Test for agility • Six-Minute Walk Test for Aerobic Endurance 			

	5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping Half-Turn, Jumping full-turn)			
Unit 7	Physiology & Injuries in Sport 1. Physiological factors determining components of physical fitness 2. Effect of exercise on the Muscular System 3. Effect of exercise on the Cardio-Respiratory System 4. Physiological changes due to aging 5. Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain & Strain;	<ul style="list-style-type: none"> • Understanding the physiological factors determining the components of physical fitness. • Learning the effects of exercises on the Muscular system. • Learning the effects of exercises on Cardiovascular system. • Learning the effects of exercises on the Respiratory system. • Learning the changes caused due to aging. • Understanding the Sports 	<ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. 	After completing the unit, the students will be able to: * Recognize the physiological factors determining the components of physical fitness. * Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems. * Figure out the physiological changes due to ageing * Classify sports injuries with its Management.

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

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

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

GUIDELINES FOR INTERNAL ASSESSMENT (PRACTICAL/ PROJECTS ETC.)

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

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

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

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

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

PRESCRIBED TEXTBOOKS (CLASS XI & XII)

CBSE Physical Education Class XI Text Book

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



CBSE Physical Education Class XII Text Book

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



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- Kamlesh, M. (2005). Methods in Physical Education. Delhi: Friends Publications
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- Fit India Fitness Protocols. (n.d.). Retrieved 11 25, 2020, from Ministry of Youth Affairs and Sports: <https://yas.nic.in/fit-india-fitness-protocols>

MATHEMATICS (XI-XII)

(Code No. 041)

Session – 2023-24

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

Objectives

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

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

COURSE STRUCTURE
CLASS XI (2023-24)

One Paper

Total Period–240 [35 Minutes each]

Three Hours

Max Marks: 80

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

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

Unit-I: Sets and Functions

1. Sets

(20) Periods

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

2. Relations & Functions

(20) Periods

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

3. Trigonometric Functions

(20) Periods

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

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

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

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

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

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

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

Unit-II: Algebra

1. Complex Numbers and Quadratic Equations

(10) Periods

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

2. Linear Inequalities

(10) Periods

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

3. Permutations and Combinations

(10) Periods

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

4. Binomial Theorem

(10) Periods

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

5. Sequence and Series

(10) Periods

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

Unit-III: Coordinate Geometry

1. Straight Lines

(15) Periods

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

2. Conic Sections

(25) Periods

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

3. Introduction to Three-dimensional Geometry

(10) Periods

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

Unit-IV: Calculus

1. Limits and Derivatives

(40) Periods

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

Unit-V Statistics and Probability

1. Statistics

(20) Periods

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

2. Probability

(20) Periods

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

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

Time: 3 Hours

Max. Marks: 80

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

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

Choice(s):

There will be no overall choice in the question paper.

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

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

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

CLASS-XII
(2023-24)

One Paper

Max Marks: 80

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

Unit-I: Relations and Functions

1. Relations and Functions **15 Periods**

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

2. Inverse Trigonometric Functions **15 Periods**

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

Unit-II: Algebra

1. Matrices **25 Periods**

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

2. Determinants **25 Periods**

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

Unit-III: Calculus

1. Continuity and Differentiability

20 Periods

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

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

2. Applications of Derivatives

10 Periods

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

3. Integrals

20 Periods

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

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

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

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

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

4. Applications of the Integrals

15 Periods

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

5. Differential Equations

15 Periods

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

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

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

Unit-IV: Vectors and Three-Dimensional Geometry

1. Vectors

15 Periods

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

2. Three - dimensional Geometry

15 Periods

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

Unit-V: Linear Programming

1. Linear Programming

20 Periods

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

Unit-VI: Probability

1. Probability

30 Periods

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

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

Time: 3 hours

Max. Marks: 80

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

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

Choice(s):

There will be no overall choice in the question paper.

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

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

Note: For activities NCERT Lab Manual may be referred.

Conduct of Periodic Tests:

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

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

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

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

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

Assessment of Activity Work:

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

The weightage are as under:

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

Prescribed Books:

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

Informatics Practices (2023-24)

CLASS XI Code No. 065

1. **Prerequisite.** None

2. Learning Outcomes

At the end of this course, students will be able to:

- Identify the components of computer system.
- Create Python programs using different data types, lists and dictionaries.
- Understand database concepts and Relational Database Management Systems.
- Retrieve and manipulate data in RDBMS using Structured Query Language
- Identify the Emerging trends in the fields of Information Technology.

3. Distribution of Marks and Periods

Unit No	Unit Name	Marks	Periods Theory	Periods Practical	Total Period
1	Introduction to computer system	10	10	-	10
2	Introduction to Python	25	35	28	63
3	Database concepts and the Structured Query Language	30	23	17	40
4	Introduction to Emerging Trends	5	7	-	7
	Practical	30	-	-	-
	Total	100	75	45	120

4. Unit Wise syllabus

Unit 1: Introduction to Computer System

Introduction to computer and computing: evolution of computing devices, components of a computer system and their interconnections, Input/output devices.

Computer Memory: Units of memory, types of memory – primary and secondary, data deletion, its recovery and related security concerns.

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

Unit 2: Introduction to Python

Basics of Python programming, Python interpreter - interactive and script mode, the structure of a program, indentation, identifiers, keywords, constants, variables, types of operators, precedence of operators, data types, mutable and immutable data types, statements, expressions, evaluation and comments, input and output statements, data type conversion, debugging.

Control Statements: if-else, if-elif-else, while loop, for loop

Lists: list operations - creating, initializing, traversing and manipulating lists, list methods and built-in functions – len(),list(),append(),insert(), count(),index(),remove(), pop(), reverse(), sort(), min(),max(),sum()

Dictionary: concept of key-value pair, creating, initializing, traversing, updating and deleting elements, dictionary methods and built-in functions – dict(), len(), keys(), values(), items(), update(), del(), clear()

Unit 3: Database concepts and the Structured Query Language

Database Concepts: Introduction to database concepts and its need, Database Management System.

Relational data model: Concept of domain, tuple, relation, candidate key, primary key, alternate key

Advantages of using Structured Query Language, Data Definition Language, Data Query Language and Data Manipulation Language, Introduction to MySQL, creating a database using MySQL, Data Types

Data Definition: CREATE DATABASE, CREATE TABLE, DROP, ALTER

Data Query: SELECT, FROM, WHERE with relational operators, BETWEEN, logical operators, IS NULL, IS NOT NULL

Data Manipulation: INSERT, DELETE,UPDATE

Unit 4: Introduction to the Emerging Trends

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

Practical Marks Distribution

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

5. Suggested Practical List

5.1 Programming in Python

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

5.3 Data Management: SQL Commands

18. To create a database
19. To create student table with the student id, class, section, gender, name, dob, and marks as attributes where the student id is the primary key.
20. To insert the details of at least 10 students in the above table.
21. To display the entire content of table.
22. To display Rno, Name and Marks of those students who are scoring marks more than 50.

23. To display Rno, Name, DOB of those students who are born between '2005- 01-01' and '2005-12-31'.

Suggested material

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

Informatics Practices
CLASS XII
Code No. 065
2023-2024

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

2. **Learning Outcomes**

At the end of this course, students will be able to:

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

3. **Distribution of Marks and Periods**

Unit No	Unit Name	Marks	Periods Theory	Periods Practical	Total Period
1	Data Handling using Pandas and Data Visualization	25	25	25	50
2	Database Query using SQL	25	20	17	37
3	Introduction to Computer Networks	10	12	0	12
4	Societal Impacts	10	14	-	14
	Project	-	-	7	7
	Practical	30	-	-	-
	Total	100	71	49	120

4. **Unit Wise syllabus**

Unit 1: Data Handling using Pandas -I

Introduction to Python libraries- Pandas, Matplotlib.
Data structures in Pandas - Series and Data Frames.

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

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

Importing/Exporting Data between CSV files and Data Frames.

Data Visualization

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

histogram

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

Unit 2: Database Query using SQL

Revision of database concepts and SQL commands covered in class XI

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

Text functions: UCASE ()/UPPER (), LCASE ()/LOWER (), MID ()/SUBSTRING ()/SUBSTR (), LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM ().

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

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

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

Working with two tables using equi-join

Unit 3: Introduction to Computer Networks

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

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

Network Topologies: Star, Bus, Tree, Mesh.

Introduction to Internet, URL, WWW, and its applications- Web, email, Chat, VoIP.

Website: Introduction, difference between a website and webpage, static vs dynamic web page, web server and hosting of a website.

Web Browsers: Introduction, commonly used browsers, browser settings, add-ons and plug-ins, cookies.

Unit 4: Societal Impacts

Digital footprint, net and communication etiquettes, data protection, intellectual property rights (IPR), plagiarism, licensing and copyright, free and open source software (FOSS), cybercrime and cyber laws, hacking, phishing, cyber bullying, overview of Indian IT Act.

E-waste: hazards and management.

Awareness about health concerns related to the usage of technology.

Project Work

The aim of the class project is to create tangible and useful IT application. The learner may identify a real-world problem by exploring the environment. e.g. Students can visit shops/business places, communities or other organizations in their localities and enquire about the functioning of the organization, and how data are generated, stored, and managed.

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

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

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

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

Practical Marks Distribution

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

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

5. Suggested Practical List

5.1 Data Handling

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

5.2 Visualization

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

5.3 Data Management

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



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ONE EARTH • ONE FAMILY • ONE FUTURE

CBSE HISTORY SYLLABUS 2023-24

(Code No. 027)

CLASS XI-XII

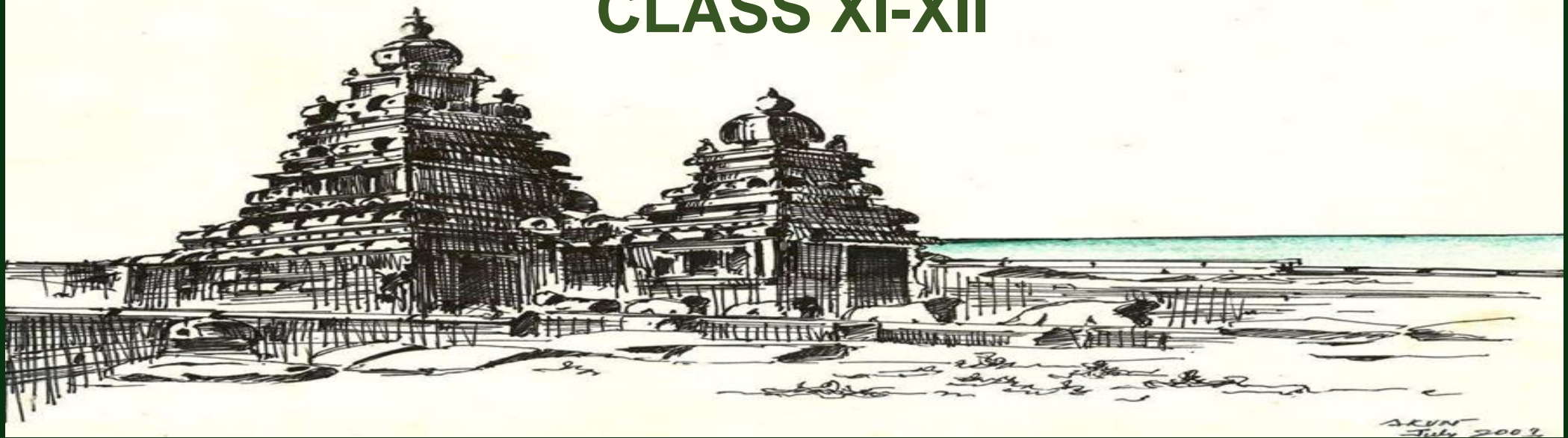


TABLE OF CONTENT

S. No	Contents	Page No
1	Rationale	2
2	Aims & Objectives	2
	CLASS-XI	
3	Course Structure	5
4	Course Content	6
5	Question Paper Design	12
6	Internal Assessment - Project work	13
	CLASS -XII	
7	Course Structure	17
8	Course Content	19
9	List of Maps	26
10	Question Paper Design	27
11	Internal Assessment Project work	28



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. A 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 actualized or not, can be ensured by the way of having stated outcomes. These outcomes have been enumerated against the learning objectives so that the concerned teachers and their students can adopt different kinds of constructive strategies and competency-based assessment techniques. It is also to be understood that the learning objectives and their outcomes are 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 recognize them as meaningful outcomes of specific times and places. History helps us realize 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 emphasizes 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 organized 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-urbanization, industrialization and modernization-but also to know about the processes of displacements and marginalization. Through the study of these themes' students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.

The treatment of each theme in class XI would include an overview of the theme under discussion, a more detailed focus on one region of study 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 organized 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 text books each theme would be located in a specific time and place. But these discussions would be situated within a wider context by

- Plotting the specific event within 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	No. of periods	Marks
Reading of World History		Introduction of world History	10	
I EARLY SOCIETIES		Introduction Timeline I (6 MYA TO 1 BCE)	05	
	1	Writing and City Life	20	10
II EMPIRES		Introduction Timeline II (C. 100 BCE TO 1300 CE)	05	
	2	An Empire Across Three Continents	20	10
	3	Nomadic Empires	20	10
III CHANGING TRADITIONS		Introduction Timeline III (C. 1300 TO 1700)	05	
	4	The Three Orders	20	10
	5	Changing Cultural Traditions	20	10
IV TOWARDS MODERNIZATION		Introduction Timeline IV (C. 1700 TO 2000)	05	
	6	Displacing Indigenous Peoples	20	10
	7	Paths to Modernisation	20	15
	Map	Map work of the related Themes	15	05
		Theory Total		80
		Project work	25	20
		TOTAL	210	100

Note: Please refer to the following link for NCERT Rationalised 2023-24 textbook

<https://ncert.nic.in/textbook/pdf/kehs1ps.pdf>

COURSE CONTENT

CLASS XI

Section	Theme	Specific learning objectives	Suggestive Teaching learning process	Learning outcome with specific competencies
I EARLY SOCIETIES	Timeline I (6 MYA TO 1 BCE)	Briefing about the early societies	Use of timeline	Understanding the concept of chronology
	Theme 1 Writing and City Life Focus: Iraq, 3 rd millennium BCE a. Growth of towns b. Nature of early urban societies c. Historians' Debate on uses of writing.	<ul style="list-style-type: none"> • To familiarize the learner with the interwoven social and cultural aspects of civilization and brief. about the connection between city life and culture of contemporary civilizations through their writings. • To discuss whether writing is significant as a marker of civilization. 	<ul style="list-style-type: none"> ▪ To use a table to bring out the connection between city life and culture of contemporary civilizations. ▪ Group discussion to discuss whether writing is significant as a marker of civilization. ▪ Using Visuals to explain 	<ul style="list-style-type: none"> ❖ Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations through their writings. ❖ Analyse the outcomes of a sustained tradition of writing. ❖ Explain the connection between the growth of human civilisation and the tradition of writing.
	Timeline II (C.100 BCE TO 1300 CE)	<ul style="list-style-type: none"> • Introducing the periods of the Empires. 	<ul style="list-style-type: none"> ▪ Quiz and Timeline discussion. 	<ul style="list-style-type: none"> ❖ Understanding the periods in order of time.

