

# MyCareer Info

हिंदी (आधार) (कोड सं. 302) काग -11वीं (2021 - 22)

परीक्षा हेतु पाठ्यक्रम विनिर्देशन

भारत अंक 80  
घंटे

निर्धारित समय 3

| खंड | विषय  | अंक |
|-----|---|-----|
| (क) | अपठित अंश   | 15  |
|     | 1 अपठित गद्यांश – बोध (गद्यांश पर आधारित बोध, Pयोग, रचनांगण, शीषक आिद पर 10 बविकशी/अित लघुकराक Pff 1 अंक ( 1 x 10)                    | 10  |
|     | 2 अपठित का ांश पर आधारित बोधग्यांश पर आधारित बोध, Pयोग, रचनांगण, शीषक आिद पर 5 बविकशी/अित लघुकराक Pff 1 अंक ( 1 x 5)                  | 05  |
| (ख) | कायालयी हिंदी और रचनाक लेखन ('अभि ष और मा' पुंक के आधार पर)   | 25  |
|     | 3 दी गई षथित / घटना के आधार पर रचनामक लेखन (विकसहित) (निबंधनाक PXन)   | 05  |
|     | 4 औपचारिक/अनौपचारिक प7 (निबंधनाक PXन)   | 05  |
|     | 5 ावहारिक लेखन (Pितवेदन, पेस-वि]ए™, परिप7, काय'सूची/काय'वृत से संबंिधत दो लघुउकरीय PXन - एक तीन व एक दो अंक का) (विकसहित) (3X1)+(2X1) | 05  |
|     | 6 शब्दकोश से संबंिधत से संबंिधत 5 बविकशी Pff 1 अंक ( 1 x 5) PXन   | 05  |
|     | 7 जनसंचार मा'म और प7कारिता के विविध आयामों पर से संबंिधत दो लघुउकरीय PXन- एक तीन व एक दो अंक का) (विकसहित) (3X1)+(2X1)                | 05  |
| (ग) | पाठ्यपुंक   | 40  |
|     | (1) आरोह भाग-1  | 30  |
|     | (अ) का भाग  | 15  |
|     | 8 किसी एक का ांश पर अथ'हण से संबंिधत तीन Pff (2x3) (विकसहित)  | 06  |
|     | 9 एक का ांश के सौद य'बोध पर दो लघुउकरीय Pff (2x2) (विकसहित)   | 04  |
|     | 10 किवताओं की विषयवु पर आधारित दो लघुउकरीय -एक तीन व एक दो अंक का)) (विकसहित) (3X1)+(2X1)   | 05  |
|     | (ब) गड भाग  | 15  |
|     | 11 गद्यांश पर आधारित अथ'हण से संबंिधत तीन Pff(2x3)  | 06  |
|     | 12 पाठों की विषयवु पर आधारित चार म" से तीन बोधाक Pff (3+3+3)  | 9   |
|     | (2) वितान भाग-1   | 10  |
|     | 13 पाठों की विषयवु पर आधारित चार लघुउकरीय - दो तीन अंको के व दो दो अंको के PXन (विकसहित) (3x2) +(2x2)                                 | 10  |
| (घ) | (क) वण तथा वाचन -10   | 20  |
|     | (ख) परियोजना – 10   |     |

# MyCareer Info

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|  | कुल | 100 |
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## #™ावित पु™क™ :

1. आरोह, भाग-1, एन.सी.ई.आर.टी., नई दिडली §ारा Pकािशत
2. वितान भाग-1, एन.सी.ई.आर.टी., नई दिडली §ारा Pकािशत
3. अिभैा और म्म, एन.सी.ई.आर.टी., नई दिडली §ारा Pकािशत

हिंदी (ऐाक)(कोड सं.002) काा -11वीं  
वष 2021-22)

व्य  
भारांक 80

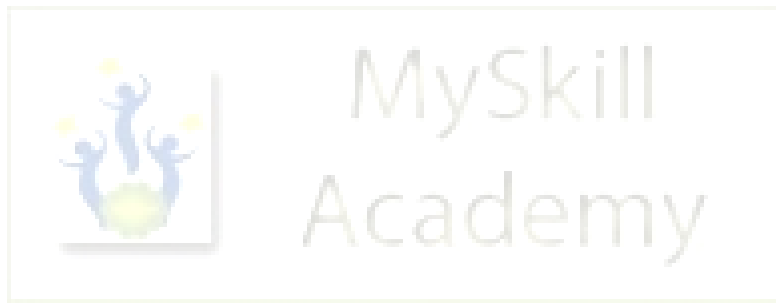
व्य

निघा'रत समय 3 घंटे

| खंड | विषय  | अंक |
|-----|---|-----|
| (क) | अपिठत अंश   | 18  |
| 1   | अपिठत ग4ांश – बोध (ग4ांश पर आधारित बोध, Pयोग, रचनांतरण, शीष'क आिद पर 10 विवक'ी /अित लघूकरा'क Pff ( 1 अंक x 10 Pff)                        | 10  |
| 2   | अपिठत का ांश पर आधारित बोध (का ांश पर आधारित बोध, Pयोग, रचनांतरण, शीष'क आिद पर 8 विवक'ी/अित लघूकरा'क Pff ( 1 अंक x 8 Pff)                 | 08  |
| (ख) | काया'लयी हिंदी और रचना'क लेखन अिभैा और म्म' पु™क के आधार पर   | 22  |
| 3   | दी गई िथित/ घटना के आधार पर 7 लेखन (िवक' संहित) (दीघ'उKरीय) (4 अंक x 1 Pff)   | 4   |
| 4   | औपचारिक – प7/ वृत लेखन/ रोजगार संबंघी आवेदन प7 (िवक' संहित) (दीघ'उKरीय) (4 अंक x 1 Pff)   | 4   |
| 5   | ावहारिक लेखन (Pितवेदन, पेस-वि]™, पारप7, काय'सूची, काय'वृत से संबंघित (िवक' संहित) (दो व्य लघुउKरीय Pff) (3 अंक x 1 Pff) + (2 अंक x 1 Pff) | 5   |
| 6   | शदकोश परिचय से संबंघित (ब\िवक'ी Pff) (1 अंक x 5 Pff)  | 5   |
| 7   | जनसंचार म्म और प7कारिता के विविध आयामों पर (लघुउKरीय Pff) (2 अंक x 2 Pff)   | 4   |
| (ग) | पापु™क  | 40  |
|     | (1)अंतरा भाग-1  | 30  |
|     | (अ)का भाग   | 15  |
| 8   | एक का ांश की ा%ा (िवक' संहित) (दीघ'उKरीय Pff) (4 अंक x 1 Pff)   | 04  |
|     | सPसंग   |     |

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| 9  | कविताओं की विषयवस्तु पर आधारित (लघुउत्तरिय Pff) (विकल्प सहित)(3अंक x1 Pff)+(2अंक x1 Pff)     | 05        |
| 10 | कविताओं के का सौंदर्य पर आधारित (लघुउत्तरिय Pff) (विकल्प सहित) (3 Pff x 2 Pff)               | 06        |
|    | <b>(ब)गण्ड भाग</b>   | <b>15</b> |
| 11 | एक गद्यांश की संपर्क वाक्यांश (दीर्घउत्तरिय Pff) (4 अंक x1 Pff)                              | 04        |
| 12 | पाठों की विषयवस्तु पर आधारित (लघुउत्तरिय Pff) (3 अंक x 1 Pff) + (2 अंक x 2 Pff)              | 07        |
| 13 | किसी एक लेखक/ कवि का साहित्यिक परिचय (विकल्प सहित) (दीर्घउत्तरिय Pff) (4 अंक x 1 Pff)        | 04        |
|    | <b>(2)अंतराल भाग – 1</b>   | <b>10</b> |
| 14 | पाठों की विषयवस्तु पर आधारित (लघुउत्तरिय Pff) (विकल्प सहित) (3 अंक x 2 Pff) +(2 अंक x 2 Pff) | 10        |



# MyCareer Info

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| (घ) | (क) विवण तथा वाचन | 10  |
|     | (ख) परियोजना      | 10  |
| कुल |                   | 100 |

## # विवण पुस्तक :

- अंतरा, भाग-1, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
- अंतराल, भाग-1, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
- 'अभिज्ञान और मानव', एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

नोट : निम्नलिखित पाठ हटा दिया गया है।

|                   |                      |
|-------------------|----------------------|
| गजानन माधव मुंजोध | नए की जे कुंडली (एक) |
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## COURSE STRUCTURE

### HISTORY

CLASS XI (2021-22)

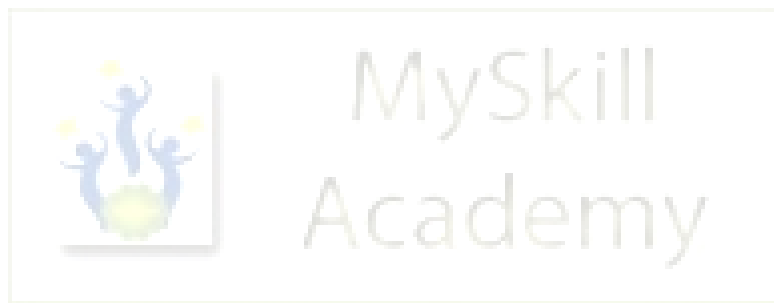
One -Theory Paper

80 Marks  
3 Hours

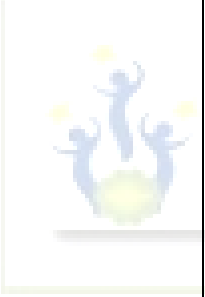
| Part                                  | Units                             | No. of Periods | Marks |
|---------------------------------------|-----------------------------------|----------------|-------|
| 1.                                    | Introduction to World History     | 8              |       |
| <b>Section A: Early Societies</b>     |                                   | 40             | 18    |
| 2.                                    | Introduction                      | 7              |       |
| 3.                                    | From the beginning of time        | 18             |       |
| 4.                                    | Early cities                      | 15             |       |
| <b>Section B: Empires</b>             |                                   | 50             | 19    |
| 5.                                    | Introduction                      | 7              |       |
| 6.                                    | An empire across three continents | 15             |       |
| 7.                                    | Central Islamic lands             | 15             |       |
| 8.                                    | Nomadic Empires                   | 13             |       |
| <b>Section C: Changing Traditions</b> |                                   | 50             | 19    |
| 9.                                    | Introduction                      | 7              |       |
| 10.                                   | Three orders                      | 14             |       |
| 11.                                   | Changing cultural traditions      | 15             |       |

