

## 22. POLITICAL SCIENCE (Code No. 028)

(2020-21)

### Rationale

At the senior secondary level, students who opt for Political Science are given an opportunity to get exposed to the diverse concepts of the discipline helping them to be a global citizen and develop skills to understand, apply and evaluate. At this level, there is a need to enable students to have the skills to engage with political processes that surround them and provide them with an understanding of the historical context that has shaped the present. The different courses expose the students to various streams of the discipline of Political Science: Political Theory, Indian Politics and International Politics. Concerns of the other two streams - Comparative Politics and Public Administration- are accommodated at different places in these courses. In introducing these streams, special care has been taken not to burden the students with the current jargon of the discipline. The basic idea here is to lay the foundations for a serious engagement with the discipline and develop competencies related to Political Science to prepare them for higher education, learning and knowledge.

### Competencies and Outcomes:

#### 1. Indian Constitution at Work:

**1.1 Competency:** Understanding, identifying and analysing the key features, historical processes and working of the Constitution of India.

**1.2 Outcomes:** The students will:

- 1.2.1 Understand the historical processes and the circumstances in which the Constitution was drafted.
- 1.2.2 Be familiar with the diverse perspectives that guided the makers of the Indian Constitution.
- 1.2.3 Identify key features of the Constitution and compare these to other constitutions in the world.
- 1.2.4 Analyse the working of the Constitution in real life.

#### 2. Political Theory:

**2.1 Competency:** Understanding, critically evaluating and applying political theory

**2.2 Outcomes:** After the course the students will:

- 2.2.1 Understand different themes and thinkers associated with the real life.
- 2.2.2 Develop the skills for logical reasoning
- 2.2.3 Meaningfully participate in the issues and concerns of political life surrounding them.

#### 3. Contemporary World Politics:

**3.1 Competency:** Understanding, analysing the Contemporary World Politics

**3.2 Outcomes:** After the course the students will:

- 3.2.1 Understand the contemporary world.
- 3.2.2 Understand the key political events and processes in the post-cold war era.
- 3.2.3 Analyse various global institutions, processes and events shaping their lives.

#### **4. Politics in India after Independence:**

**4.1 Competency:** Critically evaluate and understand, analyse politics in India after Independence

**4.2 Outcomes:** After the course the students will:

- 4.2.1** Understand and analyse constitutional institutions, figures and their working in the post-independence period; political events, trends, other facts and figures and contribution of eminent personalities from the post-independence to contemporary India.
- 4.2.2** Develop their capacity to link political policies and processes with contemporary realities.
- 4.2.3** Encourage the students to understand and analyse the challenges for contemporary India.

### **COURSE CONTENT**

#### **Part A: Indian Constitution at Work**

- |           |  |                   |
|-----------|--|-------------------|
| <b>1.</b> | <b>Constitution</b>  | <b>30 Periods</b> |
|           | Constitution: The Philosophy and Making of the Constitution, Fundamental Rights and Duties, Directive Principles of State Policy, Constitutional Amendments.   |                   |
| <b>2.</b> | <b>Election and Representation</b>   | <b>14 Periods</b> |
|           | Elections and Democracy, Election System in India, Electoral Reforms.  |                   |
| <b>3.</b> | <b>Legislature</b>   | <b>14 Periods</b> |
|           | Why do we need a Parliament? Unicameral/Bicameral Legislature, Functions and Power of the Parliament, Parliamentary Committees, Parliamentary Officials: Speaker, Deputy Speaker, Parliamentary Secretary. |                   |
| <b>4.</b> | <b>Executive</b>   | <b>12 Periods</b> |
|           | Parliamentary Executive in India: The President, the Prime Minister and the Council of Ministers. Permanent Executive: Bureaucracy.  |                   |
| <b>5.</b> | <b>Judiciary</b>   | <b>12 Periods</b> |
|           | Why do we need an Independent Judiciary? Structure and Jurisdiction of the Judiciary, Judicial Review, Judicial Activism, Judicial Over-reach.   |                   |
| <b>6.</b> | <b>Local Governments</b>   | <b>4 Periods</b>  |
|           | 73rd and 74th Constitutional Amendments  |                   |

## **Part B: Political Theory**

- 7. Political Theory: An Introduction** **12 Periods**  
What is Politics? Politics vs Political Theory, Importance of Political Theory.
- 8. Liberty** **12 Periods**  
Liberty vs Freedom, Negative and Positive Liberty.
- 9. Equality** **12 Periods**  
What is Equality? Significance of Equality, Various Dimensions of Equality, How can we promote Equality?
- 10. Justice** **12 Periods**  
What is Justice? Different Dimensions of Justice, Distributive Justice.
- 11. Rights** **12 Periods**  
What are Rights? History of Rights, Kinds of Rights, Human Rights.
- 12. Development** **12 Periods**  
Growth vs. Development, Different Models of Development – Welfare State Model, Market Model, Developmental Model.

### **Prescribed Books:**

1. Indian Constitution at Work, Class XI, Published by NCERT
2. Political Theory, Class XI, Published by NCERT
3. Uploaded Additional Study Materials

**Note:** The above textbooks are also available in Hindi and Urdu versions.  
The weightage of marks over the different paper shall be as follows: -

### **1. Weightage of Content**

#### **Part A: Indian Constitution at Work**

<b>Units</b>	<b>Contents</b>	<b>Marks</b>
1	Constitution	13
2	Election and Representation	12
3	The Legislature	
4	The Executive	12
5	The Judiciary	
6	Local Governments	3
	<b>Total</b>	<b>40</b>

**Part B: Political Theory**

<b>Units</b>	<b>Contents</b>	<b>Marks</b>
7	Political Theory: An Introduction	04
8	Liberty	15
9	Equality	
10	Justice	15
11	Rights	
12	Development	6
	<b>Total</b>	<b>40</b>

**Question Paper Design (2020-21)**  
**POLITICAL SCIENCE (CODE NO. 028)**  
**CLASS XI**

**TIME: 3 Hours**

**Max. Marks: 80**

S.No	Competencies	Total Marks	% Weightage
<b>1</b>	<p><b>Demonstrative Knowledge + Understanding</b>                      (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information)                      (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)</p>	42	52.5%
<b>2</b>	<p><b>Knowledge / Conceptual Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example or solve a problem)</p>	18	22.5%
<b>3</b>	<p><b>Formulation Analysis, Evaluation and Creativity</b>                      Analysis &amp; Synthesis- classify, compare, contrast, or differentiate between different pieces of information; organize and/or integrate unique pieces of information from a variety of sources; includes map interpretation</p>	20	25%
<b>Total</b>		<b>80</b>	<b>100%</b>

**Project work 20 marks.**

Details of Project Work

1. The Project work will be of 20 marks.
2. Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
3. For class XI, the evaluation for 20 marks project work should be done by the internal examiner.
4. The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class.
5. The suggestive list of activities for project work is as follows: -  
Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
6. The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.

† **Scheme of Options:**

Question paper will be in two parts i.e. Part A and Part B. In each part internal choice will be of 33%.

- † In order to assess different mental abilities of learners, question paper is likely to include questions based on passages, visuals such as maps, cartoons. No factual question will be asked on the information given in the plus (+) boxes in the textbooks.

**POLITICAL SCIENCE (Code No.  
028) Class XII (2020-21)**

**Time: 3hrs.**

**Max. Marks: 80**

**Part A: Contemporary World Politics**

<b>Units</b>	<b>Contents</b>	<b>Periods</b>	<b>Marks</b>
1	Cold War Era and Non-aligned Movement	18	6
2	The End of Bipolarity	18	8
3	New Centres of Power	16	8
4	South Asia and the Contemporary World	16	6
5	United Nations and its Organizations	12	6
6	Globalization	10	6
	<b>Total</b>	<b>90</b>	<b>40</b>

**Part B: Politics in India Since Independence**

<b>Units</b>	<b>Contents</b>	<b>Periods</b>	<b>Marks</b>
7	Challenges of Nation-Building	20	08
8	Planned Development	04	04
9	India's Foreign Policy	05	04
10	Parties and the Party Systems in India	15	08
11	Democratic Resurgence	15	08
12	Indian Politics: Trends and Developments	16	08
	<b>Total</b>	<b>75</b>	<b>40</b>

## COURSE CONTENT

### Part A: Contemporary World Politics

1	<b>Cold War and Non-aligned Movement</b> Emergence of two power blocs/Bipolarity, Non-aligned Movement (NAM).	<b>18 Periods</b>
2	<b>The End of Bipolarity</b> Disintegration of Soviet Union, Unipolar World, Middle East Crisis – Afghanistan, Gulf War, Democratic Politics and Democratization – CIS and the 21st Century (Arab Spring).	<b>18 Periods</b>
3	<b>New Centres of Power</b> Organizations: European Union, ASEAN, SAARC, BRICS. Nations: Russia, China, Israel, India.	<b>16 Periods</b>
4	<b>South Asia and the Contemporary World</b> Conflicts and efforts for Peace and Democratization in South Asia: Pakistan, Nepal, Bangladesh, Sri Lanka, Maldives.	<b>16 Periods</b>
5	<b>United Nations and its Organizations</b> Principle Organs, Key Agencies: UNESCO, UNICEF, WHO, ILO, Security Council and the Need for its Expansion.	<b>12 Periods</b>
6	<b>Globalization</b> Globalization: Meaning, Manifestations and Debates.	<b>10 Periods</b>

### Part B: Politics in India Since Independence

7	<b>Challenges of Nation- Building</b> <ul style="list-style-type: none"><li>• Nation and Nation Building</li><li>• Sardar Vallabh Bhai Patel and Integration of States</li><li>• Legacy of Partition: Challenge of Refugee, Resettlement, Kashmir Issue, Nehru's Approach to Nation – Building</li><li>• Political Conflicts over Language and Linguistic Organization of States.</li></ul>	<b>20 Periods</b>
---	---	-----------------------



8	<b>Planned Development</b> <ul style="list-style-type: none"> <li>National Development Council, NITI Aayog.</li> </ul>	<b>04 Periods</b>
9	<b>India's Foreign Policy</b> <ul style="list-style-type: none"> <li>Principles of Foreign Policy, India's Changing Relations with Other Nations: US, Russia, China, Israel;</li> </ul>	<b>05 Periods</b>
10	<b>Parties and the Party Systems in India</b> <ul style="list-style-type: none"> <li>Congress System</li> <li>Bi-party System</li> <li>Multi-party Coalition System.</li> </ul>	<b>15 Periods</b>
11	<b>Democratic Resurgence</b> <ul style="list-style-type: none"> <li>Jai Prakash Narayan and Total Revolution</li> <li>Ram Manohar Lohiya and Socialism</li> <li>Pandit Deendayal Upadhyaya and Integral Humanism</li> <li>National Emergency</li> <li>Democratic Upsurges– Participation of the Adults, Backwards and Youth.</li> </ul>	<b>15 Periods</b>
12	<b>Indian Politics: Trends and Developments</b> Era of Coalitions: National Front, United Front, United Progressive Alliance [UPA] – I & II, National Democratic Alliance [NDA] – I, II, III& IV, Issues of Development and Governance.	<b>16 Periods</b>

**Prescribed Books:**

1. Contemporary World Politics, Class XII, Published by NCERT
2. Politics in India since Independence, Class XII, Published by NCERT
3. Uploaded Additional Study Material.

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

**POLITICAL SCIENCE (CODE NO. 028)**  
**CLASS XII**

<b>S. No</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>% Weightage</b>
<b>1</b>	<b>Demonstrative Knowledge + Understanding</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information) (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	42	52.5%
<b>2</b>	<b>Knowledge / Conceptual Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example, or solve a problem)	18	22.5%
<b>3</b>	<b>Formulation Analysis, Evaluation and Creativity Analysis &amp; Synthesis-</b> classify, compare, contrast, or differentiate between different pieces of information; organize and/or integrate unique pieces of information from a variety of sources; includes map interpretation	20	25%
<b>Total</b>		<b>80</b>	<b>100%</b>

## **Project Work: 20 Marks**

### Details of Project Work

1. The Project work will be implemented for 20 Marks.
2. Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
3. For class XII, the evaluation for 20 marks project work should be done jointly by the internal as well as the external examiners.
4. The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class.
5. The suggestive list of activities for project work is as follows: -  
Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
6. The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.

### † **Scheme of Options:**

Question paper will be in two parts i.e. Part A and Part B. In each part, internal choice will be of 33%.

- † In order to assess different mental abilities of learners, question paper is likely to include questions based on passages, visuals such as maps, cartoons. No factual question will be asked on the information given in the plus (+) boxes in the textbooks.

**POLITICAL SCIENCE (Code No. 028)**  
**(2020-21)**

**Class XI**

**Paper I: India Constitution at Work**

<b>Unit No.</b>	<b>Units</b>	<b>Old Contents</b>	<b>Proposed Units</b>	<b>Proposed Contents</b>
1	Constitution Why and How and Philosophy of the Constitution	Constitution: Why and How, The making of the Constitution, the Constituent Assembly, Procedural Achievements and Philosophy of the Constitution.	Constitution	Constitution: The Philosophy and Making of The Constitution, Fundamental Rights and Duties, Directive Principles of State Policy, Constitutional Amendments
2	Rights in the Indian Constitution	The importance of Rights, Fundamental Rights in the Indian Constitution, Directive Principles of State Policy, Relationship Between Fundamental Rights and Directive Principles.	Merged with Unit 1	
3	Election and Representation	Elections and Democracy, Election System in India, Reservation of Constituencies, Free and Fair Elections, Electoral Reforms	Election and Representation	Elections and Democracy, Election System in India, Electoral Reforms.