II EMPIRES	Theme 2 An Empire across Three Continents	<ul style="list-style-type: none"> • To familiarize the learner with the dynamics of the Roman Empire history of a major world empire. • To discuss implications of Roman's contacts with the subcontinent empires and explain slavery was a significant element in the economy. • To discuss the cultural transformation in that period & impact of the slavery in development of a country. 	<ul style="list-style-type: none"> ▪ Use of maps to facilitate an easier comprehension of the changing dynamics of political history. ▪ Group discussion on slavery as a significant element in the economy. ▪ Use of flow chart to learn the cultural transformation during that period. 	<ul style="list-style-type: none"> ❖ Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture. ❖ Analyse the implications of Roman's contacts with the subcontinent empires and discuss about slavery. ❖ Examine the domains of cultural transformation in that period & the impact of slavery.
	Theme 3 NOMADIC EMPIRES	<ul style="list-style-type: none"> • To understand the varieties of nomadic society and their institutions. • To locate the places in the map and comprehend the spread of the nomadic society. • Discuss whether state formation is possible in nomadic societies. 	<ul style="list-style-type: none"> ▪ Discussion on the life of pastoralist society. ▪ Textual reading and discussion about Genghis Khan. ▪ Watching Genghis Khan film and distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan. 	<ul style="list-style-type: none"> ❖ Identify the living patterns of nomadic pastoralist society. ❖ Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler. ❖ Analyse socio-political and economic changes during the period of the descendants of Genghis Khan.

			<ul style="list-style-type: none"> Use case studies for deeper understanding of the socio-political and economic changes. 	<ul style="list-style-type: none"> ❖ Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan
III CHANGING TRADITIONS	Timeline III (C. 1300 TO 1700) Theme 4 The Three Orders	<ul style="list-style-type: none"> Make the learner understand the nature of the economy and society of this period and the changes within them. Show how the debate on the decline of feudalism helps in understanding processes of transition. 	<ul style="list-style-type: none"> Debate and explain the Historical phenomenon of feudalism. Discussion on the impact of feudalism. Pictures and discussions held on renaissance paintings' or 'slave trade' 	<ul style="list-style-type: none"> ❖ Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society. ❖ Relate between ancient slavery and serfdom. ❖ Assess the 14th century crisis and rise of the nation states
	Theme 5 Changing Cultural Traditions	<ul style="list-style-type: none"> To Explore the intellectual trends and events in the period. To appreciate the paintings and buildings of the period. To make a comparative study on women and monuments of Renaissance periods. 	<ul style="list-style-type: none"> Photos and Video clippings to understand the events and its impact. Field trip and research work on architectural and literary developments. Graphic chart to compare the life of women during this period. 	<ul style="list-style-type: none"> ❖ Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration. ❖ Relate the different facets of Italian cities to understand the characteristics of Renaissance

		<ul style="list-style-type: none"> • To engage in a debate around the idea of 'Renaissance' its positive and negative impact. • To discuss the Roman Catholic Church's response to the Protestant Reformation 	<ul style="list-style-type: none"> ▪ Group work on Protestant reformation and catholic reformation and de brief. 	<p>Humanism and Realism.</p> <ul style="list-style-type: none"> ❖ Compare and contrast the condition of women in the Renaissance period. ❖ Recognize major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance. ❖ Critically analyse the impact on later reforms. ❖ Evaluate the Roman Catholic Church's response to the Protestant Reformation.
IV TOWARDS MODERNISA TION	Timeline IV (C. 1700 TO 2000)	<ul style="list-style-type: none"> • To recall the time of modernization. 	<ul style="list-style-type: none"> ▪ Use of Timeline framework. 	<ul style="list-style-type: none"> ❖ Remember and understand the time frame.
		<ul style="list-style-type: none"> • Sensitize students to the processes of displacements that accompanied the 	<ul style="list-style-type: none"> ▪ Use of factsheets, debates and group-discussions on such issues of displacements, supported with maps. 	<ul style="list-style-type: none"> ❖ Evaluate the process of displacements of the native people which led to the development of America and Australia

	Theme 6 Displacing Indigenous People	<p>development of America and Australia.</p> <ul style="list-style-type: none"> • Understand the implications of such processes for the displaced populations. • Reason out the causes of displaced population and its impact on society. 	<ul style="list-style-type: none"> ▪ Narration of events with picture charts. 	<p>to understand their condition.</p> <ul style="list-style-type: none"> ❖ To analyse the realms of settlement of Europeans in Australia and America. ❖ Compare and contrast the lives and roles of indigenous people in these continents
	Theme 7 Paths to Modernization	<ul style="list-style-type: none"> • Show how notions like ‘modernization’ need to be critically assessed. • Make students aware that transformation in the modern world takes many different forms. • Discuss the domains of Japanese nationalism. • To understand the nationalist upsurge in China And to learn about the era of communism. 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the concept of modernization and its application in various forms. ▪ Research work and textual reading to comprehend the impact of modernization. ▪ Videos to understand the upsurge in China and learn about the era. 	<ul style="list-style-type: none"> ❖ Deduce the histories of China and Japan from the phase of imperialism to modernization. ❖ Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration. ❖ Analyse the domains of Japanese nationalism prior and after the Second World War. ❖ Summarize the nationalist upsurge in

	(NOTE- Keeping in view the importance of the themes i.e. Japan, China and Korea; it is ad-vised that all must be taught in the schools.			<p>China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism.</p> <p>❖ To analyse the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.</p>
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QUESTION PAPER DESIGN

CLASS XI

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

Prescribed Textbook - Themes in World History – Published by NCERT

Link for NCERT Rationalised 2023-24 textbook: <https://ncert.nic.in/textbook.php?kehs1=0-7>

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, scrutinizes and assembles different types of evidence to write history.

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

CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 as a part of regular studies in classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, 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 TO TEACHERS

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

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

The following steps are suggested:

- ❖ 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 work.

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

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

FEW SUGGESTIVE TOPICS FOR 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 conceptualize under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept and for assessment.)

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

CBSF

**CLASS XII
COURSE STRUCTURE**

Theory Paper

S. No	Part	Period	Marks
1	Themes in Indian History Part--I	60	25
2	Themes in Indian History Part--II	60	25
3	Themes in Indian History Part -- III	60	25
4	Map	15	05
	Total	195	80

Themes in Indian History		Part—I	25 Marks	
Theme No.	Theme Title	Periods	Marks	
1	Bricks, Beads and Bones The Harappa Civilisation	15	25	
2	Kings, Farmers and Towns Early States and Economies (c.600 BCE600 CE)	15		
3	Kingship, Caste and class Early Societies (c. 600 BCE600 CE)	15		
4	Thinkers, Beliefs and Buildings Cultural Developments (c. 600 BCE600 CE)	15		
Themes in Indian History		Part—II	25 marks	
5	Through the eyes of Travellers Perceptions of Society (c. tenth to seventeenth centuries)	15	25	
6	Bhakti-Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)	15		
7	An Imperial Capital – Vijayanagar (c. fourteenth to sixteenth centuries)	15		

8	Peasants, zamindars and the States Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries)	15	
Themes in Indian History		Part—III	25 marks
Theme No.	Theme Title	Periods	Marks
09	Colonialism and The Countryside Exploring Official Archives	15	25
10	Rebels and Raj 1857 Revolt and its Representations	15	
11	Mahatma Gandhi and the National Movement Civil Disobedience and Beyond	15	
12	Framing of the Constitution The Beginning of a New Era	15	
	Including Map work of the related Themes	15	05
	Theory Total		80
	Project Work	25	20
	TOTAL	220	100

Note: Please refer to the following links for NCERT Rationalised 2023-24 textbook

<https://ncert.nic.in/textbook.php?lehs1=1-4>

<https://ncert.nic.in/textbook.php?lehs2=0-4#>

<https://ncert.nic.in/textbook.php?lehs3=0-4>

**CLASS XII
COURSE CONTENT**

Theme No. and Title	Specific learning objectives	Suggestive Teaching learning process	Learning outcome with specific competencies
Themes in Indian History Part—I			
<p style="text-align: center;">1</p> <p style="text-align: center;">BRICKS, BEADS AND BONES The Harappan Civilisation</p>	<ul style="list-style-type: none"> Familiarize the learner with the early urban centers as economic and social institutions. Introduce the ways in which new data can lead to a revision of existing notions of history. Find the difference between an archeologist and historian who Investigate and interpret historical and contemporary sources. 	<ul style="list-style-type: none"> Inquiry based use of questions to explore. Illustrate how archaeological excavations are undertaken, and their findings are interpreted. Use of Picture charts and Map reading to trace the growth of urban centres. 	<ul style="list-style-type: none"> To investigate, explore and interpret the early urban centres and social institutions. State and deduce the multi-lateral aspects of Harappan civilization to understand the first civilization of the world. Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.
<p style="text-align: center;">2</p> <p style="text-align: center;">KINGS, FARMERS AND TOWNS: Early States and</p>	<ul style="list-style-type: none"> To Familiarize the learner with major trends in the political and economic history of the subcontinent. Introduce inscriptional 	<ul style="list-style-type: none"> Use of Archaeological Evidence Videos and Narration method to bring an understanding of the trends. Virtual tour to analyse and understand the inscriptions 	<ul style="list-style-type: none"> To critically evaluate and interpret major trends in the political and economic history of the subcontinent. Decode inscriptional evidence.

Economies (c.600 BCE600 CE)	<p>analysis and the ways in which these have shaped the understanding of political and economic processes.</p> <ul style="list-style-type: none"> Critically examine the limitations of inscriptional evidence. 		<ul style="list-style-type: none"> Analyse inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.
3 KINSHIP, CASTE AND CLASS, Early Societies (c. 600 BCE600 CE)	<ul style="list-style-type: none"> To Familiarize the learners with issues in social history. Introduce the strategies of textual analysis and their use in reconstructing social history. To appraise the condition of women during Mahabharata age. 	<ul style="list-style-type: none"> Narration of the issues in social history. Story boards can be used to discuss the scriptures of ancient India. Debate & Group discussion condition of women during Mahabharata age. 	<ul style="list-style-type: none"> To examine, analyse the issues of social history. Analyse social norms in order to understand the perspectives of society given in the scriptures of ancient India. Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata..
4 THINKERS, BELIEFS AND BUILDINGS Cultural Developments (c. 600 BCE600 CE)	<ul style="list-style-type: none"> Discuss the major religious developments in early India. Introduce strategies of visual analysis and their use in reconstructing the theories of religion. 	<ul style="list-style-type: none"> Use of flow chart and Tabular columns to compare the major religions in ancient India. Picture chart to discuss the stories in the sculptures. 	<ul style="list-style-type: none"> To infer and compare the major religious developments in early India. Elucidate the rich religious sculpture and infer the stories hidden in it.

	<ul style="list-style-type: none"> Reconstructing the Mauryan administration with help of Arthasastra Indica and other sources. 	<ul style="list-style-type: none"> Use of map to locate the places of religious development. 	<ul style="list-style-type: none"> To create a picture album of the Buddhist sculpture/
Themes in Indian History Part—II			
<p>5</p> <p>THROUGH THE EYES OF TRAVELLERS Perceptions of Society (c. tenth to seventeenth centuries)</p>	<ul style="list-style-type: none"> Familiarize the learner with the salient features of social histories described by the travellers. Discuss how traveller's accounts can be used as sources of social history. Familiarise with the accounts of foreign travellers in order to understand the social political and economic life in the medieval period. 	<ul style="list-style-type: none"> Think Pair and share the features of social history as narrated by travellers. Reading the text for knowing the traveller's accounts which is the source of social history. Narration of the writings of all the travellers. 	<ul style="list-style-type: none"> To understand salient features of social histories described by the travellers and apply the learning in real life. Elucidating the accounts of foreign travellers in order to understand the social political and economic life during the tenure of different rulers in the medieval period. Compare and contrast the perspectives of Al Biruni, Ibn Battuta and Bernier towards Indian society.
<p>6</p> <p>BHAKTI –SUFİ TRADITIONS Changes in Religious</p>	<ul style="list-style-type: none"> Familiarize the learner with the religious developments. Discuss ways of analysing devotional literature as 	<ul style="list-style-type: none"> Use chronological order to track the developments. Venn diagram to make comparison of different religious movements. 	<ul style="list-style-type: none"> Understand the religious developments. Summarize the philosophies of different Bhakti and Sufi

Beliefs and Devotional Texts (c. eighth to eighteenth centuries)	<p>sources of history.</p> <ul style="list-style-type: none"> • Understand the religious developments during medieval period. • Understand the religious movement in order and its impact. 	<ul style="list-style-type: none"> ▪ Group discussion on the value impact. 	<p>saints to understand the religious developments during medieval period.</p> <ul style="list-style-type: none"> ❖ Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society
<p style="text-align: center;">7</p> <p style="text-align: center;">AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries)</p>	<ul style="list-style-type: none"> • Acquaint the learner with the buildings monuments that were built during the time. • To examine the 'excerpts or the sources more closely and discuss the ways in which architecture can be analysed to reconstruct history. • Analyse city planning, water management system, administration of the rulers with the help of literary accounts of foreign traveller's and architectural evidence. 	<ul style="list-style-type: none"> ▪ Visit museums attached to archaeological sites. To learn about the nature, characteristics and significance of archaeological artefacts, historical monuments which could be of political, social, or religious significance. ▪ View documentary Videos and observe Pictures on architecture. ▪ Graphic organisers to make comparison of the study reports. 	<ul style="list-style-type: none"> ❖ Students will be able to Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India. ❖ Analyse accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city. ❖ Assess and appreciate the city planning, water management system, administration of the rulers

<p style="text-align: center;">8</p> <p>PEASANTS, ZAMINDARS AND THE STATE Agrarian Society and the Mughal Empire (c. sixteenth seventeenth centuries)</p>	<ul style="list-style-type: none"> Engage the students to discuss the developments in agrarian relations. Discuss how to supplement official documents with other sources. Elaborate the agrarian changes occurred during sixteenth and seventeenth centuries. Explain the changes and differences in the agrarian sectors. 	<ul style="list-style-type: none"> Group discussion on the agrarian development and impact. Create a Venn diagram or a table and compare the changes during the 16th and 17th century, Debate on the differences in the sector and arrive on the impact. 	<ul style="list-style-type: none"> ❖ Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period. ❖ Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries. ❖ Make a table and bring out the differences in the agrarian sector.
<div>Themes in Indian History</div> <div>Part—III</div>			
<p style="text-align: center;">09</p> <p>COLONIALISM AND THE COUNTRYSIDE Exploring Official Archives</p>	<ul style="list-style-type: none"> Discuss how colonialism affected zamindars, peasants and artisans. Explain the revenue systems introduced by the British to Comprehend the problems and limits of using official sources for understanding the lives of the people. Discuss about the types of records and reports. 	<ul style="list-style-type: none"> Discussion and deliberation on the colonialism and revenue system. list the problems for understanding the lives of the people. Classify the records and reports. 	<ul style="list-style-type: none"> ❖ Evaluate the revenue systems introduced by the British to understand the economic aspects of colonization in India. ❖ Analyse the colonial official records& reports to understand the divergent interest of British and Indians.

	<p>maintained by the rural society</p> <ul style="list-style-type: none"> • Understand the divergent interest of the British in the society and on the Indians. 		<ul style="list-style-type: none"> ❖ Find solution to be taken to protect the peasants and artisans in this century
<p>10</p> <p>REBELS AND THE RAJ: 1857 Revolt and its Representations</p>	<ul style="list-style-type: none"> • Discuss how the events of 1857 are being interpreted. • Discuss how visual material can be used by historians to narrate events. • Understand the planning and execution of the plan. • Highlight the united contribution made by the Indian soldiers. 	<ul style="list-style-type: none"> ▪ Movie or video watching on events of 1857 followed by discussion. ▪ Problem solving method to question the events and suggest actions. 	<ul style="list-style-type: none"> ❖ To examine the events of 1857. ❖ Correlate the Planning and coordination of the rebels of 1857 to infer its domains and nature. ❖ Examine the momentum of the revolt to understand its spread. ❖ Analyse how revolt created vision of unity amongst Indians. ❖ Interpret visual images to understand the emotions portrayed by the nationalist and British.
<p>11</p> <p>MAHATMA GANDHI AND THE NATIONALIST</p>	<ul style="list-style-type: none"> • To acquaint the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership. 	<ul style="list-style-type: none"> ▪ Collaborate and create. a timeline of the movement. ▪ Making a collage of events. individuals, and institutions 	<ul style="list-style-type: none"> ❖ Understand the nationalist movement in chronological order.

