

COURSE CONTENT HISTORY

Class XII: Themes in Indians History

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

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

<p style="text-align: center;">Part-II</p> <p>5. Medieval Society through Travellers' Accounts Broad Overview: outlines of social and cultural life as they appear in traveller's account.</p> <p>Story of their writings: A discussion of where they travelled, what they wrote and for whom they wrote.</p> <p>Excerpts: from Al Biruni, Ibn-Battuta, Francois Bernier.</p> <p>Discussion: What these travel accounts can tell us and how they have been interpreted by historians.</p>	<ul style="list-style-type: none"> • Familiarize the learner with the salient features of social histories described by the travellers. • Discuss how traveller's accounts can be used as sources of social history. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Identify the accounts of foreign travellers in order to understand the social political and economic life during the tenure of different rulers in the medieval period • Compare and contrast the perspectives of Al Biruni, Ibn Battuta and Bernier towards Indian society.
<p>6. Religious Histories: The Bhakti-Sufi Tradition Broad overview:</p> <ol style="list-style-type: none"> a. Outline of religious developments during this period saints. b. Ideas and practices of the Bhakti-Sufi <p>Story of Transmission: How Bhakti-Sufi compositions have been preserved.</p> <p>Excerpt: Extracts from selected Bhakti-Sufi works.</p> <p>Discussion: Ways in which these have been interpreted by historians.</p>	<ul style="list-style-type: none"> • Familiarize the learner with the religious developments. • Discuss ways of analyzing devotional literature as sources of history. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Summarize the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period. • Comprehend the religious movement in order to establish unity, peace, harmony and brotherhood in society.


<p>7. New Architecture: Hampi broad over view:</p> <ol style="list-style-type: none"> a. Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. b. Relationship between architecture and the political system <p>Story of Discovery: Account of how Hampi was found. Excerpt: Visuals of buildings at Hampi Discussion: Ways in which historians have analyzed and interpreted these structures.</p>	<ul style="list-style-type: none"> • Familiarize the learner with the new buildings that were built during the time. • Discuss the ways in which architecture can be analyzed to reconstruct history. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India • Analyze accounts of foreign traveller’s on Vijayanagar in order to interpret political, social and cultural life of the city.
<p>8. Agrarian Relations: The Ain-i-Akbari Broad overview:</p> <ol style="list-style-type: none"> a. Structure of agrarian relations in the 16th and 17th centuries. Patterns of change over the period. <p>Story of Discovery: Account of the compilation and translation of Ain I Akbari Excerpt: from the Ain-i-Akbari. Discussion: Ways in which historians have used texts to reconstruct history.</p>	<ul style="list-style-type: none"> • Discuss the developments in agrarian relations. • Discuss how to supplement official documents with other sources. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period. • Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries.

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<p>9. The Mughal Court:</p>	<ul style="list-style-type: none"> • Familiarize the 	<p>At the completion of this unit students will be able to:</p>
<p>Reconstructing Histories through Chronicles Broad overview: a. Outline of political history 15th-17th centuries Discussion of the Mughal court and politics.</p> <p>Story of Discovery: Account of the production of court chronicles, and their subsequent translation and transmission. Excerpts: from the Akbarnama and Badshahnama Discussion: Ways in which historians have used the text store construct political histories.</p>	<p>learner with the major landmarks in the political history Show how chronicles and other sources are used to reconstruct the histories of political institutions.</p>	<ul style="list-style-type: none"> • Summarize the political and social practices of Mughal empire in order to understand their administrative dynamics. • Examine the account given in the chronicles to reconstruct the social, religious and cultural history of Mughals



<p style="text-align: center;">Part-III</p> <p>10. Colonialism and Rural Society: Evidence from Official Reports Broad overview:</p> <ol style="list-style-type: none"> a. Life of zamindars, peasants and artisans in the late 18th century b. East India Company, revenue settlements in various regions of India and surveys Changes over the nineteenth century <p>Story of official records: An account of why official investigations in rural societies were undertaken and the types of records and reports produced.</p> <p>Excerpts: From Fifth Report, Accounts of Frances Buchanan - Hamilton, and Deccan Riots Report.</p> <p>Discussion: What the official records tell and don't tell, and how they have been used by historians.</p>	<ul style="list-style-type: none"> • Discuss how colonialism affected zamindars, peasants and artisans. • Comprehend the problems and limits of using official sources for understanding the lives of the people 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the revenue systems introduced by the British in order to understand the economic aspects of colonization in India. • Analyze the colonial official records & reports in order to understand the divergent interest of British and Indians.
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<p>11. Representations of 1857</p> <p>Broad overview:</p> <ol style="list-style-type: none"> The event of 1857-58. Vision of Unity How these events were recorded and narrated. <p>Focus: Lucknow</p> <p>Excerpts: Pictures of 1857. Extracts from contemporary accounts.</p> <p>Discussion: How the pictures of 1857 shaped British opinion of what had happened.</p> 	<ul style="list-style-type: none"> • Discuss how the events of 1857 are being interpreted. • Discuss how visual material can be used by historians. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Correlate the planning and coordination of the rebels of 1857 to infer its domains and nature. • Examine the momentum of the revolt in order to understand its spread. • Analyze how revolt created vision of unity amongst Indians. • Identify and Interpret visual images to understand the emotions portrayed by the nationalist and British
<p>12. Colonialism and Indian Towns: Town Plans and Municipal Reports</p> <p>Broad overview :</p> <p>History of towns in India, colonization and cities, hill stations, town planning of Madras, Calcutta and Bombay.</p> <p>Excerpts: Photographs and paintings. Plans of cities. Extract from town plan reports.</p> <p>Focus on Calcutta town planning</p>	<ul style="list-style-type: none"> • Familiarize the learner with the history of modern urban centres. • Discuss how urban histories can be written drawing on different sources 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the different patterns of urban culture during different phases • Analyze the rationale of British in the planning of the colonial prime cities : Calcutta, Bombay and Madras.

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<p>Discussion: How the above sources can be used to reconstruct the history of towns. What these</p>		<ul style="list-style-type: none"> • Illustrate and examine different architectural
<p>sources do not reveal.</p>		<p>styles adopted by British in India.</p>
<p>13. Mahatma Gandhi through Contemporary Eyes Broad overview:</p> <ol style="list-style-type: none"> The Nationalist Movement 1918 -48. The nature of Gandhi an politics and leadership. <p>Focus: Mahatma Gandhi and the three movements and his last days as “finest hours”</p> <p>Excerpts: Reports from English and Indian language newspapers and other contemporary writings.</p> <p>Discussion: How newspapers can be a source of history.</p>	<ul style="list-style-type: none"> • Familiarize the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership. • Discuss how Gandhi was perceived by different groups. Discuss how historians need to read and interpret newspapers diaries and letters as a historical source 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Correlate the significant elements of the nationalist movement and the nature of ideas, individuals and institutions under the Gandhian leadership. • Analyze the significant contributions of Gandhiji in order to understand his mass appeal for nationalism. • Analyze the perceptions and contributions of different communities towards the Gandhian movement. • Analyze the ways of interpreting historical source such as newspapers, biographies and auto-biographies diaries and letters.