4	The Legislature	Why do we need a Parliament? Two Houses of Parliament. Functions and Power of the Parliament, Legislative functions, control over Executive. Parliamentary committees. Self-regulation.	The Legislature	Why do we need a Parliament? Unicameral/Bicameral Legislature, Functions and Powers of the Parliament, Parliamentary Committees, Parliamentary Officials: Speaker, Deputy Speaker, Parliamentary Secretary
5	The Executive	What is an Executive? Different Types of Executive Parliamentary Executive in India, Prime Minister and Council of Ministers. Permanent Executive: Bureaucracy.	The Executive	Parliamentary Executive in India, the President, the Prime Minister and Council of Ministers, Permanent Executive: Bureaucracy.
6	The Judiciary	Why do we need an Independent Judiciary? Structure of the Judiciary, Judicial Activism, Judiciary and Rights, Judiciary and Parliament.	The Judiciary	Why do we need an Independent Judiciary? Structure and jurisdiction of the Judiciary, Judicial Review, Judicial Activism, Judicial Over-reach.
7	Local Governments	Why do we need Local Governments? Growth of Local Government in India, 73rd and 74th Amendments, implementation of 73rd and 74th Amendments.	Local Governments	73 <sup>rd</sup> and 74 <sup>th</sup> Constitutional Amendments

8	Constitution as a living document	Are Constitutions static? The procedure to amend the Constitution. Why have there been so many amendments? Basic Structure and Evolution of Constitution. Constitution as a Living Document.	Merged with Unit 1	

**Paper II: Political Theory**

<b>Unit No.</b>	<b>Units</b>	<b>Old Contents</b>	<b>Proposed Units</b>	<b>Proposed Contents</b>
9	Political Theory: An Introduction	What is Politics? What do we study in Political Theory? Putting Political Theory to practice. Why should we study Political Theory?	Political Theory: An Introduction	What is Politics? Politics vs Political Theory, Importance of Political Theory.
10	Freedom	The Ideal of Freedom. What is Freedom? Why do we need constraints? Harm principle.	Liberty	Liberty vs Freedom, Negative and Positive Liberty.
11	Equality	Significance of Equality. What is Equality? Various dimensions of Equality. How can we promote Equality?	Equality	What is Equality? Significance of Equality. Various dimensions of Equality. How can we promote Equality?
12	Social Justice	What is Justice? Just Distribution. Justice as fairness. Pursuing Social Justice.	Justice	What is Justice? Different Dimension of Justice, Distributive Justice.
13	Rights	What are Rights? Where do Rights come from? Legal Rights and the State. Kinds of Rights. Rights and Responsibilities.	Rights	What are Rights? History of Rights, Kinds of Rights, Human Rights.
14	Development	What is development? Dominant, development Model and alternative conceptions of development.	Development	Growth vs Development, Different Models of Development: Welfare State Model, Market Model, Developmental Model.

## Class XII

### Paper I: Contemporary World Politics

Unit No.	Units	Old Contents	Proposed Units	Proposed Contents
1	Cold War Era	Emergence of two power blocs after the second world war. Arenas of the cold war. Challenges to Bipolarity: Non-aligned Movement, quest for new international economic order. India and the cold war.	Cold War and Non-aligned Movement	Emergence of two power blocs/Bipolarity, Non-Aligned Movement (NAM).
2	The End of Bipolarity	New entities in world politics: Russia, Balkan states and Central Asian states, Introduction of democratic politics and capitalism in post-communist regimes. India's relations with Russia and Other post-communist countries.	The End of Bipolarity	Disintegration of Soviet Union, Unipolar World, Middle East Crisis – Afghanistan, Gulf War, Democratic Politics and Democratization – CIS and the 21st Century (Arab Spring).
3	US Hegemony in World Politics	Growth of unilateralism: Afghanistan, first Gulf War, response to 9/11 and attack on Iraq, Dominance and challenge to the US in economy and ideology. India's renegotiation of its relationship with the USA	Deleted; a part of this chapter gets added with Unit 2	



4	Alternative Centres of Power	Rise of China as an economic power in post-Mao era, creation and expansion of European Union, ASEAN. India's changing relations with China.	New Centres of Power	Organizations: European Union, ASEAN, SAARC, BRICS. Nations: Russia, China, Israel, India.
5	Contemporary South Asia in the Post-Cold War Era	Democratisation in Pakistan and Nepal. Ethnic conflicting Sri Lanka, Impact of economic globalization on the region. Conflicts and efforts for peace in South	South Asia and the Contemporary World	Conflicts and efforts for Peace & Democratization in South Asia: Pakistan, Nepal, Bangladesh, Sri
		Asia. India's relations with its neighbours.		Lanka, Maldives.
6	International Organizations	Restructuring and the future of the UN. India's position in the restructured UN. Rise of new international actors: new international economic organisations, NGOs. How democratic and accountable are the new institutions of global governance?	United Nations and Its Organizations	Principle Organs, Key Agencies: UNESCO, UNICEF, WHO, ILO, Security Council and the Need for its Expansion.
7	Globalization	Economic, cultural and political manifestations. Debates on the nature of consequences of globalisation. Anti-globalisation movements. India as an arena of globalization and struggle against it.	Globalization	Globalization: Meaning, Manifestations and Debates.

**Part II: Politics in India Since Independence**

<b>Unit No.</b>	<b>Units</b>	<b>Old Contents</b>	<b>Proposed Units</b>	<b>Proposed Contents</b>
8	Challenges of Nation Building	Nehru's approach to nation-building; Legacy of partition: challenge of 'refugee' resettlement, the Kashmir problem. Organisation and reorganization of states; Political conflicts over language.	Challenges of Nation Building	Nation and Nation Building, Sardar Vallabh Bhai Patel and Integration of States, Legacy of Partition: Challenge of Refugee, Resettlement, Kashmir Issue, Nehru's Approach to Nation – Building, Political Conflicts over Language And Linguistic Organization of States.

9	Era of One-Party Dominance	First three general elections, nature of Congress dominance at the national level, uneven dominance at the state level, coalitional nature of Congress. Major opposition parties.	Merged with Unit 5	
10	Politics of Planned Development	Five-year plans, expansion of state sector and the rise of new economic interests. Famine and suspension of five-year plans. Green revolution and its political fallouts.	Planned Development	National Development Council, NITI Aayog.
11	India's External Relations	Nehru's foreign policy. Sino-Indian war of 1962, Indo-Pak war of 1965 and 1971. Shifting alliance in world politics.	India's Foreign Policy	Principles of Foreign Policy; India's Changing Relations with Other Nations: US, Russia, China, Israel, India's nuclear programme;

12	Challenges to the Congress System	Political succession after Nehru. Non Congressism and electoral upset of 1967, Congress split and reconstitution, Congress' victory in 1971 elections, politics of 'garibi hatao'.	Parties and the Party Systems in India	Congress System, Bi-party System, Multi-party Coalition System.
13	Crisis of Democratic Order	Search for 'committed' bureaucracy and judiciary. Navnirman movement in Gujarat and the Bihar movement. Emergency: context, constitutional and extra-constitutional dimensions, resistance to emergency. 1977 elections and the formation of Janata Party. Rise of civil liberties organizations.	Democratic Resurgence	Jai Prakash Narayan and Total Revolution, Ram Manohar Lohiya and Socialism, Pandit Deendayal Upadhyaya and Integral Humanism, National Emergency, Democratic Upsurges– Participation of the Adults, Backwards and Youth.
14	Recent Developments in Indian Politics	Participatory upsurge in 1990s. Rise of the JD and the BJP. Increasing role of regional parties and coalition politics. Coalition governments: NDA (1998 - 2004)	Indian Politics: Trends and Developments	Era of Coalitions: National Front, United Front, United Progressive Alliance [UPA] – I & II, National Democratic Alliance [NDA] – I, II, III & IV, Issues of Development and Governance.

## **Class XII Paper I: Contemporary World Politics**

### **Unit-2: The End of Bipolarity**

#### **Sub-Unit: 'Arab Spring'**

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

### **Unit-3: New Centres of Power**

#### **Sub-Unit: 'BRICS'**

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

#### **Sub-Unit: 'Russia'**

Russia has been the largest part of the former Soviet Union even before its disintegration. After the dissolution of the Soviet Union in late 1980s and early 1990s, Russia emerged as the strong successor of USSR [Union of Soviet Socialist Republics]. Russia's GDP is currently 11<sup>th</sup> in the world. Russia has reserves of minerals, natural resources and gases that make it a powerful country in the global world. In addition, Russia is a nuclear state with a huge stock of sophisticated weapons. Russia is also a permanent member of the UN Security Council, called P-5.

### **Sub-Unit: 'India'**

The 21<sup>st</sup> century India is being seen as an important emerging global power. The world is experiencing the power and rise of India in a multidimensional way. The economic, cultural, strategic position of the country with a population of 130 crores is very strong. From an economic perspective, targeting the goal of a \$5 trillion economy, a competitive huge market, an ancient inclusive culture with 200 million people of Indian Diaspora spreading across the globe impart distinct meaning and salience to India as a new centre of power in the 21<sup>st</sup> century. From a strategic perspective, the military of India is self-sufficient with indigenous nuclear technology making it another nuclear power. 'Make in India' scheme in technology and science is another milestone of Indian economy. All these changes are making India an important centre of power in the present world.

### **Sub-Unit: 'Israel'**

Shown on the world map with a pointer, Israel has emerged as one of the most powerful nations in the 21<sup>st</sup> century world in terms of science and technology, defence, intelligence besides economy. Situated in the middle of the burning politics of West Asian countries, Israel has reached to the new heights of global political standing by virtue of its indomitable defence prowess, technological innovations, industrialization and agricultural development. Sustaining against adversity is the principle with which a

small Jewish-Zionist nation, i.e., Israel is placed in the contemporary global politics in general and the Arab-dominated West Asian politics in particular.

## **Unit-5: United Nations and Its Organizations**

### **Sub-Unit: 'UNESCO'**

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

### **Sub-Unit: 'UNICEF'**

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

### **Sub-Unit: 'ILO'**

The International Labor Organization (ILO), founded in October 1919 with its headquarter in Geneva, Switzerland, is a body of the United Nations which aims to promote efficient conditions of social justice and work for workers through international

labor standards at the global level. In addition, there is an incentive for women and male workers to engage in productive work and to create safety, parity and self-respectful conditions for them at the workplace.

### **Unit-6: Security in Contemporary World Sub-Unit: 'Terrorism'**

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

There could be three broad meanings of terrorism:

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

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

## **Class XII Paper II: Politics in India Since Independence**

### **Unit-9: Challenges of Nation Building**

#### **Sub-Unit: 'Sardar Vallabh bhai Patel and National Integration'**

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

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

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

### **Unit-2: Planned Development**



### **Sub-Unit: 'NITI Aayog'**

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

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

To harmonize the interests of national security and economic policy and to prepare strategic and long-term framework of policy and program, NITI Aayog acts as a think tank of the

Union Government. By adopting a 'Bottom-Up Approach', the NITI Aayog acts in the spirit of cooperative federalism as it ensures equal participation of all states in the country.

### **Unit-3: India's Foreign Policy**

#### **Sub-Unit: 'India-Israel Relations'**

Nearly 45 years after independence, due to various reasons, India's foreign policy in the Middle East region, now called West Asian region, and India's relations with West Asian countries were mainly concentrated with Islamic countries. During this period India's attitude towards Israel, the only non-Islamic nation in the region, remained unexplored notwithstanding the two nations gaining independence from the British colonial rule in 1947 and 1948 respectively.

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

But even after the establishment of formal diplomatic relations, the relations between the two countries started gaining firmness only after the formation of the BJP-led NDA Governments in 1996 and 1998 onwards. Relations between the two democratic nations further intensified with the visits of the Two Heads of Government: Prime Minister Narendra Modi to Israel in 2017 and Prime Minister Benjamin Netanyahu to India in 2018. The two nations have started cooperation in various fields like cultural exchange, security and defense, counterterrorism, space research, water and energy and agricultural development.

#### **Sub-Unit: 'India's Nuclear Program' (Updates)**

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

#### **Unit-5: Democratic Resurgence Sub-Unit: 'Jai Prakash Narayan and Total Revolution' [Updates]**

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

Jai Prakash Narayan was the first leader in post-independence India who undertook a tirade against corruption through the participation of youth, particularly in Gujarat and

Bihar. He advocated the office of Lokpal against corruption. His principle of Communitarian Socialism views India as a society of communities encompassing three key layers, viz., community, region and *rashtra*— all combining together as an example of true federation.

Based on the above principles, Jai Prakash Narayan advocated transformation of individual, society and state through his call for 'Total Revolution'. His call for total revolution sought to encompass moral, cultural, economic, political, educational and ecological

transformations. His political transformation included the right to recall, the importance of village/*mohalla samities* in democratic politics, and his call for *Upper Ke Log* to join political struggle for a clean politics in the country.

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

### **Sub-Unit: 'Ram Manohar Lohiya and Socialism'**

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

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

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

### **Sub-Unit: 'Deendayal Upadhyaya and Integral Humanism'**

Pandit Deendayal Upadhyaya was a philosopher, sociologist, economist and politician. The philosophy presented by him is called 'Integral Humanism' which was intended to present an 'indigenous socio-economic model' in which human being remains at the centre of development. The aim of Integral Humanism is to ensure dignified life for every human being while balancing the needs of the individual and society. It supports sustainable consumption of natural resources so that those resources can be replenished.