<p>MOVEMENT Civil Disobedience and Beyond</p>	<ul style="list-style-type: none"> • Discuss how Gandhi was perceived by different groups. • Examine how historians need to read and interpret newspapers diaries and letters as a historical source. • Throw light on nationalism and patriotism. 	<p>under the Gandhian leadership.</p> <ul style="list-style-type: none"> ▪ Doing a Project on historical source such as newspapers, biographies and auto-biographies diaries and letters. 	<ul style="list-style-type: none"> ❖ Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership. ❖ Debate on the significant contributions of Gandhi to understand his mass appeal for nationalism. ❖ Explore the ways of interpreting historical source such as newspapers, biographies and auto-biographies diaries and letters
<p>12</p> <p>FRAMING THE CONSTITUTION The Beginning of a New Era</p>	<ul style="list-style-type: none"> • Discuss how the founding ideals of the new nation state were debated and formulated. • Understand how such debates and discussions can be read by historians. • Discuss the other countries constitution and compare. 	<ul style="list-style-type: none"> ▪ Mock session of the assembly to debate and discuss the ideals. ▪ Use sources & case studies for a Group discussion. 	<ul style="list-style-type: none"> ❖ Highlight the role of Constituent Assembly to understand functionaries in framing the constitution of India. ❖ Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution

	<ul style="list-style-type: none"> • Explain the salient features of our constitution. 		
Note: This is not an exhaustive list. For reflective teaching- learning process, explicit Learning Objectives and Outcomes can be added by teachers during the course-delivery for student's real learning			

LIST OF MAPS

S. No	Page No.	Part – I Maps
1	2	Mature Harappan sites: Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji.
2	3	Mahajanapada and cities: Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
3	33	Distribution of Ashokan inscriptions: <ul style="list-style-type: none"> • Pillar inscriptions – Sanchi, Topra, Meerut Pillar and Kaushambi. • Kingdom of Cholas, Cheras and Pandyas.
4	43	Important kingdoms and towns: <ul style="list-style-type: none"> • Kushanas, Shakas, Satavahanas, Vakatakas, Guptas • Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha
5	95	Major Buddhist Sites: Nagarjunakonda, Sanchi, Amaravati, Lumbini, Bharhut, Bodh Gaya, Ajanta
S. No	Page No.	Part II - Maps
6	174	Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli
7	214	Territories under Babur, Akbar and Aurangzeb: <ul style="list-style-type: none"> • Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.
S. No	Page No.	Part III - Maps
8	287	Territories/cities under British Control in 1857: Punjab, Sindh, Bombay, Madras, Berar, Bengal, Bihar, Orissa, Surat, Calcutta, Patna, Allahabad

9	260	Main centres of the Revolt of 1857: Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh
10		Important centres of the National Movement: Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi

CLASS XII
QUESTION PAPER DESIGN

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

WEIGHTAGE BASED ON COMPETENCIES

Competencies	Marks	%
Knowledge Remembering previously learned material by recalling facts, terms, basic concepts, and answers,	21	26.25
Understanding demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	18	22.50
Applying and Analyzing: applying acquired knowledge, facts, techniques and rules and solving the problems.	24	30

Formulating, Evaluating and Creating skills: Examining, making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information and piling information	12	15
Map skills	05	6.25

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

INTERNAL ASSESSMENT

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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.
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3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. to enrich the subject content.
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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 conceptualize under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept & for assessment.)

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

Note: Kindly refer to the guidelines on project work for classes XI and XII given below: - 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:

PROJECT WORK: 20 Marks

The teacher will assess the progress of the project work in the following manner

Month	Periodic work	Assessment Rubrics	Marks
April-July	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/Need and objectives of the study, Hypothesis/ Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data	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
		TOTAL	20

4. Viva-Voce

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

HINDUSTANI MUSIC VOCAL (Code – 034)
Examination Structure for Assessment (2023-24) Class XI

Total: 100 Marks

Theory:

30 Marks

Time: 02 Hours

Practical:

70 Marks

Time: 20-25 Minutes for each candidate

1. Examiners are requested to ask the questions directly related to the syllabus.
2. Marks should be awarded in accordance with the marking scheme.

Distribution of Marks

Sr. No.	Value Points	Marks
1	Choice Raga (Vilambit & Drut Khyal) any one of the following <ul style="list-style-type: none">• Bihagi• Bhimpalasi• Bhairavi	15
2	Examiner's Choice Ragas	12
3	1 Dhrupad with Dugun in any one of the prescribed Ragas	14
4	Devotional Song.	06
5	Ability to recognize the prescribed ragas from the phrases of swarasrendend by the examiner	08
6	Recitation of Thekas of prescribed Talas with Thah, Dugun, Chaugun: <ul style="list-style-type: none">• Teentala• Ektala• Chautala	05+05=10
7	Practical File	05

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

HINDUSTANI MUSIC VOCAL (Code – 034)
Examination Structure for Assessment (2023-24) Class XIII

Total: 100 Marks

Theory:

30 Marks

Time: 02 hours

Practical (External Assessment)

70 Marks

Time: 25-30 Minutes for each candidate

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

Distribution of Marks

Sr.No.	Value Points	Marks
1.	Choice Raga (Vilambit and Drut Khayal) with simple elaborations in prescribed Ragas (anyone) Bhairav <ul style="list-style-type: none">• Bhairav• Bageshri• Malkauns	10+6=16
2.	Examiner's Choice Ragas	10
3.	One Tarana and one Dhamar with dugun and Chaugun	8+8=16
6.	Identification of Ragas	06
7.	Reciting the Thekas of Prescribed Talas with hand beats with Thah and Dugun and Chaugun: <ul style="list-style-type: none">• Jhaptala• Rupak• Dhamar	5+5=10
8.	Tuning of Tanpura and questions regarding it	5
9.	Practical file	5

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

HINDUSTANI MUSIC VOCAL (Code – 034)

Course Structure (2023-24) Class XI

Theory –40 Periods

30 Marks

Time: 02 hours

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

Sr. No.	Units	No. of Periods	Marks
Unit 1		10	
1.1	Brief of the following Nada, Shruti, Swar, Saptak, Thaata, Jati, Laya, Tala	04	06
1.2	Brief study of the following: Margi- Desi, Raga,	06	
Unit 2		06	
2.1	Brief History of the following Dhrupad, Khayal and Tarana	06	06
Unit 3		08	
3.1	Brief study of Musical Elements in Natya Shastra	04	06
3.2	Life sketch and contribution of Tansen, V.N. Bhatkhande and V.D. Paluskar	04	
Unit 4		06	
4.1	Description of Prescribed Talas along with Tala Notation with Thah, Dugun and Chaugun <ul style="list-style-type: none">• Teentala• Ektala• Chautala	06	06
4.2	Knowledge of the Structure of Tanpura	04	
Unit 5		10	
5.1	Critical study of Prescribed Ragas along with Recognizing Ragas from phrases of Swaras and elaborating them excluding Raga Jaunpuri	04	06
5.2	<ul style="list-style-type: none">• Writing in notation the compositions of Prescribed Ragas Bihag• Bhimpalasi• Bhairavi	06	

Class – XI

Practical -100

Periods:

70 Marks

Sr.No.	Topics	No. of periods
1.	One vilambit Khayal with simple elaborations and few tanas in any one of the prescribed Ragas.	18
2.	One Drut Khayal with simple elaboration and few tanas in the following Ragas- Bihag, Bhairavi and Bhimpalasi.	40
3.	One Dhrupad with Dugun in any one of the prescribed Ragas.	12
4.	One Devotional Songs.	10
5.	Ability to recognize the prescribed Ragas from the phrases of Swaras rendered by the Examiner.	05
6.	Recitation of the Thekas of Teentala, Chautala and Ektala with Dugun and Chaugun, keeping Tala with hand beats.	15

HINDUSTANI MUSIC VOCAL (Code – 034)
Course Structure (2023-24) Class XII

Theory- 60 periods

30 Marks

Time: 02 hours

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

Sr.No.	Units	No. of Periods	Marks
Unit 1		08	
1.1	Brief study of the following: - Alankar, Kan, Meend, Khatka, Murki, Gamak.	05	06
1.2	Brief study of the following Gram, Murchhana, Alap, Tana.	07	
Unit 2		05	
			06
2.1	Historical development of Time Theory of Ragas	05	
Unit 3		08	
3.1	Detail study of the following Sangeet Ratnakar Sangeet Parijat	04	06
3.2	Life sketch and Contribution of Faiyaz Khan, Bade Ghulam Ali Khan, Krishna Rao, Shankar Pandit	04	
Unit 4		09	
4.1	Description of Prescribed Talas along with Tala Notation with Thah, Dugun, Tigun and Chaugun Jhaptala Rupak Dhamar	06	06
4.2	Tuning of Tanpura	03	
Unit 5		10	
5.1	Critical study of Prescribed Ragas along with recognizing Ragas from phrases of Swaras and elaborating them excluding Raga Shuddha Sarang	04	06
5.2	Writing in Notation the Compositions of Prescribed Ragas. <ul style="list-style-type: none"> • Bhairav • Bageshri • Malkauns 	06	

Class XII

Practical: 100 periods

70 Marks

Sr.No.	Topics	No. of periods
1.	One Vilambit Khayal with simple elaborations and few Tanas in any two of the prescribed Ragas.	18
2.	One Drut Khayal with simple elaborations and few tanas in the following Ragas-Bhairav, Bageshri, and Malkauns.	42
3.	One Tarana and one Dhamar with dugun andchaugun in any one of the prescribed Ragas.	10
4.	Ability to recognize the Ragas from the Phrases of swaras rendered by the examiner.	10
5.	Recitation of the Thekas of Jhaptala, Rupak, and Dhamar with Dugun and Chaugun, keeping tala withhandbeats.	15
6.	Tuning of Tanpura.	05



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



Table of Contents

S. No.	Content	Page No.
1	Rationale	3
2	Objectives	4
Class XI		
3	Course Structure	6
4	Course Content	10
5	Guidelines for Internal Assessment/ Geography Practical	25
Class XII		
6	Course Structure	27
7	Course Content	30
8	Guidelines for Internal Assessment/ Geography Practical	53

BACKGROUND/ RATIONALE

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

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

LEARNING OBJECTIVES

The course in Geography will help learners to:

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

CLASS XI

Prescribed Books:

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

Links for Rationalised 2023-24 NCERT Social Science 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 XI
COURSE STRUCTURE

Book- Fundamentals of Physical Geography

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

9	Atmospheric Circulations and Weather Systems	7	8
10	Water in the Atmosphere	4	
11	World Climate and Climate Change (To be tested through internal assessments in the form of project and presentation)	5	
Unit-V Water (Oceans)			
12	Water (Oceans)	6	4
13	Movements of Ocean Water	8	
Unit VI Life on the Earth			
14	Biodiversity and Conservation (To be tested through internal assessments in the form of project and presentation)	4	—
	Map Work	5	5
Total		89	35

Book – India- Physical Environment

Chapter No.	Chapter Name	Periods	Weightage
Unit-I Introduction			
1	India- Location	5	5

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

Geography Practical Part I

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

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

CLASS XI
COURSE CONTENT

Fundamentals of Physical Geography

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes
1 Geography as a Discipline	<ul style="list-style-type: none"> To define and understand the scope and nature of Geography as a discipline. 	<p>Observe your surroundings and note down the variation in natural as well as cultural phenomena. Discuss with your partner: Geography is the study of “areal differentiation”</p> <p style="text-align: center;">Project Work</p> <p>Topic: - Forest - as a natural resource.</p> <ul style="list-style-type: none"> Prepare a map of India showing the distribution of different types of forests. Write about the economic importance of forests for the country. Prepare a historical account of conservation of forests in India with focus on Chipko movements in Rajasthan and Uttarakhand. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Explain the meaning geography as an integrating discipline. State the fields of geography and its relation with other disciplines. Explain the approaches to study geography

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

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

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

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

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

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

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

India Physical Environment

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

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

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

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

Fundamentals of Physical Geography

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

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

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

India Physical Environment

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

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

Guidelines for Internal Assessment/ Geography Practical

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

CLASS XII

NCERT Prescribed Textbook

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

Links for Rationalised 2023-24 NCERT textbooks:

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

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

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

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

Book-India People and Economy

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

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

Geography Practical-II

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

CLASS XII
COURSE CONTENT

Book- Fundamental of Human Geography

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

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

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

	<ul style="list-style-type: none"> To explain main features of different types of agricultural system practised in the world. 	<ul style="list-style-type: none"> a. Major areas of subsistence gathering b. Major areas of nomadic herding of the world c. Major areas of commercial livestock rearing d. Major areas of extensive commercial grain farming e. Major areas of mixed farming of the World 	<ul style="list-style-type: none"> Differentiate between primitive subsistence and intensive subsistence farming. Describe the characteristic features of plantation agriculture as a type of commercial farming. Analyse why is there low yield per acre but high yield per person in areas of extensive grain cultivation. Compare and contrast the farming practices in the developed urban areas of the world. Analyse how the model of Kolkhoz introduced in the erstwhile USSR boost agricultural production. Examine the reasons for success of cooperative farming in the European countries. Differentiate between open cast mining and shaft mining. Discuss how mining can have impact on humans and environment.
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<p>5 Secondary Activities</p>	<ul style="list-style-type: none"> • To develop understanding of secondary activities with emphasis on manufacturing industries. • To give an overview of manufacturing processes, types, its significance and recent changes. 	<ul style="list-style-type: none"> • The students can be asked to prepare a list of factory made goods they use in their daily life and categorize them as biodegradable and non-biodegradable. • List out ten global brands, their logos and products. • The students can be taken out for a visit to local industry and asked to prepare a report on their observations regarding raw material used, finished product, production process, labour inputs, environmental impact and social responsibility. • The students can be asked to prepare a sketch, poster, poem or write-up about the environmental conditions surrounding an industry. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Explain key concepts such as, large-scale manufacturing, high technology industry, organizational set up, foot-loose industries, Agri business etc. • Identify and explain the factors affecting the location an industry. • Differentiate between different types of industries on the basis of size, raw material, ownership and output. • Differentiate between cottage industry and small scale industry. • Explain the importance of high-tech industries and reason for them being attracted to the peripheral areas of major metropolitan cities. • Compare large scale industry and modern high tech industry with examples • Understands and analyses the interrelationship between
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			industrial development and standard of living.
6 Tertiary and Quaternary Activities	<ul style="list-style-type: none"> To understand different types of tertiary activity and its importance in the economy. 	<ul style="list-style-type: none"> Make a list of economic activities under different categories. Make a list of departmental stores and chain stores that you visit regularly. Class discussion on: How convenient and beneficial the fast-growing service sector in the world. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Compare and contrast traditional and modern economic activities. Students correlate tertiary activities and their role in the economic development of a country. Describe different types of tertiary activities. Discuss different types of trading centres found in rural and urban areas and role played by them in local economy. Describe quinary activities and its role in advanced economies. Discuss how tertiary, quaternary and quinary activities have replaced jobs in primary and secondary sectors. Define the following terms: BPO, Outsourcing, KPO,

			Departmental Store, Chain Store, Wholesale trading
7 Transport and Communication	<ul style="list-style-type: none"> To acquire knowledge about various modes of transport in different continents. To compare and synthesize the information about major transport routes around the globe. To understand the development of communication networks and their impact on the modern world. 	<ul style="list-style-type: none"> Students can be asked to do a survey of their class about the means of transport being used by students to reach school. Prepare a Bar diagram with the help of the data collected. Analyze the connection between physical landscape and development of various modes of transport Mark and label the terminal stations of Trans-Siberian Railway, Trans Canadian Railway and Trans Australia Railway on an outline world map. Draw a sketch map of Suez Canal, Panama Canal, St Lawrence Sea ways and Rhine waterways, and mark them on an outline map of the world. On an outline map of the world mark and label the following major airports of each continent: 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Compare and contrast various modes of transport. Explain the relationship of transport and communication networks to economic development of a region. Describe the major highways and major rail networks of different continents. Discuss the location and economic significance of Trans-Siberian Railway, Trans Canadian Railway, The Union and Pacific Railway and Trans Australian Railway. Describe the location and the economic importance of the major sea routes of the world. Discuss how Suez Canal and Panama Canal serve as major gateways of commerce for both the eastern and the western world.