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| 12.                                      | Confrontation of cultures     | 14                 |                  |
| <b>Section D: Paths to Modernization</b> |                               | 52                 | 19               |
| 13.                                      | Introduction                  | 7                  |                  |
| 14.                                      | The Industrial Revolution     | 15                 |                  |
| 15.                                      | Displacing indigenous People  | 15                 |                  |
| 16.                                      | Paths to modernization        | 15                 |                  |
|  | <b>Map work (units 1-11 )</b> | 10                 | 5                |
|  | <b>Project Work</b>           | 10                 | 20               |
|  | <b>Total</b>                  | <b>220 Periods</b> | <b>100 marks</b> |



| <b>CLASS-XI: THEMES IN WORLD HISTORY</b>  |  |   |
|---|--|---|
| <b>THEMES</b>   | <b>LEARNING OBJECTIVES</b>   | <b>LEARNING OUTCOMES</b>  |
| <p>Introduction to World History</p> <p><b>SECTION 1: EARLY SOCIETIES</b></p> <p>1 Introduction : .From the Beginning of Time<br/>Focus: Africa, Europe till 15000 BCE</p> <ul style="list-style-type: none"> <li>a) Views on the origins of human beings</li> <li>b) Early societies</li> <li>c) Historians' views on present-day gathering-hunting societies</li> </ul> | <ul style="list-style-type: none"> <li>• Familiarize the learner with ways of reconstructing human evolution. Discuss whether the experience of present-day hunting-gathering people can be used to understand early societies.</li> </ul> | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Analysis on the Darwin theory and evidences of progression in order to understand the stages of human evolution.</li> <li>• Examine the realms of Feedback Mechanism in order to understand the anatomical and neurological development of human species</li> <li>• Identify the element of continuity with change and explains that the hunter gatherer societies are still continuing in some parts of the world with variations in their present-day lifestyles from the past.</li> </ul> |



MySkill  
Academy

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| <p>2. Writing and City Life<br/>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 Centres.</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> |
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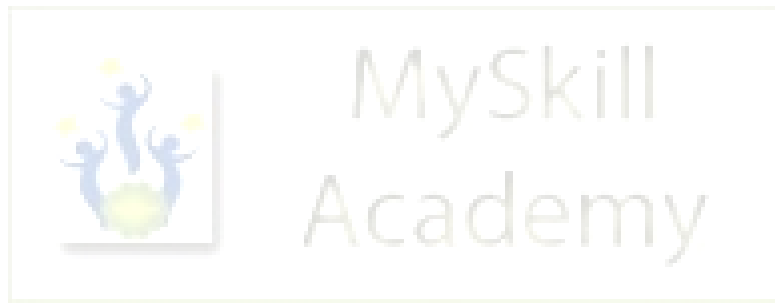
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| <p><b>SECTION II : EMPIRES</b><br/>                 Introduction<br/>                 3. An Empire across Three Continents<br/>                 Focus: Roman Empire, 27 BCE to 600 CE</p> <ul style="list-style-type: none"> <li>a) Political evolution</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 period</li> </ul>   |
| <p>4. Central Islamic Lands<br/>                 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 Crusade.</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> |



# MyCareer Info

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| <p>5.Nomadic Empires<br/>Focus: The Mongol, 13<sup>th</sup> to 14<sup>th</sup> century<br/>a) The nature of</p> | <ul style="list-style-type: none"><li>• Familiarize the learner with the varieties of nomadic society</li></ul> | <p>At the completion of this unit students will be able to:</p> |
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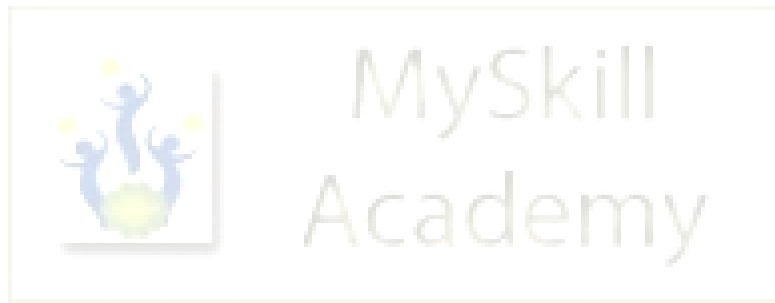


# MyCareer Info

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| <p>nomadism</p> <p>b) Formation of empires</p> <p>c) Conquests and relations with other states</p> <p>d) Historians' views on nomadic societies and state formation</p>   | <p>and their institutions.</p> <ul style="list-style-type: none"> <li>• Discuss whether state formation is possible in nomadic societies.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify the living patterns of nomadic pastoralists society.</li> <li>• Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler.</li> <li>• Analyze socio-political and economic changes during the period of the descendants of Genghis Khan</li> <li>• Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan.</li> </ul> |
| <p><b>SECTION -III:</b><br/><b>CHANGING TRADITIONS</b></p> <p>Introduction</p> <p>6. The Three Orders.<br/>Focus: Western Europe<br/>13<sup>th</sup>-16<sup>th</sup> century</p> <p>a) Feudal society and economy</p> <p>b) Formation of state</p> <p>c) Church and society</p> <p>d) Historians' views on decline of feudalism</p> | <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 between ancient slavery and serfdom</li> <li>• Assess the 14<sup>th</sup> century crisis and rise of the nation states.</li> </ul>   |

# MyCareer Info

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| <p>7.Changing Cultural Traditions<br/>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</li></ul> |
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# MyCareer Info

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|  |   | <p>in the Renaissance period.</p> <ul style="list-style-type: none"> <li>• Recognize major influences on the architectural, artistic, and literary developments in order to understand the facades of Renaissance.</li> <li>• Critical analysis</li> <li>• of the Roman Catholic Church by Martin Luther and Erasmus and their impact on later reforms.</li> <li>• Evaluate the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformations</li> </ul>                 |
| <p>8. Confrontation of cultures<br/>Focus: America 15<sup>th</sup> to 18<sup>th</sup> century</p> <ol style="list-style-type: none"> <li>European voyages of exploration</li> <li>Search for gold, enslavement, raids, extermination</li> <li>Indigenous people and cultures- The Arawaks, the Aztecs and the Incas</li> <li>History of displacements</li> <li>Historians' viewpoint on slave trade</li> </ol> | <ul style="list-style-type: none"> <li>• Discuss changes in the European economy that led to the voyages.</li> <li>• Discuss the implications of the conquests for the indigenous people.             <ul style="list-style-type: none"> <li>• Explore the debate on the nature of the slave trade and see what this debate tells us about the meaning of these "discoveries".</li> </ul> </li> </ul> | <p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Synthesize information about the ancient civilizations of Latin America.</li> <li>• Compare, contextualize and contrast the political, social, economic and cultural history of central American civilizations.</li> <li>• Analyze how the quest for exploration stimulated developments.</li> <li>• Examine the consequences of voyages in order to understand the expansion of Europe, America and Africa.</li> </ul> |

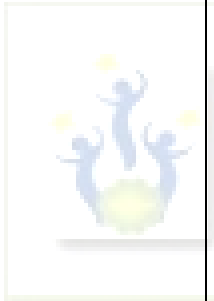
# MyCareer Info

## SECTION - IV:TOWARDS MODERNISATION

Introduction  
9.The Industrial  
Revolution

Focus: England 18<sup>th</sup> to 19<sup>th</sup>  
century

- a) Innovations and technological change
- b) Patterns of growth
- c) Emergence of a working class
- d) Historians' viewpoint, Debate on 'Was there an Industrial Revolution?'



- Understand the nature of growth in the period and its limits.
- Initiate students to the debate on the idea of industrial revolution.

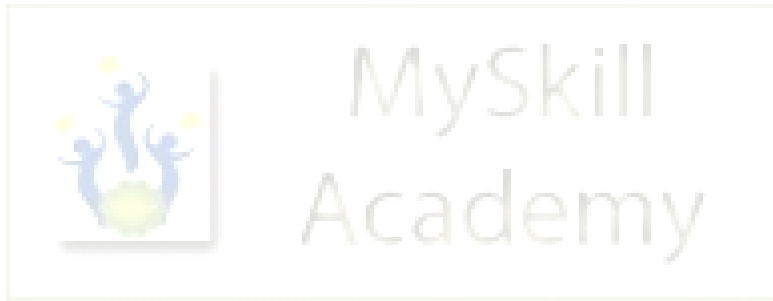
At the completion of this unit students will be able to

- Comprehend the arenas of the Industrial Revolution in Great Britain and other countries
- Elucidate the technological innovations that spurred industrialization in Britain.
- Analyze the social, economic, and environmental impact of the Industrial Revolution in order to understand the revolutionary and ideological transformation.
- Compare and contrast the positive and negative aspects of Industrial Revolution.
- Empathy for the suffering of the workers during the Industrial Revolution.