Integral

Humanism enhances not only political but also economic and social democracy and freedom.

As it seeks to promote diversity, it is best suited for a country as diverse as India.

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

- Primacy of whole, no tpart
- Supremacy of *Dharma*
- Autonomy of Society

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

*Chhitti*, Deendayal Upadhyaya envisaged a classless, casteless and conflict-free social system.

### **Sub-Unit: 'Democratic Upsurges'**

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

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

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

The era of Liberalization, Privatization and Globalization from the early 1990s is attributed to the emergence of a competitive market society encompassing all important sectors of economy, society and polity thus paving way for the 'Third Democratic Upsurge'. The Third Democratic Upsurge represents a competitive electoral market which is based not on the principle of *survival of the best* but rather the *survival of the ablest*. It underlines three shifts in India's electoral market: from *State to Market*, from

*Government to Governance, from State as Controller to State as Facilitator.* Moreover, the Third Democratic Upsurge seeks to promote the participation of the youth who constitute a significant chunk of Indian society and have emerged as the real *game changers* in view of their increasing electoral preference for both development and governance in India's contemporary democratic politics.

## **Unit-7: Regional Aspirations**

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

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

It was against the special status of the state of Jammu and Kashmir that there was a clarion call in political circles for abrogation of Articles 370 and 35A with the propagation of the principle of '*EkVidhan, EkNishan, EkPradhan*' referring to one Constitution, one flag and one Head of the State/Government respectively. Others equated Article 370 and 35A as 'constitutionally recognized separatism'.

It was against this backdrop that current BJP led NDA Government, by showing its commitment to the integration of Kashmir in India as part of its election manifesto, presented the Jammu and Kashmir Reorganization Bill in Rajya Sabha on 5 August 2019 for the abolition of Section 370 and 35-A from Kashmir, which was passed by a majority. The bill was passed by the Lok Sabha on 6 August 2019. After the President's assent on

9 August 2019, Sections 370 and 35A were repealed and Jammu and Kashmir got divided into two Union Territories of Ladakh and Jammu and Kashmir.

## **Unit-8: Indian Politics: Trends and Developments**

### **Sub-Unit: 'NDA III & IV'**

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

The 2019 Lok Sabha elections, the 17<sup>th</sup> since independence, once again brought back BJP led NDA [NDA IV] to the centre of power by winning more than 350 seats out of 543. The BJP on its own won 303 seats in Lok Sabha, the biggest number any single party has won in the lower house since 1985 when Congress swept the elections in the aftermath of Mrs Indira

Gandhi's assassination. Based on the tumultuous success of the BJP in 2019, Social Scientists have started equating the contemporary party system with the 'BJP System' where an era of one-party dominance, like the 'Congress System' has once again started appearing on the democratic politics of India.

### **Sub-Unit: 'Issues of Development and Governance'**

A major change in Indian politics after 2014 is the shift from caste and religion based politics to development and governance oriented politics. With its pre-intended goal *Sabka Saath, Sabka Vikas*, the NDA III Government started several socio-economic welfare schemes to make development and governance accessible to the masses such as – *Pradhan Mantri Ujjwala Yojana, Swachh Bharat Abhiyan, Jan-Dhan Yojana, Deendayal Upadhyaya Gram Jyoti Yojana, Kisan Fasal Bima Yojna, Beti Padhao, Desh Badhao, Ayushman Bharat Yojana, etc.*

All these schemes intended to take administration to the doorstep of the common man by making the rural households, particularly the women, real beneficiaries of the Central Government schemes. The success of these schemes could be seen from the results of 2019 Lok Sabha elections where the voters across states – castes, classes, communities, gender and regions brought back the issues of development and governance to the centre stage under the BJP led NDA Government characterizing the current change with '*Sabka Saath, SabkaVikas and Sabka Vishwas*'.



**HISTORY**  
**CLASS XI-XII (2020-21)**  
**(Code No. 027)**

**Rationale**

Through a focus on a series of critical historical issues and debates (class XI) or on a range of important historical sources (class XII), the students would be introduced to a set of important historical events and processes. A discussion of these themes, it is hoped, would allow students not only to know about these 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 organically linked and complementary to each other.

**Objectives:**

- Effort in these senior secondary classes would be to emphasize to students 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 store/relate/compare developments in different situations, analyze connections between similar processes located in different time periods, and discover the relationship between different methods of enquiry within history and the allied disciplines.
- The syllabus in class XI is organized around some major themes in the world history. The themes have been selected so as to (i) focus on some important developments in different spheres-political, social, cultural and economic, (ii) 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
  - an introduction to a critical debate associated with the issue.

- 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 analyze 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:
  - a detailed overview of the events, issues and processes under discussion
  - a summary of the present state of research on the theme
  - an account of how knowledge about the theme has been acquired
  - an excerpt from a primary source related to the theme, explaining how it has been used by historians.
- While the themes in both these 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 time-lines
  - discussing the particular event or process in relation to developments in other places and other times.

**COURSE STRUCTURE  
CLASS XI (2020-21)**

**One -Theory Paper**

**80 Marks  
3 Hours**

Theme	Units	No. of Periods	Marks
	Introduction to World History	3	
<b>Section A: Early Societies</b>		<b><u>17</u></b>	8
	Introduction	2	
1	-Deleted for the session-2020-2021		
2.	Writing and City Life	15	

<b>Section B: Empires</b>		<b><u>37</u></b>	20
.	Introduction	7	
3.	An empire across three continents	15	
4.	Central Islamic lands	15	
5	--Deleted for the session-2020-2021		
<b>Section C: Changing Traditions</b>		<b><u>36</u></b>	20
	Introduction	7	
6	Three orders	14	
7	Changing cultural traditions	15	
8	--Deleted for the session-2020-2021		
<b>Section D: Paths to Modernization</b>		<b><u>52</u></b>	28
	Introduction	7	
9	The Industrial Revolution	15	
10	Displacing indigenous People	15	
11	Paths to modernization	15	
	<b>Map work (units 1-11 )</b>	<b>10</b>	4
	<b>Project Work</b>	<b>10</b>	20
	<b>Total</b>	<b>165 Periods</b>	<b>100 marks</b>

**CLASS-XI: THEMES IN WORLD HISTORY**

THEMES	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.	
	LEARNING OBJECTIVES	LEARNING OUTCOMES
<p><b>2.WRITING AND CITY LIFE</b> Focus: Iraq, 3<sup>rd</sup> millennium BCE</p> <ul style="list-style-type: none"> <li>a) Growth of towns</li> <li>b) Nature of early urban societies</li> <li>c) Historians' Debate on uses of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the nature of early urban Centre's.</li> <li>• Discuss whether writing is significant as a marker of civilization.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and analyze the transformation from Neolithic to Bronze Age Civilization in order to understand the myriad spheres of human development.</li> <li>• Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations.</li> <li>• Analyze the outcomes of a sustained tradition of writing.</li> </ul>
<p><b>3.AN EMPIRE ACROSS THREE CONTINENTS</b> Focus: Roman Empire, 27 BCE to 600 CE</p> <ul style="list-style-type: none"> <li>a) Political evolution</li> <li>b) Economic Expansion</li> <li>c) Religion-culture foundation</li> <li>d) Late Antiquity</li> <li>e) Historians' view on the Institution of Slavery</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the history of a major world empire</li> <li>• Discuss whether slavery was a significant element in the economy.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture.</li> <li>• Analyze the implications of Roman's contacts with the subcontinent Empires</li> <li>• Examine the domains of cultural transformation in that</li> </ul>

		period
<p><b>4.CENTRAL ISLAMIC LANDS</b> Focus: 7<sup>th</sup> to 12<sup>th</sup> centuries</p> <ul style="list-style-type: none"> <li>a) Polity</li> <li>b) Economy</li> <li>c) Culture</li> <li>d) Historians' viewpoints on the nature of the crusades</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the rise of Islamic empires in the Afro-Asian territories and its implications for economy and society.</li> <li>• Understand what the crusades meant in these regions and how they were experienced.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the relationship between livelihood patterns and the geographical condition of the area inhabited by the tribes and the nomadic pastoralists</li> <li>• Describe the arenas of Islam in reference to its emergence, rise of Caliphate and Empire building.</li> <li>• Analyze the causes, events and effects of Crusades.</li> <li>• Examine their economic life in order to understand their connectivity with various continents.</li> <li>• Comprehend their learning and cultural developments in varied fields like astronomy, medicine, architecture, sufism, etc.</li> </ul>
<p><b>6.THE THREE ORDERS.</b> <b>FOCUS:</b> Western Europe 13<sup>th</sup>-16<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) Feudal society and economy</li> <li>b) Formation of state</li> <li>c) Church and society</li> <li>d) Historians' views on decline of feudalism</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the nature of the economy and society of this period and the changes within them.</li> <li>• Show how the debate on the decline of feudalism helps in understanding processes of transition.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society.</li> <li>• Relate ancient slavery with serfdom</li> <li>• Assess the 14<sup>th</sup> century crisis and rise of the nation states.</li> </ul>

<p><b>7.CHANGING CULTURAL TRADITIONS</b> Focus: Europe 14<sup>th</sup>-17<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) New ideas and new trends in literature and arts</li> <li>b) Relationship with earlier ideas</li> <li>c) The contribution of West Asia</li> <li>d) Historians' viewpoint on the validity of the notion 'European Renaissance'</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the intellectual trends in the period.</li> <li>• Familiarize students with the paintings and buildings of the period.</li> <li>• Introduce the debate around the idea of 'Renaissance'.</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</li> <li>• Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism.</li> <li>• Compare and contrast the condition of women in the Renaissance period.</li> <li>• Recognize major influences on the architectural, artistic, and literary developments in order to understand the facades of Renaissance.</li> <li>• Analysis on the approach of Martin Luther and Erasmus towards the Roman Catholic Church and its impact on later reforms.</li> <li>• Evaluate the Catholic Church's response to the Protestant Reformation in the form of the Counter Reformations</li> </ul>
<p><b>9.THE INDUSTRIAL REVOLUTION</b> Focus: England 18<sup>th</sup> to 19<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) Innovations and technological change</li> <li>b) Patterns of growth</li> <li>c) Emergence of a</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the nature of growth in the period and its limits.</li> <li>• Initiate students to the debate on the</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Comprehend the arenas of the Industrial Revolution in Great Britain and other countries</li> </ul>

<p>working class d) Historians' viewpoint, Debate on 'Was there an Industrial Revolution?'</p>	<p>idea of industrial revolution.</p>	<ul style="list-style-type: none"> <li>• Elucidate the technological innovations that spurred industrialization in Britain.</li> <li>• Analyze the social, economic, and environmental impact of the Industrial Revolution in order to understand the revolutionary and ideological transformation.</li> <li>• Compare and contrast the positive and negative aspects of Industrial Revolution.</li> <li>• Empathize for the suffering of the workers during the Industrial Revolution.</li> </ul>
<p><b>10. DISPLACING INDIGENOUS PEOPLE</b> Focus: North America and Australia, 18<sup>th</sup> to 20<sup>th</sup> century a) European colonists in North America and Australia b) Formation of White Settler societies c) Displacement and repression of local people d) Historians' viewpoint on the impact of European settlement on indigenous population</p>	<ul style="list-style-type: none"> <li>• Sensitize students to the processes of displacements that accompanied the development of America and Australia.</li> <li>• Understand the implications of such processes for the displaced populations.</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Recount some aspects of the history of the native people of America to understand their condition.</li> <li>• To analyze the realms of settlement of Europeans in Australia and America.</li> <li>• Compare and contrast the lives and roles of indigenous people in these continents</li> </ul>
<p><b>11. PATHS TO MODERNIZATION</b> Focus: East Asia, late 19<sup>th</sup> to 20<sup>th</sup> century</p>	<ul style="list-style-type: none"> <li>• Make students aware that transformation in the modern world</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Deduce the histories of China and Japan from</li> </ul>

<p>a) Militarization and economic growth in Japan</p> <p>b) China and the communist alternative</p> <p>c) Historians' Debate on the meaning of modernization</p> <p><b>(NOTE- Keeping in view the importance of the themes i.e. Japan and China, it is advised that both must be taught in the schools)</b></p>	<p>takes many different forms.</p> <ul style="list-style-type: none"> <li>• Show how notions like 'modernization' need to be critically assessed.</li> </ul>	<p>the phase of imperialism to modernization</p> <ul style="list-style-type: none"> <li>• Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration.</li> <li>• Analyze the domains of Japanese nationalism prior and after the Second World War.</li> <li>• Comprehend the history of China from colonization to era of socialism.</li> <li>• Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism.</li> <li>• To analyze 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.</li> </ul>
<p>MAP WORK ON UNITS 1-11</p>		



**PROJECT WORK**  
**CLASS XI (2020-21)**

**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 evidences 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, analyze 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, analyze, 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 20 periods assigned to the Project Work should be suitably spaced from April to September in classes XI and XII so that students can prepare for theory part in term - II.
- One Project should be given to the students in the month of April/May before the summer vacation and assessment of the project to be completed by September.
- The teachers must ensure that the students submit original work.
- Project report should be hand written only.
- (Eco-friendly materials can be used by students)

#### ***The following steps are suggested:***

1. Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
2. The project must be done individually / In-groups.
3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. so as to enrich the subject content.
5. The project work (one per year) 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 so on. Any of these activities which are suitable to visually impaired candidates can be performed as per the choice of the student.