		<ul style="list-style-type: none"> a. Asia: Tokyo, Beijing, Mumbai, Jeddah, Aden Africa: Johannesburg & Nairobi b. Europe: Moscow, London, Paris, Berlin and Rome c. North America: Chicago, New Orleans, Mexico City d. South America: Buenos Aires, Santiago Australia: Darwin and Wellington 	<ul style="list-style-type: none"> • Discuss how the modern communication systems have made the concept of global village a reality.
8 International Trade	<ul style="list-style-type: none"> • Familiarize the students with the basic concepts and principles of International trade. • To understand the basis of International trade, Balance of trade and types of International trade. • Gain knowledge about the concept of Dumping. • To outline the historical perspective of globalization and Role of WTO, its functions and its implications on the world trade. 	<ul style="list-style-type: none"> • Discuss: How International trade was carried out in the past vis-a-vis present times. • Study the data given on table 9.1 and compare world import and export to calculate balance of trade and analyse its implication. • Read the case Study on dumping and discuss how dumping is becoming a serious concern among trading nations. • Prepare a concept map of the chapter. • Mark and label the headquarter of WTO on an outline world map. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Define international trade and describe how it impacts various countries. • Describe the basis of International Trade. • Discuss types of and aspects International trade. • Explain the term Dumping, Trade liberalisation and Globalisation. • Discuss the impact of WTO on current global trade. • Evaluate how international trade can be detrimental to some nations.

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

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

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

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

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

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

		<ul style="list-style-type: none"> Iron Ore, Manganese, Bauxite, Copper, Mica, Coal, Petroleum and natural Gas. 	<ul style="list-style-type: none"> On an outline political Map of India mark and label the following: <ol style="list-style-type: none"> Iron-ore mines: Mayurbhanj, Bailadila, Ratnagiri, Bellary Manganese mines: Balaghat, Shimoga Copper mines: Hazaribagh, Singhbhum, Khetari Bauxite mines: Katni, Bilaspur and Koraput Coal mines: Jharia, Bokaro, Raniganj, Neyveli Oil Refineries: Mathura, Jamnager, Barauni
<p>6 Planning and sustainable development in Indian Context</p>	<ul style="list-style-type: none"> To understand the need for centralised planning (sectoral planning and regional planning) to accelerate uniform economic development over space as well the role of NITI Aayog. 	<ul style="list-style-type: none"> Case Study – Integrated Tribal Development Project in Bharmaur Region. Case Study- Indira Gandhi Canal (Nahar) Command Area. Critically evaluates the need for, aims of, and impacts of irrigation on Indira Gandhi Canal (Nahar) Command Area. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Develop an understanding about various types of planning. Justify the need for target areas and target groups planning by the Planning Commission with examples. Explains the aims and approaches of the Hill Area Development Programme, Drought prone area Programme,

			<ul style="list-style-type: none"> • Critically evaluate the aims and social benefits of ITDP in the Bharmaur tribal region. • Evaluate the measures that can be taken to promote sustainable development in Indira Gandhi Canal Command Area.
7 Transport and communication	<ul style="list-style-type: none"> • To acquire knowledge about various means of transport spread in different parts of India. • To compare and correlate various modes of transport to the physical regions of India. • To evaluate the impact of transport and communication networks on the development of our nation. 	<ul style="list-style-type: none"> • Draw a flow chart to show the means of transportation. • Collect information on Metro rail of India and discuss in the classroom. • Prepare a concept map showing different means of transportation, its advantages and disadvantages. • Collect information on Bharatmala and Setubharatam Pariyojana and share it with your peer group. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Develops an understanding about various means of transport being used in different parts of India. • Analyse the impact of the physical environment on development of various modes in different regions. • Describe different types of highways found in different parts of our country. • Discuss the role of Indian Railways in the growth of India's economy with focus on recent technological advancements. • Describe the five National Waterways of our country.

			<ul style="list-style-type: none"> • Discuss the role of OIL and Gail in development of gas pipelines in India. • Discuss reasons for the state wise variation in road density in India. • Elucidate the impact of modern communication networks in our life. • Mark and label the following on an outline political map of India: Terminal stations of north south corridor, East west corridor & golden quadrilateral
8 International Trade	<ul style="list-style-type: none"> • To familiarise students about the changes that have taken place in India's international trade in terms of volume, composition and direction. 	<ul style="list-style-type: none"> • Study the graph (11.1) showing India's import and export and comment on India's balance of trade. • Make a list of items that are in India's import and export basket. • Make a list of India's major trading partners and identify these countries on a world map. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Give reasons for changing pattern of the composition of India's import and export. • Discuss the strategies adopted by India to double its share in the international trade. • Evaluate the role of sea ports as gateways of international trade with examples.

		<ul style="list-style-type: none"> Name the nearest domestic and international airports from your school. Study fig 11.5 and Identify four cities from where maximum number of air routes converge. Discuss the reasons for the same with your classmates. 	<ul style="list-style-type: none"> Mark and label the major sea ports and airports on an outline map of India. Major Sea Ports: Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia International Air ports: Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram & Hyderabad.
<p>9</p> <p>Geographical Perspective on selected issues</p>	<ul style="list-style-type: none"> To explain the causes and consequences of different types of pollution in India and suggest the measures to control it. 	<ul style="list-style-type: none"> List the major sources of water pollution, air pollution, noise pollution and land pollution. Identify the most polluted stretch of river Ganga and river Yamuna on an outline map. Look into the dustbin in your school and make a list of solid waste generated by students. 	<p>At the completion of this topic the students will be able to:</p> <ul style="list-style-type: none"> Classify types of pollution based on the medium through which pollutants are transported and diffused. Explain various sources of pollution and summarise the state of water, air, land and noise pollution in India. Analyse the rural-urban migration and its role in pollution.

		<ul style="list-style-type: none"> • Prepare a poster to create awareness about Namami Gange Programme. • Speak to a rag picker and try to find out what he/she does with the waste. • Read the case study of a migrant labourer (Given in NCERT) and enact his/her life in your classroom. 	<ul style="list-style-type: none"> • Describe the health and social problems of slum dwellers with reference to Dharavi. • Describe the natural and human causes of land degradation and suggest measures to control land degradation in India. • Suggest measures to control different types of pollutions and evaluate the effectiveness of the Swachh Bharat Mission. • Discuss the problems related to urban waste disposal and suggest measures to convert waste into wealth.
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Practical Work in Geography Part II

Chapter No. and Name	Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes
1 Data its source and compilation	<ul style="list-style-type: none"> • To understand the importance of data and its uses in Geography 	<ul style="list-style-type: none"> • Collect Primary and Secondary Sources of data from different sources and exhibit in practical file 	<ul style="list-style-type: none"> • Define data. • Differentiate between primary and secondary sources of data. • List several sources of data.

<p style="text-align: center;">2 Data Processing</p>	<ul style="list-style-type: none"> • To calculate Measures of Central tendency • To Compare Mean, Median And Mode 	<ul style="list-style-type: none"> • Calculate Mean, Median and Mode using direct and indirect method 	<ul style="list-style-type: none"> • Calculate the mean rainfall of your city • List ten Himalayan peaks with their heights. • Calculate the median height using the data
<p style="text-align: center;">3 Representation of data</p>	<ul style="list-style-type: none"> • To represent data graphically using different techniques 	<ul style="list-style-type: none"> • Construction of Line Graph • Bar Graph • Poly Graph • Line and Bar Graph • Multiple Bar Diagram • Compound Bar Diagram • Pie Diagram <p><u>Thematic Maps</u></p> <ul style="list-style-type: none"> • Dot Map • Choropleth Map • Isopleth Map 	<ul style="list-style-type: none"> • Construct a line graph to represent the growth rate of Population in India 1901-2011. • Construct a polygraph to compare the growth of sex ratio in different states. • Construct a line and bar graph to represent the average monthly rainfall and temperature of Delhi. • Construct a multiple bar diagram to represent decadal literacy rate, male literacy and female literacy. • Draw a pie diagram to show India's export to major regions of the world 2010-2011. • Construct a dot map to show India's Population 2011. • Construct a choropleth map to show state wise variation in population density.

<p>4 Spatial Information Technology</p>	<ul style="list-style-type: none"> To understand the need to capture data from different sources and integrate them using a computer that is supported by geo-processing tools. To learn basic principles of the Spatial Information Technology and its extension to the Spatial Information System, which is more commonly known as Geographical Information System. 	<p>.</p>	<ul style="list-style-type: none"> Explain what is Spatial Information Technology or GIS. Describe the advantages of GIS over manual methods. Components of GIS. Spatial Data formats: Raster data format Vector data format. Spatial Analysis: Overlay and Buffer Analysis.
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Map Items for identification only on outline political map of the World

Fundamentals of Human Geography

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

	<ul style="list-style-type: none"> • Major areas of commercial livestock rearing (4.6) • Major areas of extensive commercial grain farming (4.12) • Major areas of mixed farming of the World (4.14)
5-Secondary Activities	Nil
6-Tertiary and Quaternary Activities	Nil
7-Transport, Communication and Trade	<ul style="list-style-type: none"> • Terminal Stations of Transcontinental Railways– Trans-Siberian, Trans Canadian, Trans-Australian Railways <p>Major Sea Ports</p> <ul style="list-style-type: none"> • Europe: North Cape, London, Hamburg • North America: Vancouver, San Francisco, New Orleans • South America: Rio De Janeiro, Colon, Valparaiso • Africa: Suez and Cape Town • Asia: Yokohama, Shanghai, Hong Kong, Aden, Karachi, Kolkata • Australia: Perth, Sydney, Melbourne <p>Major Airports:</p> <ul style="list-style-type: none"> • Asia: Tokyo, Beijing, Mumbai, Jeddah, Aden • Africa: Johannesburg & Nairobi • Europe: Moscow, London, Paris, Berlin and Rome • North America: Chicago, New Orleans, Mexico City • South America: Buenos Aires, Santiago • Australia: Darwin and Wellington

	Inland Waterways Suez Canal, Panama Canal, Rhine waterways and St. Lawrence Seaways
8-International Trade	Nil

Map Items for locating and labelling on political outline map of India

India - People and Economy

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

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

Guidelines for Internal Assessment/ Geography Practical

- A practical file must be prepared by students covering all the topics prescribed in the practical syllabus.
- The file should be completely handwritten with a cover page, index page and acknowledgment.
- All statistical diagrams and maps should be drawn neatly with appropriate headings, scale, index etc. Data to draw statistical diagrams can be taken from the NCERT text book or Census.
- The practical file will be assessed both by the internal and external examiners at the time of CBSE practical examinations.
- A written exam of 25 marks will be conducted based on the above given practical syllabus on the day of the practical exam.
- Viva will be conducted based on **practical syllabus** only.
- Written Exam - 25 Marks
- Practical file- 02 Marks
- Viva- 03 Marks

ECONOMICS (Code No. 030)

(2023-24)

Rationale

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

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

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

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

Objectives:

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

ECONOMICS (030)

CLASS – XI (2023-24)

Theory: 80 Marks

3 Hours

Project: 20 Marks

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

Part A: Statistics for Economics

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

Unit 1: Introduction

10 Periods

What is Economics?

Meaning, scope, functions and importance of statistics in Economics

Unit 2: Collection, Organisation and Presentation of data

30 Periods

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

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

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

Unit 3: Statistical Tools and Interpretation

50 Periods

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

Measures of Central Tendency- Arithmetic mean, Median and Mode

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

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

Part B: Introductory Microeconomics

Unit 4: Introduction

10 Periods

Meaning of microeconomics and macroeconomics; positive and normative economics

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

Unit 5: Consumer's Equilibrium and Demand

40 Periods

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

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

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

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

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

Total Product, Average Product and Marginal Product.

Returns to a Factor

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

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

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

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

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

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

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

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

Guidelines as given in Class XII curriculum

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

Marks: 80

Duration: 3 hrs.

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

ECONOMICS CLASS - XII (2023-24)

Theory: 80 Marks

3 Hours

Project: 20 Marks

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

Part A: Introductory Macroeconomics

Unit 1: National Income and Related Aggregates

30 Periods

What is Macroeconomics?

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

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

Aggregates related to National Income:

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

GDP Deflator, GDP and Welfare

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

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

Money creation by the commercial banking system.

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

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

Aggregate demand and its components.

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

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

Meaning of full employment and involuntary unemployment.

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

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

Government budget - meaning, objectives and components.

Classification of receipts - revenue receipts and capital receipts;

Classification of expenditure – revenue expenditure and capital expenditure.

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

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

Balance of payments account - meaning and components;

Balance of payments – Surplus and Deficit

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

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

Managed Floating exchange rate system

Part B: Indian Economic Development

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

28 Periods

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

Indian economic system and common goals of Five Year Plans.

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

Economic Reforms since 1991:

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

Concepts of demonetization and GST

Unit 7: Current challenges facing Indian Economy

60 Periods

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

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

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

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

Unit 8: Development Experience of India:

12 Periods

A comparison with neighbours

India and Pakistan

India and China

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

Part C: Project in Economics

20 Periods

Prescribed Books:

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

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

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

Marks: 80

Duration: 3 hrs.

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

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

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

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

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

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

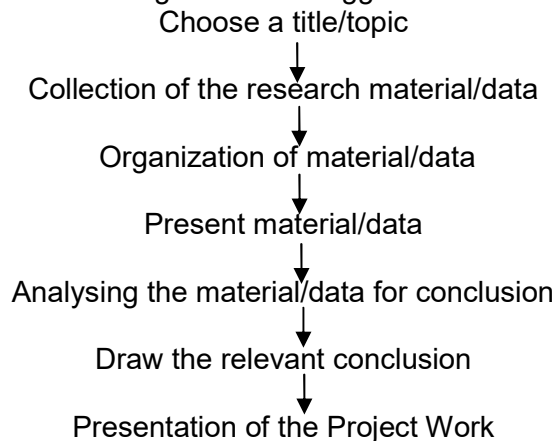
Role of the teacher:

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

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

Scope of the project:

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



Expected Checklist:

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

Mode of presentation/submission of the Project:

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

Marking Scheme:

Marks are suggested to be given as –

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

Suggestive List of Projects:

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

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

Computer Science
Class -XI
Code No. 083
2023-24

1. Learning Outcomes

Students should be able to:

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

2. Distribution of Marks

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

3. Unit wise Syllabus

Unit I: Computer Systems and Organisation

- Basic computer organisation: Introduction to Computer System, hardware, software, input device, output device, CPU, memory (primary, cache and secondary), units of memory (bit, byte, KB, MB, GB, TB, PB)
- Types of software: System software (Operating systems, system utilities, device drivers), programming tools and language translators (assembler, compiler, and interpreter), application software
- Operating System(OS): functions of the operating system, OS user interface
- Boolean logic: NOT, AND, OR, NAND, NOR, XOR, NOT, truth tables and De Morgan's laws, Logic circuits
- Number System: Binary, Octal, Decimal and Hexadecimal number system; conversion

- between number systems
- Encoding Schemes: ASCII, ISCII, and Unicode (UTF8, UTF32)

Unit II: Computational Thinking and Programming - I

- Introduction to Problem-solving: Steps for Problem-solving (Analyzing the problem, developing an algorithm, coding, testing, and debugging), representation of algorithms using flowchart and pseudocode, decomposition
- Familiarization with the basics of Python programming: Introduction to Python, Features of Python, executing a simple "hello world" program, execution modes: interactive mode and script mode, Python character set, Python tokens(keyword, identifier, literal, operator, 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(), 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 III: 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.	Lab Test (12 marks)	
	Python program (60% logic + 20% documentation + 20% code quality)	12
2.	Report File + Viva (10 marks)	
	Report file: Minimum 20 Python programs	7
	Viva voce	3
3.	Project (that uses most of the concepts that have been learnt)	8

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
<pre> * ** *** **** ***** </pre>	<pre> 12345 1234 123 12 1 </pre>	<pre> A AB ABC ABCD ABCDE </pre>

- 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
CLASS-XII
Code No. 083
2023-24

1. Prerequisites

Computer Science- Class XI

2. Learning Outcomes

Student should be able to

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

3. Distribution of Marks:

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

4. Unit wise Syllabus

Unit I: Computational Thinking and Programming – 2

- Revision of Python topics covered in Class XI.
- Functions: types of function (built-in functions, functions defined in module, user defined functions), creating user defined function, arguments and parameters, default

parameters, positional parameters, function returning value(s), flow of execution, scope of a variable (global scope, local scope)

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

Unit II: Computer Networks

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

Unit III: Database Management

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

- joins: cartesian product on two tables, equi-join and natural join
- Interface of python with an SQL database: connecting SQL with Python, performing insert, update, delete queries using cursor, display data by using connect(), cursor(), execute(), commit(), fetchone(), fetchall(), rowcount, creating database connectivity applications, use of %s format specifier or format() to perform queries

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"> Minimum 15 Python programs. SQL Queries – Minimum 5 sets using one table / two tables. Minimum 4 programs based on Python - SQL connectivity 	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:
 - o ALTER table to add new attributes / modify data type / drop attribute
 - o UPDATE table to modify data
 - o ORDER By to display data in ascending / descending order
 - o DELETE to remove tuple(s)
 - o 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.