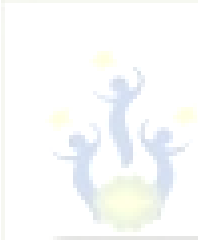
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|   |  |  |
|---|--|--|
| <p>10. Displacing Indigenous People<br/>Focus: North America and Australia, 18<sup>th</sup> to 20<sup>th</sup> century</p> <ul style="list-style-type: none"><li>a) European colonists in North America and Australia</li><li>b) Formation of White Settler societies</li><li>c) Displacement and repression of local people</li><li>d) Historians' viewpoint on the impact of European settlement on indigenous population</li></ul> | <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> |
|---|--|--|



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|  |  |  |
|--|--|--|
| <p>11. Paths to Modernization<br/>Focus: East Asia, late 19<sup>th</sup> to 20<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) Militarization and economic growth in Japan</li> <li>b) China and the communist alternative</li> <li>c) Historians' Debate on the meaning of modernization</li> </ul>  | <ul style="list-style-type: none"> <li>• Make students aware that transformation in the modern world takes many different forms.</li> <li>• Show how notions like 'modernization' need to be critically assessed.</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 the phase of imperialism to modernization</li> <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> |
| <div style="text-align: center;">  <p style="font-size: 2em; opacity: 0.5; font-family: sans-serif;">MySkill Academy</p> </div> <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>MAP WORK ON UNITS 1-11</p>  |  |  |

## PROJECT WORK- CLASS XI (2021-22) 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.



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- 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.

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6. Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
7. Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

## 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. Learning about global Sufism
16. History of aborigines – America /Australia

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

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## HISTORY- CLASS XI SUBJECT CODE 027 (Session 2021-22)

**TIME: 3 Hours**

**Maximum Marks: 80**

| Sr. No. | Competencies   | Total Marks | % Weight age |
|---------|--|-------------|--------------|
| 1       | <b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.<br><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas  | 40          | 50%          |
| 2       | <b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.  | 15          | 18.75%       |
| 3       | <b>High Order Thinking Skills-</b> (Analysis & 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)<br><b>Evaluation-</b> (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes) | 20          | 25%          |
| 4       | <b>Map skill-based</b> question- Identification, location, significance  | 5           | 6.25%        |
|         | <b>Total Questions</b>   | <b>80</b>   | <b>100%</b>  |

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## COURSE STRUCTURE

### CLASS XII (2021-22)

| One Theory Paper Max Marks: 80  |            |               |  |
|---|------------|---------------|--|
| HOME SCIENCE  |            | Time: 3 Hours |  |
| Units   | Periods    | Marks         |  |
| <b>Introduction</b>   |            |               |  |
| <b>Themes in Indian History Part-I (Units 1 – 4)</b>                    | <b>55</b>  | <b>24</b>     |  |
| Unit 1: The Story of the First Cities and the Dawn of Agriculture       | 13         | 13            |  |
| Unit 2: Political and Economic History: How inscriptions tell a story   | 14         | 14            |  |
| Unit 3: Social Histories: using the Mahabharata                         | 14         | 14            |  |
| Unit 4: A History of Buddhism: Sanchi Stupa                             | 14         | 14            |  |
| <b>Themes in Indian History Part-II (Units 5 – 9)</b>                   | <b>65</b>  | <b>25</b>     |  |
| Unit 5: Medieval Society through Travellers' Accounts                   | 13         | 13            |  |
| Unit 6: Religious Histories: The Bhakti-Sufi Tradition                  | 13         | 13            |  |
| Unit 7: New Architecture: Hampi   | 13         | 13            |  |
| Unit 8: Agrarian Relations: The Ain-i-Akbari                            | 13         | 13            |  |
| Unit 9: The Mughal Court: Constructing Histories through Chronicles     | 13         | 13            |  |
| <b>Themes in Indian History Part-III (Units 10 – 15)</b>                | <b>20</b>  | <b>80</b>     |  |
| Unit 10: Constructing Family, Society, and Evolving Society             | 15         | 15            |  |
| Unit 11: Representations of 1857  | 15         | 15            |  |
| Unit 12: Colonialism and Indian Towns: Town Plans and Municipal Reports | 18         | 18            |  |
| Unit 13: Mahatma Gandhi through Contemporary Eyes                       | 13         | 13            |  |
| Unit 14: Partition through Oral Sources                                 | 14         | 14            |  |
| Unit 15: The Making of the Constitution                                 | 14         | 14            |  |
| <b>Map Work</b>   | <b>10</b>  | <b>05</b>     |  |
| <b>Total</b>  | <b>210</b> | <b>80</b>     |  |
| <b>Project work (Internal Assessment)</b>                               | <b>10</b>  | <b>20</b>     |  |
| <b>Total</b>  | <b>220</b> | <b>100</b>    |  |

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## Class XI

Theory: 70 Marks

Total Periods 180

Unit I Introduction to Home Science

Unit II: Understanding oneself: Adolescence Ch.-  
Understanding the Self.

- A. 'Who am I'?
- B. Development and Characteristics of the Self(Development characteristics and needs of adolescents)
- C. Influences on Identity

Ch.- Food, Nutrition, Health and Fitness Ch. -

Management of Resources

Ch.- Fabric Around us

Ch-Media and Communication Technology Ch-  
Effective Communication Skills

Unit III: Understanding family, community and society

Ch.- Relationships and interactions with 'Significant Others'. Ch. - Concerns and needs in diverse contexts:

- a. Nutrition, Health and Hygiene
- b. Resources Availability and Management

Unit IV: Childhood

Ch.-Survival, Growth and Development Ch.-  
Nutrition, Health and Wellbeing Ch-Care and  
Education

Ch.- Our Apparel

Unit V: Adulthood

Ch.- Health and Wellness

Ch.- Financial Management and planning Ch.- Care  
and Maintenance of fabrics

Ch- Perspective in Communication

Ch- Individual Responsibilities and Rights

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<https://myskillacademy.org/index.html>

### REFERENCE POINTS

#### UNIT I: INTRODUCTION TO HOME SCIENCE

- What is Home Science
- Areas of Home Science
- Home Science is important for both boys and girls
- Career options of Home Science

#### UNIT II: UNDERSTANDING ONESELF: ADOLESCENCE

***Unit II focus on the stage of adolescence – the stage of life to which you belong at present. This unit deals with understanding your own self in terms of your personal and social identity, your nutritional and health requirements, management of basic resources of time and space, fabrics around you, and your communication skills. The last chapter of the unit situates the adolescent in the context of the family and larger society, thereby linking it to the next unit that deals with the individual in relation to her/his family, school, community and society.***

#### CHAPTER : UNDERSTANDING THE SELF

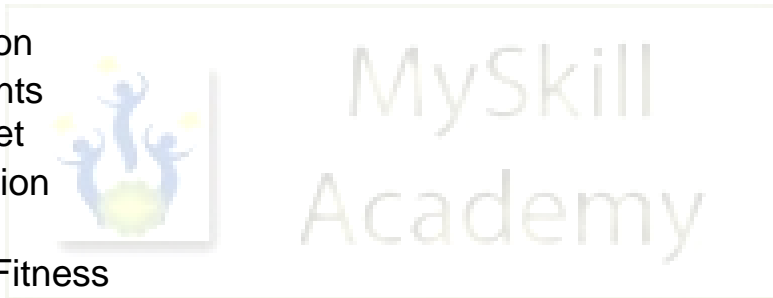
- What is Self?
  - Personal dimension
  - Social dimension
  - Self- concept
  - Self esteem
- What is Identity?
  - Personal identity
  - Social identity
- Self during Infancy: characteristics
- Self during early childhood: characteristics
- Self during middle childhood: characteristics
- Self during adolescence: characteristics

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- Identity development
- Identity crisis
- Real vs Ideal self
- Influences on identity
  - Developing a sense of self and identity
  - Influences on formation of identity
    - Biological and physical changes
    - Socio-cultural context
    - Emotional changes
    - Cognitive changes

## CHAPTER : FOOD, NUTRITION, HEALTH AND FITNESS

- Introduction
- Definition of
  - Food
  - Nutrition
  - Nutrients
- Balanced diet
  - Definition
  - RDA
- Health and Fitness
- Using Basic food Groups for planning Balanced Diets
  - Food guide pyramid.
- Vegetarian food Guide
- Dietary patterns in Adolescence
  - Irregular meals and skipping meals
  - Snacking
  - Fast foods
  - Dieting
- Modifying diet related behaviour
  - Diet journal
  - Exercise
  - Substance use and abuse
  - Healthy eating habits
  - Snacks
  - Drinking water
- Factors influencing eating behaviour



- Eating disorders at adolescence
- Key terms and their meaning

## CHAPTER : MANAGEMENT OF RESOURCES

- Introduction
- Classification of resources
  - Human /non-human resources
  - Individual / shared resources
  - Natural / community resources
- Human and non-human resources
  - Human resources
    - Knowledge
    - Motivation/ interest
    - Skills/ strength/ aptitude
    - Time
    - Energy
  - Non-human resources
    - Money
    - Material resources
- Individual and shared resources
  - Individual resources
  - shared resources
- Natural and community resources
  - Natural resources
  - community resources
- Characteristics of resources
  - Utility
  - Accessibility
  - Interchangeability
  - Manageable
- Managing Resources
  - Management process
  - Planning
    - Steps in planning
  - Organising
  - Implementing



- Controlling
- Evaluation

## CHAPTER : FABRIC AROUND US

- Definition of yarns, fibres, textile products, finishing.
- Introduction to fibre properties
- Classification of textile fibres
  - Filament/staple fibres
  - Natural/Manufactured (manmade) fibres
- Types of Natural Fibres
  - Cellulosic fibres
  - Protein fibres
  - Mineral fibres
  - Natural rubber
- Types of Manufactured Fibres
  - Regenerated cellulosic fibres
  - Modified cellulosic fibres
  - Protein fibres
  - Non-cellulosic fibres
  - Mineral fibres
- Some Important fibres and their properties
  - Cotton
  - Linen
  - Wool
  - Silk
  - Rayon
  - Nylon
  - Polyester
  - Acrylic
  - Elastomeric fibres
- Yarns
- Yarn processing
  - Cleaning
  - Making into a sliver
  - Attenuating, drawing out and twisting
- Yarn terminology
  - Yarn number