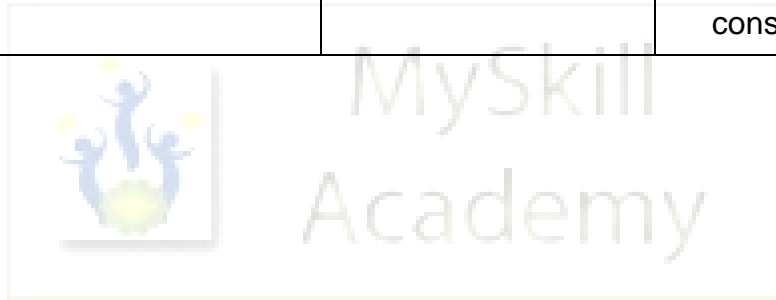
<p>14. Partition through Oral Sources Broad overview:</p> <ol style="list-style-type: none"> The history of the 1940s. Nationalism, Communalism and Partition. <p>Focus: Punjab and Bengal Excerpts: Oral testimonies of those who experienced partition Discussion: Ways in which these have been analyzed to reconstruct the history of the event</p>	<ul style="list-style-type: none"> Discuss the last decade of the national movement, the growth of communalism and the story of partition. Understand the events through the experience of those who lived through the years of communal violence. Show the possibilities and limits of oral sources. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Examine the developments that helped in the culmination of communal politics in the earlier decades of in twentieth century in order to understand the causes, events and consequences of partition of India. Summarize and Contextualize the events and opinions surrounding the Partition of India. Infer and interpret the experiences of people in order to understand the differential aspects of partition. Examine the nature, relevance and limitations of oral testimonies in reconstruction of history as a source.
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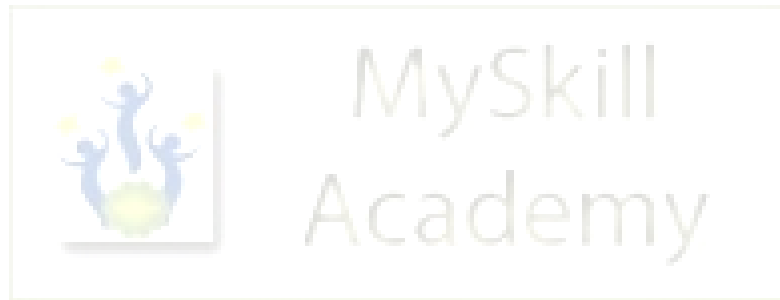
<p>15. The Making of the Constitution an overview:</p> <ol style="list-style-type: none"> a. Independence and then new nation state. b. The making of the Constitution <p>Focus: The Constituent Assembly Debates Excerpts: from the debates. Discussion: What such debates</p>	<ul style="list-style-type: none"> • Familiarize students with the history independence. • Discuss how the found in ideal of the new nation state were debated and formulated. • Understand how such debates and discussions can be 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Highlight the role of Constituent Assembly in order to understand functionalities in framing the constitution of India.
<p>reveal and how they can be analyzed.</p>	<p>read by historians.</p>	<ul style="list-style-type: none"> • Analyze how debates and discussions around important issues in the constituent assembly shaped our constitution.



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PROJECT WORK
CLASS - XII (2021-22)

INTRODUCTION



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

The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidences to write history.

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

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

OBJECTIVES

Project work will help students:

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

GUIDELINES TO TEACHERS

This section provides some basic guidelines for the teachers to take up projects in History. It is

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very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- The 20 periods assigned to the Project Work should be suitably spaced from April to September in classes XI and XII so that students can prepare for theory part in term -II.
- One Project should be given to the students in the month of April/May before the summer vacation and assessment of the project to be completed by September.
- The teachers must ensure that the students submit original work.
- Project report should be hand written only.
- (Eco-friendly materials can be used by students)

The following steps are suggested:

1. Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
2. The project must be done individually/In-groups.
3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. so as to enrich the subject content.
5. The project work (one per year) can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and so on. Any of these activities which are suitable to visually impaired candidates can be performed as per the choice of the student.
6. Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
7. Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

ASSESSMENT

Allocation of Marks (20)

The marks will be allocated under the following heads:

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

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

FEW SUGGESTIVE TOPICS FOR PROJECTS

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

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

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HISTORY– CLASS XII SUBJECT CODE 027 (Session 2021-22)

TIME: 3 Hours

Maximum Marks: 80

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

LIST OF MAPS

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

Prescribed Books:

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

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Note: The above textbooks are also available in Hindi medium



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Class XII Home science

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
	THEORY	70	180
	PRACTICAL	30	40
	GRAND TOTAL	100	220

THEORY: 70 Marks

PERIODS: 180

UNIT I: Work, livelihood and Career

Ch. Work, livelihood and Career

UNIT II: Nutrition, Food Science and Technology

Ch. Clinical Nutrition and Dietetics Ch.

Public Nutrition and Health

Ch. Catering and Food Service Management Ch.

Food Processing and Technology

Ch. Food Quality and Food Safety

UNIT III: Human Development and Family Studies

Ch. Early Childhood Care and Education Ch.

Special Education and Support Services

Ch. Management of Support Services, Institutions and Programmes for Children, Youth and Elderly

UNIT IV: Fabric and Apparel

Ch. Design for Fabric and Apparel

Ch. Fashion Design and Merchandising

Ch. Production and Quality Control in the Garment Industry Ch. Care and Maintenance of Fabrics in Institutions

UNIT V: Resource management

Ch. Human Resource Management

Ch. Hospitality Management

Ch. Consumer Education and Protection

UNIT VI: Communication and Extension

Ch. Development Communication and Journalism Ch.

Media Management Design and Production

Prescribed textbook: Human Ecology and Family Sciences(For Class XII): Part I and Part II

CLASS XII

REFERENCE POINTS

UNIT I WORK ,LIVELIHOOD AND CAREER

Chapter: WORK ,LIVELIHOOD AND CAREER

- Introduction
 - Work and meaningful work
 - Work, careers and livelihood
- Traditional occupation in India
 - Agriculture
 - Handicrafts
 - Indian cuisine
 - Visual arts
- Work ,Age and Gender
 - Gender issues in relation to work
 - Issues and concerns related to women and work

✓ KGBV

✓

Beti bachao ,Beti Padhao Yojana

- Attitudes and approaches to work and life skills for livelihood
 - Attitudes and approaches to work
 - Life skills for livelihood
 - Essential soft skills at workplace
- Ergonomics
 - Definition and need for ergonomics
 - Benefits of Ergonomics
- Entrepreneurship
 - Definition and characteristics

UNIT II NUTRITION, FOOD SCIENCE AND TECHNOLOGY

Chapter: CLINICAL NUTRITION AND DIETETICS

- Introduction
 - Nutrition
 - Clinical Nutrition
- Significance
- Basic concepts
 - Diet therapy
- Types of diets: Regular Diet and Modified diets
 - Changes in consistency
 - Feeding routes
 - Prevention of chronic diseases
- Preparing for career
- Scope

Chapter: PUBLIC NUTRITION AND HEALTH

- Introduction
- Significance
- Basic concept
 - Public health nutrition
 - Nutritional Problems of India
 - Protein energy malnutrition
 - Micronutrient deficiencies
 - Iron deficiency anemia
 - Vitamin A deficiency
 - Iodine deficiency disorders
- Strategies/Intervention to tackle Nutritional problems
 - Diet or food based strategies
 - Nutrient based strategies
- Nutrition programmes operating in India
 - ICDS
 - Nutrient Deficiency Control Programmes
 - Food Supplementation Programmes
 - Food Security Programme
- Health Care
- Scope

Chapter: CATERING AND FOOD SERVICE MANAGEMENT

- Introduction
- Significance
- Basic concepts
 - Food service Industry
 - Food Service Management
 - Food Service
 - Food service Manager
 - Menu compiling
- Types of Catering Services
 - Welfare or non-commercial
 - Commercial Services
- Types of food service systems
 - Conventional food service system
 - Commissary food service system
 - Ready prepared food service system
 - Assembly service system
- Menu planning
- Management in food service
- Preparing for a career
- Scope
- Careers in the catering and food service industry

Chapter: FOOD PROCESSING AND TECHNOLOGY

- Introduction
- Significance
- Basic Concepts
 - Food Science
 - Food Processing
 - Food Technology
 - Food Manufacturing
- Development of food processing and technology
- Importance of Food processing and Preservation
- Classification of food on the basis of extent and type of processing
- Preparing for a career
- Scope

Chapter: FOOD QUALITY AND FOOD SAFETY

- Introduction

Significance

- Basic Concepts
 - Food safety (Toxicity & Hazard)
 - Hazards (Physical, chemical and biological)
 - Food infection
 - Food poisoning
 - Food quality
- Food standards regulation in India-FSSA (2006)(Fruit and vegetable product order, Meat food product order and Vegetable oil products order are not included)
- International Organization and agreements in the area of Food Standards, Quality, Research and Trade
 - Codex Alimentarius Commission
 - International Organization for Standardisation
 - World Trade Organization
- Food Safety Management Systems
 - Good manufacturing practices (GMP)
 - Good handling practices (GHP)
 - Hazard Analysis Critical Control Points (HACCP)
- Scope