CHEMISTRY (Code No. 043)

XI-XII (2023-24)

Rationale

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

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

Objectives

The curriculum of Chemistry at Senior Secondary Stage aims to:

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

COURSE STRUCTURE
CLASS-XI (THEORY) (2023-24)

Time: 3 Hours

Total Marks 70

S.No	UNIT	No. of Periods	Marks
1	Some Basic Concepts of Chemistry	12	7
2	Structure of Atom	14	9
3	Classification of Elements and Periodicity in Properties	8	6
4	Chemical Bonding and Molecular Structure	14	7
5	Chemical Thermodynamics	16	9
6	Equilibrium	14	7
7	Redox Reactions	6	4
8	Organic Chemistry: Some basic Principles and Techniques	14	11
9	Hydrocarbons	12	10
	TOTAL		70

Unit I: Some Basic Concepts of Chemistry

12 Periods

General Introduction: Importance and scope of Chemistry.

Nature of matter, laws of chemical combination, Dalton's atomic theory: concept of elements, atoms and molecules.

Atomic and molecular masses, mole concept and molar mass, percentage composition, empirical and molecular formula, chemical reactions, stoichiometry and calculations based on stoichiometry.

Unit II: Structure of Atom

14 Periods

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

Unit III:	Classification of Elements and Periodicity in Properties	08 Periods
	Significance of classification, brief history of the development of periodic table, modern periodic law and the present form of periodic table, periodic trends in properties of elements -atomic radii, ionic radii, inert gas radii, Ionization enthalpy, electron gain enthalpy, electronegativity, valency. Nomenclature of elements with atomic number greater than 100.	
Unit IV:	Chemical Bonding and Molecular Structure	14 Periods
	Valence electrons, ionic bond, covalent bond, bond parameters, Lewis structure, polar character of covalent bond, covalent character of ionic bond, valence bond theory, resonance, geometry of covalent molecules, VSEPR theory, concept of hybridization, involving s, p and d orbitals and shapes of some simple molecules, molecular orbital theory of homonuclear diatomic molecules(qualitative idea only), Hydrogen bond.	
Unit VI:	Chemical Thermodynamics	16 Periods
	Concepts of System and types of systems, surroundings, work, heat, energy, extensive and intensive properties, state functions.	
	First law of thermodynamics -internal energy and enthalpy, heat capacity and specific heat, measurement of ΔU and ΔH , Hess's law of constant heat summation, enthalpy of bond dissociation, combustion, formation, atomization, sublimation, phase transition, ionization, solution and dilution. Second law of Thermodynamics (brief introduction)	
	Introduction of entropy as a state function, Gibb's energy change for spontaneous and non-spontaneous processes, criteria for equilibrium.	
	Third law of thermodynamics (brief introduction).	
Unit VII:	Equilibrium	14 Periods
	Equilibrium in physical and chemical processes, dynamic nature of equilibrium, law of mass action, equilibrium constant, factors affecting equilibrium - Le Chatelier's principle, ionic equilibrium- ionization of acids and bases, strong and weak electrolytes, degree of ionization, ionization of poly basic acids, acid strength, concept of pH, hydrolysis of salts (elementary idea), buffer solution, Henderson Equation, solubility product, common ion effect (with illustrative examples).	
Unit VIII:	Redox Reactions	06 Periods
	Concept of oxidation and reduction, redox reactions, oxidation number, balancing redox reactions, in terms of loss and gain of electrons and change in oxidation number, applications of redox reactions.	
Unit XII:	Organic Chemistry -Some Basic Principles and Techniques	14 Periods
	General introduction, methods of purification, qualitative and quantitative analysis, classification and IUPAC nomenclature of organic compounds. Electronic displacements in a covalent bond: inductive effect, electromeric effect, resonance and hyper conjugation. Homolytic and heterolytic fission of a covalent bond: free radicals, carbocations, carbanions, electrophiles and nucleophiles, types of organic reactions.	

Classification of Hydrocarbons**Aliphatic Hydrocarbons:**

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

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

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

Aromatic Hydrocarbons:

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

PRACTICALS

Evaluation Scheme for Examination	Marks
Volumetric Analysis	08
Salt Analysis	08
Content Based Experiment	06
Project Work	04
Class record and viva	04
Total	30

PRACTICAL SYLLABUS**Total Periods: 60**

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

A. Basic Laboratory Techniques

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

B. Characterization and Purification of Chemical Substances

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

C. Experiments based on pH

- a) Any one of the following experiments:
 - Determination of pH of some solutions obtained from fruit juices, solution of known and varied concentrations of acids, bases and salts using pH paper or universal indicator.
 - Comparing the pH of solutions of strong and weak acids of same concentration. □
Study the pH change in the titration of a strong base using universal indicator.
- b) Study the pH change by common-ion in case of weak acids and weak bases.

D. Chemical Equilibrium

One of the following experiments:

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

E. Quantitative Estimation

- i. Using a mechanical balance/electronic balance.
- ii. Preparation of standard solution of Oxalic acid.
- iii. Determination of strength of a given solution of Sodium hydroxide by titrating it against standard solution of Oxalic acid.
- iv. Preparation of standard solution of Sodium carbonate.
- v. Determination of strength of a given solution of hydrochloric acid by titrating it against standard Sodium Carbonate solution.

F. Qualitative Analysis

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

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

Anions – CO_3^{2-} , S^{2-} , NO_2^- , SO_3^{2-} , SO_4^{2-} , NO_3^- , Cl^- , Br^- , I^- , PO_4^{3-} , CH_3COO^- (Note: Insoluble salts excluded)

b) Detection of -Nitrogen, Sulphur, Chlorine in organic compounds.

c) PROJECTS

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

A few suggested Projects

- Checking the bacterial contamination in drinking water by testing sulphide ion
- Study of the methods of purification of water

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

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

Practical Examination for Visually Impaired Students Class XI

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

A. List of apparatus for identification for assessment in practicals (All experiments)

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

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

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

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

B. Experiments based on pH

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

C. Chemical Equilibrium

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

D. Quantitative estimation

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

E. Qualitative Analysis

1. Determination of one anion and one cation in a given salt
2. Cations - NH_4^+
Anions - $(\text{CO}_3)^{2-}$, S^{2-} , $(\text{SO}_3)^{2-}$, Cl^- , CH_3COO^-
(Note: insoluble salts excluded)

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

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

Prescribed Books:

1. Chemistry Part – I, Class-XI, Published by NCERT.
2. Chemistry Part – II, Class-XI, Published by NCERT.

CLASS XII (2023-24) (THEORY)

Time : 3 Hours

70 Marks

S.No.	Title	No. of Periods	Marks
1	Solutions	10	7
2	Electrochemistry	12	9
3	Chemical Kinetics	10	7
4	d -and f -Block Elements	12	7
5	Coordination Compounds	12	7
6	Haloalkanes and Haloarenes	10	6
7	Alcohols, Phenols and Ethers	10	6
8	Aldehydes, Ketones and Carboxylic Acids	10	8
9	Amines	10	6
10	Biomolecules	12	7
	Total		70

Unit II: Solutions

10 Periods

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

Unit III: Electrochemistry

12 Periods

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

Unit IV: Chemical Kinetics**10 Periods**

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

Unit VIII: d and f Block Elements**12 Periods**

General introduction, electronic configuration, occurrence and characteristics of transition metals, general trends in properties of the first row transition metals – metallic character, ionization enthalpy, oxidation states, ionic radii, colour, catalytic property, magnetic properties, interstitial compounds, alloy formation, preparation and properties of $K_2Cr_2O_7$ and $KMnO_4$.

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

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

Unit IX: Coordination Compounds**12 Periods**

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

Unit X: Haloalkanes and Haloarenes.**10 Periods**

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

Haloarenes: Nature of C–X bond, substitution reactions (Directive influence of halogen in monosubstituted compounds only).

Uses and environmental effects of - dichloromethane, trichloromethane, tetrachloromethane, iodoform, freons, DDT.

Unit XI: Alcohols, Phenols and Ethers**10 Periods**

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

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

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

Unit XII: Aldehydes, Ketones and Carboxylic Acids**10 Periods**

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

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

Unit XIII: Amines**10 Periods**

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

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

Unit XIV: Biomolecules**12 Periods**

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

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

Vitamins - Classification and functions.

Nucleic Acids: DNA and RNA.

PRACTICALS

Evaluation Scheme for Examination	Marks
Volumetric Analysis	08
Salt Analysis	08
Content Based Experiment	06
Project Work	04
Class record and viva	04
Total	30

PRACTICAL SYLLABUS**60Periods**

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

A. Surface Chemistry

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

Lyophilic sol - starch, egg albumin and gum

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

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

B. Chemical Kinetics

- (a) Effect of concentration and temperature on the rate of reaction between Sodium Thiosulphate and Hydrochloric acid.
(b) Study of reaction rates of any one of the following:
(i) Reaction of Iodide ion with Hydrogen Peroxide at room temperature using different concentration of Iodide ions.
(ii) Reaction between Potassium Iodate, (KIO_3) and Sodium Sulphite: (Na_2SO_3) using starch solution as indicator (clock reaction).

C. Thermochemistry

Any one of the following experiments

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

D. Electrochemistry

Variation of cell potential in $\text{Zn}/\text{Zn}^{2+} \parallel \text{Cu}^{2+}/\text{Cu}$ with change in concentration of electrolytes (CuSO_4 or ZnSO_4) at room temperature.

E. Chromatography

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

F. Preparation of Inorganic Compounds

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

G. Preparation of Organic Compounds

Preparation of any one of the following compounds

- i) Acetanilide ii) Di-benzalAcetone iii) p-Nitroacetanilide iv) Aniline yellow or 2 - Naphthol Anilinedye.

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

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

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

J. Determination of concentration/ molarity of KMnO_4 solution by titrating it against a standard solution of:

- i) Oxalic acid,
- ii) Ferrous Ammonium Sulphate

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

Qualitative analysis

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

Cation : Pb^{2+} , Cu^{2+} , As^{3+} , Al^{3+} , Fe^{3+} , Mn^{2+} , Zn^{2+} , Cu^{2+} , Ni^{2+} , Ca^{2+} , Sr^{2+} , Ba^{2+} , Mg^{2+} , NH_4^+

Anions: $(\text{CO}_3)^{2-}$, S^{2-} , $(\text{SO}_3)^{2-}$, $(\text{NO}_2)^-$, $(\text{SO}_4)^{2-}$, Cl^- , Br^- , I^- , PO_4^{3-} , $(\text{C}_2\text{O}_4)^{2-}$, CH_3COO^- , NO_3^-

(Note: Insoluble salts excluded)

PROJECT

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

few suggested Projects.

- Study of the presence of oxalate ions in guava fruit at different stages of ripening.
 - Study of quantity of casein present in different samples of milk.
 - Preparation of soybean milk and its comparison with the natural milk with respect to curd formation, effect of temperature, etc.
 - Study of the effect of Potassium Bisulphate as food preservative under various conditions (temperature, concentration, time, etc.)
 - Study of digestion of starch by salivary amylase and effect of pH and temperature on it.
 - Comparative study of the rate of fermentation of following materials: wheat flour, gram flour, potato juice, carrot juice, etc.
 - Extraction of essential oils present in Saunf (aniseed), Ajwain (carum), Illaichi (cardamom).
 - Study of common food adulterants in fat, oil, butter, sugar, turmeric powder, chilli powder and pepper.
- Note:** Any other investigatory project, which involves about 10 periods of work, can be chosen with the approval of the teacher.

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

Time Allowed: Two hours

Max. Marks:30

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

General Guidelines

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

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

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

Hands-on Assessment

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

B. List of Practical

The experiments have been divided into two sections: Section A and Section B. The experiments mentioned in Section B are mandatory.

SECTION- A

A Surface Chemistry

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

B Chromatography

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

C Tests for the functional groups present in organic compounds:

- (1) Alcoholic and Carboxylic groups.

(2) Aldehydic and Ketonic

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

Preparation of Inorganic Compounds- Potash Alum

SECTION-B (Mandatory)

F Quantitative analysis

- (1) (a) Preparation of the standard solution of Oxalic acid of a given volume
(b) Determination of molarity of KMnO_4 solution by titrating it against a standard solution of Oxalic acid.
- (2) The above exercise [F 1 (a) and (b)] to be conducted using Ferrous ammonium sulphate (Mohr's salt)

G Qualitative analysis:

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

Cation – NH_4^+

Anions – CO_3^{2-} , S^{2-} , SO_3^{2-} , Cl^- , CH_3COO^-

(Note: Insoluble salts excluded)

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

Prescribed Books:

1. Chemistry Part -I, Class-XII, Published by NCERT.
2. Chemistry Part -II, Class-XII, Published by NCERT.

CHEMISTRY (Code No. 043) QUESTION PAPER DESIGN CLASSES –XI and XII (2023-24)

S	Domains	Total Marks	%
1	Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.	28	40
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	21	30
3	Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	21	30

1. No chapter wise weightage. Care to be taken to cover all the chapters.
2. Suitable *internal variations may be made for generating various templates.* **Choice(s):**

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

BUSINESS STUDIES (Code No. 054)

Rationale

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

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

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

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

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

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

Objectives:

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

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

Theory: 80 Marks

Project: 20 Marks

3 Hours

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

Part A: Foundation of Business

Concept includes meaning and features

Unit 1: Evolution and Fundamentals of Business

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

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

Unit 2: Forms of Business organizations

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

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

Unit 3: Public, Private and Global Enterprises

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

Unit 4: Business Services

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

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

Unit 5: Emerging Modes of Business

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

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

Part B: Finance and Trade

Unit 7: Sources of Business Finance

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

Unit 8: Small Business and Enterprises

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

Unit 9: Internal Trade

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

Unit 10: International Trade

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

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

Unit 11: Project Work

As per CBSE guidelines.

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

Marks: 80

Duration: 3 hrs.