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.

## **ASSESSMENT**

### **Allocation of Marks (20)**

The marks will be allocated under the following heads:

1	Project Synopsis	2 Marks
2	Data/Statistical analysis/Map work	3 Marks
3	Visual/overall presentation	5 Marks
4	Analysis/explanation and interpretation	5 Marks
5	Bibliography	1 Mark
6	Viva	4 Marks
<b>Total</b>		<b>20 Marks</b>

**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**

1. Anthropological Research based on Darwin's Theory
2. Critique of the industrialization in Britain
3. Relations and impacts of past crusades
4. Making and unmaking of Mesopotamia
5. Paradigms of Greeco-Roman civilization
6. Aspirations of women in Renaissance period
7. Paths to Modernization of Japan /China
8. An Exploratory study into Humanism
9. Piecing together the past of Genghis Khan
10. An in-depth study into "now and then" paradigm of Christianity
11. An exploratory study into the realism and the transmission of Humanistic ideas
12. Scientific Revolution and the origins of modern science
13. An exploratory study into the making of America
14. Myriad Realms of Slavery in ancient, medieval and modern world
15. History of aborigines – America /Australia

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

**HISTORY– CLASS XI**  
**SUBJECT CODE 027 (Session 2020-21)**

**TIME: 3 Hours**

**Maximum Marks: 80**

Sr. No.	Competencies	Total Marks	% Weightage
1	<p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas</p>	24	30%
2	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	23	28.75%
3	<p><b>High Order Thinking Skills-</b> (Analysis &amp; Synthesis- Classify, Apply, solve, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)</p> <p><b>Evaluation-</b> (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)</p>	29	36.25%
4	<p><b>Map skill</b> based question- Identification, location, significance</p>	4	5%
		<b>80</b>	<b>100%</b>

## COURSE STRUCTURE

### CLASS XII (2020-21)

<b>One Theory Paper Max Marks: 80</b>		
<b>Time: 3 Hours</b>		
<b>Units</b>	<b>Periods</b>	<b>Marks</b>
<b>Themes in Indian History Part-I (THEMES 1 -4)</b>	<b>55</b>	<b>25</b>
Theme 1 Bricks, Beads and Bones	13	
Theme 2 Kings, Farmers and Towns	14	
Theme3 Kinship, Caste and Class	14	
Theme 4 Thinkers, Beliefs and Buildings	14	
<b>Themes In Indian History Part-II (THEMES- 5 – 9)</b>	<b>39</b>	<b>25</b>
Theme 5 ---Deleted for the session-2020-2021		
Theme 6 Bhakti –Sufi Traditions	13	
Theme 7 An Imperial Capital: Vijayanagara	13	
Theme 8 --Deleted for the session-2020-2021		
Theme 9 Kings and Chronicles	13	
<b>Themes In Indian History Part-III (THEMES 10 – 15)</b>	<b>48</b>	<b>25</b>
Theme 10 Colonialism and The Countryside (HALF)pg-257-274	8	
Theme 11 Rebels and the Raj	13	
Theme 12 --Deleted for the session-2020-2021		
Theme 13 Mahatma Gandhi and the Nationalist Movement	13	
Theme 14 --Deleted for the session-2020-2021		
Theme 15 Framing the Constitution	14	
<b>Map Work</b>	<b>10</b>	<b>05</b>
<b>Total</b>	<b>142</b>	<b>80</b>
<b>Project work (Internal Assessment)</b>	<b>10</b>	<b>20</b>
<b>Total</b>	<b>162</b>	<b>100</b>

## COURSE CONTENT

<b>Class XII: Themes in Indian History</b>		
<b>Themes</b>	<i>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.</i>	
	<b>Learning Objective</b>	<b>Learning Outcomes</b>
<b>Part-I</b>		
<p><b>1.BRICKS, BEADS AND BONES</b> <b>The Harappan Civilization:</b></p> <p><b>Broad overview:</b> Early urban centers</p> <p><b>Story of discovery:</b> Harappan civilization</p> <p><b>Excerpt:</b> Archaeological report on a major site</p> <p><b>Discussion:</b> How it has been utilized by archaeologists/historians</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with early urban centers as economic and social institution.</li> <li>• Introduce the ways in which new data can lead to a revision of existing notions of history</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• State and deduce the multi-lateral aspects of Harappan civilization in order to understand the first civilization of the world.</li> <li>• Develop an ability to use and analyze socio- economic, political aspects of Harappa                             <ul style="list-style-type: none"> <li>• Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.</li> </ul> </li> </ul>
<p><b>2.KINGS, FARMERS AND TOWNS:</b> <b>Early States and Economies(c. 600 BCE- 600 CE)</b></p> <p><b>Broad overview:</b> Political and economic History from the Mauryan to the Gupta period</p> <p><b>Story of discovery:</b> Inscriptions and the Decipherment of the script. Shifts in the Understanding of political and economic history.</p> <p><b>Excerpt:</b> Ashokan inscription and Gupta period land grant</p> <p><b>Discussion:</b> Interpretation of inscriptions by historians.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with major trends in the political and economic history of the subcontinent.</li> <li>• Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain major trends in the 6th century BCE in order to understand the political and economic history of the subcontinent.</li> <li>• Analyze inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>

<p><b>3. KINSHIP, CASTE AND CLASS</b>  <b>Early Society Societies (C. 600 BCE-600 CE)</b>  <b>Broad overview:</b>  <b>Social Histories: Using the Mahabharata</b>  Issues in social history, including caste, class, kinship and gender  <b>Story of discovery:</b>  Transmission and publications of the Mahabharata  <b>Excerpt:</b> from the Mahabharata, illustrating how it has been used by historians.  <b>Discussion:</b> Other sources for reconstructing social history.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learners with issues in social history.</li> <li>• Introduce the strategies of textual analysis and their use in reconstructing social history.</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Analyze social norms in order to understand the perspectives of society given in the scriptures of ancient India.</li> <li>• Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata.</li> </ul>
<p><b>4. THINKERS, BELIEFS AND BUILDINGS</b>  <b>Cultural Developments (c. 600 BCE - 600 CE)</b>  <b>Broad overview:</b>  <b>A History of Buddhism: Sanchi Stupa</b>  A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Shaivism (Puranic Hinduism)  b) Focus on Buddhism.  <b>Story of discovery:</b> Sanchi stupa.  <b>Excerpt:</b> Reproduction of sculptures from Sanchi.  <b>Discussion:</b> Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism.</p>	<ul style="list-style-type: none"> <li>• Discuss the major religious developments in early India.</li> <li>• Introduce strategies of visual analysis and their use in reconstructing the theories of religion.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare the distinct religious facets in order to understand the religious developments in ancient India</li> <li>• Elucidate the rich religious sculpture and infer the stories hidden in it.</li> </ul>

<p><b>6. BHAKTI –SUFİ TRADITIONS: Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)</b></p> <p><b>Broad overview:</b></p> <ol style="list-style-type: none"> <li>a. Outline of religious developments during this period saints.</li> <li>b. Ideas and practices of the Bhakti-Sufi</li> </ol> <p><b>Story of Transmission:</b> How Bhakti-Sufi compositions have been preserved.</p> <p><b>Excerpt:</b> Extracts from selected Bhakti-Sufi works.</p> <p><b>Discussion:</b> Ways in which these have been interpreted by historians.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the religious developments.</li> <li>• Discuss ways of analyzing devotional literature as sources of history.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Summarize the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period.</li> <li>• Comprehend the religious movement in order to establish unity, peace, harmony and brotherhood in society.</li> </ul>
---	--	--



<p><b>7. AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries)</b></p> <p><b>Broad Over View: New Architecture: Hampi</b></p> <ol style="list-style-type: none"> <li>a. Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities.</li> <li>b. Relationship between architecture and the political system</li> </ol> <p><b>Story of Discovery:</b> Account of how Hampi was found.</p> <p><b>Excerpt:</b> Visuals of buildings at Hampi</p> <p><b>Discussion:</b> Ways in which historians have analyzed and interpreted these structures.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the new buildings that were built during the time.</li> <li>• Discuss the ways in which architecture can be analyzed to reconstruct history.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India</li> <li>• Analyze accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city.</li> </ul>
<p><b>9. KINGS AND CHRONICLES: The Mughal Courts (c. sixteenth-seventeenth centuries)</b></p> <p><b>Broad overview: Reconstructing Histories through Chronicles</b></p> <ol style="list-style-type: none"> <li>a) Outline of political history 15<sup>th</sup>-17<sup>th</sup> centuries</li> <li>b) Discussion of the Mughal court and politics.</li> </ol> <p><b>Story of Discovery:</b> Account of the production of court chronicles, and their subsequent translation and transmission.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the major landmarks in the political history.</li> <li>• Show how chronicles and other sources are used to reconstruct the histories of political institutions.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Summarize the political and social practices of Mughal empire in order to understand their administrative dynamics.</li> <li>• Examine the account given in the chronicles to reconstruct the social, religious and cultural history of Mughals</li> </ul>

<p><b>Excerpts:</b> from the Akbarnama and Badshahnama</p> <p><b>Discussion:</b> Ways in which historians have used the text store construct political histories.</p>		
<p style="text-align: center;"><b>Part-III</b></p> <p><b>10. COLONIALISM AND THE COUNTRYSIDE: Exploring Official Archives</b></p> <p><b>Broad overview: Colonialism and Rural Society: Evidence from Official Reports</b></p> <p>a) Life of zamindars, peasants and artisans in the late 18<sup>th</sup> century</p> <p>b). Permanent Settlement, Santhals and Paharias</p> <p><b>Story of official records:</b> An account of why official Investigations in to rural societies were undertaken and the types of records and reports produced.</p> <p><b>Excerpts:</b> From Fifth Report</p> <p><b>Discussion:</b> What the official records tell and do not tell, and how they have been used by historians.</p>	<ul style="list-style-type: none"> <li>• Discuss how colonialism affected zamindars, peasants and artisans.</li> <li>• Comprehend the problems and limits of using official sources for understanding the lives of the people</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the revenue systems introduced by the British in order to understand the economic aspects of colonization in India.</li> <li>• Analyze the colonial official records &amp; reports in order to understand the divergent interest of British and Indians.</li> </ul>

<p><b>11.REBELS AND THE RAJ: 1857 Revolt and its Representations</b></p> <p><b>Broad overview:</b></p> <ol style="list-style-type: none"> <li>The eventsof1857-58.</li> <li>Vision of Unity</li> <li>How these events were recorded and narrated.</li> </ol> <p><b>Focus:</b> Lucknow</p> <p><b>Excerpts:</b> Pictures of 1857. Extracts from contemporary accounts.</p> <p><b>Discussion:</b> How the pictures of 1857 shaped British opinion of what had happened.</p>	<ul style="list-style-type: none"> <li>• Discuss how the events of 1857 are being interpreted.</li> <li>• Discuss how visual material can be used by historians.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Correlate the planning and coordination of the rebels of 1857 to infer its domains and nature.</li> <li>• Examine the momentum of the revolt in order to understand its spread.</li> <li>• Analyze how revolt created vision of unity amongst Indians.</li> <li>• Identify and Interpret visual images to understand the emotions portrayed by the nationalist and British</li> </ul>
<p><b>13. MAHATMA GANDHI AND THE NATIONALIST MOVEMENT: Civil Disobedience and Beyond</b></p> <p><b>Broad overview:</b></p> <ol style="list-style-type: none"> <li>The Nationalist Movement 1918 -48.</li> <li>The nature of Gandhian politics and leadership.</li> </ol> <p><b>Focus:</b> Mahatma Gandhi and the three movements and his last days as “finest hours”</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership.</li> <li>• Discuss how Gandhi was perceived by different groups. Discuss how historians need to read and interpret newspapers diaries and letters as a historical source</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Correlate the significant elements of the nationalist movement and the nature of ideas, individuals and institutions under the Gandhian leadership.</li> </ul>

<p><b>Excerpts:</b> Reports from English and Indian language newspapers and other contemporary writings.</p> <p><b>Discussion:</b> How newspapers can be a source of history.</p>		<ul style="list-style-type: none"> <li>• Analyze the significant contributions of Gandhiji in order to understand his mass appeal for nationalism.</li> <li>• Analyze the perceptions and contributions of different communities towards the Gandhian movement.</li> <li>• Analyze the ways of interpreting historical source such as newspapers, biographies and auto-biographies diaries and letters.</li> </ul>
<p><b>15.FRAMING THE CONSTITUTION: The Beginning of a New Era</b></p> <p><b>Broad overview: The Making of the Constitution an overview:</b></p> <ol style="list-style-type: none"> <li>Independence and then new nation state.</li> <li>The making of the Constitution</li> </ol> <p><b>Focus:</b> The Constituent Assembly Debates</p> <p><b>Excerpts:</b> from the debates.</p> <p><b>Discussion:</b> What such debates reveal and how they can be analyzed.</p>	<ul style="list-style-type: none"> <li>• Discuss how the founding ideals of the new nation state were debated and formulated.</li> <li>• Understand how such debates and discussions can be read by historians.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Highlight the role of Constituent Assembly in order to understand functionaries in framing the constitution of India.</li> <li>• Analyze how debates and discussions around important issues in the Constituent Assembly shaped our Constitution.</li> </ul>

## **PROJECT WORK CLASS - XII (2020-21)**

### **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 evidences 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, analyze 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, analyze, 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 20 periods assigned to the Project Work should be suitably spaced from April to September in classes XI and XII so that students can prepare for theory part in term -II.
- One Project should be given to the students in the month of April/May before the summer vacation and assessment of the project to be completed by September.
- The teachers must ensure that the students submit original work.
- Project report should be hand written only.
- (Eco-friendly materials can be used by students)

### ***The following steps are suggested:***

1. Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
2. The project must be done individually/In-groups.
3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. so as to enrich the subject content.
5. The project work (one per year) 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 so on. Any of these activities which are suitable to visually impaired candidates can be performed as per the choice of the student.
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.