UNIT III HUMAN DEVELOPMENT AND FAMILY STUDIES

Chapter: Early Childhood Care and Education

- Significance
- Basic concepts
- Preparing for a career
- Scope

Chapter: Special Education and Support Services

- Significance
- Basic Concepts
 - Disability and its classification
 - Causes of disabilities
 - Special education methods
- Knowledge and Skills
- Preparing for a career in special education
- Scope

Chapter: Management of support services, Institutions and programmes for children, youth and elderly

- Significance
- Basic concepts
- Why are children vulnerable?
- Institutions, programmes and initiatives for children
 - ICDS
 - SOS Children's Village
 - Children's Homes run by the Government
 - Adoption
- Why are Youth vulnerable?
- Youth programmes in India
- Why are the elderly vulnerable?
- Some programmes for the elderly
- Preparing for a career
- Scope

UNIT IV FABRIC AND APPAREL

Chapter: Design for Fabric and Apparel

- Introduction
- Basic concepts (Design: Structural & Applied)
- Elements of design
 - Colour
 - Texture
 - Line
 - Shapes or form
- Principles of Design
 - Proportion
 - Balance
 - Emphasis
 - Rhythm
 - Harmony
- Preparing for career
- Scope

Chapter: Fashion Design and Merchandising

- Introduction

MyCareer Info

- Significance
- Basic Concepts
 - Fashion terminology –Fashion ,fads, style, classic
- Fashion Development
 - France-The centre of fashion
 - Fashion Evolution
- Fashion Merchandising
- Fashion Retail Organization
- Preparing For a career
- Scope

Chapter: Production and Quality Control in the garment industry

- Introduction
 - Garment industry in India
 - Production
 - Importance of production
- Basic concepts
 - Fabric Inspection and Testing
 - Laying and cutting of fabric
 - Assembly of the product
 - Finishing and packaging
- Quality assurance in the garment industry
- Preparing for a career
- Scope

Chapter: Care and maintenance of fabrics in Institution

- Introduction
- Basic concepts
 - Washing equipment
 - Drying equipment
 - Ironing/pressing equipment
- Institutions
- Preparing for a career
- Scope

UNIT V RESOURCE MANAGEMENT

Chapter: Human Resource Management

MyCareer Info

- Introduction
- Significance
 - Recruiting and staffing
 - Training and Developing employees
 - Retention and redressal
- Preparing for a career

Chapter: Hospitality Management

- Introduction
- Significance
- Basic concepts
- Departments involved in hospitality management of an organization
- Scope

Chapter: Consumer Education and Protection

- Introduction
- Significance of consumer education and protection
- Basic concepts
 - Consumer product
 - Consumer behaviour
 - Consumer forum
 - Consumer footfalls
 - Consumer problems
 - Consumer rights
 - Standardized marks (ISI, Wool Mark, Hall Mark, Silk Mark)
 - Protection Councils
 - Consumer Responsibilities
- Scope

UNIT VI COMMUNICATION AND EXTENSION

Chapter: Development communication and Journalism

- Introduction
- Significance
- Basic concepts
 - Development
 - Development journalism
 - Development Communication
- Methods of communication

- Campaign
- Radio and television
- Print media
- Information and communication technologies
- Knowledge and skills required for a career in this field
- Scope and career avenues in development communication

Chapter: Media Management, Design and Production

- Introduction
- Significance
- Basic concepts
 - Media
 - Media planning
 - Media designing and production
 - Media evaluation and feedback
- Scope

PRACTICALS FOR CLASS XII

UNIT II NUTRITION, FOOD SCIENCE AND TECHNOLOGY

1. Modification of normal diet to soft diet for elderly person.
2. Development and preparation of supplementary foods for nutrition programme.
3. Planning a menu for a school canteen or mid-day meal in school for a week.
4. Design, prepare and evaluate a processed food product.
5. Qualitative test for food adulteration in: pure ghee, tea leaves, whole black pepper, turmeric powder, milk, asafoetida.

UNIT III HUMAN DEVELOPMENT AND FAMILY STUDIES

6. Preparation and use of any one teaching aid to communicate socially relevant messages for children/ adolescents /adults in the community.

OR

Preparation of any one toy for children (age appropriate) using locally available and indigenous material

UNIT IV FABRIC AND APPAREL

7. Preparation of any one article using applied textile design techniques; tie and dye/batik/block printing.
8. Application of quality control techniques in garment industry(any one readymade garment)-
 - a) Fabric inspection

- b) Quality of seams and fasteners/notions
 - c) Size labels
9. Remove different types of stains from white cotton cloth –Ball pen, curry, grease, ink, lipstick, tea and coffee.

UNIT V RESOURCE MANAGEMENT

10. Evaluate any one advertisement for any job position.
11. Develop a leaflet/pamphlet for Consumer Education and Protection on any one of the following-
- a) Consumer Protection Act (CPA)
 - b) Consumer responsibilities
 - c) Consumer organization
 - d) Consumer Problems

UNIT VI COMMUNICATION AND EXTENSION

12. Analysis and discussion of any one print/radio/electronic media with reference to focus, presentation, technology and cost.

PROJECT

ANY ONE OF THE FOLLOWING PROJECT MAY BE UNDERTAKEN AND EVALUATED-

1. Study of an integrated community based, nutrition/health programme being implemented in own area, with reference to-
- a) Programme objectives
 - b) Focal Group/Beneficiaries
 - c) Modalities of implementation
2. Visit to the neighbouring areas and interview two adolescents and two adults regarding their perception of persons with special needs.
3. Profile any two person (child/adult) with special needs to find out their diet, clothing, activities, physical and psychological needs.
4. Planning any five messages for nutrition, health and life skills using different modes of communication for different focal groups.
5. Market survey any five processed foods with their packaging and label information.

SCHEME FOR PRACTICAL EXAMINATION

30 Marks

1. Project (5 marks)
2. Modification of any one family meal for elderly person. Preparing any one of the modified dish. (5 marks)

OR

Development and preparation of any one supplementary food for pre- schooler (2-6 years) nutrition programme.

OR

Planning a menu for school canteen and preparing any one nutritious dish.

3. Identify adulterant using chemical test in any one of the following- pure ghee, tea leaves, whole black pepper, turmeric powder, milk, asafoetida.

) (2 marks)

4. Prepare a sample using applied textile design techniques tie and dye/batik/block printing. (4 marks)

5. Remove any one of the stain from white cotton cloth –Ball pen, curry, grease, ink, lipstick, tea, coffee. (2 marks)

6. Develop a leaflet/pamphlet for Consumer Education and Protection on any one of the following- (5 marks)

a) Consumer Protection Act (CPA)

b) Consumer responsibilities

c) Consumer organization

d) Consumer Problems

7. File (5 marks)

8. Viva (2 marks)

**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%
TOTAL		70	100

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 XII

Code No. 065

2021-2022

1. Prerequisite: Informatics Practices – Class XI

Enroll your Favorite Online Course here

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

2. Learning Outcomes

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

- Create Series, Data frames and apply various operations.
- Perform aggregation operations, calculate descriptive statistics.
- Visualize data using relevant graphs.
- Design SQL queries using aggregate functions.
- Import/Export data between SQL database and Pandas.
- Learn terminology related to networking and the internet.
- Identify internet security issues and configure browser settings.
- Explain the impact of technology on society including gender and disability issues.

3. Distribution of Marks and Periods

Unit No	Unit Name	Marks	Periods Theory	Periods Practical	Total Period
1	Data Handling using Pandas and Data Visualization	30	50	40	90
2	Database Query using SQL	25	30	22	52
3	Introduction to Computer Networks	7	12	2	14
4	Societal Impacts	8	14	-	14
	Project	-	-	10	10
	Practical	30	-	-	-
	Total	100	106	74	180

4. Unit Wise syllabus

Unit 1: Data Handling using Pandas and Data Visualization

Data Handling using Pandas - I

Introduction to Python libraries- Pandas, Matplotlib.