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

Business Studies CLASS–XII (2023-24)

Theory: 80 Marks
Project: 20 Marks

3 Hours

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

Part A: Principles and Functions of Management

Unit 1: Nature and Significance of Management

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

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

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

Unit 3: Business Environment

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

Unit 4: Planning

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

Unit 5: Organising

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

Unit 6: Staffing

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

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

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

Unit 8: Controlling

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

Part B: Business Finance and Marketing

Unit 9: Financial Management

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

Unit 10: Financial Markets

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

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

Unit 11: Marketing

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

Unit 12: Consumer Protection

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

Unit 13: Project Work

PROJECT WORK IN BUSINESS STUDIES FOR CLASS XI AND XII

Introduction

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

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

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

Objectives

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

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

CLASS XI: GUIDELINES FOR TEACHERS

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

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

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

The following steps might be followed:

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

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

I. Project One: Field Visit

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

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

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

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

1. Visit to a Handicraft Unit

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

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

2. Visit to an Industry.

The students are required to observe the following:

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

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

The students are required to observe the following:

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

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

4. Visit to a Departmental store

The students are required to observe the following:

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

5. Visit to a Mall.

The students are required to observe the following:

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

II. Project Two: Case Study on a Product

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

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

Students may develop a Case Study on the following lines:

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

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

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

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

III. Project Three: Aids to Trade

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

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

Teachers to develop such aspects for other aids to trade.

IV. Project Four: Import /Export Procedure

Any one from the following

1. Import /Export procedure

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

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

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

Presentation and submission of project report.

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

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

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

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

The purpose of this project is that it leads to -

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

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

Presentation and Submission of Project Report

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

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

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

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

ASSESSMENT

The marks will be allocated on the following heads.

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

CLASS XII: GUIDELINES FOR TEACHERS

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

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

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

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

I. Project One: Elements of Business Environment

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

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

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

2. The reasons behind changes in the following:

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

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

The students may be asked to enquire about

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

The teacher may develop the following on the above lines

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

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

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

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

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

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

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

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

The students can take examples like:

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

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

II. Project Two: Principles of Management

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

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

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

Fayol's principles

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

OR

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

Scientific techniques of management.

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

Tips to teacher

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

(v) The observations could be on the basis of

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

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

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

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

III. Project Three: Stock Exchange

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

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

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

The project work will enable the students to:

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

The students are expected to:

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

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

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

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

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

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

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

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

IV. Project Four: Marketing

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

39. Learning Toys
40. Lipstick
41. Microwave oven
42. Mixers
43. Mobile
44. Moisturizer
45. Music player
46. Nail polish
47. Newspaper
48. Noodles
49. Pen
50. Pen drive
51. Pencil
52. Pickles
53. Razor
54. Ready Soups
55. Refrigerator
56. RO system
57. Roasted snacks
58. Salt

59. Sarees
60. Sauces/ Ketchup
61. Shampoo
62. Shaving cream
63. Shoe polish
64. Shoes
65. Squashes
66. Suitcase/ airbag
67. Sunglasses
68. Tea
69. Tiffin Wallah
70. Toothpaste
71. Wallet
72. Washing detergent
73. Washing machine
74. Washing powder
75. Water bottle
76. Water storage tank
77. Wipes

Any more as suggested by the teacher.

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

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

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

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

What is the profit margin in percentage to the

- ☐ Manufacturer.
- ☐ Wholesaler.
- ☐ Retailer.

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

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

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

Presentation and Submission of Project Report

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

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

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

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

ASSESSMENT

Allocation of Marks = 20 Marks

The marks will be allocated under the following heads:

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

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

Marks: 80

Duration: 3 hrs.

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

BIOLOGY (Code No. 044)**Classes XI & XII (2023-24)**

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

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

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

BIOLOGY (Code No. 044)**COURSE STRUCTURE****CLASS XI (2023 -24) (THEORY)****Time: 03 Hours****Max. Marks: 70**

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

Unit-I Diversity of Living Organisms

Chapter-1: The Living World

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

Chapter-2: Biological Classification

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

Chapter-3: Plant Kingdom

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

Chapter-4: Animal Kingdom

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

Unit-II Structural Organization in Plants and Animals

Chapter-5: Morphology of Flowering Plants

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

Chapter-6: Anatomy of Flowering Plants

Anatomy and functions of tissue systems in dicots and monocots.

Chapter-7: Structural Organisation in Animals

Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of frog.

Unit-III Cell: Structure and Function

Chapter-8: Cell-The Unit of Life

Cell theory and cell as the basic unit of life, structure of prokaryotic and eukaryotic cells; Plant cell and animal cell; cell envelope; cell membrane, cell wall; cell organelles - structure and function; endomembrane system, endoplasmic reticulum, golgi bodies, lysosomes, vacuoles, mitochondria, ribosomes, plastids, microbodies; cytoskeleton, cilia, flagella, centrioles (ultrastructure and function); nucleus.

Chapter-9: Biomolecules

Chemical constituents of living cells: biomolecules, structure and function of proteins, carbohydrates, lipids, and nucleic acids; Enzyme - types, properties, enzyme action. (Topics excluded: Nature of Bond Linking Monomers in a Polymer, Dynamic State of Body Constituents – Concept of Metabolism, Metabolic Basis of Living, The Living State)

Chapter-10: Cell Cycle and Cell Division

Cell cycle, mitosis, meiosis and their significance

Unit-IV Plant Physiology

Chapter-13: Photosynthesis in Higher Plants

Photosynthesis as a means of autotrophic nutrition; site of photosynthesis, pigments involved in photosynthesis (elementary idea); photochemical and biosynthetic phases of photosynthesis; cyclic and non-cyclic photophosphorylation; chemiosmotic hypothesis; photorespiration; C₃ and C₄ pathways; factors affecting photosynthesis.

Chapter-14: Respiration in Plants

Exchange of gases; cellular respiration - glycolysis, fermentation (anaerobic), TCA cycle and electron transport system (aerobic); energy relations - number of ATP molecules generated; amphibolic pathways; respiratory quotient.

Chapter-15: Plant - Growth and Development

Seed germination; phases of plant growth and plant growth rate; conditions of growth; differentiation, dedifferentiation and redifferentiation; sequence of developmental processes in a plant cell; plant growth regulators - auxin, gibberellin, cytokinin, ethylene, ABA.

Unit-V Human Physiology

Chapter-17: Breathing and Exchange of Gases

Respiratory organs in animals (recall only); Respiratory system in humans; mechanism of breathing and its regulation in humans - exchange of gases, transport of gases and regulation of respiration, respiratory volume; disorders related to respiration - asthma, emphysema, occupational respiratory disorders.

Chapter-18: Body Fluids and Circulation

Composition of blood, blood groups, coagulation of blood; composition of lymph and its function; human circulatory system - Structure of human heart and blood vessels; cardiac cycle, cardiac output, ECG; double circulation; regulation of cardiac activity; disorders of circulatory system - hypertension, coronary artery disease, angina pectoris, heart failure.

Chapter-19: Excretory Products and their Elimination

Modes of excretion - ammonotelism, ureotelism, uricotelism; human excretory system – structure and function; urine formation, osmoregulation; regulation of kidney function - renin - angiotensin, atrial natriuretic factor, ADH and diabetes insipidus; role of other organs in excretion; disorders - uremia, renal failure, renal calculi, nephritis; dialysis and artificial kidney, kidney transplant.

Chapter-20: Locomotion and Movement

Types of movement - ciliary, flagellar, muscular; skeletal muscle, contractile proteins and muscle contraction; skeletal system and its functions; joints; disorders of muscular and skeletal systems - myasthenia gravis, tetany, muscular dystrophy, arthritis, osteoporosis, gout.

Chapter-21: Neural Control and Coordination

Neuron and nerves; Nervous system in humans - central nervous system; peripheral nervous system and visceral nervous system; generation and conduction of nerve impulse

Chapter-22: Chemical Coordination and Integration

Endocrine glands and hormones; human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads; mechanism of hormone action (elementary idea); role of hormones as messengers and regulators, hypo - and hyperactivity and related disorders; dwarfism, acromegaly, cretinism, goiter, exophthalmic goitre, diabetes, Addison's disease.

Note: Diseases related to all the human physiological systems to be taught in brief.

PRACTICALS

Time: 03 Hours

Max. Marks: 30

Evaluation Scheme	Marks	
One Major Experiment Part A (Experiment No- 1,3,7,8)	5 Marks	
One Minor Experiment Part A (Experiment No- 6,9,10,11,12,13)	4 Marks	
Slide Preparation Part A (Experiment No- 2,4,5)	5 Marks	
Spotting Part B	7 Marks	
Practical Record + Viva Voce	(Credit to the student’s work over the academic session may be given)	4 Marks
Project Record + Viva Voce		5 Marks
Total	30Marks	

A: List of Experiments

1. Study and describe locally available common flowering plants, from family Solanaceae (Poaceae, Asteraceae or Brassicaceae can be substituted in case of particular geographical location) including dissection and display of floral whorls, anther and ovary to show number of chambers (floral formulae and floral diagrams), type of root (tap and adventitious); type of stem (herbaceous and woody); leaf (arrangement, shape, venation, simple and compound).

2. Preparation and study of T.S. of dicot and monocot roots and stems (primary).
3. Study of osmosis by potato osmometer.
4. Study of plasmolysis in epidermal peels (e.g. Rhoeo/lily leaves or flashy scale leaves of onion bulb).
5. Study of distribution of stomata on the upper and lower surfaces of leaves.
6. Comparative study of the rates of transpiration in the upper and lower surfaces of leaves.
7. Test for the presence of sugar, starch, proteins and fats in suitable plant and animal materials.
8. Separation of plant pigments through paper chromatography.
9. Study of the rate of respiration in flower buds/leaf tissue and germinating seeds.
10. Test for presence of urea in urine.
11. Test for presence of sugar in urine.
12. Test for presence of albumin in urine.
13. Test for presence of bile salts in urine.

B. Study and Observe the following (spotting):

1. Parts of a compound microscope.
2. Specimens/slides/models and identification with reasons - Bacteria, *Oscillatoria*, *Spirogyra*, *Rhizopus*, mushroom, yeast, liverwort, moss, fern, pine, one monocotyledonous plant, one dicotyledonous plant and one lichen.
3. Virtual specimens/slides/models and identifying features of - *Amoeba*, *Hydra*, liverfluke, *Ascaris*, leech, earthworm, prawn, silkworm, honey bee, snail, starfish, shark, rohu, frog, lizard, pigeon and rabbit.
4. Mitosis in onion root tip cells and animals cells (grasshopper) from permanent slides.
5. Different types of inflorescence (cymose and racemose).
6. Human skeleton and different types of joints with the help of virtual images/models only.

Practical Examination for Visually Impaired Students Class XI

Note: The 'Evaluation schemes' and 'General Guidelines' for visually impaired students as given for Class XII may be followed.

A. Items for Identification/Familiarity with the apparatus /equipment /animal and plant material / chemicals. for assessment in practicals (All experiments)

B. Equipment - compound microscope, test tube, petri dish, chromatography paper, chromatography chamber, beaker, scalpel

Chemical – alcohol

Models – Model of Human skeleton to show – Ball and socket joints of girdles and limbs, Rib cage, Honey comb, Mollusc shell, Pigeon and Star fish, cockroach

Specimen/Fresh Material – mushroom, succulents such as *Aloe vera*/ kalenchoe, raisins, potatoes, seeds of monocot and dicot- maize and gram or any other plant, plants of Solanaceae - Brinjal, Petunia, any other

C. List of Practicals

1. Study locally available common flowering plants of the family – Solanaceae and

- identify type of stem (Herbaceous or Woody), type of leaves (Compound or Simple).
2. Study the parts of a compound microscope- eye piece and objective lens, mirror, stage, coarse and fine adjustment knobs.
 3. Differentiate between monocot and dicot plants on the basis of venation patterns.
 4. Study the following parts of human skeleton (Model): Ball and socket joints of thigh and shoulder
 5. Rib cage
 6. Study honeybee/butterfly, snail/sheik snail through shell, Starfish, Pigeon (through models).
 7. Identify the given specimen of a fungus – mushroom, gymnosperm-pine cone
 8. Identify and relate the experimental set up with the aim of experiment:
For Potato Osmometer/endosmosis in raisins.

Note: The above practicals may be carried out in an experiential manner rather than only recording observations.

Prescribed Books:

1. Biology Class-XI, Published by NCERT
2. Other related books and manuals brought out by NCERT (including multimedia).

CLASS XII (2023-24) (THEORY)**Time: 03 Hours****Max. Marks: 70**

Unit	Title	Marks
VI	Reproduction	16
VII	Genetics and Evolution	20
VIII	Biology and Human Welfare	12
IX	Biotechnology and its Applications	12
X	Ecology and Environment	10
	Total	70

Unit-VI Reproduction**Chapter-2: Sexual Reproduction in Flowering Plants**

Flower structure; development of male and female gametophytes; pollination - types, agencies and examples; out breeding devices; pollen-pistil interaction; double fertilization; post fertilization events - development of endosperm and embryo, development of seed and formation of fruit; special modes- apomixis, parthenocarpy, polyembryony; Significance of seed dispersal and fruit formation.

Chapter-3: Human Reproduction

Male and female reproductive systems; microscopic anatomy of testis and ovary; gametogenesis -spermatogenesis and oogenesis; menstrual cycle; fertilisation, embryo development upto blastocyst formation, implantation; pregnancy and placenta formation (elementary idea); parturition (elementary idea); lactation (elementary idea).

Chapter-4: Reproductive Health

Need for reproductive health and prevention of Sexually Transmitted Diseases (STDs); birth control - need and methods, contraception and medical termination of pregnancy (MTP); amniocentesis; infertility and assisted reproductive technologies - IVF, ZIFT, GIFT (elementary idea for general awareness).

Unit-VII Genetics and Evolution**Chapter-5: Principles of Inheritance and Variation**

Heredity and variation: Mendelian inheritance; deviations from Mendelism – incomplete dominance, co-dominance, multiple alleles and inheritance of blood groups, pleiotropy; elementary idea of polygenic inheritance; chromosome theory of inheritance; chromosomes and genes; Sex determination - in humans, birds and honey bee; linkage and crossing over; sex linked inheritance - haemophilia, colour blindness; Mendelian disorders in humans - thalassemia; chromosomal disorders in humans; Down's syndrome, Turner's and Klinefelter's syndromes.

Chapter-6: Molecular Basis of Inheritance

Search for genetic material and DNA as genetic material; Structure of DNA and RNA; DNA packaging; DNA replication; Central Dogma; transcription, genetic code, translation; gene

expression and regulation - lac operon; Genome, Human and rice genome projects; DNA fingerprinting.

Chapter-7: Evolution

Origin of life; biological evolution and evidences for biological evolution (paleontology, comparative anatomy, embryology and molecular evidences); Darwin's contribution, modern synthetic theory of evolution; mechanism of evolution - variation (mutation and recombination) and natural selection with examples, types of natural selection; Gene flow and genetic drift; Hardy - Weinberg's principle; adaptive radiation; human evolution.

Unit-VIII Biology and Human Welfare

Chapter-8: Human Health and Diseases

Pathogens; parasites causing human diseases (malaria, dengue, chikungunya, filariasis, ascariasis, typhoid, pneumonia, common cold, amoebiasis, ring worm) and their control; Basic concepts of immunology - vaccines; cancer, HIV and AIDS; Adolescence - drug and alcohol abuse.

Chapter-10: Microbes in Human Welfare

Microbes in food processing, industrial production, sewage treatment, energy generation and microbes as bio-control agents and bio-fertilizers. Antibiotics; production and judicious use.

Unit-IX Biotechnology and its Applications

Chapter-11: Biotechnology - Principles and Processes

Genetic Engineering (Recombinant DNA Technology).