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- Yarn twist
- Yarn and thread
- Fabric production
  - Weaving
  - Knitting
  - Braiding
  - Nets
  - Laces
- Textile Finishing
  - Finishing with colour
  - Printing

## CHAPTER-MEDIA COMMUNICATION TECHNOLOGY

- Communication and Communication Technology
  - What is Communication
  - Classification of communication
  - How does communication takes place
- What is media
  - Media classification and functions
- What is communication technology
  - Classification of communication technologies
  - Modern communication technologies

## CHAPTER-EFFECTIVE COMMUNICATION SKILLS

- Meaning of communication skills
- Types of communication skills
  - Thinking
  - Reading
  - Writing
  - Listening
  - Speaking
  - Non verbal communication

## UNIT III: UNDERSTANDING FAMILY, COMMUNITY AND SOCIETY

*The chapters in Unit II were all addressed to you for the understanding of self and of the factors that influence your decision making. Let us now move on to understanding the family, the community and the society that you are a part of. In the first section- the focus will be on relationships and interactions with significant others, i.e. those important to you in these contexts. The second section- will discuss concerns and needs, such as those of health, work, resources, education and textile tradition in the adolescent's diverse social contexts.*

### CHAPTER : RELATIONSHIPS AND INTERACTIONS WITH SIGNIFICANT OTHER'S

#### Family: Basic unit of society

- Definition of family
- Importance of family
- Types of family
  - Patrilineal family
  - Matrilineal family
  - Nuclear family
  - Joint family
  - Extended family
- Functions of the family
  - Providing nurturance
  - Socialization
  - Conferring a status and role to individuals
  - Economic function
  - Fulfilling the need for psychological support
  - Recreational function
  - Religious function
- Family life cycle
- Family developmental tasks
- Family dynamics
- Handling situations
- Support and strength to members

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- Communication in the family
  - Styles of communication
    - Clear and direct communication
    - Clear and indirect communication
    - Masked and direct communication
    - Masked and indirect communication
- Keys to building effective family communication
  - Communicate frequently
  - Communicate clearly
  - Be an active listener

## School Peers and Educators

- Role of school in developing new relationships
  - Peer relationships
    - During infancy
    - During preschool years
    - During middle childhood years
    - During adolescence
      - Clique
      - Crowd
  - The importance of friendships
    - Feel accepted
    - Emotional security
  - Peer pressure
- Influence of education and teachers on student's development and achievement

## Community and Society

- Concept of community and society
- Types of communities: neighbourhood, village, city, town,
- Functions of communities
- Society and culture
  - Significance of society in the lives of individuals and families
  - Relationship of society to culture
- Role of media: television, newspaper, radio, internet
- The individual child, community and society: Responsibilities of individuals

towards community.

## CHAPTER : CONCERNS AND NEEDS IN DIVERSE CONTEXTS

### **A. NUTRITION, HEALTH AND HYGIENE**

- Health and its Dimensions
  - Social health
  - Mental health
  - Physical health
- Health care Indicators of Health
- Nutrition and Health
- Importance of nutrients
- Factors affecting nutritional well being
  - Food and nutrient security
  - Care for the vulnerable
  - Good health for all
  - Safe environment
- Nutritional Problems and their consequences
  - Malnutrition
  - Under nutrition
  - Over nutrition
- Hygiene and Sanitation
  - Personal Hygiene
  - Environmental Hygiene
  - Food Hygiene
  - Water safety

### **B. RESOURCES AVAILABILITY AND MANAGEMENT**

- Time Management
  - Definition of time plan
  - How good is your time management (Activity)?
  - Steps in making time plan
  - Tips for effective time management
  - Tools in time management---Peak load period, Work curve, Rest /break periods, Work simplification
- Space Management
  - Space and the home
  - Principles of space planning

## UNIT IV: CHILDHOOD

***The theme of this unit is 'Childhood'. You may wonder why did the book address the adolescent years first and childhood later. Well, it is because if you as an adolescent understand issues about yourself first, it would be easier to grasp the issues that are concerned with the stage of childhood, and later with adulthood. In this unit you will be studying about children's growth and development, critical concerns about their health and nutrition, education and clothing. As we would like children with disabilities to be an inclusive part of our society, the chapters provide us important information on their needs and ways to meet them.***

### **CHAPTER : SURVIVAL GROWTH AND DEVELOPMENT**

- The meaning of survival
- Growth and development
- Areas of development
  - Physical development
  - Motor development
  - Cognitive development
  - Sensory development
  - Language development
  - Social development
  - Emotional development
- Good Nutrition
- Stages in development
  - Neonate
    - Reflexes
    - Sensory capabilities
- Development across stages from infancy to adolescence
  - Physical and motor development
  - Language development
  - Socio –emotional development
  - Cognitive development
    - Mental processes involved in thinking
    - Stages of cognitive development
      - ❖ Sensory motor stage

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- ❖ Pre-operational stage
- ❖ Concrete operational stage
- ❖ Formal operational stage

## CHAPTER : NUTRITION, HEALTH AND WELL-BEING

- Introduction
- Nutrition, Health and Well-being during infancy (birth – 12 months)
  - Dietary requirements of infants
  - Breast feeding
    - Benefits of breast feeding
  - Feeding the low birth weight infants
  - Complementary foods
  - Guidelines for complementary feeding
  - Immunization
  - Common health and nutrition problems in infants and young children
- Nutrition, Health and well-being of preschool children (1-6 years)
  - Nutritional needs of preschool children
  - Guidelines for healthy eating for pre-schoolers
  - Planning balanced meals for preschool children
  - Some examples of low-cost snacks
  - Feeding children with specific needs
  - Immunization
- Nutrition, Health and well-being of school-age children (7-12 years)
  - Nutritional requirements of school children
  - Planning diets for school-age children
  - Factors that influence diet intake of preschool-age and school-age children
  - Healthy habits
  - Health and nutrition issues of school age children

## CHAPTER:CARE AND EDUCATION

- Introduction
- Infancy and Early Childhood years
  - Meaning of care and education
  - Who provides ECCE
  - Why provide ECCE services

- The nature of ECCE
- Care and Education during Middle Childhood Years
  - Difficulties in children's primary education
  - The nature of primary education

## CHAPTER: OUR APPAREL

- Clothing functions and the selection of clothes
  - Modesty
  - Protection
  - Status and prestige
  - Adornment
- Factors affecting selection of clothing in India
  - Age
  - Climate and season
  - Occasion
  - Fashion
  - Income
- Understanding children's basic clothing needs
  - Comfort
  - Safety
  - Self help
  - Appearance
  - Allowance for growth
  - Easy care
  - Fabrics
- Clothing requirements at different childhood stages
  - Infancy (birth to six months)
  - Creeping age (6 months to one year)
  - Toddlerhood (1-2 years)
  - Preschool age (2-6 years)
  - Elementary school years (5-11 years)
  - Adolescents (11-19 years)
  - Clothes for children with special needs

## UNIT V: ADULTHOOD



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***With the advent of adulthood, the adolescent passes through the portal of what may be termed as the “real world”. One enters the world of higher education, work and marriage, and gets involved in establishing one’s own family. Hence responsibilities of the individual increases manifold. In this unit you will learn about the major factors that play a role in determining the quality of adult life, these being health and wellness, financial planning and management, maintenance of fabrics and apparel that one uses personally as well as in the home, and appreciation of different perspectives in communication. The unit concludes with the chapter on individual responsibilities and rights, not only for one’s own self, but also in relation to the family and larger society.***

## **CHAPTER : HEALTH AND WELLNESS**

- Importance of health and fitness
- Healthy & Unhealthy diet
- BMI
- Do’s and Don’ts for health promoting diets
- Fitness
- Importance of exercise and physical activities in adulthood
- Wellness
- Qualities of a person who is rated high on wellness
- Dimensions of wellness
  - Social aspect
  - Physical aspect
  - Intellectual aspect
  - Occupational aspect
  - Emotional aspect
  - Spiritual aspect
  - Environmental aspect
  - Financial aspect
- Stress and coping with stress
- Simple techniques to cope with stress
  - Relaxation
  - Talking with friends/family
  - Reading
  - Spirituality
  - Music

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- Hobby
- Yoga

## CHAPTER : FINANCIAL MANAGEMENT AND PLANNING

- Financial management
- Financial planning
- Management
- Money and its importance
- Family Income
  - Money income
  - Real income: Direct and Indirect income
  - Psychic income
- Income management
- Budget
- Steps in making budget
- Advantages of planning family budgets
- Control in money management
  - Checking to see how well the plan is progressing
    - Mental and mechanical check
    - Records and accounts
  - Adjusting wherever necessary
  - Evaluation
- Savings
- Investment
- Principles underlying sound investments
  - Safety to the principle amount
  - Reasonable rate of interest
  - Liquidity
  - Recognition of effect of world conditions
  - Easy accessibility and convenience
  - Investing in needed commodities
  - Tax efficiency
  - After investment service
  - Time period
  - Capacity
- Savings and investment avenues
  - Post office
  - Banks

- Unit Trust of India
- NSC
- Mutual funds
- Provident funds
- Chit fund
- Life insurance and medical insurance
- Pension scheme
- Gold, house, land
- Others (new schemes)
- Credit
- Need of credit
- 4C's of credit: character, capacity, capital means, collateral,

## CHAPTER : CARE AND MAINTENANCE OF FABRICS

- Mending
- Laundering
  - Stain removal
    - Vegetable stains
    - Animal stains
    - Oil stains
    - Mineral stains
    - Dye bleeding
  - Techniques of stain removal
    - Scraping
    - Dipping
    - Sponging
    - Drop method
  - Reagent for stain removal
  - Common stains and method of removing
- Removal of dirt: the cleaning process
  - Soaps and detergents
  - Methods of washing: friction, kneading & squeezing, suction, washing by machine
- Finishing
  - Blues and optical brighteners
  - Starches and stiffening agents
- Ironing
- Dry cleaning