Data structures in Pandas - Series and data frames.

Series: Creation of series from ndarray, dictionary, scalar value; mathematical operations; series attributes, head and tail functions; selection, indexing and slicing.

Data Frames: creation of data frames from dictionary of series, list of dictionaries, text/CSV files, display, iteration. Operations on rows and columns: add (insert /append) , select, delete (drop column and row), rename, Head and Tail functions, indexing using labels, Boolean indexing; joining, merging and concatenation of data frames.

Importing/Exporting Data between CSV files and Data Frames. *(for practicals only)*

Data handling using Pandas – II

Descriptive Statistics: max, min, count, sum, mean, median, mode, quartile, Standard deviation, variance. Data Frame operations: Aggregation, group by, Sorting, Deleting and Renaming Index, Pivoting.

Handling missing values – dropping and filling.

Importing/Exporting Data between MySQL database and Pandas.

Data Visualization : Purpose of plotting, drawing and saving of plots using Matplotlib (line plot, bar graph, histogram, pie chart, frequency polygon, box plot and scatter plot).

Customizing plots: color, style (dashed, dotted), width; adding label, title, and legend in plots.

Unit 2: Database Query using SQL

Math functions: POWER (), ROUND (), MOD ().

Text functions: UCASE ()/UPPER (), LCASE ()/LOWER (), MID ()/SUBSTRING ()/SUBSTR (), LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM ().

Date Functions: NOW (), DATE (), MONTH (), MONTHNAME (), YEAR (), DAY (), DAYNAME ().

Aggregate Functions: MAX (), MIN (), AVG (), SUM (), COUNT (); using COUNT

(*). Querying and manipulating data using Group by, Having, Order by.

Operations on Relations - Union, Intersection, Minus, Cartesian Product, JOIN (Cartesian Join, Equi Join, Natural Join)

Unit 3: Introduction to Computer Networks

Introduction to networks, Types of network: LAN, MAN, WAN.

Network Devices: modem, hub, switch, repeater, router, gateway
Network Topologies: Star, Bus, Tree, Mesh.

Introduction to Internet, URL, WWW and its applications- Web, email, Chat, VoIP.

Website: Introduction, difference between a website and webpage, static vs dynamic web page, web server and hosting of a website.

Web Browsers: Introduction, commonly used browsers, browser settings, add-ons and plug-ins, cookies.

Unit 4: Societal Impacts

Digital footprint, net and communication etiquettes, data protection, intellectual property rights (IPR), plagiarism, licensing and copyright, free and open source software (FOSS), cybercrime and cyber laws, hacking, phishing, cyber bullying, overview of Indian IT Act.

E-waste: hazards and management.

Awareness about health concerns related to the usage of technology.

5. Project Work

The aim of the class project is to create tangible and useful IT applications. The learner may identify a real- world problem by exploring the environment. e.g. Students can visit shops/business places, communities or other organizations in their localities and enquire about the functioning of the organization, and how data are generated, stored and managed. The learner can take data stored in a csv or database file and analyze it using Python libraries and generate appropriate charts to visualize. If an organization is maintaining data offline, then the learner should create a database using MySQL and store the data in tables. Data can be imported in Pandas for analysis and visualization.

Learners can use Python libraries of their choice to develop software for their school or any other social good. Learners should be sensitized to avoid plagiarism and violation of copyright issues while working on projects. Teachers should take necessary measures for this. Any resources (data, image etc.) used in the project must be suitably referenced.

The project can be done individually or in groups of 2 to 3 students. The project should be started by students at least 6 months before the submission deadline.

6. Distribution of Practical Marks

Sl.No.	Unit Name	Marks
1	Programs using Pandas and Matplotlib	8
2	SQL Queries	5
3	Practical file (minimum of 20 programs based on Pandas , 5 based on Matplotlib and 20 SQL queries must be included)	5
4	Project Work (using concepts learned in class XI and XII)	7
5	Viva-Voce	5
	TOTAL	30

7. Suggested Practical List

Data Handling

1. Create a pandas series from a dictionary of values and an ndarray
2. Given a Series, print all the elements that are above the 75th percentile.
3. Create a Data Frame quarterly sales where each row contains the item category, item name, and expenditure. Group the rows by the category, and print the total expenditure per category.
4. Create a data frame based on ecommerce data and generate descriptive statistics (mean, median, mode, quartile, and variance)
5. Create a data frame for examination result and display row labels, column labels data types of each column and the dimensions
6. Filter out rows based on different criteria such as duplicate rows..
7. Find the sum of each column, or find the column with the lowest mean.
8. Locate the 3 largest values in a data frame.
9. Subtract the mean of a row from each element of the row in a Data Frame.
10. Replace all negative values in a data frame with a 0.
11. Replace all missing values in a data frame with a 999.
12. Importing and exporting data between pandas and CSV file
13. Importing and exporting data between pandas and MySQL database

Visualization

14. Given the school result data, analyse the performance of the students on different parameters, e.g subject wise or class wise.
15. For the Data frames created above, analyze and plot appropriate charts with title and legend.
16. Take data of your interest from an open source (e.g. data.gov.in), aggregate and summarize it. Then plot it using different plotting functions of the Matplotlib library.

Data Management

17. Create a student table with the student id, name, and marks as attributes where the student id is the primary key.
18. Insert the details of a new student in the above table.
19. Delete the details of a particular student in the above table.
20. Use the select command to get the details of the students with marks more than 80.
21. Create a new table (order ID, customer Name, and order Date) by joining two tables (order ID, customer ID, and order Date) and (customer ID, customer Name, contact Name, country).
22. Create a foreign key in one of the two tables mentioned above
23. Find the min, max, sum, and average of the marks in a student marks table.
24. Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by.
25. Create a new table (name, date of birth) by joining two tables (student id, name) and (student id, date of birth).
26. Write a SQL query to order the (student ID, marks) table in descending order of the marks.

Introduction to Computer Networks

27. Download, install and configure browser.

Reference:

NCERT Informatics Practices - Text book for class - XII

PHYSICAL EDUCATION (048)

Class XII (2021–22)

Theory

Max. Marks 70

Unit I Planning in Sports

- Meaning & Objectives Of Planning
- Various Committees & its Responsibilities (pre; during & post)
- Tournament – Knock-Out, League Or Round Robin & Combination
- Procedure To Draw Fixtures – Knock-Out (Bye & Seeding) & League (Staircase & Cyclic)
- Intramural & Extramural – Meaning, Objectives & Its Significance
- Specific Sports Programme (Sports Day, Health Run, Run For Fun, Run For Specific Cause & Run For Unity)

Unit II Sports & Nutrition

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

Unit III Yoga & Lifestyle

- Asanas as preventive measures
- Obesity: Procedure, Benefits & contraindications for Vajrasana, Hastasana, Trikonasana, Ardh Matsyendrasana
- Diabetes: Procedure, Benefits & contraindications for Bhujangasana, Paschimottasana, Pavan Muktasana, Ardh Matsyendrasana
- Asthema: Procedure, Benefits & contraindications for Sukhasana, Chakrasana, Gomukhasana, Parvatasana, Bhujangasana, Paschimottasana, Matsyasana
- Hypertension: Tadasana, Vajrasana, Pavan Muktasana, Ardha Chakrasana, Bhujangasana, Shavasana
- Back Pain: Tadasana, Ardh Matsyendrasana, Vakrasana, Shalabhasana, Bhujangasana

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

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

Unit V Children & Women in Sports

- Motor development & factors affecting it
- Exercise Guidelines at different stages of growth & Development
- Common Postural Deformities - Knock Knee; Flat Foot; Round Shoulders; Lordosis, Kyphosis, Bow Legs and Scoliosis and their corrective measures
- Sports participation of women in India
- Special consideration (Menarch & Menstrual Disfunction)
- Female Athletes Triad (Oestoperosis, Amenoria, Eating Disorders)