## ASSESSMENT

### Allocation of Marks (20)

The marks will be allocated under the following heads:

1	Project Synopsis	2 Marks
2	Data/Statistical analysis/Map work	3 Marks
3	Visual/overall presentation	5 Marks
4	Analysis/explanation and interpretation	5 Marks
5	Bibliography	1 Mark
6	Viva	4 Marks
<b>Total</b>		<b>20 Marks</b>

**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

1. The mysteries behind the mound of dead –Mohenjo-Daro
2. An In-depth study to understand Spiritual Archaeology in the Sub-Continent
3. Buddha's Path to Enlightenment
4. Insight and Reflection of Bernier's notions of The Mughal Empire
5. An exploratory study to know the women who created history
6. "Mahatma Gandhi" – A legendary soul
7. To reconstruct the History of Vijayanagar through the Archaeology of Hampi
8. The emerald city of Colonial Era –BOMBAY
9. Vision of unity behind the first war of Independence
10. Divine Apostle of Guru Nanak Dev
11. Help, Humanity and Sacrifices during Partition
12. Glimpses inside Mughals Imperials Household
13. The process behind the framing of the Indian Constitution
14. The 'Brahm Nirupam' of Kabir – A journey to Ultimate Reality

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

**HISTORY– CLASS XII**  
**SUBJECT CODE 027 (Session 2020-21)**

**TIME: 3 Hours**

**Maximum Marks: 80**

<b>Sr. No.</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>% Weightage</b>
1	<p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas</p>	24	30%
2	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	24	30%
3	<p><b>High Order Thinking Skills-</b> (Analysis &amp; Synthesis- Classify, Apply, solve, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)</p> <p><b>Evaluation-</b> (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)</p>	27	33.75%
4	<p><b>Map skill-based</b> question- Identification, location, significance</p>	5	6.25%
		<b>80</b>	<b>100%</b>



## LIST OF MAPS

<b>Book 1</b>		
<b>1</b>	<b>Page 2</b>	Mature Harappan sites: <ul style="list-style-type: none"> <li>• Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji.</li> </ul>
<b>2</b>	<b>Page 30</b>	Mahajanapada and cities : <ul style="list-style-type: none"> <li>• Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.</li> </ul>
<b>3</b>	<b>Page 33</b>	Distribution of Ashokan inscriptions: <ul style="list-style-type: none"> <li>• Kushanas, Shakas, Satavahanas, Vakatakas, Guptas</li> <li>• Cities/towns: Mathura, Kannauj, Puhar, Braghukachchha</li> <li>• Pillar inscriptions - Sanchi, Topra, Meerut Pillar and Kaushambi.</li> <li>• Kingdom of Cholas, Cheras and Pandyas.</li> </ul>
<b>4</b>	<b>Page 43</b>	Important kingdoms and towns: <ul style="list-style-type: none"> <li>• Kushanas, Shakas, Satavahanas, Vakatakas, Guptas</li> <li>• Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha</li> </ul>
<b>5</b>	<b>Page 95</b>	Major Buddhist Sites: <ul style="list-style-type: none"> <li>• Nagarjunakonda, Sanchi, Amaravati, Lumbini, Nasik, Bharhut, Bodh Gaya, Ajanta.</li> </ul>
<b>Book 2</b>		
<b>1</b>	<b>Page 174</b>	Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli
<b>2</b>	<b>Page 214</b>	Territories under Babur, Akbar and Aurangzeb: <ul style="list-style-type: none"> <li>• Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.</li> </ul>
<b>Book 3</b>		
<b>1</b>	<b>Page 297</b>	Territories/cities under British Control in 1857: <ul style="list-style-type: none"> <li>• Punjab, Sindh, Bombay, Madras Fort St. David, Masulipatam, Berar, Bengal, Bihar, Orissa, Avadh, Surat, Calcutta, Patna, Benaras, Allahabad and Lucknow.</li> </ul>
<b>2</b>	<b>Page 305</b>	Main centres of the Revolt of 1857: <ul style="list-style-type: none"> <li>• Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh.</li> </ul>
<b>3</b>		Important centres of the National Movement: <ul style="list-style-type: none"> <li>• Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi.</li> </ul>

### Prescribed Books:

1. Themes in World History, Class XI, Published by NCERT
2. Themes in Indian History, Part-I, Class XII, Published by NCERT
3. Themes in Indian History Part-II, Class XII, Published by NCERT
4. Themes in Indian History Part-III, Class XII, Published by NCERT

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

**PSYCHOLOGY**  
**CLASS XI-XII (2020-2021)**  
**(CODE NO. 037)**  
**(REVISED CURRICULUM)**

Psychology is introduced as an elective subject at the higher secondary stage of school education. As a discipline, psychology specializes in the study of experiences, behaviors and mental processes of human beings within a socio-cultural historical context. This course purports to introduce the learners to the basic ideas, principles, and methods in Psychology. The emphasis is to create interest and exposure needed by learners to develop their own knowledge base and understanding.

The course deals with psychological knowledge and practices which are contextually rooted. It emphasizes the complexity of behavioral processes and discourages simplistic cause-effect thinking. This is pursued by encouraging critical reasoning, allowing students to appreciate the role of cultural factors in behavior and illustrating how biology and experiences shape behavior.

It is suggested that the teaching-learning processes should involve students in evolving their own understanding, therefore, teaching of Psychology should be based on the use of case studies, narratives, experiential exercises, analysis of common everyday experiences, etc.

**Objectives:**

- To develop appreciation about human mind and behavior in the context of learners' immediate society and environment.
- To develop in learners an appreciation of the nature of psychological knowledge and its application to various aspects of life.
- To enable learners to become perceptive, socially aware and self-reflective.
- To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.

**COURSE STRUCTURE  
CLASS XI (2020-2021)**

**One Theory Paper**

**3 Hours  
Marks: 70**

<b>Units</b>	<b>Topics</b>	<b>No. of periods</b>	<b>Marks</b>
I	What is Psychology?	16	10
II	Methods of Enquiry in Psychology	20	13
III	The Bases of Human Behavior	20	11
IV	Human Development	16	9
V	Sensory, Attentional and Perceptual Processes	14	9
VI	Learning	17	10
VII	Human Memory	17	8
<b>Total</b>		<b>120</b>	<b>70</b>

**COURSE STRUCTURE**

<b>Unit I</b>	<p><b>What is Psychology?</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. What is Psychology? <ul style="list-style-type: none"> <li>• Psychology as a Discipline</li> <li>• Psychology as a Natural Science</li> <li>• Psychology as a Social Science</li> </ul> </li> <li>3. Understanding Mind and Behaviour</li> <li>4. Popular Notions about the Discipline of Psychology</li> <li>5. Evolution of Psychology</li> <li>6. Development of Psychology in India</li> <li>7. Branches of Psychology</li> <li>8. Themes of Research and Applications</li> <li>9. Psychology and Other Disciplines</li> <li>10. Psychologists at Work</li> <li>11. Psychology in Everyday Life</li> </ol>	<b>16 Periods</b>
<b>Unit II</b>	<p><b>Methods of Enquiry in Psychology</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> </ol>	<b>20 Periods</b>

	<ol style="list-style-type: none"> <li>2. Goals of Psychological Enquiry <ul style="list-style-type: none"> <li>• Steps in Conducting Scientific Research</li> <li>• Alternative Paradigms of Research</li> </ul> </li> <li>3. Nature of Psychological Data</li> <li>4. Some Important Methods in Psychology <ul style="list-style-type: none"> <li>• Observational Method</li> <li>• Experimental Method</li> <li>• Correlational Research</li> <li>• Survey Research</li> <li>• Psychological Testing</li> <li>• Case Study</li> </ul> </li> <li>5. Analysis of Data <ul style="list-style-type: none"> <li>• Quantitative Method</li> <li>• Qualitative Method</li> </ul> </li> <li>6. Limitations of Psychological Enquiry</li> <li>7. Ethical Issues</li> </ol>	
<b>Unit III</b>	<p><b>The Bases of Human Behaviour</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Evolutionary Perspective</li> <li>3. Biological and Cultural Roots</li> <li>4. Biological Basis of Behaviour <ul style="list-style-type: none"> <li>• Neurons</li> </ul> </li> <li>5. Structure and Functions of Nervous System and Endocrine System and their Relationship with Behaviour and Experience <ul style="list-style-type: none"> <li>• The Nervous System</li> <li>• The Endocrine System</li> </ul> </li> <li>6. Heredity: Genes and Behaviour</li> <li>7. Cultural Basis : Socio-Cultural Shaping of Behaviour <ul style="list-style-type: none"> <li>• Concept of Culture</li> </ul> </li> <li>8. Enculturation</li> <li>9. Socialization</li> <li>10. Acculturation</li> </ol>	<b>20 Periods</b>
<b>Unit IV</b>	<p><b>Human Development</b></p> <p><i>The topics in this unit are:</i></p>	<b>16 Periods</b>

	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Meaning of Development <ul style="list-style-type: none"> <li>• Life-Span Perspective on Development</li> </ul> </li> <li>3. Factors Influencing Development</li> <li>4. Context of Development</li> <li>5. Overview of Developmental Stages <ul style="list-style-type: none"> <li>• Prenatal Stage</li> <li>• Infancy</li> <li>• Childhood</li> <li>• Challenges of Adolescence</li> <li>• Adulthood and Old Age</li> </ul> </li> </ol>	
<b>Unit V</b>	<p><b>Sensory, Attentional and Perceptual Processes</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Knowing the world</li> <li>3. Nature and varieties of Stimulus</li> <li>4. Sense Modalities</li> <li>5. Attentional Processes <ul style="list-style-type: none"> <li>• Selective Attention</li> <li>• Sustained Attention</li> </ul> </li> <li>6. Perceptual Processes <ul style="list-style-type: none"> <li>• Processing Approaches in Perception</li> </ul> </li> <li>7. The Perceiver</li> <li>8. Principles of Perceptual Organisation</li> <li>9. Perception of Space, Depth and Distance <ul style="list-style-type: none"> <li>• Monocular Cues and Binocular Cues</li> </ul> </li> <li>10. Perceptual Constancies</li> <li>11. Illusions</li> <li>12. Socio-Cultural Influences on Perception</li> </ol>	<b>14 Periods</b>
<b>Unit VI</b>	<p><b>Learning</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of Learning</li> <li>3. Paradigms of Learning</li> <li>4. Classical Conditioning <ul style="list-style-type: none"> <li>• Determinants of Classical Conditioning</li> </ul> </li> <li>5. Operant/Instrumental Conditioning</li> </ol>	<b>17 Periods</b>

	<ul style="list-style-type: none"> <li>• Determinants of Operant Conditioning</li> </ul> <ol style="list-style-type: none"> <li>6. Key Learning Processes</li> <li>7. Observational Learning</li> <li>8. Cognitive Learning</li> <li>9. Verbal Learning</li> <li>10. Skill Learning</li> <li>11. Factors Facilitating Learning</li> <li>12. Learning Disabilities</li> </ol>	
<b>Unit VII</b>	<p><b>Human Memory</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of Memory</li> <li>3. Information Processing Approach: The Stage Model</li> <li>4. Memory Systems: Sensory, Short-term and Long-term Memories</li> <li>5. Levels of Processing</li> <li>6. Types of Long-term Memory <ul style="list-style-type: none"> <li>• Declarative and Procedural; Episodic and Semantic</li> </ul> </li> <li>7. Memory as a Constructive Process</li> <li>8. Nature and Causes of Forgetting <ul style="list-style-type: none"> <li>• Forgetting due to Trace Decay, Interference and Retrieval Failure</li> </ul> </li> <li>9. Enhancing Memory <ul style="list-style-type: none"> <li>• Mnemonics using Images and Organisation</li> </ul> </li> </ol>	<b>17 Periods</b>
<p><b>Practical (Projects, experiments, small studies, etc.) 30 marks</b></p> <p>The students shall be required to undertake <b>one project and conduct one experiment</b>. The project would involve the use of different methods of enquiry and related skills. Practical would involve conducting experiments and undertaking small studies, exercises, related to the topics covered in the course (e.g. Human development, Learning, Memory, Perception and Attention).</p> <p><b>Practical Examination</b></p> <ul style="list-style-type: none"> <li>• Practical (Experiment) file 05 Marks</li> <li>• Project file 05 Marks</li> <li>• Viva Voce (Project and experiment) 05 Marks</li> <li>• One experiment 15 Marks*</li> </ul> <p>*(05 Marks for conduct of practical and 10 Marks for report writing)</p>		<b>40 Periods</b>

**PSYCHOLOGY (Code No. 037)**  
**QUESTION PAPER DESIGN**  
**CLASS –XI (2020 - 2021)**

**I. Theory**

<b>Time: 3 Hours</b>		<b>Maximum Marks: 70</b>	
<b>S. No.</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>% Weightage</b>
1	<b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	25	35%
2	<b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	31	45%
3	<b>Formulating, Analysing, Evaluating and Creating:</b> 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.	14	20%
	<b>Total</b>	<b>70</b>	<b>100%</b>