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- Storage of textile products
- Factors affecting fabric care
  - Yarn structure
  - Fabric construction
  - Colour and finishes
- Care label

## CHAPTER :PERSPECTIVES IN COMMUNICATION

- Introduction
  - Age
  - Education
  - Culture
  - Gender
  - Exposure to new knowledge

## CHAPTER:INDIVIDUAL RESPONSIBILITIES AND RIGHTS

- Introduction
- Do responsibilities and rights differ from individual to individual
- How to protect rights and promote the sense of responsibility

### **NOTE:**

- **Wherever required latest data/figures to be used.**
- **Latest RDA's to be used.**

## PRACTICALS FOR CLASS XI

Pd.40

1. Understanding oneself with reference to:
  - a) Physical development in terms of age, height, weight, hip and chest circumference.
  - b) Sexual maturity (Age at menarche ,Development of breasts : girls).  
Growth of beard, change in voice:boys)
2. Observe developmental norms: (Physical, Motor, Language and social - emotional) birth to three years.
3. List and discuss 4-5 areas of agreement and disagreement with
  - a) Mother
  - b) Father
  - c) Siblings/ Friends
  - d) Teacher
4.
  - a) Record own diet for a day
  - b) Evaluate qualitatively for adequacy
5. Preparation of different healthy snacks for an adolescent suitable in her/his context.
6.
  - a) Record one day's activities relating to time use and work
  - b) Prepare a time plan for yourself
7. Plan a budget for a given situation/purpose.
8.
  - a) Record the fabrics and apparel used in a day
  - b) Categorize them according to functionality
9. Relationship of fibre properties to their usage:
  - a) Thermal property and flammability
  - b) Moisture absorbency and comfort
10. (a) Analyze label of any one garment with respect to: Clarity, fiber content, size and care instructions.
  - (b) Prepare one care label of any garment.
  - (c) Analyze two different fabric samples for color fastness.

# MyCareer Info

## Scheme for practical examination

30 Marks

1. Observe developmental norms: (Physical, Motor, Language and social emotional) birth to three years.

5 marks

**OR**

List and discuss 4-5 areas of agreement and disagreement with

- a) Mother
  - b) Father
  - c) Siblings/ Friends
  - d) Teacher
2. Preparation of healthy snacks for an adolescent. 7marks
  3. Plan a budget for a given situation/purpose. 3 marks
  4. Prepare a time plan for yourself. 3 marks
  5. Relationship of fibre properties to their usage: 5 marks
    - a) Thermal property and flammability
    - b) Moisture absorbency and comfort

**OR**

Prepare one care label of any garment.

6. File 5 marks
7. Viva 2 marks

Prescribed textbook: Human Ecology and Family Sciences(For class XI): Part I and Part II

# MyCareer Info

## Class XII

### Introduction:

In class XII, the emphasis is on “Work and careers” through the life span. Within the curriculum the significance and scope of each domain (Foods and Nutrition, Human Development and Family Studies, Fabric and Apparel, Resource Management and Communication and Extension), the multiple thrust areas emerging within them have been emphasized. The units spell out the basic concepts, requisite knowledge and skills in each thrust areas and delineate the career avenues and the preparation required for them in order to make informed career choices.

### Course Structure:

**Theory and practical**

**Time-3 Hours**

**Theory: 70 marks**

**Practical: 30 marks**

| No. | Units                                  | Marks      | No. of Periods |
|-----|--|------------|----------------|
| 1   | Work, Livelihood and Career            | 05         | 10             |
| 2   | Nutrition, Food Science and Technology | 18         | 45             |
| 3   | Human Development and Family Studies   | 12         | 35             |
| 4   | Fabric and Apparel                     | 16         | 40             |
| 5   | Resource Management                    | 12         | 35             |
| 6   | Communication and Extension            | 07         | 15             |
|     | <b>THEORY</b>                          | <b>70</b>  | <b>180</b>     |
|     | <b>PRACTICAL</b>                       | <b>30</b>  | <b>40</b>      |
|     | <b>GRAND TOTAL</b>                     | <b>100</b> | <b>220</b>     |

**QUESTION PAPER DESIGN 2020-21  
HOME SCIENCE (CODE NO. 064)  
CLASS- XI & XII**

**TIME: 3 HOURS**

**Max. Marks: 70**

| S. No        | Typology of Questions   | Total Marks | % Weightage |
|--------------|---|-------------|-------------|
| 1.           | Knowledge and understanding based questions terms, concepts, principles, or theories; Identify, define, or recite interpret, compare, contrast, explain, paraphrase information)  | 28          | 40%         |
| 2.           | Application - or knowledge/concepts based questions (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)  | 21          | 30%         |
| 3..          | Formulation, analysis, Evaluation and creativity based question (Appraise, judge, and /or justify the value or worth of a decision or outcome, or to predict outcomes) Classify, compare, contrast, or differentiate between different pieces of integrate unique piece of information from a variety of sources) | 21          | 30%         |
| <b>TOTAL</b> |   | <b>70</b>   | <b>100</b>  |

**Note:** No Chapter wise weightage, care should be taken to cover all chapters.

### **Scheme of questions**

Weightage to difficulty level of questions

| S. No. | Estimated difficulty | Percentage |
|--------|----------------------|------------|
| 1      | Easy                 | 20         |
| 2      | Average              | 60         |
| 3      | Difficulty           | 20         |

### **Informatics Practices**

CLASS XI

Code No. 065

2021-22

1. **Prerequisite** : None
2. **Learning Outcomes** :

At the end of this course, students will be able to:

- Identify the components of the Computer System.

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# MyCareer Info

- Create Python programs using different data types, lists and dictionaries.
- Explain what is 'data' and analyze using NumPy.
- Explain database concepts and Relational Database Management Systems.
- Retrieve and manipulate data in RDBMS using Structured Query Language
- Identify the Emerging trends in the fields of Information Technology.

### 3. Distribution of Marks and Periods :

| Unit No. | Unit Name   | Marks | Periods Theory | Periods Practical | Total Period |
|----------|---|-------|----------------|-------------------|--------------|
| 1        | Introduction to Computer System                     | 5     | 10             | -                 | 10           |
| 2        | Introduction to Python                              | 25    | 35             | 35                | 70           |
| 3        | Data Handling using NumPy                           | 15    | 28             | 15                | 43           |
| 4        | Database concepts and the Structured Query Language | 20    | 25             | 25                | 50           |
| 5        | Introduction to Emerging Trends                     | 5     | 7              | -                 | 7            |
|          | Practical   | 30    | -              | -                 | -            |
|          | Total   | 100   | 105            | 75                | 180          |

### 4. Unit Wise syllabus

#### Unit 1: Introduction to Computer System

Introduction to computers 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 of expressions, 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.: len(), list(), append(), extend(), insert(), count(), find(), remove(), pop(), reverse(), sort(), sorted(), min(), max(), sum()

Dictionary: concept of key-value pair, creating, initializing, traversing, updating and deleting elements, dictionary methods and built-in functions: len(), dict(), keys(), values(), items(), get(), update(), clear(), del()

## Unit 3: Data Handling using NumPy

Data and its purpose, importance of data, structured and unstructured data, data processing cycle, basic statistical methods for understanding data - mean, median, mode, standard deviation and variance.

Introduction to NumPy library, NumPy arrays and their advantage, NumPy attributes, creation of NumPy arrays; from lists using np.array(), np.zeros(), np.ones(), np.arange() , indexing, slicing, and iteration; concatenating and splitting array;

Arithmetic operations on one dimensional and two dimensional arrays.

Calculating max, min, count, sum, mean, median, mode, standard deviation, variance on NumPy arrays.

## Unit 4: Database concepts and the Structured Query Language

Database Concepts: Introduction to database concepts and its need, Database Management System.

Relational data model: concept of attribute, domain, tuple, relation, candidate key, primary key, alternate key, foreign key.

Structured Query Language: Data Definition Language, Data Query Language and Data Manipulation Language, Introduction to MySQL: Creating a database, using database, showing tables using MySQL, Data Types : char, varchar, int, float, date

Data Definition Commands: CREATE, DROP, ALTER (Add and Remove primary key, attribute).

Data Query Commands: SELECT-FROM- WHERE, LIKE, BETWEEN, IN, ORDER BY, using arithmetic, logical, relational operators and NULL values in queries, Distinct clause

Data Manipulation Commands: INSERT, UPDATE, DELETE.

## Unit 5: 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.

### 5. Practical Marks Distribution

| Sl.No. | Unit Name  | Marks |
|--------|--|-------|
| 1      | Problem solving using Python programming language                                    | 8     |
| 2      | Problem solving using NumPy  | 5     |
| 3      | Creating database using MySQL and performing Queries                                 | 5     |
| 4      | Practical file (minimum of 20 python programs , 5 Numpy programs and 20 SQL queries) | 7     |
| 5      | Viva-Voce  | 5     |
|        | Total  | 30    |

### 6. Suggested Practical List :

#### 6.1 Programming in Python

1. To find average and grade for given marks.
2. To find the sale price of an item with a 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 a 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 a given number.
12. To count the number of vowels in a user entered string.
13. To print the words starting with a particular alphabet in a user entered string.

14. To print the number of occurrences of a given alphabet in a given string.
15. Create a dictionary to store names of states and their capitals.
16. Create a dictionary of students to store names and marks obtained in 5 subjects.
17. To print the highest and lowest values in the dictionary.