Unit VI Test & Measurement in Sports

- Motor Fitness Test – 50 M Standing Start, 600 M Run/Walk, Sit & Reach, Partial Curl Up, Push Ups (Boys), Modified Push Ups (Girls), Standing Broad Jump,

MyCareer Info

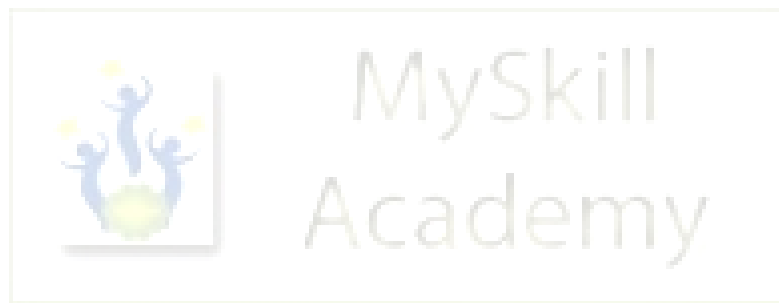
Agility – 4x10 M Shuttle Run

- General Motor Fitness – Barrow three item general motor ability (Standing Broad Jump, Zig Zag Run, Medicine Ball Put – For Boys: 03 Kg & For Girls: 01 Kg)

- Measurement of Cardio Vascular Fitness –

Harvard Step Test/Rockport Test Computation of Fitness

Index: $\frac{\text{Duration of the Exercise in Seconds} \times 100}{5.5 \times \text{Pulse count of 1-1.5 Min after Exercise}}$



MyCareer Info

- Rikli & Jones - Senior Citizen Fitness Test
 1. Chair Stand Test for lower body strength
 2. Arm Curl Test for upper body strength
 3. Chair Sit & Reach Test for lower body flexibility
 4. Back Scratch Test for upper body flexibility
 5. Eight Foot Up & Go Test for agility
 6. Six Minute Walk Test for Aerobic Endurance

Unit VII Physiology & Injuries in Sports

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

Unit VIII Biomechanics & Sports

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

Unit IX Psychology & Sports

- Personality; its definition & types – Trait & Types (Sheldon & Jung Classification) & Big Five Theory
- Motivation, its type & techniques
- Exercise Adherence; Reasons to Exercise, Benefits of Exercise
- Strategies for Enhancing Adherence to Exercise
- Meaning, Concept & Types of Aggressions in Sports

Unit X Training in Sports

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

Practical

Max. Marks 30

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

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

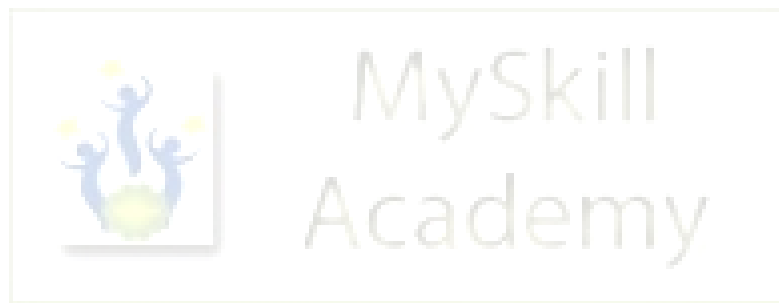
****Record File shall include:**

MyCareer Info

Practical-1: Fitness tests administration for all items.

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

Practical-3: Procedure for administering Senior Citizen Fitness Test for 5 elderly family members. Practical-4: Any one game of your choice out of the list above. Labelled diagram of field & equipment (Rules, Terminologies & Skills).



**CLASS XII (2021-
22) physics
(THEORY)**

Time: 3 hrs.

Max Marks: 70

		No. of Periods	Marks
Unit-I	Electrostatics	24	16
	Chapter-1: Electric Charges and Fields		
	Chapter-2: Electrostatic Potential and Capacitance		
Unit-II	Current Electricity	18	
	Chapter-3: Current Electricity		
Unit-III	Magnetic Effects of Current and Magnetism	22	17
	Chapter-4: Moving Charges and Magnetism		
	Chapter-5: Magnetism and Matter		
Unit-IV	Electromagnetic Induction and Alternating Currents	20	
	Chapter-6: Electromagnetic Induction		
	Chapter-7: Alternating Current		
Unit-V	Electromagnetic Waves	04	18
	Chapter-8: Electromagnetic Waves		
Unit-VI	Optics	27	
	Chapter-9: Ray Optics and Optical Instruments		
	Chapter-10: Wave Optics		
Unit-VII	Dual Nature of Radiation and Matter	08	12
	Chapter-11: Dual Nature of Radiation and Matter		
Unit-VIII	Atoms and Nuclei	15	
	Chapter-12: Atoms		
	Chapter-13: Nuclei		
Unit-IX	Electronic Devices	12	7
	Chapter-14: Semiconductor Electronics: Materials, Devices and Simple Circuits		
Total		150	70

Unit I: Electrostatics

24 Periods

Chapter–1: Electric Charges and Fields

Electric Charges; Conservation of charge, Coulomb's law-force between two point charges, forces between multiple charges; superposition principle and continuous charge distribution.

Electric field, electric field due to a point charge, electric field lines, electric dipole, electric field due to a dipole, torque on a dipole in uniform electric field.

Electric flux, statement of Gauss's theorem and its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet and uniformly charged thin spherical shell (field inside and outside).

Chapter–2: Electrostatic Potential and Capacitance

Electric potential, potential difference, electric potential due to a point charge, a dipole and system of charges; equipotential surfaces, electrical potential energy of a system of two point charges and of electric dipole in an electrostatic field.

Conductors and insulators, free charges and bound charges inside a conductor. Dielectrics and electric polarisation, capacitors and capacitance, combination of capacitors in series and in parallel, capacitance of a parallel plate capacitor with and without dielectric medium between the plates, energy stored in a capacitor.

Unit II: Current Electricity

18 Periods

Chapter–3: Current Electricity

Electric current, flow of electric charges in a metallic conductor, drift velocity, mobility and their relation with electric current; Ohm's law, electrical resistance, V-I characteristics (linear and non-linear), electrical energy and power, electrical resistivity and conductivity, Carbon resistors, colour code for carbon resistors; series and parallel combinations of resistors; temperature dependence of resistance. Internal resistance of a cell, potential difference and emf of a cell, combination of cells in series and in

parallel, Kirchhoff's laws and simple applications, Wheatstone bridge, metre bridge.

Potentiometer - principle and its applications to measure potential difference and for comparing EMF of two cells; measurement of internal resistance of a cell.

Unit III: Magnetic Effects of Current and Magnetism

22

Periods Chapter-4: Moving Charges and Magnetism

Concept of magnetic field, Oersted's experiment.

Biot - Savart law and its application to current carrying circular loop.

Ampere's law and its applications to infinitely long straight wire. Straight and toroidal solenoids (only qualitative treatment), force on a moving charge in uniform magnetic and electric fields, Cyclotron.

Force on a current-carrying conductor in a uniform magnetic field, force between two parallel current-carrying conductors-definition of ampere, torque experienced by a current loop in uniform magnetic field; moving coil galvanometer-its current sensitivity and conversion to ammeter and voltmeter.

Chapter-5: Magnetism and Matter

Current loop as a magnetic dipole and its magnetic dipole moment, magnetic dipole moment of a revolving electron, magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis, torque on a magnetic dipole (bar magnet) in a uniform magnetic field; bar magnet as an equivalent solenoid, magnetic field lines; earth's magnetic field and magnetic elements.

Para-, dia- and ferro - magnetic substances, with examples. Electromagnets and factors affecting their strengths, permanent magnets.

Unit IV: Electromagnetic Induction and Alternating Currents

20

Periods Chapter-6: Electromagnetic Induction

Electromagnetic induction; Faraday's laws, induced EMF and current; Lenz's

Law, Eddy currents. Self and mutual induction.

Chapter–7: Alternating Current

Alternating currents, peak and RMS value of alternating current/voltage; reactance and impedance; LC oscillations (qualitative treatment only), LCR series circuit, resonance; power in AC circuits, power factor, wattless current.

AC generator and transformer.