**II. Practical: 30 Marks**

**COURSE STRUCTURE  
CLASS XII (2020 - 2021)**

**One Theory Paper**

**3 Hours  
Marks: 70**

<b>Units</b>	<b>Topics</b>	<b>No. of periods</b>	<b>Marks</b>
I	Variations in Psychological Attributes	20	12
II	Self and Personality	24	13
III	Meeting Life Challenges	14	10
IV	Psychological Disorders	24	13
V	Therapeutic Approaches	16	7
VI	Attitude and Social Cognition	12	8
VII	Social Influence and Group Processes	8	7
	<b>Total</b>	<b>118</b>	<b>70</b>

**COURSE CONTENT**

<b>Unit I</b>	<p><b>Variations in Psychological Attributes</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Individual Differences in Human Functioning</li> <li>3. Assessment of Psychological Attributes</li> <li>4. Intelligence</li> <li>5. Theories of Intelligence: Psychometric Theories of Intelligence, Information Processing Theories, Theory of Multiple Intelligences, Triarchic Theory of Intelligence, Planning, Attention-Arousal and Simultaneous Successive Model of Intelligence</li> <li>6. Individual Differences in Intelligence</li> <li>7. Culture and Intelligence</li> <li>8. Emotional Intelligence</li> <li>9. Special Abilities: Aptitude: Nature and Measurement</li> <li>10. Creativity</li> </ol>	<b>20 Periods</b>
<b>Unit II</b>	<p><b>Self and Personality</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Self and Personality</li> <li>3. Concept of Self</li> </ol>	<b>24 Periods</b>



	<ol style="list-style-type: none"> <li>4. Cognitive and Behavioural Aspects of Self</li> <li>5. Culture and Self</li> <li>6. Concept of Personality</li> <li>7. Major Approaches to the Study of Personality <ul style="list-style-type: none"> <li>• Type Approach</li> <li>• Trait Approach</li> <li>• Psychodynamic Approach</li> <li>• Behavioural Approach</li> <li>• Cultural Approach</li> <li>• Humanistic Approach</li> </ul> </li> <li>8. Assessment of Personality <ul style="list-style-type: none"> <li>• Self-report Measures</li> <li>• Projective Techniques</li> <li>• Behavioural Analysis</li> </ul> </li> </ol>	
<b>Unit III</b>	<p><b>Meeting Life Challenges</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature, Types and Sources of Stress</li> <li>3. Effects of Stress on Psychological Functioning and Health <ul style="list-style-type: none"> <li>• Stress and Health</li> <li>• General Adaptation Syndrome</li> <li>• Stress and Immune System</li> <li>• Lifestyle</li> </ul> </li> <li>4. Coping with Stress <ul style="list-style-type: none"> <li>• Stress Management Techniques</li> </ul> </li> <li>5. Promoting Positive Health and Well-being <ul style="list-style-type: none"> <li>• Stress Resistant Personality</li> <li>• Life Skills</li> <li>• Positive Health</li> </ul> </li> </ol>	<b>14 periods</b>
<b>Unit IV</b>	<p><b>Psychological Disorders</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Concepts of Abnormality and Psychological Disorders <ul style="list-style-type: none"> <li>• Historical Background</li> </ul> </li> <li>3. Classification of Psychological Disorders</li> </ol>	<b>24 Periods</b>

	<p>4. Factors Underlying Abnormal Behaviour</p> <p>5. Major Psychological Disorders</p> <ul style="list-style-type: none"> <li>• Anxiety Disorders</li> <li>• Obsessive-Compulsive and Related Disorders</li> <li>• Trauma-and Stressor-Related Disorders</li> <li>• Somatic Symptom and Related Disorders</li> <li>• Dissociative Disorders</li> <li>• Depressive Disorder</li> <li>• Bipolar and Related Disorders</li> <li>• Schizophrenia Spectrum and Other Psychotic Disorders</li> <li>• Neurodevelopmental Disorders</li> <li>• Disruptive, Impulse-Control and Conduct Disorders</li> <li>• Feeding and Eating Disorders</li> <li>• Substance Related and Addictive Disorders</li> </ul>	
<b>Unit V</b>	<p><b>Therapeutic Approaches</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Nature and Process of Psychotherapy <ul style="list-style-type: none"> <li>• Therapeutic relationship</li> </ul> </li> <li>2. Types of Therapies <ul style="list-style-type: none"> <li>• Behaviour Therapy</li> <li>• Cognitive Therapy</li> <li>• Humanistic-Existential Therapy</li> <li>• Alternative Therapies</li> </ul> </li> <li>3. Rehabilitation of the Mentally Ill</li> </ol>	<b>16 Periods</b>
<b>Unit VI</b>	<p><b>Attitude and Social Cognition</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Explaining Social Behaviour</li> <li>3. Nature and Components of Attitudes</li> <li>4. Attitude Formation and Change <ul style="list-style-type: none"> <li>• Attitude Formation</li> <li>• Attitude Change</li> <li>• Attitude-Behaviour Relationship</li> </ul> </li> <li>5. Prejudice and Discrimination</li> <li>6. Strategies for Handling Prejudice</li> </ol>	<b>12 Periods</b>

<b>Unit VII</b>	<b>Social Influence and Group Processes</b> <i>The topics in this unit are:</i> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature and Formation of Groups</li> <li>3. Type of Groups</li> <li>4. Influence of Group on Individual Behaviour <ul style="list-style-type: none"> <li>• Social Loafing</li> <li>• Group Polarisation</li> </ul> </li> </ol>	<b>08 Periods</b>
<b>Practical</b> <p>A. Test administration:  Students are required to administer and interpret three psychological tests related to various psychological attributes like intelligence, aptitude, attitude, personality, etc.</p> <p>B. In Practical examination, the student will be required to administer and interpret two psychological tests.</p> <p><b>Distribution of Marks:</b></p> <ul style="list-style-type: none"> <li>• Practical File 10 Marks</li> <li>• Viva Voce (Practical) 05 Marks</li> <li>• Two practicals 15 Marks*</li> </ul> <p>*(5 Marks for conduct of practical and 10 Marks for report writing)</p>		<b>30 Marks</b>  <b>40 Periods</b>

**PSYCHOLOGY (Code No. 037)**  
**QUESTION PAPER DESIGN**  
**CLASS –XII (2020 - 2021)**

**I. Board Examination: Theory**

<b>Time: 3 Hours</b>		<b>Maximum Marks: 70</b>	
<b>S. No.</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>% Weightage</b>
1	<b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	25	35%
2	<b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	31	45%
3	<b>Formulating, Analysing, Evaluating and Creating:</b> 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.	14	20%
	<b>Total</b>	<b>70</b>	<b>100%</b>

**II. Practical: 30 Marks**

**Prescribed Books:**

1. Psychology, Class XI, Published by NCERT
2. Psychology, Class XII, Published by NCERT

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

# **GEOGRAPHY**

## **XI-XII (2020-21)**

### **(Code No. 029)**

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.

#### **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.
- Analyze/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 analyze 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 analyze, evaluate, interpret and apply the acquired knowledge to determine the environmental issues effectively.

**COURSE STRUCTURE  
CLASS XI (2020-21)**

**One Theory Paper**

**70Marks  
3Hours**

<b>Part</b>	<b>Units</b>	<b>Marks</b>
<b>A</b>	<b>Fundamentals of Physical Geography</b>	<b>35 Marks</b>
	Unit-1: Geography as a discipline	<b>30</b>
	Unit-2: The Earth	
	Unit-3: Landforms	
	Unit-4: Climate	
	Unit-5: Water (Oceans)	
	Unit-6: Life on the Earth	
	Map and diagram	<b>5</b>
<b>B</b>	<b>India-Physical Environment</b>	<b>35 Marks</b>
	Unit-1: Introduction	<b>30</b>
	Unit-2: Physiography	
	Unit-3: Climate, vegetation and soil	
	Map and Diagram	<b>5</b>
	<b>Total</b>	<b>70 Marks</b>
<b>C</b>	<b>Practical Work in Geography Part I</b>	<b>30 Marks</b>
	Unit-1: Fundamentals of Maps	<b>15 Marks</b>
	Unit-2: Topographic and Weather Maps	<b>10 Marks</b>
	Practical Record Book and Viva	<b>5 Marks</b>

## COURSE CONTENT

<b>Part A:</b>	<b>Fundamentals of Physical Geography</b>
<b>Unit 1:</b>	<p><b>Geography as a Discipline</b></p> <ul style="list-style-type: none"> <li>□ Geography as an integrating discipline, as a science of spatial attributes</li> <li>□ Branches of Geography: Physical Geography and Human Geography</li> <li>□ Scope and Career Options (Non-evaluative)</li> </ul>
<b>Unit 2:</b>	<p><b>The Earth</b></p> <ul style="list-style-type: none"> <li>□ Interior of the earth</li> <li>□ Wegener's continental drift theory and plate tectonics</li> <li>□ Earthquakes and volcanoes: causes, types and effects</li> </ul>
<b>Unit 3:</b>	<p><b>Landforms</b></p> <ul style="list-style-type: none"> <li>□ Rocks: major types of rocks and their characteristics</li> <li>□ Geomorphic processes: weathering; mass wasting; erosion and deposition; soil-formation</li> </ul>
<b>Unit 4:</b>	<p><b>Climate</b></p> <ul style="list-style-type: none"> <li>□ Atmosphere- composition and structure; elements of weather and climate</li> <li>□ Insolation-angle of incidence and distribution; heat budget of the earth-heating and cooling of atmosphere (conduction, convection, terrestrial radiation and advection); temperature- factors controlling temperature; distribution of temperature-horizontal and vertical; inversion of temperature</li> <li>□ Precipitation-evaporation; condensation-dew, frost, fog, mist and cloud; rainfall-types and world distribution</li> </ul>
<b>Unit 5:</b>	<p><b>Water (Oceans)</b></p> <ul style="list-style-type: none"> <li>□ Movements of ocean water-waves, tides and currents.</li> </ul>

<b>Unit 6:</b>	<b>Life on the Earth</b> <ul style="list-style-type: none"> <li>□ Biosphere - importance of plants and other organisms; biodiversity and conservation; ecosystem and ecological balance</li> </ul>
<b>Map work on identification of features based on 1 to 6 units on the outline Physical/Political map of the world.</b>	
<b>Part B:</b>	<b>India-Physical Environment</b>
<b>Unit 1:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>□ Location, space relations, India's place in the world</li> </ul>
<b>Unit 2:</b>	<b>Physiography</b> <ul style="list-style-type: none"> <li>□ Drainage systems: Concept of river basins, watershed; the Himalayan and the Peninsular rivers</li> </ul>
<b>Unit 3:</b>	<b>Climate, Vegetation and Soil</b> <ul style="list-style-type: none"> <li>□ Natural vegetation-forest types and distribution; wild life; conservation; biosphere reserves</li> <li>□ Soils - major types (ICAR's classification) and their distribution, soil degradation and conservation</li> </ul>
<b>Map Work of features based on above units for locating and labeling on the outline Political/Physical map of India</b>	
<b>Part C:</b>	<b>Practical Work in Geography Part I</b>
<b>Unit 1:</b>	<b>Fundamentals of Maps</b> <ul style="list-style-type: none"> <li>□ Geo spatial data, Concept of Geographical data matrix; Point, line, area data</li> <li>□ Maps -types; scales-types; construction of simple linear scale, measuring distance; finding direction and use of symbols</li> </ul>



<p><b>Unit 2:</b></p>	<p><b>Topographic and Weather Maps</b></p> <ul style="list-style-type: none"> <li>□ Aerial Photographs: Types and Geometry-vertical aerial photographs; difference between maps and aerial photographs; photo scale determination. Identification of physical and cultural features</li> <li>□ Satellite imageries, stages in remote sensing data-acquisition, platform and sensors and data products, (photographic and digital)</li> <li>□ Use of weather instruments: thermometer, wet and dry-bulb thermometer, barometer, wind vane, rain gauge</li> </ul>
	<p><b>Practical Record Book and Viva Voce</b>  <b>Viva to be based on Practical Unit I and II only.</b></p>

**COURSE STRUCTURE**  
**Class XII (2020-21)**

**One Theory Paper**

**3Hours**  
**70 Marks**

<b>Part</b>	<b>Units</b>	<b>Marks</b>
<b>A</b>	<b>Fundamentals of Human Geography</b>	<b>35 Marks</b>
	Unit 1: Human Geography	<b>30</b>
	Unit 2: People	
	Unit 3: Human Activities	
	Unit 4: Human settlements	
	Map Work	<b>5</b>
<b>B</b>	<b>India: People and Economy</b>	<b>35 Marks</b>
	Unit 1: People	<b>30</b>
	Unit 2: Human Settlements	
	Unit 3: Resources and Development	
	Unit 5: Geographical Perspective on selected issues and problems	
	Map Work	<b>5</b>
	Total	<b>70 Marks</b>
<b>C</b>	<b>Practical Work in Geography Part II</b>	<b>30 Marks</b>
	Unit 1: Processing of Data and Thematic Mapping	<b>25</b>
	Practical Record Book and Viva Voce	<b>5</b>

**COURSE CONTENT**

<b>Part A:</b>	<b>Fundamentals of Human Geography</b>
<b>Unit 1:</b>	<b>Human Geography: Nature and Scope</b>
<b>Unit 2:</b>	<b>People</b> <ul style="list-style-type: none"> <li>□ Population-distribution, density and growth</li> <li>□ Population change-spatial patterns and structure; determinants of population change</li> <li>□ Population Composition - age-sex pyramid; rural-urban composition</li> <li>□ Human development - concept; selected indicators, international comparisons</li> </ul>