## 6.2 Numpy Program

18. To create an array of 1D containing numeric values 0 to 9.
19. To create a NumPy array with all values as 0.
20. To extract values at odd numbered positions from a NumPy array.
21. To create a 1-D array having 12 elements using range(). Now, convert this array into a 2-D array with size 4X3.
22. To perform basic arithmetic operations on 1D and 2D array .

## 6.3 Data Management: SQL Commands

23. To create a database
24. To create a student table with the student id, class, section, gender, name, dob, and marks as attributes where the student id is the primary key.
25. To insert the details of at least 10 students in the above table.
26. To delete the details of a particular student in the above table.
27. To increase marks by 5% for those students who have Rno more than 20.
28. To display the entire content of the table.
29. To display Rno, Name and Marks of those students who are scoring marks more than 50.
30. To find the average of marks from the student table.
31. To find the number of students, who are from section 'A'.
32. To add a new column email in the above table with appropriate data type.
33. To add the email ids of each student in the previously created email column.
34. To display the information of all the students, whose name starts with 'AN' (Examples: ANAND, ANGAD,..)
35. To display Rno, Name, DOB of those students who are born between '2005- 01-01' and '2005-12-31'.
36. To display Rno, Name, DOB, Marks, Email of those male students in ascending order of their names.
37. To display Rno, Gender, Name, DOB, Marks, Email in descending order of their marks.
38. To display the unique section available in the table.

### Reference:

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

# MyCareer Info

COURSE  
STRUCTURE  
MATHEMATICS  
CLASS XI (2021-22)

One Paper

Total Period–240 [35 Minutes each]

Three Hours

Max Marks: 80

| No.  | Units                      | No. of Periods | Marks |
|------|----------------------------|----------------|-------|
| I.   | Sets and Functions         | 60             | 23    |
| II.  | Algebra                    | 70             | 30    |
| III. | Coordinate Geometry        | 40             | 10    |
| IV.  | Calculus                   | 30             | 05    |
| V.   | Mathematical Reasoning     | 10             | 02    |
| VI.  | Statistics and Probability | 30             | 10    |
|      | Total                      | 240            | 80    |
|      | Internal Assessment        |                | 20    |

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

## Unit-I: Sets and Functions

### 1. Sets

(20) Periods

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

### 2. Relations & Functions

(20) Periods

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

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### 3. Trigonometric Functions

(20) Periods

Positive and negative angles. Measuring angles in radians and in degrees and conversion from one measure to another. Definition of trigonometric functions with the help of unit circle. Truth of the identity  $\sin^2 x + \cos^2 x = 1$ , for all  $x$ . Signs of trigonometric functions. Domain and range of trigonometric functions and their graphs. Expressing  $\sin(x \pm y)$  and  $\cos(x \pm y)$  in terms of  $\sin x$ ,  $\sin y$ ,  $\cos x$  &  $\cos y$  and their simple applications. Deducing identities like the following:

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

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

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

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

Identities related to  $\sin 2x$ ,  $\cos 2x$ ,  $\tan 2x$ ,  $\sin 3x$ ,  $\cos 3x$  and  $\tan 3x$ . General solution of trigonometric equations of the type  $\sin y = \sin a$ ,  $\cos y = \cos a$  and  $\tan y = \tan a$ .

### Unit-II: Algebra

#### 1. Principle of Mathematical Induction

(10) Periods

Process of the proof by induction, motivating the application of the method by looking at natural numbers as the least inductive subset of real numbers. The principle of mathematical induction and simple applications.

#### 2. Complex Numbers and Quadratic Equations

(15) Periods

Need for complex numbers, especially  $\sqrt{-1}$ , to be motivated by inability to solve some of the quadratic equations. Algebraic properties of complex numbers. Argand plane and polar representation of complex numbers. Statement of Fundamental Theorem of Algebra, solution of quadratic equations (with real coefficients) in the complex number system. Square root of a complex number.

#### 3. Linear Inequalities

(15) Periods

Linear inequalities. Algebraic solutions of linear inequalities in one variable and their representation on the number line. Graphical solution of linear inequalities in two variables. Graphical method of finding a solution of system of linear inequalities in two variables.

## 4. Permutations and Combinations (10) Periods

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

## 5. Binomial Theorem (10) Periods

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

## 6. Sequence and Series (10) Periods

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

$$\sum_{k=1}^n k, \sum_{k=1}^n k^2 \text{ and } \sum_{k=1}^n k^3$$

## Unit-III: Coordinate Geometry

### 1. Straight Lines (10) Periods

Brief recall of two dimensional geometry from earlier classes. Shifting of origin. Slope of a line and angle between two lines. Various forms of equations of a line: parallel to axis, point -slope form, slope-intercept form, two-point form, intercept form and normal form. General equation of a line. Equation of family of lines passing through the point of intersection of two lines. Distance of a point from a line.

### 2. Conic Sections (20) Periods

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

### 3. Introduction to Three-dimensional Geometry (10) Periods

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

## Unit-IV: Calculus

### 1. Limits and Derivatives

**(30) Periods**

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

## Unit-V: Mathematical Reasoning

### 1. Mathematical Reasoning

**(10) Periods**

Mathematically acceptable statements. Connecting words/ phrases - consolidating the understanding of "if and only if (necessary and sufficient) condition", "implies", "and/or", "implied by", "and", "or", "there exists" and their use through variety of examples related to real life and Mathematics. Validating the statements involving the connecting words, difference among contradiction, converse and contrapositive.

## Unit-VI: Statistics and Probability

### 1. Statistics

**(15) Periods**

Measures of Dispersion: Range, Mean deviation, variance and standard deviation of ungrouped/grouped data. Analysis of frequency distributions with equal means but different variances.

### 2. Probability

**(15) Periods**

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



# MyCareer Info

MATHEMATICS

QUESTION PAPER

DESIGN

CLASS – XI (2021-22)

Time: 3 Hours

Max. Marks: 80

| S. No. | Typology of Questions  | Total Marks | % Weightage |
|--------|--|-------------|-------------|
| 1      | <b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.<br><b>Understanding:</b> 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.  | 20          | 25          |
| 3      | <b>Analysing :</b><br>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations<br><b>Evaluating:</b><br>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.<br><b>Creating:</b><br>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions | 16          | 20          |
|        | <b>Total</b>   | 80          | 100         |

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

Choice(s):

There will be no overall choice in the question paper.

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

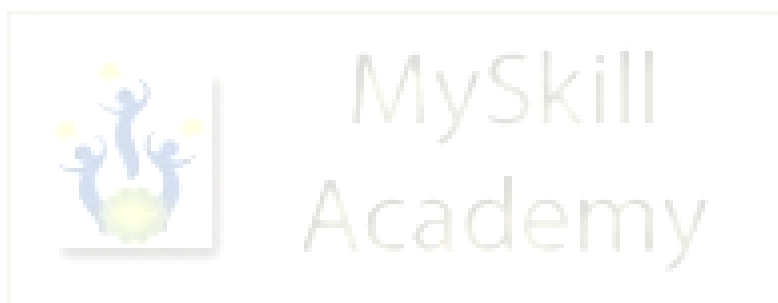
| INTERNAL ASSESSMENT                               | 20 MARKS |
|---|----------|
| Periodic Tests ( Best 2 out of 3 tests conducted) | 10 Marks |
| Mathematics Activities                            | 10 Marks |

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



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Unit I: Physical world and Measurement

10 Periods

## Chapter–1: Physical world

Physics-scope and excitement; nature of physical laws; Physics, technology and society.

## Chapter–2: Units and Measurements

Need for measurement: Units of measurement; systems of units; SI units, fundamental and derived units. Length, mass and time measurements; accuracy and precision of measuring instruments; errors in measurement; significant figures. Dimensions of physical quantities, dimensional analysis and its applications.

Unit II: Kinematics

24 Periods

## Chapter–3: Motion in a Straight Line

Frame of reference, Motion in a straight line: Position-time graph, speed and velocity.

Elementary concepts of differentiation and integration for describing motion, uniform and non- uniform motion, average speed and instantaneous velocity, uniformly accelerated motion, velocity - time and position-time graphs.

Relations for uniformly accelerated motion (graphical treatment).

## Chapter–4: Motion in a Plane

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

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

Unit III: Laws of Motion

14 Periods

## Chapter–5: Laws of Motion

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

Law of conservation of linear momentum and its applications.

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

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

Unit IV: Work Energy and Power

12 Periods

## Chapter–6: work , Engery and Power

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

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

Unit V: Motion of System of Particles and Rigid Body

18 Periods

## Chapter–7: System of Particles and Rotational Motion

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

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

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

Moment of inertia, radius of gyration, values of moments of inertia for simple geometrical objects (no derivation). Statement of parallel and perpendicular axes theorems and their applications.

Unit VI: Gravitation

12 Periods

## Chapter–8: Gravitation

Kepler's laws of planetary motion, universal law of gravitation. Acceleration due to gravity and its variation with altitude and depth.

Gravitational potential energy and gravitational potential, escape velocity, orbital velocity of a satellite, Geo-stationary satellites.

Unit VII: Properties of Bulk Matter

24 Periods

## Chapter–9: Mechanical Properties of Solids

Elastic behaviour, Stress-strain relationship, Hooke's law, Young's modulus, bulk modulus, shear modulus of rigidity, Poisson's ratio; elastic energy.

## Chapter–10: Mechanical Properties of Fluids

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

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

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

## Chapter–11: Thermal Properties of Matter

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

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

Unit VIII: Thermodynamics

12 Periods

## Chapter–12: Thermodynamics

Thermal equilibrium and definition of temperature (zeroth law of thermodynamics), heat, work and internal energy. First law of thermodynamics, isothermal and adiabatic processes.

Second law of thermodynamics: reversible and irreversible processes, Heat engine and refrigerator.