Unit V: Electromagnetic waves

04

Periods Chapter–8: Electromagnetic Waves

Basic idea of displacement current, Electromagnetic waves, their characteristics, their Transverse nature (qualitative ideas only).

Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, X-rays, gamma rays) including elementary facts about their uses.

Unit VI: Optics

27 Periods

Chapter–9: Ray Optics and Optical Instruments

Ray Optics: Reflection of light, spherical mirrors, mirror formula, refraction of light, total internal reflection and its applications, optical fibres, refraction at spherical surfaces, lenses, thin lens formula, lensmaker's formula, magnification, power of a lens, combination of thin lenses in contact, refraction of light through a prism.

Scattering of light - blue colour of sky and reddish appearance of the sun at sunrise and sunset.

Optical instruments: Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying powers

Chapter–10: Wave Optics

Wave optics: Wave front and Huygen's principle, reflection and refraction of plane wave at a plane surface using wave fronts. Proof of laws of reflection and refraction using Huygen's principle. Interference, Young's

double slit experiment and expression for fringe width, coherent sources and sustained interference of light, diffraction due to a single slit, width of central maximum, resolving power of microscope and astronomical telescope, polarisation, plane polarised light, Brewster's law, uses of plane polarised light and Polaroids.

Unit VII: Dual Nature of Radiation and Matter

08

Periods Chapter–11: Dual Nature of Radiation and Matter

Dual nature of radiation, Photoelectric effect, Hertz and Lenard's observations; Einstein's photoelectric equation-particle nature of light.

Experimental study of photoelectric effect

Matter waves-wave nature of particles, de-Broglie relation, Davisson-Germer experiment (experimental details should be omitted; only conclusion should be explained).

Unit VIII: Atoms and Nuclei

15 Periods

Chapter–12: Atoms

Alpha-particle scattering experiment; Rutherford's model of atom; Bohr model, energy levels, hydrogen spectrum.

Chapter–13: Nuclei

Composition and size of nucleus, Radioactivity, alpha, beta and gamma particles/rays and their properties; radioactive decay law, half life and mean life. Mass-energy relation, mass defect; binding energy per nucleon and its variation with mass number; nuclear fission, nuclear fusion.

Unit IX: Electronic Devices

12 Periods

Chapter–14: Semiconductor Electronics: Materials, Devices and Simple Circuits

Energy bands in conductors, semiconductors and insulators (qualitative ideas

only)

Semiconductor diode - I-V characteristics in forward and reverse bias, diode as a rectifier;

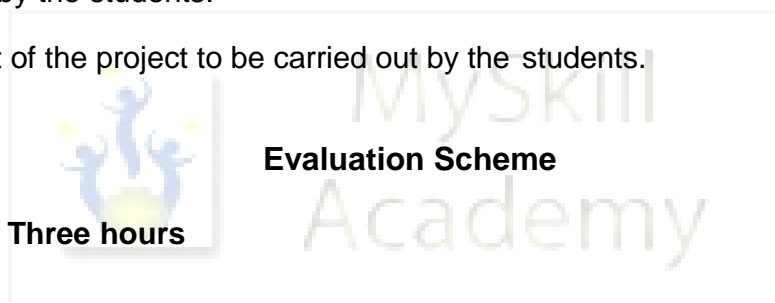
Special purpose p-n junction diodes: LED, photodiode, solar cell and Zener diode and their characteristics, zener diode as a voltage regulator.

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.
- The Report of the project to be carried out by the students.



Time Allowed: Three hours

Max. Marks: 30

Two experiments one from each section	7+7 Marks
Practical record [experiments and activities]	5 Marks
One activity from any section	3 Marks

Investigatory Project	3 Marks
Viva on experiments, activities and project	5 Marks
Total	30 marks

Experiments

SECTION–A

1. To determine resistivity of two / three wires by plotting a graph for potential difference versus current.
2. To find resistance of a given wire / standard resistor using metre bridge.

3. To verify the laws of combination (series) of resistances using a metre bridge.

OR

To verify the laws of combination (parallel) of resistances using a metre bridge.

4. To compare the EMF of two given primary cells using potentiometer.
5. To determine the internal resistance of given primary cell using potentiometer.
6. To determine resistance of a galvanometer by half-deflection method and to find its figure of merit.
7. To convert the given galvanometer (of known resistance and figure of merit) into a voltmeter of desired range and to verify the same.

OR

To convert the given galvanometer (of known resistance and figure of merit) into an ammeter of desired range and to verify the same.

8. To find the frequency of AC mains with a sonometer.

Activities

1. To measure the resistance and impedance of an inductor with or without iron core.
2. To measure resistance, voltage (AC/DC), current (AC) and check continuity of a given circuit using multimeter.
3. To assemble a household circuit comprising three bulbs, three (on/off) switches, a fuse and a power source.
4. To assemble the components of a given electrical circuit.
5. To study the variation in potential drop with length of a wire for a steady current.
6. To draw the diagram of a given open circuit comprising at least a battery, resistor/rheostat, key, ammeter and voltmeter. Mark the components that are not connected in proper order and correct the circuit and also the circuit diagram.

SECTION-B

Experiments

1. To find the value of v for different values of u in case of a concave mirror and to find the focal length.
2. To find the focal length of a convex mirror, using a convex lens.
3. To find the focal length of a convex lens by plotting graphs between u and v or between $1/u$ and $1/v$.
4. To find the focal length of a concave lens, using a convex lens.
5. To determine angle of minimum deviation for a given prism by plotting a graph between angle of incidence and angle of deviation.
6. To determine refractive index of a glass slab using a travelling microscope.
7. To find refractive index of a liquid by using convex lens and plane mirror.
8. To draw the I-V characteristic curve for a p-n junction diode in forward bias and reverse bias.
9. To draw the characteristic curve of a zener diode and to determine its reverse breaks down voltage.

Activities

1. To identify a diode, an LED, a resistor and a capacitor from a mixed collection of such items.
2. Use of multimeter to see the unidirectional flow of current in case of a diode and an LED and check whether a given electronic component (e.g., diode) is in working order.
3. To study effect of intensity of light (by varying distance of the source) on an LDR.
4. To observe refraction and lateral deviation of a beam of light incident obliquely on a glass slab.
5. To observe polarization of light using two Polaroids.
6. To observe diffraction of light due to a thin slit.
7. To study the nature and size of the image formed by a (i) convex lens, (ii) concave mirror, on a screen by using a candle and a screen (for different distances of the candle from the lens/mirror).
8. To obtain a lens combination with the specified focal length by using two lenses from the given set of lenses.

Suggested Investigatory Projects

1. To study various factors on which the internal resistance/EMF of a cell depends.
2. To study the variations in current flowing in a circuit containing an LDR because of a variation in
 - (a) the power of the incandescent lamp, used to 'illuminate' the LDR (keeping all the lamps at a fixed distance).
 - (b) the distance of a incandescent lamp (of fixed power) used to 'illuminate' the LDR.
3. To find the refractive indices of (a) water (b) oil (transparent) using a plane mirror, an equi convex lens (made from a glass of known refractive index) and an adjustable object needle.
4. To design an appropriate logic gate combination for a given truth table.
5. To investigate the relation between the ratio of (i) output and input voltage and (ii) number of turns in the secondary coil and primary coil of a self-designed transformer.
6. To investigate the dependence of the angle of deviation on the angle of incidence using a hollow prism filled one by one, with different transparent fluids.
7. To estimate the charge induced on each one of the two identical styrofoam (or pith) balls suspended in a vertical plane by making use of Coulomb's law.
8. To study the factor on which the self-inductance of a coil depends by observing the effect of this coil, when put in series with a resistor/(bulb) in a circuit fed up by an A.C. source of adjustable frequency.
9. To study the earth's magnetic field using a tangent galvanometer.