Chapter-12: Biotechnology and its Applications

Application of biotechnology in health and agriculture: Human insulin and vaccine production, stem cell technology, gene therapy; genetically modified organisms - Bt crops; transgenic animals; biosafety issues, biopiracy and patents.

Unit-X Ecology and Environment

Chapter-13: Organisms and Populations

Population interactions - mutualism, competition, predation, parasitism; population attributes - growth, birth rate and death rate, age distribution. (Topics excluded: Organism and its Environment, Major Abiotic Factors, Responses to Abiotic Factors, Adaptations)

Chapter-14: Ecosystem

Ecosystems: Patterns, components; productivity and decomposition; energy flow; pyramids of number, biomass, energy (Topics excluded: Ecological Succession and Nutrient Cycles).

Chapter-15: Biodiversity and its Conservation

Biodiversity-Concept, patterns, importance; loss of biodiversity; biodiversity conservation; hotspots, endangered organisms, extinction, Red Data Book, Sacred Groves, biosphere reserves, national parks, wildlife, sanctuaries and Ramsar sites.

PRACTICALS

Time allowed: 3 Hours

Max. Marks: 30

Evaluation Scheme	Marks
One Major Experiment 5	5
One Minor Experiment 2 & 3	4
Slide Preparation 1 & 4	5
Spotting	7
Practical Record + Viva Voce	4
Investigatory Project and its Project Record + Viva Voce (Credit to the student's work over the academic session may be given)	5
Total	30

A. List of Experiments

1. Prepare a temporary mount to observe pollen germination.
2. Study the plant population density by quadrat method.
3. Study the plant population frequency by quadrat method.
4. Prepare a temporary mount of onion root tip to study mitosis.
5. Isolate DNA from available plant material such as spinach, green pea seeds, papaya, etc.

B. Study and observe the following (Spotting):

1. Flowers adapted to pollination by different agencies (wind, insects, birds).
2. Pollen germination on stigma through a permanent slide or scanning electron micrograph.
3. Identification of stages of gamete development, i.e., T.S. of testis and T.S. of ovary through permanent slides (from grasshopper/mice).
4. Meiosis in onion bud cell or grasshopper testis through permanent slides.
5. T.S. of blastula through permanent slides (Mammalian).
6. Mendelian inheritance using seeds of different colour/sizes of any plant.
7. Prepared pedigree charts of any one of the genetic traits such as rolling of tongue, blood groups, ear lobes, widow's peak and colour blindness.
8. Controlled pollination - emasculation, tagging and bagging.
9. Common disease causing organisms like *Ascaris*, *Entamoeba*, *Plasmodium*, any fungus causing ringworm through permanent slides, models or virtual images or specimens. Comment on symptoms of diseases that they cause.

10. Models specimen showing symbolic association in root modules of leguminous plants, Cuscuta on host, lichens.
11. Flash cards models showing examples of homologous and analogous organs.

Practical Examination for Visually Impaired Students of Classes XI and XII Evaluation Scheme

Time: 02 Hours

Max. Marks: 30

Topic	Marks
Identification/Familiarity with the apparatus	5
Written test (Based on given / prescribed practicals)	10
Practical Records	5
Viva	10
Total	30

General Guidelines

- The practical examination will be of two hour duration. A separate list of ten experiments is included here.
- The written examination in practicals for these students will be conducted at the time of practical examination of all other students.
- The written test will be of 30 minutes duration.
- The question paper given to the students should be legibly typed. It should contain a total of 15 practical skill based very short answer type questions. A student would be required to answer any 10 questions.
- A writer may be allowed to such students as per CBSE examination rules.
- All questions included in the question paper should be related to the listed practicals. Every question should require about two minutes to be answered.
- These students are also required to maintain a practical file. A student is expected to record at least five of the listed experiments as per the specific instructions for each subject. These practicals should be duly checked and signed by the internal examiner.
- The format of writing any experiment in the practical file should include aim, apparatus required, simple theory, procedure, related practical skills, precautions etc.
- Questions may be generated jointly by the external/internal examiners and used for assessment.
- The viva questions may include questions based on basic theory / principle / concept, apparatus / materials / chemicals required, procedure, precautions, sources of error etc.

Class XII

- A. Items for Identification/ familiarity with the apparatus for assessment in practicals (All experiments)** Beaker, flask, petriplates, soil from different sites - sandy, clayey, loamy, small potted plants, aluminium foil, paint brush, test tubes, starch solution, iodine, ice cubes, Bunsen burner/spirit lamp/water bath, large flowers, Maize inflorescence, model of developmental stages highlighting morula and blastula of frog, beads/seeds of different shapes/size/texture *Ascaris*, Cactus/*Opuntia*(model).

B. List of Practicals

1. Study of flowers adapted to pollination by different agencies (wind, insects).
2. Identification of T.S of morula or blastula of frog (Model).
3. Study of Mendelian inheritance pattern using beads/seeds of different sizes/texture.
4. Preparation of pedigree charts of genetic traits such as rolling of tongue, colour blindness.
5. Study of emasculation, tagging and bagging by trying out an exercise on controlled pollination.
6. Identify common disease causing organisms like *Ascaris* (model) and learn some common symptoms of the disease that they cause.
7. Comment upon the morphological adaptations of plants found in xerophytic conditions.

Note: The above practicals may be carried out in an experiential manner rather than recording observations.

Prescribed Books:

1. Biology, Class-XII, Published by NCERT
2. Other related books and manuals brought out by NCERT (consider multimedia also)
3. Biology Supplementary Material (Revised). Available on CBSE website.

Question Paper Design (Theory) 2023-24

Class XII

Biology (044)

Competencies	
Demonstrate Knowledge and Understanding	50%
Application of Knowledge / Concepts	30%
Analyse, Evaluate and Create	20%

Note:

- Typology of questions: VSA including MCQs, Assertion – Reasoning type questions; SA; LA-I; LA-II; Source-based/ Case-based/ Passage-based/ Integrated assessment questions.
- An internal choice of approximately 33% would be provided.

Suggestive verbs for various competencies

- **Demonstrate, Knowledge and Understanding**
State, name, list, identify, define, suggest, describe, outline, summarize, etc.
- **Application of Knowledge/Concepts**
Calculate, illustrate, show, adapt, explain, distinguish, etc.
- **Analyze, Evaluate and Create**
Interpret, analyse, compare, contrast, examine, evaluate, discuss, construct, etc.

ACCOUNTANCY (Code No. 055)

Rationale

The course in accountancy is introduced at plus two stage of senior second of school education, as the formal commerce education is provided after ten years of schooling. With the fast changing economic scenario, accounting as a source of financial information has carved out a place for itself at the senior secondary stage. Its syllabus content provide students a firm foundation in basic accounting concepts and methodology and also acquaint them with the changes taking place in the preparation and presentation of financial statements in accordance to the applicable accounting standards and the Companies Act 2013.

The course in accounting put emphasis on developing basic understanding about accounting as an information system. The emphasis in Class XI is placed on basic concepts and process of accounting leading to the preparation of accounts for a sole proprietorship firm. The students are also familiarized with basic calculations of Goods and Services Tax (GST) in recording the business transactions. The accounting treatment of GST is confined to the syllabus of class XI.

The increased role of ICT in all walks of life cannot be overemphasized and is becoming an integral part of business operations. The learners of accounting are introduced to Computerized Accounting System at class XI and XII. Computerized Accounting System is a compulsory component which is to be studied by all students of commerce in class XI; whereas in class XII it is offered as an optional subject to Company Accounts and Analysis of Financial Statements. This course is developed to impart skills for designing need based accounting database for maintaining book of accounts.

The complete course of Accountancy at the senior secondary stage introduces the learners to the world of business and emphasize on strengthening the fundamentals of the subject.

Objectives:

1. To familiarize students with new and emerging areas in the preparation and presentation of financial statements.
2. To acquaint students with basic accounting concepts and accounting standards.
3. To develop the skills of designing need based accounting database.
4. To appreciate the role of ICT in business operations.
5. To develop an understanding about recording of business transactions and preparation of financial statements.
6. To enable students with accounting for Not-for-Profit organizations, accounting for Partnership Firms and company accounts.

Accountancy (Code No.055)

Course Structure

Class-XI (2023-24)

Theory: 80 Marks

3 Hours

Project: 20 Marks

Units		Periods	Marks
Part A: Financial Accounting-1			
	Unit-1: Theoretical Framework	25	12
	Unit-2: Accounting Process	115	44
Part B: Financial Accounting-II			
	Unit-3: Financial Statements of Sole Proprietorship	60	24
Part C: Project Work		20	20

PART A: FINANCIAL ACCOUNTING - I

Unit-1: Theoretical Frame Work

Units/Topics	Learning Outcomes
Introduction to Accounting <ul style="list-style-type: none">Accounting- concept, meaning, as a source of information, objectives, advantages and limitations, types of accounting information; users of accounting information and their needs. Qualitative Characteristics of Accounting Information. Role of Accounting in Business.Basic Accounting Terms- Entity, Business Transaction, Capital, Drawings. Liabilities (Non Current and Current). Assets (Non Current, Current); Expenditure (Capital and Revenue), Expense, Revenue, Income, Profit, Gain, Loss, Purchase, Sales, Goods, Stock, Debtor, Creditor, Voucher, Discount (Trade discount and Cash Discount) Theory Base of Accounting <ul style="list-style-type: none">Fundamental accounting assumptions: GAAP: ConceptBasic Accounting Concept : Business Entity,	After going through this Unit, the students will be able to: <ul style="list-style-type: none">describe the meaning, significance, objectives, advantages and limitations of accounting in the modern economic environment with varied types of business and non-business economic entities.identify / recognise the individual(s) and entities that use accounting information for serving their needs of decision making.explain the various terms used in accounting and differentiate between different related terms like current and non-current, capital and revenue.give examples of terms like business transaction, liabilities, assets, expenditure and purchases.explain that sales/purchases include both cash and credit sales/purchases relating to the accounting year.

<p>Money Measurement, Going Concern, Accounting Period, Cost Concept, Dual Aspect, Revenue Recognition, Matching, Full Disclosure, Consistency, Conservatism,</p> <ul style="list-style-type: none"> • Materiality and Objectivity • System of Accounting. Basis of Accounting: cash basis and accrual basis • Accounting Standards: Applicability of Accounting Standards (AS) and Indian Accounting Standards (IndAS) • Goods and Services Tax (GST): Characteristics and Advantages. 	<ul style="list-style-type: none"> • differentiate among income, profits and gains. • state the meaning of fundamental accounting assumptions and their relevance in accounting. • describe the meaning of accounting assumptions and the situation in which an assumption is applied during the accounting process. • explain the meaning, applicability, objectives, advantages and limitations of accounting standards. • appreciate that various accounting standards developed nationally and globally are in practice for bringing parity in the accounting treatment of different items. • acknowledge the fact that recording of accounting transactions follows double entry system. • explain the bases of recording accounting transaction and to appreciate that accrual basis is a better basis for depicting the correct financial position of an enterprise. • Explain the meaning, advantages and characteristic of GST.
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Unit-2: Accounting Process

Units/Topics	Learning Outcomes
<p>Recording of Business Transactions</p> <ul style="list-style-type: none"> • Voucher and Transactions: Source documents and Vouchers, Preparation of Vouchers, Accounting Equation Approach: Meaning and Analysis, Rules of Debit and Credit. • Recording of Transactions: Books of Original Entry- Journal • Special Purpose books: • Cash Book: Simple, cash book with bank column and petty cashbook 	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • explain the concept of accounting equation and appreciate that every transaction affects either both the sides of the equation or a positive effect on one item and a negative effect on another item on the same side of accounting equation. • explain the effect of a transaction (increase or decrease) on the assets, liabilities, capital, revenue and expenses.

<ul style="list-style-type: none"> • Purchases book • Sales book • Purchases return book • Sales return book • Journal proper <p>Note: Including trade discount, freight and cartage expenses for simple GST calculation.</p> <ul style="list-style-type: none"> • Ledger: Format, Posting from journal and subsidiary books, Balancing of accounts <p>Bank Reconciliation Statement:</p> <ul style="list-style-type: none"> • Need and preparation, Bank Reconciliation Statement <p>Depreciation, Provisions and Reserves</p> <ul style="list-style-type: none"> • Depreciation: Meaning, Features, Need, Causes, factors • Other similar terms: Depletion and Amortisation • Methods of Depreciation: <ul style="list-style-type: none"> i. Straight Line Method (SLM) ii. Written Down Value Method (WDV) <p>Note: Excluding change of method</p> <ul style="list-style-type: none"> • Difference between SLM and WDV; Advantages of SLM and WDV • Method of recoding depreciation <ul style="list-style-type: none"> i. Charging to asset account ii. Creating provision for depreciation/accumulated depreciation account • Treatment of disposal of asset • Provisions, Reserves, Difference Between Provisions and Reserves. • Types of Reserves: <ul style="list-style-type: none"> i. Revenue reserve ii. Capital reserve iii. General reserve iv. Specific reserve v. Secret Reserve • Difference between capital and revenue reserve 	<ul style="list-style-type: none"> • appreciate that on the basis of source documents, accounting vouchers are prepared for recording transaction in the books of accounts. • develop the understanding of recording of transactions in journal and the skill of calculating GST. • explain the purpose of maintaining a Cash Book and develop the skill of preparing the format of different types of cash books and the method of recording cash transactions in Cash book. • describe the method of recording transactions other than cash transactions as per their nature in different subsidiary books . • appreciate that at times bank balance as indicated by cash book is different from the bank balance as shown by the pass book / bank statement and to reconcile both the balances, bank reconciliation statement is prepared. • develop understanding of preparing bank reconciliation statement. • appreciate that for ascertaining the position of individual accounts, transactions are posted from subsidiary books and journal proper into the concerned accounts in the ledger and develop the skill of ledger posting. • explain the necessity of providing depreciation and develop the skill of using different methods for computing depreciation. • understand the accounting treatment of providing depreciation directly to the concerned asset account or by creating provision for depreciation account. • appreciate the method of asset disposal through the concerned asset account or by preparing asset disposal account. • appreciate the need for creating reserves and
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<p>Trial balance and Rectification of Errors</p> <ul style="list-style-type: none"> • Trial balance: objectives, meaning and preparation <p>(Scope: Trial balance with balance method only)</p> <ul style="list-style-type: none"> • Errors: classification-errors of omission, commission, principles, and compensating; their effect on Trial Balance. • Detection and rectification of errors; <ul style="list-style-type: none"> (i) Errors which do not affect trial balance (ii) Errors which affect trial balance • preparation of suspense account. 	<p>also making provisions for events which may belong to the current year but may happen in next year.</p> <ul style="list-style-type: none"> • appreciate the difference between reserve and reserve fund. • state the need and objectives of preparing trial balance and develop the skill of preparing trial balance. • appreciate that errors may be committed during the process of accounting. • understand the meaning of different types of errors and their effect on trial balance. • develop the skill of identification and location of errors and their rectification and preparation of suspense account.
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Part B: Financial Accounting - II

Unit 3: Financial Statements of Sole Proprietorship

Units/Topics	Learning Outcomes
<p>Financial Statements</p> <p>Meaning, objectives and importance; Revenue and Capital Receipts; Revenue and Capital Expenditure; Deferred Revenue expenditure. Opening journal entry. Trading and Profit and Loss Account: Gross Profit, Operating profit and Net profit. Preparation. Balance Sheet: need, grouping and marshalling of assets and liabilities. Preparation. Adjustments in preparation of financial statements with respect to closing stock, outstanding expenses, prepaid expenses, accrued income, income received in advance, depreciation, bad debts, provision for doubtful debts, provision for discount on debtors, Abnormal loss, Goods taken for personal use/staff welfare, interest on capital and managers commission. Preparation of Trading and Profit and Loss account and Balance Sheet of a sole proprietorship with adjustments.</p>	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning of financial statements the purpose of preparing financial statements. • state the meaning of gross profit, operating profit and net profit and develop the skill of preparing trading and profit and loss account. • explain the need for preparing balance sheet. • understand the technique of grouping and marshalling of assets and liabilities. • appreciate that there may be certain items other than those shown in trial balance which may need adjustments while preparing financial statements. • develop the understanding and skill to do adjustments for items and their presentation in financial statements like depreciation, closing stock, provisions, abnormal loss etc. • develop the skill of preparation of trading and profit and loss account and balance sheet.