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

08 Periods

## Chapter–13: Kinetic Theory

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

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

Unit X: Oscillations and waves

26 Periods

## Chapter–14: Oscillations

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

Simple harmonic motion (S.H.M) and its equation; phase; oscillations of a loaded spring- restoring force and force constant; energy in S.H.M. Kinetic and potential energies; simple pendulum derivation of expression for its time period. Free, forced and damped oscillations (qualitative ideas only), resonance.

## Chapter–15: waves

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

## PRACTICALS

Total Periods: 60

The record, to be submitted by the students, at the time of their annual examination, has to include:

- Record of at least 12 Experiments [with 6 from each section], to be performed by the students.
- Record of at least 6 Activities [with 3 each from section A and section B], to be performed by the students.
- Report of the project to be carried out by the students.

## EVALUATION SCHEME

**Time Allowed: Three hours**

**Max. Marks: 30**

|  |                 |
|--|-----------------|
| Two experiments one from each section        | 7+7<br>Marks    |
| Practical record (experiment and activities) | 5 Marks         |
| One activity from any section                | 3 Marks         |
| Investigatory Project                        | 3 Marks         |
| Viva on experiments, activities and project  | 5 Marks         |
| <b>Total</b>                                 | <b>30 Marks</b> |

## SECTION-A

### Experiments

1. To measure diameter of a small spherical/cylindrical body and to measure internal diameter and depth of a given beaker/calorimeter using Vernier Callipers and hence find its volume.
2. To measure diameter of a given wire and thickness of a given sheet using screw gauge.
3. To determine volume of an irregular lamina using screw gauge.
4. To determine radius of curvature of a given spherical surface by a spherometer.

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5. To determine the mass of two different objects using a beam balance.
6. To find the weight of a given body using parallelogram law of vectors.
7. Using a simple pendulum, plot its  $L-T^2$  graph and use it to find the effective length of second's pendulum.
8. To study variation of time period of a simple pendulum of a given length by taking bobs of same size but different masses and interpret the result.
9. To study the relationship between force of limiting friction and normal reaction and to find the co-efficient of friction between a block and a horizontal surface.
10. To find the downward force, along an inclined plane, acting on a roller due to gravitational pull of the earth and study its relationship with the angle of inclination  $\theta$  by plotting graph between force and  $\sin\theta$ .

## Activities

1. To make a paper scale of given least count, e.g., 0.2cm, 0.5 cm.
2. To determine mass of a given body using a metre scale by principle of moments.
3. To plot a graph for a given set of data, with proper choice of scales and error bars.
4. To measure the force of limiting friction for rolling of a roller on a horizontal plane.
5. To study the variation in range of a projectile with angle of projection.
6. To study the conservation of energy of a ball rolling down on an inclined plane (using a double inclined plane).
7. To study dissipation of energy of a simple pendulum by plotting a graph between square of amplitude and time.



## SECTION-B

### Experiments

1. To determine Young's modulus of elasticity of the material of a given wire.
2. To find the force constant of a helical spring by plotting a graph between load and extension.
3. To study the variation in volume with pressure for a sample of air at constant temperature by plotting graphs between P and V, and between P and  $1/V$ .
4. To determine the surface tension of water by capillary rise method.
5. To determine the coefficient of viscosity of a given viscous liquid by measuring terminal velocity of a given spherical body.
6. To study the relationship between the temperature of a hot body and time by plotting a cooling curve.
7. To determine specific heat capacity of a given solid by method of mixtures.
8. To study the relation between frequency and length of a given wire under constant tension using sonometer.
9. To study the relation between the length of a given wire and tension for constant frequency using sonometer.
10. To find the speed of sound in air at room temperature using a resonance tube by two resonance positions.

### Activities

1. To observe change of state and plot a cooling curve for molten wax.
2. To observe and explain the effect of heating on a bi-metallic strip.
3. To note the change in level of liquid in a container on heating and interpret the observations.
4. To study the effect of detergent on surface tension of water by observing capillary rise.
5. To study the factors affecting the rate of loss of heat of a liquid.
6. To study the effect of load on depression of a suitably clamped metre scale loaded at (i) its end (ii) in the middle.
7. To observe the decrease in pressure with increase in velocity of a fluid.

## Practical Examination for Visually Impaired Students

### Class XI

**Note:** Same Evaluation scheme and general guidelines for visually impaired students as given for Class XII may be followed.

**A.** Items for Identification/Familiarity of the apparatus for assessment in practicals (All experiments)

Spherical ball, Cylindrical objects, vernier calipers, beaker, calorimeter, Screw gauge, wire, Beam balance, spring balance, weight box, gram and milligram weights, forceps, Parallelogram law of vectors apparatus, pulleys and pans used in the same 'weights' used, Bob and string used in a simple pendulum, meter scale, split cork, suspension arrangement, stop clock/stop watch, Helical spring, suspension arrangement used, weights, arrangement used for measuring extension, Sonometer, Weights, pan and pulley used in it, 'weights' Tuning Fork, Meter scale, Beam balance, Weight box, gram and milligram weights, forceps, Resonance Tube, Tuning Fork, Meter scale, Flask/Beaker used for adding water.

**B.** List of Practicals

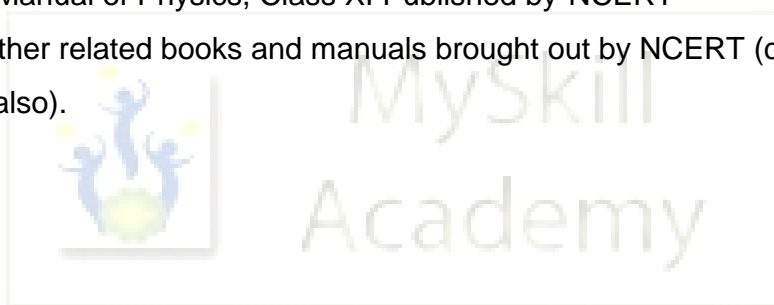
1. To measure diameter of a small spherical/cylindrical body using vernier calipers.
2. To measure the internal diameter and depth of a given beaker/calorimeter using vernier calipers and hence find its volume.
3. To measure diameter of given wire using screw gauge.
4. To measure thickness of a given sheet using screw gauge.
5. To determine the mass of a given object using a beam balance.
6. To find the weight of given body using the parallelogram law of vectors.
7. Using a simple pendulum plot L-T and L-T<sup>2</sup> graphs. Hence find the effective length of second's pendulum using appropriate length values.
8. To find the force constant of given helical spring by plotting a graph between load and extension.

9. (i) To study the relation between frequency and length of a given wire under constant tension using a sonometer.  
(ii) To study the relation between the length of a given wire and tension, for constant frequency, using a sonometer.
10. To find the speed of sound in air, at room temperature, using a resonance tube, by observing the two resonance positions.

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

Prescribed Books:

1. Physics Part-I, Textbook for Class XI, Published by NCERT
2. Physics Part-II, Textbook for Class XI, Published by NCERT
3. Laboratory Manual of Physics, Class XI Published by NCERT
4. The list of other related books and manuals brought out by NCERT (consider multimedia also).



# MyCareer Info

## COURSE STRUCTURE

Psychology

CLASS XI (2021-2022)

One Theory Paper

3 Hours  
Marks: 70

| Units | Topics                                      | No. of periods | Marks     |
|-------|---|----------------|-----------|
| I     | What is Psychology?                         | 16             | 7         |
| II    | Methods of Enquiry in Psychology            | 20             | 10        |
| III   | The Bases of Human Behavior                 | 20             | 8         |
| IV    | Human Development                           | 16             | 6         |
| V     | Sensory, Attention and Perceptual Processes | 20             | 8         |
| VI    | Learning                                    | 22             | 9         |
| VII   | Human Memory                                | 20             | 8         |
| VIII  | Thinking                                    | 18             | 7         |
| IX    | Motivation and Emotion                      | 18             | 7         |
|       | <b>Total</b>                                | <b>170</b>     | <b>70</b> |

## COURSE STRUCTURE

|                |   |                   |
|----------------|---|-------------------|
| <b>Unit I</b>  | <b>What is Psychology?</b><br><i>The topics in this unit are:</i> <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> | <b>Methods of Enquiry in Psychology</b>   | <b>20 Periods</b> |

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|                 |   |                   |
|-----------------|---|-------------------|
|                 | <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <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> |

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|                |   |                   |
|----------------|---|-------------------|
| <b>Unit IV</b> | <p><b>Human Development</b></p> <p><i>The topics in this unit are:</i></p> <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>16 Periods</b> |
| <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               <ul style="list-style-type: none"> <li>• Visual Sensation</li> <li>• Auditory Sensation</li> </ul> </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>20 Periods</b> |
| <b>Unit VI</b> | <p><b>Learning</b></p> <p><i>The topics in this unit are:</i></p>   | <b>22 Periods</b> |

# MyCareer Info

|                 |   |                   |
|-----------------|---|-------------------|
|                 | <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             <ul style="list-style-type: none"> <li>• Determinants of Operant Conditioning</li> </ul> </li> <li>6. Key Learning Processes</li> <li>7. Observational Learning</li> <li>8. Cognitive Learning</li> <li>9. Verbal Learning</li> <li>10. Concept Learning</li> <li>11. Skill Learning</li> <li>12. Transfer of Learning</li> <li>13. Factors Facilitating Learning</li> <li>14. The Learner : Learning Styles</li> <li>15. Learning Disabilities</li> <li>16. Applications of Learning Principles</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. Knowledge Representation and Organisation in Memory</li> <li>8. Memory as a Constructive Process</li> <li>9. 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>10. Enhancing Memory             <ul style="list-style-type: none"> <li>• Mnemonics using Images and Organisation</li> </ul> </li> </ol> | <b>20 Periods</b> |