Practical Examination for Visually Impaired Students of Classes XI and XII Evaluation Scheme

Time Allowed: Two hours

Max. Marks: 30

Identification/Familiarity with the apparatus	5 marks
Written test (based on given/prescribed practicals)	10 marks
Practical Record	5 marks
Viva	10 marks
Total	30 marks

General Guidelines

- The practical examination will be of two hour duration.
- A separate list of ten experiments is included here.
- The written examination in practicals for these students will be conducted at the time of practical examination of all other students.
- The written test will be of 30 minutes duration.
- The question paper given to the students should be legibly typed. It should contain a total of 15 practical skill based very short answer type questions. A student would be required to answer any 10 questions.
- A writer may be allowed to such students as per CBSE examination rules.
- All questions included in the question papers should be related to the listed practicals. Every question should require about two minutes to be answered.
- These students are also required to maintain a practical file. A student is expected to record at least five of the listed experiments as per the specific instructions for each subject. These practicals should be duly checked and signed by the internal examiner.
- The format of writing any experiment in the practical file should include aim, apparatus required, simple theory, procedure, related practical skills, precautions etc.
- Questions may be generated jointly by the external/internal examiners and used for assessment.
- The viva questions may include questions based on basic theory/principle/concept, apparatus/ materials/chemicals required, procedure, precautions, sources of error etc.

Class XII

A. Items for Identification/ familiarity with the apparatus for assessment in practicals (All experiments)

Meter scale, general shape of the voltmeter/ammeter, battery/power supply, connecting wires, standard resistances, connecting wires, voltmeter/ammeter, meter bridge, screw gauge, jockey Galvanometer, Resistance Box, standard Resistance, connecting wires, Potentiometer, jockey, Galvanometer, Lechlanche cell, Daniell cell [simple distinction between the two vis-à-vis their outer (glass and copper) containers], rheostat connecting wires, Galvanometer, resistance box, Plug-in and tapping keys, connecting wires battery/power supply, Diode, Resistor (Wire-wound or carbon ones with two wires connected to two ends), capacitors (one or two types), Inductors, Simple electric/electronic bell, battery/power supply, Plug-in and tapping keys, Convex lens, concave lens, convex mirror, concave mirror, Core/hollow wooden cylinder, insulated wire, ferromagnetic rod, Transformer core, insulated wire.

B. List of Practicals

1. To determine the resistance per cm of a given wire by plotting a graph between voltage and current.
2. To verify the laws of combination (series/parallel combination) of resistances by Ohm's law.
3. To find the resistance of a given wire / standard resistor using a meter bridge.
4. To compare the e.m.f of two given primary cells using a potentiometer.
5. To determine the resistance of a galvanometer by half deflection method.
6. To identify a resistor, capacitor, inductor and diode from a mixed collection of such items.
7. To observe the difference between
 - (i) a convex lens and a concave lens
 - (ii) a convex mirror and a concave mirror and to estimate the likely difference between the power of two given convex /concave lenses.
8. To design an inductor coil and to know the effect of
 - (i) change in the number of turns

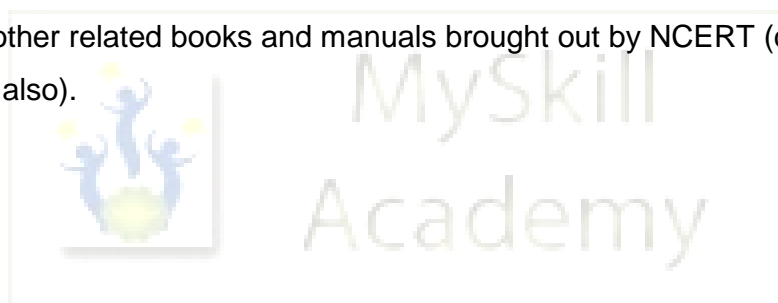
(ii) Introduction of ferromagnetic material as its core material on the inductance of the coil.

9. To design a (i) step up (ii) step down transformer on a given core and know the relation between its input and output voltages.

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

Prescribed Books:

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



QUESTION PAPER DESIGN

Theory (Class: XI/XII)

Maximum Marks: 70

Duration: 3 hrs.

S	Typology of Questions	Total Marks	Approximate Percentage
1	<p>Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	27	38 %
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	22	32%
3	<p>Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p>Evaluating : Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p>Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p>	21	30%
	Total Marks	70	100

Practical: 30 Marks

Note:

1. **Internal Choice:** *There is no overall choice in the paper. However, there will be at least 33% internal choice.*
2. *The above template is only a sample. Suitable internal variations may be made for generating similar templates keeping the overall weightage to different form of questions and typology of questions same.*

POLITICAL SCIENCE (Code No. 028) Class XII (2021-22)

Time: 3 hrs.

Max. Marks: 80

Part A: Contemporary World Politics

Units	Contents	Periods	Marks
1	Cold War Era and Non-aligned Movement	18	12
2	The End of Bipolarity	18	
3	New Centers of Power	16	12
4	South Asia and the Contemporary World	16	
5	United Nations and its Organizations	12	08
6	Security in Contemporary World	10	
7	Environment and Natural Resources	10	08
8	Globalization	10	
Total		110	40

Part B: Politics in India Since Independence

Units	Contents	Periods	Marks
9	Challenges of Nation-Building	36	12
10	Planning and Development		
11	India's Foreign Policy	08	06
12	Parties and the Party Systems in India	30	10
13	Democratic Resurgence		
14	Social and New Social Movements in India	36	12
15	Regional Aspirations		
16	Indian Politics: Trends and Developments		
Total		110	40

COURSE CONTENTS

Part A: Contemporary World Politics

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

Part B: Politics in India Since Independence

9	Challenges of Nation- Building Nation and Nation Building, Sardar Vallabh Bhai Patel and Integration of States, Legacy of Partition: Challenge of Refugee, Resettlement, Kashmir Issue, Nehru's Approach to Nation – Building, Political Conflicts over Language and Linguistic Organization of States.	20 Periods
10	Planning and Development Changing nature of India's Economic Development, Planning Commission and Fiveyear Plans, National Development Council, NITI Aayog.	16 Periods
11	India's Foreign Policy Principles of Foreign Policy; India's Changing Relations with Other Nations: US, Russia, China, Israel; India's Relations with its Neighbours: Pakistan, Bangladesh, Nepal, Sri Lanka and Myanmar; India's Nuclear Programme.	08 Periods
12	Parties and the Party Systems in India Congress System, Bi-party System, Multi-party Coalition System.	14 Periods
13	Democratic Resurgence Jaya Prakash Narayan and Total Revolution, Ram Manohar Lohia and Socialism, Pandit Deendayal Upadhyaya and Integral Humanism, National Emergency, Democratic Upsurges – Participation of the Adults, Backwards and Youth.	16 Periods
14	Social and New Social Movements in India Social vs. New Social Movements, Farmer's movements, Worker's Movements, Women's Movements, Ecological Movements.	10 Periods
15	Regional Aspirations Rise of Regional Parties, Punjab Crisis, The Kashmir issue, Movements for Autonomy.	10 Periods
16	Indian Politics: Trends and Developments Era of Coalitions: National Front, United Front, United Progressive Alliance [UPA] – I & II, National Democratic Alliance [NDA] – I, II, III & IV, Issues of Development and Governance.	16 Periods

Prescribed Books:

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

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

Question Paper Design (2021-22)
POLITICALSCIENCE(CODE NO. 028)
CLASS XII

TIME: 3 Hours

Max . Marks : 80

S.No	Competencies	Total Marks	% Weightage
1	Demonstrative Knowledge + Understanding (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information) (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	29	Upto 37%
2	Knowledge / Conceptual Application (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)	27	Upto 33%
3	Formulation Analysis, Evaluation and Creativity (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)(includes Map interpretation)	24	Upto 30%
Total		80	100%

Project Work : 20 Marks

Details of Project Work

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

Work taken up by the student must be discussed by the teacher in classroom.

☐ Scheme of Options:

There is an internal choice for long answer questions of 6 marks.

- ☐ In order to assess different mental abilities of learners, question paper is likely to

include questions based on passages, visuals such as maps, cartoons, etc. No factual question will be asked on the information given in the plus (+) boxes in the textbooks.