<b>Unit 3:</b>	<b>Human Activities</b> <ul style="list-style-type: none"> <li>□ Primary activities - concept and changing trends; gathering, pastoral, mining, subsistence agriculture, modern agriculture; people engaged in agricultural and allied activities - some examples from selected countries</li> <li>□ Tertiary activities-concept; trade, transport and tourism; services; people engaged in tertiary activities - some examples from selected countries</li> <li>□ Quaternary activities-concept; people engaged in quaternary activities - case study from selected countries</li> </ul>
<b>Unit 4:</b>	<b>Human Settlements</b> <ul style="list-style-type: none"> <li>□ Settlement types - rural and urban; morphology of cities (case study); distribution of mega cities; problems of human settlements in developing countries</li> </ul>
<b>Map Work on identification of features based on 1-5 units on the outline Physical/Political map of World.</b>	
<b>Part B:</b>	<b>India: People and Economy</b>
<b>Unit 1:</b>	<b>People</b> <ul style="list-style-type: none"> <li>□ Population: distribution, density and growth; composition of population - linguistic, religious; sex, rural-urban and occupational-regional variations in growth of population</li> <li>□ Migration: international, national-causes and consequences</li> <li>□ Human development: selected indicators and regional patterns</li> <li>□ Population, environment and development</li> </ul>
<b>Unit 2:</b>	<b>Human Settlements</b> <ul style="list-style-type: none"> <li>□ Rural settlements - types and distribution</li> <li>□ Urban settlements - types, distribution and functional classification</li> </ul>
<b>Unit 3:</b>	<b>Resources and Development</b> <ul style="list-style-type: none"> <li>□ Water resources-availability and utilization-irrigation, domestic, industrial and other uses; scarcity of water and conservation methods-rain water harvesting and watershed management</li> </ul>

	<ul style="list-style-type: none"> <li>□ Mineral and energy resources- distribution of metallic (Iron ore, Copper, Bauxite, Manganese); non-metallic (Mica, Salt) minerals; conventional (Coal, Petroleum, Natural gas and Hydroelectricity) and non-conventional energy sources (solar, wind, biogas) and conservation</li> <li>□ Planning in India- target group area planning (case study); idea of sustainable development (case study)</li> </ul>
<b>Unit 5:</b>	<p><b>Geographical Perspective on selected issues and problems</b></p> <ul style="list-style-type: none"> <li>□ Environmental pollution; urban-waste disposal</li> <li>□ Urbanization, rural-urban migration; problems of slums</li> <li>□ Land degradation</li> </ul>
<p><b>Map work on locating and labeling of features based on above units on outline map of India.</b></p>	
<b>Part C:</b>	<b>Practical Work in Geography Part II</b>
<b>Unit 1:</b>	<p><b>Processing of Data and Thematic Mapping</b></p> <ul style="list-style-type: none"> <li>□ Type and Sources of data: Primary, Secondary and other sources</li> <li>□ Tabulating and processing of data; calculation of averages, measures of central tendency</li> <li>□ Representation of data- construction of diagrams: bars, circles and flowchart; thematic maps; construction of dot; choropleth and isopleths maps</li> <li>□ Data analysis and generation of diagrams, graphs and other visual diagrams using computers</li> </ul>

**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
4. Fundamentals of Human Geography, Class XII, Published by NCERT
5. India - People and Economy, Class XII, Published by NCERT
6. Practical Work in Geography Part II, Class XII, Published by NCERT

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



## QUESTION PAPER DESIGN GEOGRAPHY THEORY CLASS XI & XII

<b>COMPETENCIES</b>	<b>Total Marks and %</b> <b>70 Marks</b>
<b>DEMONSTRATE</b>	29marks- 41%
<b>APPLICATION</b>	26marks - 37%
<b>FORMULATE</b>	15marks - 22%
<b>TOTAL</b>	70marks - 100%

**Fundamentals of Human Geography**  
**Class XII - Textbook I (NCERT)**

**Map Items for identification only on outline political map of the World.**

Unit-1	Ch.-1	Nil	
Unit-2	Ch. 2 to 4	1	The largest country in each continent in terms of area
Unit-3	Ch. 5 to 7 Primary Activities	1	Areas of subsistence gathering
		2	Major areas of nomadic herding of the world
		3	Major areas of commercial livestock rearing
		4	Major areas of extensive commercial grain farming
		5	Major areas of mixed farming of the World
Unit - 5	Ch. 10		Mega cities of the world – Tokyo, Delhi, Shanghai, Mumbai, Sao Paulo

**India - People and Economy**  
**Class XII-Textbook II (NCERT)**

**Map Items for locating and labeling only on the outline political map of India**

- Units - 1 & Ch. 1 to 4  
2
- State with highest level of urbanization and lowest level of urbanization
  - One state with highest level of HDI & One lowest level of HDI
  - State with highest level of population density & one state with lowest level of population density (2011)
  - Any city with more than 10 million population – Greater Mumbai, Delhi, Kolkata, Chennai, Bengaluru
- Unit - 3 Ch. 5 to 9
- Leading producing states of the following crops:  
(a) Rice (b) Wheat (c) Cotton (d) Jute (e) Sugarcane (f) Tea and (g) Coffee
- Mines:**
- 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



# **ECONOMICS (Code No. 030)**

## **(2020-21)**

### **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 (2020-21)

Theory: 80 Marks

3 Hours

Project: 20 Marks

Units		Marks	Periods
<b>Part A</b>	<b>Statistics for Economics</b>		
	Introduction	13	07
	Collection, Organisation and Presentation of Data		27
	Statistical Tools and Interpretation	27	41
		<b>40</b>	<b>75</b>
<b>Part B</b>	<b>Introductory Microeconomics</b>		
	Introduction	4	4
	Consumer's Equilibrium and Demand	13	32
	Producer Behaviour and Supply	13	26
	Forms of Market and Price Determination under perfect competition with simple applications	10	13
		<b>40</b>	<b>75</b>
<b>Part C</b>	<b>Project Work</b>	<b>20</b>	<b>15</b>

### Part A: Statistics for Economics

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

#### Unit 1: Introduction

**07 Periods**

What is Economics?

Meaning, scope, functions and importance of statistics in Economics

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

**27 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**

**41 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

**Measures of Dispersion** - absolute dispersion standard deviation); relative dispersion co-efficient of variation)

**Correlation** – meaning and properties, scatter diagram; Measures of correlation - Karl Pearson's method (two variables ungrouped data)

**Introduction to Index Numbers** - meaning, types - wholesale price index, consumer price index, uses of index numbers; Inflation and index numbers.

## **Part B: Introductory Microeconomics**

### **Unit 4: Introduction**

**4 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; opportunity cost.

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

**32 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.

**Unit 6: Producer Behaviour and Supply**

**26 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, average and marginal revenue - meaning and their relationship.

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: Forms of Market and Price Determination under Perfect Competition with simple applications.**

**13 Periods**

Perfect competition - Features; Determination of market equilibrium and effects of shifts in demand and supply.

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 (2020-21)**  
**March 2021 Examination**

**Marks: 80**

**Duration: 3 hrs.**

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

**ECONOMICS**  
**CLASS - XII (2020-21)**

Theory: 80 Marks  
Project: 20 Marks

**3 Hours**

Units		Marks	Periods
<b>Part A</b>	<b>Introductory Macroeconomics</b>		
	National Income and Related Aggregates	10	23
	Money and Banking	6	8
	Determination of Income and Employment	12	22
	Government Budget and the Economy	6	15
	Balance of Payments	6	7
		<b>40</b>	<b>75</b>
<b>Part B</b>	<b>Indian Economic Development</b>		
	Development Experience (1947-90) and Economic Reforms since 1991	12	28
	Current Challenges facing Indian Economy	22	35
	Development Experience of India – A Comparison with Neighbours	06	12
	<b>Theory Paper (40+40 = 80 Marks)</b>	<b>40</b>	<b>75</b>
<b>Part C</b>	<b>Project Work</b>	<b>20</b>	<b>15</b>

## **Part A: Introductory Macroeconomics**

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

**23 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 and Welfare

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

**8 Periods**

Money - meaning and 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

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

**22 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 through Bank Rate, CRR, SLR, Repo Rate and Reverse Repo Rate, Open Market Operations, Margin requirement.

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

**15 Periods**

Government budget - meaning, objectives and components.

Classification of receipts - revenue receipts and capital receipts; classification of expenditure – revenue expenditure and capital expenditure.

Measures of government deficit - revenue deficit, fiscal deficit, primary deficit their meaning.

**Unit 5: Balance of Payments**

**7 Periods**

Balance of payments account - meaning and components;

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

**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**

**35 Periods**

**Poverty**- absolute and relative; Main programmes for poverty alleviation: A critical assessment;

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

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

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

**Infrastructure:** Meaning and Types: Case Studies: Health: Problems and Policies- A critical assessment;

**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**

**15 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 (2020-21)**  
**March 2021 Examination**

**Marks: 80**

**Duration: 3 hrs.**

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

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

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

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

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

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

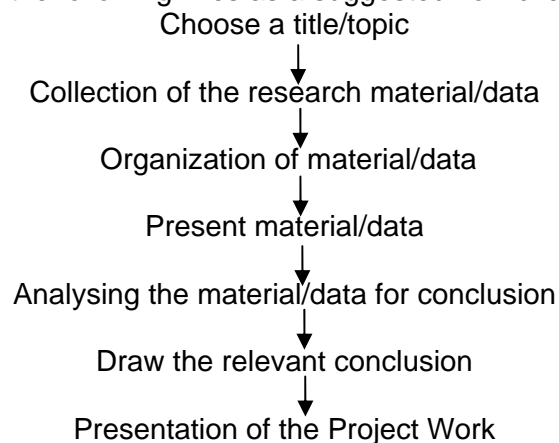
### **Role of the teacher:**

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

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

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

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



### **Expected Checklist:**

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

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

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

### **Marking Scheme :**

Marks are suggested to be given as –

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

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

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

<b>Class XII</b>	
• Micro and Small Scale Industries	• Food Supply Channel in India
• Contemporary Employment situation in India	• Disinvestment policy of the government
• Goods and Services Tax Act and its Impact on GDP	• Health Expenditure (of any state)
• Human Development Index	• Inclusive Growth Strategy
• Self-help group	• Trends in Credit availability in India
• Monetary policy committee and its functions	• Role of RBI in Control of Credit
• Government Budget & its Components	• Trends in budgetary condition of India
• Exchange Rate determination – Methods and Techniques	• Currency War – reasons and repercussions
• Livestock – Backbone of Rural India	• Alternate fuel – types and importance
• Sarwa Siksha Abhiyan – Cost Ratio Benefits	• Golden Quadrilateral- Cost ratio benefit
• Minimum Support Prices	• Relation between Stock Price Index and Economic Health of 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 crises
• 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
• Any other newspaper article and its evaluation on basis of economic principles	• <b>Any other topic</b>

## Revised Informatics Practices (2020-21) 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		Total Period
			Theory	Practical	
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, for loop

Lists: list operations - creating, initializing, traversing and manipulating lists, list methods and built-in functions.

Dictionary: concept of key-value pair, creating, initializing, traversing, updating and deleting elements, dictionary methods and built-in functions.

### 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 TABLE

Data Query: SELECT, FROM, WHERE.

Data Manipulation: INSERT

### 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. Create a dictionary to store names of states and their capitals.

13. Create a dictionary of students to store names and marks obtained in 5 subjects.
14. To print the highest and lowest values in the dictionary.

### 5.3 Data Management: SQL Commands

15. To create a database
16. 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.
17. To insert the details of at least 10 students in the above table.
18. To display the entire content of table.
19. To display Rno, Name and Marks of those students who are scoring marks more than 50.
20. To find the average of marks from the student table.
21. To find the number of students, who are from section 'A'.
22. To display the information all the students, whose name starts with 'AN' (Examples: ANAND, ANGAD,..)
23. To display Rno, Name, DOB of those students who are born between '2005-01-01' and '2005-12-31'.
24. To display Rno, Name, DOB, Marks, Email of those male students in ascending order of their names.
25. To display Rno, Gender, Name, DOB, Marks, Email in descending order of their marks.
26. To display the unique section available in the table.

### Suggested material

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

Excluded topics

- Nested loop(Chapter -3, Section - 3.13)
- Loading and saving NumPy array in text files (Chapter-6, Sections- 6.10 and 6.11)

**Informatics Practices**  
**CLASS XII**  
**Code No. 065**  
**2020-2021**

**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		Total Period
			Theory	Practical	
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**

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.

### **Unit 3: Introduction to Computer Networks**

Introduction to networks, Types of network: 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 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.

If an organization is maintaining data offline, then the learner should create a database using MySQL and store the data in tables. Data can be imported in Pandas for analysis and visualization.

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.