# MyCareer Info

|   |  |                   |
|---|--|-------------------|
| <b>Unit VIII</b>  | <p><b>Thinking</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 Thinking               <ul style="list-style-type: none"> <li>• Building Blocks of Thought</li> </ul> </li> <li>3. The Processes of Thinking</li> <li>4. Problem Solving</li> <li>5. Reasoning</li> <li>6. Decision-making</li> <li>7. Nature and Process of Creative Thinking               <ul style="list-style-type: none"> <li>• Nature of Creative Thinking</li> <li>• Process of Creative Thinking</li> </ul> </li> <li>8. Developing Creative Thinking               <ul style="list-style-type: none"> <li>• Barriers to Creative Thinking</li> <li>• Strategies for Creative Thinking</li> </ul> </li> <li>9. Thought and Language</li> <li>10. Development of Language and Language Use</li> </ol> | <b>18 Periods</b> |
| <b>Unit IX</b>  | <p><b>Motivation and Emotion</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 Motivation</li> <li>3. Types of Motives               <ul style="list-style-type: none"> <li>• Biological Motives</li> <li>• Psychosocial Motives</li> </ul> </li> <li>4. Maslow's Hierarchy of Needs</li> <li>5. Nature of Emotions</li> <li>6. Physiological Bases of Emotions</li> <li>7. Cognitive Bases of Emotions</li> <li>8. Cultural Bases of Emotions</li> <li>9. Expression of Emotions               <ul style="list-style-type: none"> <li>• Culture and Emotional Expression</li> <li>• Culture and Emotional Labelling</li> </ul> </li> <li>10. Managing Negative Emotions</li> <li>11. Enhancing Positive Emotions</li> </ol>   | <b>18 Periods</b> |
| <b>Practical (Projects, experiments, small studies, etc.)</b> |  | <b>30 marks</b>   |
|   |  | <b>60 Periods</b> |



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The students shall be required to undertake **one project and conduct two experiments**. 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, Motivation, Perception, Attention and Thinking).

## Practical Examination

- |                                       |           |
|---------------------------------------|-----------|
| • Practical (Experiments) file        | 05 Marks  |
| • Project file                        | 05 Marks  |
| • Viva Voce (Project and experiments) | 05 Marks  |
| • One experiment                      | 15 Marks* |

\* (05 Marks for conduct of practical and 10 Marks for report writing)



# MyCareer Info

PSYCHOLOGY (Code No. 037)  
QUESTION PAPER DESIGN  
CLASS – XI (2021 - 2022)

## I. Theory

| Time: 3 Hours |  | Maximum Marks: 70 |             |
|---------------|--|-------------------|-------------|
| S. No.        | Competencies   | Total Marks       | % Weightage |
| 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

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## COURSE STRUCTURE

Sociology

CLASS XI (2021-22)

One Theory Paper Time: 3 Hours

Max. Marks: 80

| Units    |  | No. of periods | Marks     |
|----------|--|----------------|-----------|
| <b>A</b> | <b>Introducing Sociology</b>   |                |           |
|          | 1. Sociology, Society and its relationship with other Social Science disciplines | 18             | 8         |
|          | 2. Terms, concepts and their use in Sociology                                    | 16             | 8         |
|          | 3. Understanding Social Institutions   | 20             | 10        |
|          | 4. Culture and Socialization   | 16             | 8         |
|          | 5. Doing Sociology: Research Methods   | 20             | 6         |
|          | Total  | <b>90</b>      | <b>40</b> |
| <b>B</b> | <b>Understanding Society</b>   |                |           |
|          | 6. Social Structure, Stratification and Social Processes in Society              | 18             | 10        |
|          | 7. Social Change and Social order in Rural and Urban Society                     | 20             | 10        |
|          | 8. Environment and Society   | 12             | 4         |
|          | 9. Introducing Western Sociologists  | 20             | 8         |
|          | 10. Indian Sociologists  | 20             | 8         |
|          | Total  | <b>90</b>      | <b>40</b> |
|          | <b>Total</b>   | <b>180</b>     | <b>80</b> |
|          | <b>Project Work</b>  | <b>40</b>      | <b>20</b> |

## COURSE CONTENT

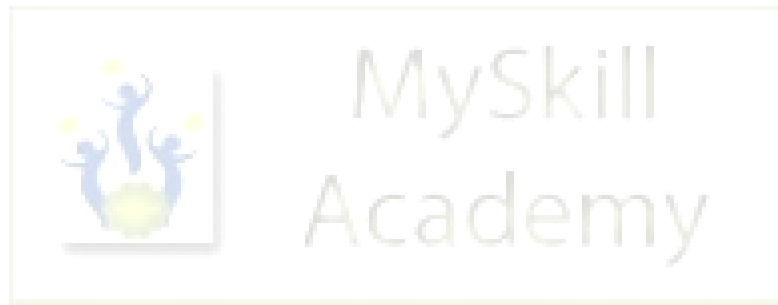
|               |   |                   |
|---------------|---|-------------------|
| <b>A.</b>     | <b>INTRODUCING SOCIOLOGY</b>  | <b>40 Marks</b>   |
| <b>Unit 1</b> | <b>Sociology, Society and its Relationship with other Social Sciences</b> <ul style="list-style-type: none"> <li>Introducing Society: Individuals and collectivities. Pluralities and Inequalities among societies.</li> <li>Introducing Sociology: Emergence. Nature and Scope.</li> <li>Relationship with other Social Science disciplines</li> </ul> | <b>18 Periods</b> |
| <b>Unit 2</b> | <b>Terms, Concepts and their use in Sociology</b> <ul style="list-style-type: none"> <li>Social Groups and Society</li> <li>Social Stratification</li> <li>Status and Role</li> <li>Society &amp; Social Control</li> </ul>   | <b>16 Periods</b> |

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|               |   |                   |
|---------------|---|-------------------|
| <b>Unit 3</b> | <b>Understanding Social Institutions</b> <ul style="list-style-type: none"><li>• Family, Marriage and Kinship</li><li>• Work &amp; Economic Life</li><li>• Political Institutions</li><li>• Religion as a Social Institution</li><li>• Education as a Social Institution</li></ul>  | <b>20 Periods</b> |
| <b>Unit 4</b> | <b>Culture and Socialization</b> <ul style="list-style-type: none"><li>• Defining Culture</li><li>• Dimensions of Culture</li><li>• Socialization</li><li>• Agencies of Socialization</li></ul>   | <b>16 Periods</b> |
| <b>Unit 5</b> | <b>Doing Sociology: Research Methods</b> <ul style="list-style-type: none"><li>• Objectivity and Subjectivity in Sociology</li><li>• Research Methods: Participant Observation, Survey</li><li>• Tools and Techniques: Observation, Interview, Questionnaire</li><li>• The Significance of Field Work in Anthropology</li></ul> | <b>20 Periods</b> |



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|                |  |                   |
|----------------|--|-------------------|
|                | &Sociology   |                   |
| <b>B.</b>      | <b>UNDERSTANDING SOCIETY</b>   | <b>40 Marks</b>   |
| <b>Unit 6</b>  | <b>Social Structure, Stratification and Social Processes In Society</b> <ul style="list-style-type: none"> <li>• Social Structure</li> <li>• Social Stratification</li> <li>• Social Processes: Cooperation, Competition, Conflict</li> </ul>  | <b>18 Periods</b> |
| <b>Unit 7</b>  | <b>Social Change and Social Order in Rural and Urban Society</b> <ul style="list-style-type: none"> <li>• Social Change: Types, Causes and Consequences</li> <li>• Social Order: Domination, Authority and Law; Contestation, Crime and Violence</li> <li>• Concepts: Village, Town and City</li> <li>• Social Order and Social Change in Rural and Urban Areas</li> </ul> | <b>22 Periods</b> |
| <b>Unit 8</b>  | <b>Environment and Society</b> <ul style="list-style-type: none"> <li>• Ecology and Society</li> <li>• Environmental Crises and Social Responses</li> <li>• Sustainable Development</li> </ul>   | <b>10 Periods</b> |
| <b>Unit 9</b>  | <b>Introducing Western Sociologists</b> <ul style="list-style-type: none"> <li>• The Context of Sociology</li> <li>• Karl Marx on Class Conflict</li> <li>• Emile Durkheim : Division of Labour in society</li> <li>• Max Weber: Interpretive Sociology, Ideal Type &amp; Bureaucracy</li> </ul>   | <b>20 Periods</b> |
| <b>Unit 10</b> | <b>Indian Sociologists</b> <ul style="list-style-type: none"> <li>• G.S. Ghurye on Caste and Race</li> <li>• D.P. Mukherjee on Tradition and Change</li> <li>• A.R. Desai on the State</li> <li>• M.N. Srinivas on the Village</li> </ul>  | <b>20 Periods</b> |

|   |                               |
|---|-------------------------------|
| <b>PROJECT WORK</b>   |                               |
| <b>Periods: 40</b>  |                               |
| <b>Max. Marks: 20</b>   | <b>Time allotted: 3 hours</b> |
| A. Project undertaken during the academic year at school level <ol style="list-style-type: none"> <li>1. Introduction -2 Marks</li> <li>2. Statement of Purpose – 2 Marks</li> <li>3. Research Question – 2 Marks</li> <li>4. Methodology – 3 Marks</li> <li>5. Data Analysis – 4 Marks</li> <li>6. Conclusion – 2 Marks</li> </ol> | <b>15 Marks</b>               |
| B. Viva – based on the project work   | <b>05 Marks</b>               |

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# MyCareer Info

SOCIOLOGY (Code No. 039)  
QUESTION PAPER DESIGN  
CLASS XI (2021-22)

| S. No. | Competencies   | Total Marks | % Weight age |
|--------|--|-------------|--------------|
| 1      | Knowledge & understanding<br>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.<br>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas  | 20          | 25%          |
| 2      | Application of Knowledge and Concepts<br>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.<br>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations<br><br>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. | 38          | 47.5%        |
| 3      | Formulate, Analyse, Evaluate & Create<br>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.  | 22          | 27.5%        |
|        | <b>Total</b>   | <b>80</b>   | <b>100%</b>  |