Incomplete Records Features, reasons and limitations. Ascertainment of Profit/Loss by Statement of Affairs method. (excluding conversion method)	
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Part C: Project Work (Any One)

1. Collection of source documents, preparation of vouchers, recording of transactions with the help of vouchers.
2. Preparation of Bank Reconciliation Statement with the given cash book and the pass book with twenty to twenty-five transactions.
3. Comprehensive project of any sole proprietorship business. This may state with journal entries and their ledgering, preparation of Trial balance. Trading and Profit and Loss Account and Balance Sheet. Expenses, incomes and profit (loss), assets and liabilities are to be depicted using pie chart / bar diagram. This may include simple GST related transactions.

PROJECT WORK

It is suggested to undertake this project after completing the unit on preparation of financial statements. The student(s) will be allowed to select any business of their choice or develop the transaction of imaginary business. The project is to run through the chapters and make the project an interesting process. The amounts should emerge as more realistic and closer to reality.

Specific Guidelines for Teachers

Give a list of options to the students to select a business form. You can add to the given list:

- | | | |
|-------------------------|-------------------------------|--------------------------|
| 1. A beauty parlour | 10. Men's wear | 19. A coffee shop |
| 2. Men's saloon | 11. Ladies wear | 20. A music shop |
| 3. A tailoring shop | 12. Kiddies wear | 21. A juice shop |
| 4. A canteen | 13. A Saree shop | 22. A school canteen |
| 5. A cake shop | 14. Artificial jewellery shop | 23. An ice cream parlour |
| 6. A confectionery shop | 15. A small restaurant | 24. A sandwich shop |
| 7. A chocolate shop | 16. A sweet shop | 25. A flower shop |
| 8. A dry cleaner | 17. A grocery shop | |
| 9. A stationery shop | 18. A shoe shop | |

After selection, advise the student(s) to visit a shop in the locality (this will help them to settle on a realistic amounts different items. The student(s) would be able to see the things as they need to invest in furniture, decor, lights, machines, computers etc.

A suggested list of different item is given below.

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|--|---|
| 1. Rent | 19. Wages and Salary |
| 2. Advance rent [approximately three months] | 20. Newspaper and magazines |
| 3. Electricity deposit | 21. Petty expenses |
| 4. Electricity bill | 22. Tea expenses |
| 5. Electricity fitting | 23. Packaging expenses |
| 6. Water bill | 24. Transport |
| 7. Water connection security deposit | 25. Delivery cycle or a vehicle purchased |
| 8. Water fittings | 26. Registration |
| 9. Telephone bill | 27. Insurance |
| 10. Telephone security deposit | 28. Auditors fee |
| 11. Telephone instrument | 29. Repairs & Maintenance |
| 12. Furniture | 30. Depreciations |
| 13. Computers | 31. Air conditioners |
| 14. Internet connection | 32. Fans and lights |
| 15. Stationery | 33. Interior decorations |
| 16. Advertisements | 34. Refrigerators |
| 17. Glow sign | 35. Purchase and sales |
| 18. Rates and Taxes | |

At this stage, performas of bulk of originality and ledger may be provided to the students and they may be asked to complete the same.

In the next step the students are expected to prepare the trial balance and the financial statements.

Suggested Question Paper Design
Accountancy (Code No. 055)
Class XI (2023-24)

Theory: 80 Marks
Project: 20 Marks

3 hrs.

S N	Typology of Questions	Marks	Percentage
1	Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	44	55%
3	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	19	23.75%
4	Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	17	21.25%
	TOTAL	80	100%

Accountancy (Code No. 055)
Class-XII (2023-24)

Theory: 80 Marks

3 Hours

Project: 20 Marks

Units		Periods	Marks
Part A	Accounting for Partnership Firms and Companies		
	Unit 1. Accounting for Partnership Firms	105	36
	Unit 2. Accounting for Companies	45	24
		150	60
Part B	Financial Statement Analysis		
	Unit 3. Analysis of Financial Statements	30	12
	Unit 4. Cash Flow Statement	20	8
		50	20
Part C	Project Work	20	20
	Project work will include:		
	Project File	12 Marks	
	Viva Voce	8 Marks	
Or			
Part B	Computerized Accounting		
	Unit 4. Computerized Accounting	50	20
Part C	Practical Work	20	20
	Practical work will include:		
	Practical File 12 Marks		
	Viva Voce 8 Marks		

Part A: Accounting for Partnership Firms and Companies

Unit 1: Accounting for Partnership Firms

Units/Topics	Learning Outcomes
<ul style="list-style-type: none"> Partnership: features, Partnership Deed. Provisions of the Indian Partnership Act 1932 in the absence of partnership deed. Fixed v/s fluctuating capital accounts. Preparation of Profit and Loss Appropriation account- division of profit among partners, guarantee of profits. Past adjustments (relating to interest on capital, interest on drawing, salary and profit sharing ratio). Goodwill: meaning, nature, factors affecting and methods of valuation - average profit, super profit and capitalization. <p>Note: Interest on partner's loan is to be treated as a charge against profits.</p> <p>Goodwill: meaning, factors affecting, need for valuation, methods for calculation (average profits, super profits and capitalization), adjusted through partners capital/ current account.</p> <p>Accounting for Partnership firms - Reconstitution and Dissolution.</p> <ul style="list-style-type: none"> Change in the Profit Sharing Ratio among the existing partners - sacrificing ratio, gaining ratio, accounting for revaluation of assets and reassessment of liabilities and treatment of reserves, accumulated profits and losses. Preparation of revaluation account and balance sheet. Admission of a partner - effect of admission of a partner on change in the profit sharing ratio, treatment of goodwill (as per AS 26), treatment for revaluation of assets and re-assessment of liabilities, treatment of reserves, accumulated profits and losses, 	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> state the meaning of partnership, partnership firm and partnership deed. describe the characteristic features of partnership and the contents of partnership deed. discuss the significance of provision of Partnership Act in the absence of partnership deed. differentiate between fixed and fluctuating capital, outline the process and develop the understanding and skill of preparation of Profit and Loss Appropriation Account. develop the understanding and skill of preparation profit and loss appropriation account involving guarantee of profits. develop the understanding and skill of making past adjustments. state the meaning, nature and factors affecting goodwill develop the understanding and skill of valuation of goodwill using different methods. state the meaning of sacrificing ratio, gaining ratio and the change in profit sharing ratio among existing partners. develop the understanding of accounting treatment of revaluation assets and reassessment of liabilities and treatment of reserves and accumulated profits by preparing revaluation account and balance sheet. explain the effect of change in profit sharing ratio on admission of a new partner. develop the understanding and skill of

<p>adjustment of capital accounts and preparation of capital, current account and balance sheet.</p> <ul style="list-style-type: none"> • Retirement and death of a partner: effect of retirement / death of a partner on change in profit sharing ratio, treatment of goodwill (as per AS 26), treatment for revaluation of assets and reassessment of liabilities, adjustment of accumulated profits, losses and reserves, adjustment of capital accounts and preparation of capital, current account and balance sheet. Preparation of loan account of the retiring partner. • Calculation of deceased partner's share of profit till the date of death. Preparation of deceased partner's capital account and his executor's account. • Dissolution of a partnership firm: meaning of dissolution of partnership and partnership firm, types of dissolution of a firm. Settlement of accounts - preparation of realization account, and other related accounts: capital accounts of partners and cash/bank a/c (excluding piecemeal distribution, sale to a company and insolvency of partner(s)). <p>Note:</p> <p>(i) If the realized value of tangible assets is not given it should be considered as realized at book value itself.</p> <p>(ii) If the realized value of intangible assets is not given it should be considered as nil (zero value).</p> <p>(ii) In case, the realization expenses are borne by a partner, clear indication should be given regarding the payment thereof.</p>	<p>treatment of goodwill as per AS-26, treatment of revaluation of assets and re-assessment of liabilities, treatment of reserves and accumulated profits, adjustment of capital accounts and preparation of capital, current account and balance sheet of the new firm.</p> <ul style="list-style-type: none"> • explain the effect of retirement / death of a partner on change in profit sharing ratio. • develop the understanding of accounting treatment of goodwill, revaluation of assets and re-assessment of liabilities and adjustment of accumulated profits, losses and reserves on retirement / death of a partner and capital adjustment. • develop the skill of calculation of deceased partner's share till the time of his death and prepare deceased partner's and executor's account. • discuss the preparation of the capital accounts of the remaining partners and the balance sheet of the firm after retirement / death of a partner. • understand the situations under which a partnership firm can be dissolved. • develop the understanding of preparation of realisation account and other related accounts.
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Unit-3 Accounting for Companies

Units/Topics	Learning Outcomes
<p>Accounting for Share Capital</p> <ul style="list-style-type: none"> • Features and types of companies. • Share and share capital: nature and types. 	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning of share and share capital

<ul style="list-style-type: none"> Accounting for share capital: issue and allotment of equity and preference shares. Public subscription of shares - over subscription and under subscription of shares; issue at par and at premium, calls in advance and arrears (excluding interest), issue of shares for consideration other than cash. Concept of Private Placement and Employee Stock Option Plan (ESOP), Sweat Equity. Accounting treatment of forfeiture and re-issue of shares. Disclosure of share capital in the Balance Sheet of a company. <p>Accounting for Debentures</p> <ul style="list-style-type: none"> Debentures: Meaning, types, Issue of debentures at par, at a premium and at a discount. Issue of debentures for consideration other than cash; Issue of debentures with terms of redemption; debentures as collateral security-concept, interest on debentures (concept of TDS is excluded). Writing off discount / loss on issue of debentures. <p>Note: Discount or loss on issue of debentures to be written off in the year debentures are allotted from Security Premium Reserve (if it exists) and then from Statement of Profit and Loss as Financial Cost (AS 16)</p>	<p>and differentiate between equity shares and preference shares and different types of share capital.</p> <ul style="list-style-type: none"> understand the meaning of private placement of shares and Employee Stock Option Plan. explain the accounting treatment of share capital transactions regarding issue of shares. develop the understanding of accounting treatment of forfeiture and re-issue of forfeited shares. describe the presentation of share capital in the balance sheet of the company as per schedule III part I of the Companies Act 2013. explain the accounting treatment of different categories of transactions related to issue of debentures. develop the understanding and skill of writing off discount / loss on issue of debentures. understand the concept of collateral security and its presentation in balance sheet. develop the skill of calculating interest on debentures and its accounting treatment. state the meaning of redemption of debentures.
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Part B: Financial Statement Analysis

Unit 4: Analysis of Financial Statements

Units/Topics	Learning Outcomes
<p>Financial statements of a Company:</p> <p>Meaning, Nature, Uses and importance of financial Statement.</p> <p>Statement of Profit and Loss and Balance Sheet in</p>	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> develop the understanding of major headings and sub-headings (as per Schedule III to the

<p>prescribed form with major headings and sub headings (as per Schedule III to the Companies Act, 2013)</p> <p>Note: <i>Exceptional items, extraordinary items and profit (loss) from discontinued operations are excluded.</i></p> <ul style="list-style-type: none"> • Financial Statement Analysis: Meaning, Significance Objectives, importance and limitations. • Tools for Financial Statement Analysis: Comparative statements, common size statements, Ratio analysis, Cash flow analysis. • Accounting Ratios: Meaning, Objectives, Advantages, classification and computation. • Liquidity Ratios: Current ratio and Quick ratio. • Solvency Ratios: Debt to Equity Ratio, Total Asset to Debt Ratio, Proprietary Ratio and Interest Coverage Ratio. Debt to Capital Employed Ratio. • Activity Ratios: Inventory Turnover Ratio, Trade Receivables Turnover Ratio, Trade Payables Turnover Ratio, Fixed Asset Turnover Ratio, Net Asset Turnover Ratio and Working Capital Turnover Ratio. • Profitability Ratios: Gross Profit Ratio, Operating Ratio, Operating Profit Ratio, Net Profit Ratio and Return on Investment. 	<p>Companies Act, 2013) of balance sheet as per the prescribed norms / formats.</p> <ul style="list-style-type: none"> • state the meaning, objectives and limitations of financial statement analysis. • discuss the meaning of different tools of 'financial statements analysis'. • develop the skill of preparation of preparation of comparative and common size statement, understand their uses and difference between the two. • state the meaning, objectives and significance of different types of ratios. • develop the understanding of computation of current ratio and quick ratio. • develop the skill of computation of debt equity ratio, total asset to debt ratio, proprietary ratio and interest coverage ratio. • develop the skill of computation of inventory turnover ratio, trade receivables and trade payables ratio and working capital turnover ratio and others. • develop the skill of computation of gross profit ratio, operating ratio, operating profit ratio, net profit ratio and return on investment.
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Note: Net Profit Ratio is to be calculated on the basis of profit before and after tax.

Unit 5: Cash Flow Statement

Units/Topics	Learning Outcomes
<ul style="list-style-type: none"> • Meaning, objectives Benefits, Cash and Cash Equivalents, Classification of Activities and preparation (as per AS 3 (Revised) (Indirect Method only) 	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning and objectives of cash flow statement.

<p>Note:</p> <p><i>(i) Adjustments relating to depreciation and amortization, profit or loss on sale of assets including investments, dividend (both final and interim) and tax.</i></p> <p><i>(ii) Bank overdraft and cash credit to be treated as short term borrowings.</i></p> <p><i>(iii) Current Investments to be taken as Marketable securities unless otherwise specified.</i></p>	<ul style="list-style-type: none"> • develop the understanding of preparation of Cash Flow Statement using indirect method as per AS 3 with given adjustments.
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Note: Previous years' Proposed Dividend to be given effect, as prescribed in AS-4, Events occurring after the Balance Sheet date. Current years' Proposed Dividend will be accounted for in the next year after it is declared by the shareholders.

Project Work

One specific project based on financial statement analysis of a company covering any two aspects from the following:

1. Comparative and common size financial statements
2. Accounting Ratios
3. Segment Reports
4. Cash Flow Statements

OR

Part B: Computerised Accounting

Unit 4: Computerised Accounting

Overview of Computerised Accounting System

- Introduction: Application in Accounting.
- Features of Computerised Accounting System.
- Structure of CAS.
- Software Packages: Generic; Specific; Tailored.

Accounting Application of Electronic Spreadsheet.

- Concept of electronic spreadsheet.
- Features offered by electronic spreadsheet.
- Application in generating accounting information - bank reconciliation statement; asset accounting; loan repayment of loan schedule, ratio analysis
- Data representation- graphs, charts and diagrams.

Using Computerized Accounting System.

- Steps in installation of CAS, codification and Hierarchy of account heads, creation of accounts.
- Data: Entry, validation and verification.
- Adjusting entries, preparation of balance sheet, profit and loss account with closing entries and opening entries.
- Need and security features of the system.

Part C: Practical Work

Prescribed Books:

Financial Accounting -I	Class XI	NCERT Publication
Accountancy -II	Class XI	NCERT Publication
Accountancy -I	Class XII	NCERT Publication
Accountancy -II	Class XII	NCERT Publication
Accountancy – Computerised Accounting System	Class XII	NCERT Publication

Suggested Question Paper Design
Accountancy (Code No. 055)
Class XII (2023-24)

Theory: 80 Marks
Project: 20 Marks

3 hrs.

S N	Typology of Questions	Marks	Percentage
1	Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	44	55%
3	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	19	23.75%
4	Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	17	21.25%
	TOTAL	80	100%