**PHYSICAL EDUCATION (048)**  
**Class XII (2020–21)**  
**(RATIONALIZED)**

**Theory**

**Max. Marks 70**

**Unit I Planning in Sports**

- Meaning & Objectives Of Planning
- Various Committees & its Responsibilities (pre; during & post)
- Tournament – Knock-Out, League Or Round Robin & Combination
- Procedure To Draw Fixtures – Knock-Out (Bye & Seeding) & League (Staircase & Cyclic)

**Unit II Sports & Nutrition**

- Balanced Diet & Nutrition: Macro & Micro Nutrients
- Nutritive & Non-Nutritive Components Of Diet
- Eating For Weight Control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance & Food Myths

**Unit III Yoga & Lifestyle**

- Asanas as preventive measures
- Obesity: Procedure, Benefits & contraindications for Vajrasana, Hastasana, Trikonasana, Ardh Matsyendrasana
- Diabetes: Procedure, Benefits & contraindications for Bhujangasana, Paschimottasana, Pavanuktasana, Ardh Matsyendrasana
- Asthema: Procedure, Benefits & contraindications for Sukhasana, Chakrasana, Gomukhasana, Parvatasana, Bhujangasana, Paschimottasana, Matsyasana
- Hypertension: Tadasana, Vajrasana, Pavanuktasana, Ardha Chakrasana, Bhujangasana, Sharasana

**Unit IV Physical Education & Sports for CWSN (Children With Special Needs - *Divyang*)**

- Concept of Disability & Disorder
- Types of Disability, its causes & nature (cognitive disability, intellectual disability, physical disability)
- Types of Disorder, its cause & nature (ADHD, SPD, ASD, ODD, OCD)
- Disability Etiquettes
- Strategies to make Physical Activities assessable for children with special need.

**Unit V Children & Women in Sports**

- Motor development & factors affecting it
- Exercise Guidelines at different stages of growth & Development
- Common Postural Deformities - Knock Knee; Flat Foot; Round Shoulders; Lordosis, Kyphosis, Bow Legs and Scoliosis and their corrective measures
- Sports participation of women in India

**Unit VI Test & Measurement in Sports**

- Motor Fitness Test – 50 M Standing Start, 600 M Run/Walk, Sit & Reach, Partial Curl Up, Push Ups (Boys), Modified Push Ups (Girls), Standing Broad Jump, Agility – 4x10 M Shuttle Run
- Measurement of Cardio Vascular Fitness – Harvard Step Test/Rockport Test -  
Computation of Fitness Index:  $\frac{\text{Duration of the Exercise in Seconds} \times 100}{5.5 \times \text{Pulse count of 1-1.5 Min after Exercise}}$
- Rikli & Jones - Senior Citizen Fitness Test
  1. Chair Stand Test for lower body strength
  2. Arm Curl Test for upper body strength
  3. Chair Sit & Reach Test for lower body flexibility
  4. Back Scratch Test for upper body flexibility
  5. Eight Foot Up & Go Test for agility
  6. Six Minute Walk Test for Aerobic Endurance

### **Unit VII Physiology & Injuries in Sports**

- Physiological factor determining component of Physical Fitness
- Effect of exercise on Cardio Respiratory System
- Effect of exercise on Muscular System
- Sports injuries: Classification (Soft Tissue Injuries:(Abrasion, Contusion, Laceration, Incision, Sprain & Strain) Bone & Joint Injuries: (Dislocation, Fractures: Stress Fracture, Green Stick, Communated, Transverse Oblique & Impacted) Causes, Prevention& treatment
- First Aid – Aims & Objectives

### **Unit VIII Biomechanics & Sports**

- Meaning and Importance of Biomechanics in Sports
- Types of movements (Flexion, Extension, Abduction & Adduction)
- Newton's Law of Motion & its application in sports

### **Unit IX Psychology & Sports**

- Personality; its definition & types – Trait & Types (Sheldon & Jung Classification) & Big Five Theory
- Motivation, its type & techniques
- Meaning, Concept & Types of Aggressions in Sports

### **Unit X Training in Sports**

- Strength – Definition, types & methods of improving Strength – Isometric, Isotonic & Isokinetic
- Endurance - Definition, types & methods to develop Endurance – Continuous Training, Interval Training & Fartlek Training
- Speed – Definition, types & methods to develop Speed – Acceleration Run & Pace Run
- Flexibility – Definition, types & methods to improve flexibility
- Coordinative Abilities – Definition & types

### **Practical**

**Max. Marks 30**

- |   |           |
|---|-----------|
| 01. Physical Fitness Test   | - 6 Marks |
| 02. Proficiency in Games and Sports (Skill of any one Game of choice from the given list*)- 7 Marks | - 7 Marks |
| 03. Yogic Practices   | - 7 Marks |
| 04. Record File **  | - 5 Marks |
| 05. Viva Voce (Health/ Games & Sports/ Yoga)  | - 5 Marks |

\* Basketball, Football, Kabaddi, Kho-Kho, Volleyball, Handball, Hockey, Cricket, Bocce & Unified Basketball [CWSN (Children With Special Needs - Divyang)]

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

*Practical-1: Fitness tests administration for all items.*

*Practical-2: Procedure for Asanas, Benefits & Contraindication for any two Asanas for each lifestyle disease.*

*Practical-3: Any one game of your choice out of the list above. Labelled diagram of field & equipment (Rules, Terminologies & Skill)*

**ENGLISH (CORE)- 301**  
**RATIONALISED CURRICULUM (2020-21)**

**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. But for another large group, the higher secondary stage may be a preparation for entry into the professional domain. The Core Course should cater 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 record in writing 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, 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.

**I. 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.

**II. Guidelines for Assessment in Listening and Speaking Skills**

**i. Activities:**

- Activities for listening and speaking available at [www.cbseacademic.in](http://www.cbseacademic.in) can be used for developing listening and speaking skills of students.



- Subject teachers should also 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:

- i. Interactive competence (Initiation & turn taking, relevance to the topic).
- ii. Fluency (cohesion, coherence and speed of delivery).
- iii. Pronunciation
- iv. Language (accuracy and vocabulary).

**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.

**III. Record keeping:**

The record of the activities done and the marks given must be kept for three months after the declaration of result, for any random checking by the Board.

**No recording of speaking skills is to be sent to the Board.**

**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.

#### **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 (2020-21)**

**PART A - 40 MARKS**

**Reading**

**18 Marks**

I. Multiple Choice questions based on one unseen passage to assess comprehension, interpretation and inference. Vocabulary and inference of meaning will also be assessed. The passage may be factual, descriptive or literary. Ten out of eleven questions to be done. **(10x1=10 Marks)**

II. Multiple Choice questions based on one unseen **case-based** factual passage with verbal/visual inputs like statistical data, charts etc. Eight out of Nine questions to be done. **(8x1=8 Marks)**

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

**Grammar**

**8 Marks**

III. Multiple choice questions on Gap filling (Determiners, Tenses)

IV. Multiple choice questions on re-ordering/transformation of sentences

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

**Literature Section**

**14 Marks**

V. Multiple Choice questions from an extract from Poetry from **Hornbill** to assess comprehension and appreciation. Any 1 out of 2 extracts to be done. **(3x1=3)**

VI. Multiple Choice questions based on two Prose extracts, out of the three given, from Prose (**Hornbill as well as Snapshots** to assess comprehension and appreciation. **(6x1=6)**

VII. Text based Multiple Choice Questions to assess comprehension, analysis and interpretation, from Prose and Poetry. Five questions out of six to be done. **(5x1=5)**

## PART B - 40 MARKS

### Reading Section:

8 Marks

Q1. Note Making and Summarization based on a passage of approximately 200-250 words.

- I. Note Making: **5 Marks**
- Title: 1
  - Numbering and indenting: 1
  - Key/glossary: 1
  - Notes: 2
- II. Summary (up to 50 words): **3 Marks**
- Content: 1
  - Expression: 1

### Writing Section:

16 Marks

Q2. Short writing task **-Notice** writing up to 50 words. One out of the two given questions to be answered (**3 Marks**: Format : 1 / Content : 1 / Expression : 1)

Q3. Short writing task **-Poster** up to 50 words. One out of the two given questions to be answered. (**3marks**:Format : 1 / Content : 1 / Expression : 1)

Q4. Letters based on verbal/visual input, to be answered in 120-150 words. Business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies), letter to the school or college authorities, regarding admissions, school issues, requirements / suitability of courses, etc. One out of the two given questions to be answered (**5 Marks**: Format: 1 / Content: 2 / Expression: 2)

Q5 .Writing composition based on visual/verbal inputs in 120-150 words. May be descriptive / argumentative in nature such as **speech/debate**. The theme should be contemporary topical issues. One out of the two given questions to be answered. (**5 Marks**: Format: 1 / Content: 2 / Expression: 2)

### Literature Section:

16 Marks

Q6. **Two** Short answer type question(**one from Prose and one from Poetry from the book Hornbill**), **out of four**, to be answered in 30-40 words. Questions should elicit inferential responses through critical thinking. (**2x2=4**)

Q7. One Short answer type question, from **Prose (Snapshots)**, to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. Any 1 out of 2 questions to be done. **(1x2=2)**

Q 8. One Long answer type question, from **Prose/poetry (Hornbill)**, to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done.**(1x5=5)**

**Q.9** 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 evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done.**(1x5=5)**

### Deleted Topics

#### Writing

- **Classified Advertisements,**
- **Letters to the editor (giving suggestions/opinions on an issue) Provide realistic context in the form of newspaper report/article to which the students may respond.**
- **Application for a job with a bio-data or résumé**
- **Article & Report Writing**
- **Narrative**

#### Grammar

- **Modals**
- **Clauses**
- **Change of Voice**
- **Error Correction, editing task/cloze passages**

#### Literature

##### **Hornbill**

- ***Father To Son***
- ***The Adventure***

##### **Snapshots**

- ***The Ghat of the Only World***
- ***The Tale of Melon City***

#### **Prescribed Books**

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

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

**Question Paper Design 2020-21**

**English CORE XI (Code No. 301)**

<b>Section</b>	<b>Competencies</b>	<b>Total marks</b>	<b>%</b>
Reading Comprehension	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s	26	32.5%
Creative Writing Skills and Grammar	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity	24	30%
Literature Textbooks and Supplementary Reading Text	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency	30	37.5%
	<b>TOTAL</b>	<b>80</b>	<b>100%</b>
Assessment of Listening and Speaking Skills		<b>20</b>	-
	<b>GRAND TOTAL</b>	<b>100</b>	

**ENGLISH CORE (CODE NO. 301)**

**CLASS – XII 2020-21**

**PART A 40 MARKS**

**Reading Comprehension 20 Marks**

I. Multiple Choice questions based on one unseen passage to assess comprehension, interpretation and inference. Vocabulary and inference of meaning will also be assessed. The passage may be factual, descriptive or literary. Ten out of eleven questions to be done. **(10x1=10 Marks)**

II. Multiple Choice questions based on one unseen **case-based** factual passage with verbal/visual inputs like statistical data, charts, newspaper report etc. Ten out of eleven questions to be done. **(10x1=10 Marks)**

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

**Literature 20 Marks**

III. Multiple Choice Questions based on two prose extracts, one each from the books **Flamingo and Vistas**, to assess comprehension and appreciation. Refer to the lines to answer questions based on the given extract. Any 2 out of 3 extracts to be done. **(8x1=8)**

IV. Multiple Choice Questions based on a poetry extract from the book **Flamingo** to assess comprehension, analysis and inference. Refer to the lines to answer questions based on the given extract. Any 1 out of 2 extracts to be done. **(4x1=4)**

VI. Text based questions to assess comprehension, analysis, inference and interpretation from the books **Flamingo and Vistas**. Eight out of ten questions to be done. **(8x1=8)**



## PART B (SUBJECTIVE QUESTIONS) - 40 MARKS

### Writing Section: 16 Marks

Q1. Short writing task –Notice/Advertisement up to 50 words. One out of the two given questions to be answered.(3 Marks: Format : 1 / Content : 1 / Expression : 1).

Q2. Short writing task –Formal/Informal Invitation and Reply up to 50 words.One out of the two given questions to be answered.(3 Marks: Format : 1 / Content : 1 / Expression : 1)

Q3. Letters based on verbal/visual input, to be answered in approximately 120-150 words. Letter types include application for a job, 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 / Content: 2 / Expression: 2)

Q4. 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 (5Marks:Format : 1 / Content : 2 / Expression : 2)

### Literature Section: 24 Marks

Q6. **Five** Short answer type question, **out of six, from Prose and Poetry from the book Flamingo**, to be answered in 30-40 words. Questions should elicit inferential responses through critical thinking.(5x2=10)

Q7. **Two** Short answer type question ,out of three, from **Prose (Vistas)**, to be answered in 30-40 words. Questions should elicit inferential responses through critical thinking. (2x2=4)

Q 8. **One** Long answer type question, from **Prose/poetry (Flamingo)**, to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done.(1x5=5)

**Q.9 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 evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done.(1x5=5)

## **Prescribed Books**

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

## **Deleted Topics**

### **Reading**

### **Note Making & Summarizing**

### **Literature**

#### **FLAMINGO**

- |                       |                     |
|-----------------------|---------------------|
| 1. Poets and Pancakes | 1. A Roadside Stand |
| 2. The Interview      |                     |
| 3. Going Places       |                     |

#### **VISTAS**

1. The Tiger King
2. Journey to the end of the Earth
3. Memories of Childhood

### **Writing**

- Poster making
- Business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies)
- Speech, Debate

**Question Paper Design 2020-21**

**English CORE XII (Code No. 301)**

<b>Section</b>	<b>Competencies</b>	<b>Total marks</b>	<b>%</b>
Reading Comprehension	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s	20	25%
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	16	20%
Literature Textbooks and Supplementary Reading Text	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency	44	55%
	<b>TOTAL</b>	<b>80</b>	<b>100%</b>
Assessment of Listening and Speaking Skills		<b>20</b>	-
	<b>GRAND TOTAL</b>	<b>100</b>	