Class XII

Paper I: Contemporary World Politics

Unit-2: The End of Bipolarity

Sub-Unit: 'Arab Spring'

The 21st century witnessed emergence of new developments for democracies and democratization in West Asian countries, one such event is characterized as Arab Spring that began in 2010. Located in Tunisia, the Arab Spring took its roots where the struggle against corruption, unemployment and poverty was started by the public which turned into a political movement because the people considered the existing problems as outcome of autocratic dictatorship. The demand for democracy that started in Tunisia spread throughout the Muslim- dominated Arab countries in West Asia. Hosni Mubarak, who had been in power in Egypt since 1979, also collapsed as a result of the massive democratic protests. In addition, the influence of Arab Spring could also be seen in Yemen, Bahrain, Libya and Syria where similar protests by the people led to democratic awakening throughout the region.

Unit-3: New Centres of

Power Sub-Unit:

'BRICS'

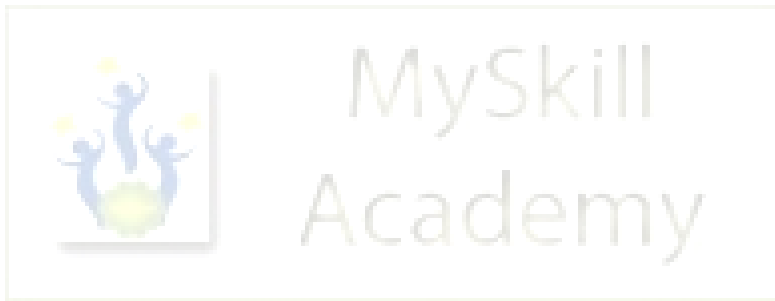
The term BRICS refers to Brazil, Russia, India, China, and South Africa respectively. BRIC was founded in **2006** in Russia. BRIC turned into BRICS after the inclusion of South Africa in its first meeting in the year **2009**. The key objectives of BRICS are primarily to cooperate and distribute mutual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

Sub-Unit: 'Russia'

MyCareer Info

Russia has been the largest part of the former Soviet Union even before its disintegration.

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



Sub-Unit: 'India'

The 21st century India is being seen as an important emerging global power. The world is experiencing the power and rise of India in a multidimensional way. The economic, cultural, strategic position of the country with a population of more than **135** crores is very strong. From an economic perspective, targeting the goal of a **\$5** trillion economy, a competitive huge market, an ancient inclusive culture with **200** million people of Indian Diaspora spreading across the globe impart distinct meaning and salience to India as a new centre of power in the 21st century.

From a strategic perspective, the military of India is self-sufficient with indigenous nuclear technology making it another nuclear power. 'Make in India' scheme in technology and science is another milestone of Indian economy. All these changes are making India an important centre of power in the present world.

Sub-Unit: 'Israel'

Shown on the world map with a pointer, Israel has emerged as one of the most powerful nations in the 21st century world in terms of science and technology, defence, intelligence besides economy. Situated in the middle of the burning politics of West Asian countries, Israel has reached to the new heights of global political standing by virtue of its indomitable defence prowess, technological innovations, industrialization and agricultural development. Sustaining against adversity is the principle with which a small Jewish-Zionist nation, i.e., Israel is placed in the contemporary global politics in general and the Arab-dominated West Asian politics in particular.

Unit-5: United Nations and Its

Organizations Sub-Unit:

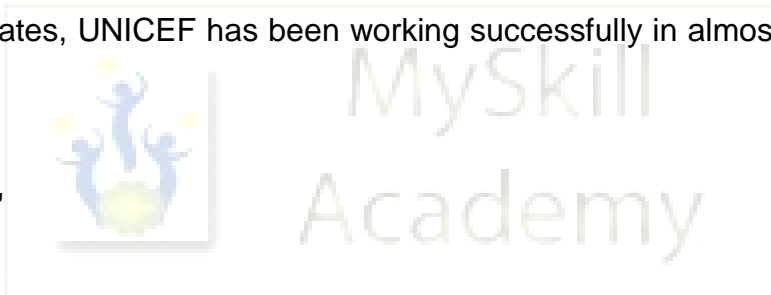
'UNESCO'

The United Nations Educational, Scientific and Cultural Organization (**UNESCO**) was established on **4** November **1946**. With its headquarter in Paris, France, UNESCO is a

special body of the United Nations whose main objective is to promote education, natural science, society and anthropology, culture and communication. During past several years, the special work done by UNESCO has been to promote literacy, technical and educational training and independent media etc. all across its member nations.

Sub-Unit: 'UNICEF'

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



Sub-Unit: 'ILO'

The International Labour Organization (ILO), founded in October 1919 with its headquarter in Geneva, Switzerland, is a body of the United Nations which aims to promote efficient conditions of social justice and work for workers through international labour standards at the global level. In addition, there is an incentive for women and male workers to engage in productive work and to create safety, parity and self-respectful conditions for them at the workplace.

Unit-6: Security in Contemporary

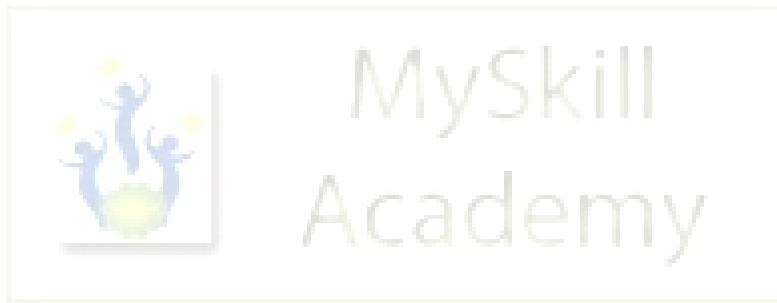
World Sub-Unit: 'Terrorism'

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

There could be three broad meanings of terrorism:

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

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



Class XII

Paper II: Politics in India Since Independence

Unit-9: Challenges of Nation Building

Sub-Unit: 'Patel and National Integration'

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

At the time of independence, the problem of integration of princely states was a big challenge for the national unity and integrity of India. Under such difficult times, Sardar Patel undertook the daunting tasks of uniting all 565 princely states of India. Known as an 'Iron Man' of India, Patel's approach to the question of the merger of princely states into independent India was very clear. He was not in favour of any compromise with the territorial integrity of India. By his political experience, diplomatic prowess and foresightedness, out of India's 565 princely states many had already given their consent to merge with India even before achieving the independence. Sardar Patel faced key challenges of integration from three states, viz., Hyderabad, Junagarh and Kashmir. It was under his leadership that Indian forces compelled Hyderabad and Junagarh to merge with India. Keeping well-versed with Pakistan's intentions from Jinnah's divisive 'Two Nation Theory', Sardar Patel's opinion on Kashmir was different from other leaders. Like Hyderabad, he also wanted Kashmir's integration with India through military operations. But due to various reasons, Sardar could not succeed in integrating Kashmir fully with India. However, Sardar will always remain as an astounding leader who combined in himself the features of a true 'Nationalist', 'Catalyst' and 'Realist' – popularly characterised as NCR in Indian political history.

Unit-2: Planned

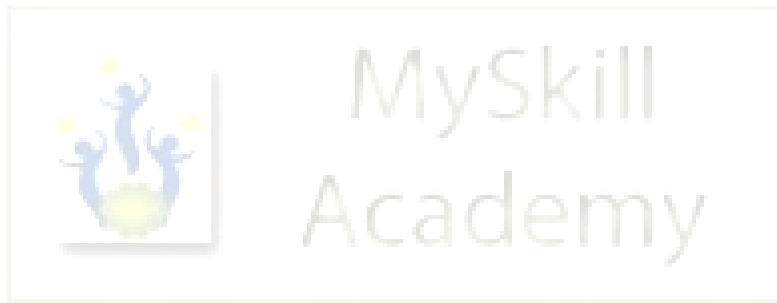
Development Sub-Unit:

'NITI Aayog'

After independence, a Planning Commission based on socialist model was formed for the

MyCareer Info

planned development of India. But in the era of globalization, especially in the **21st** century, it was becoming ineffective and irrelevant, particularly in terms of coping with the pressing challenges of development. Hence, during his Independence Day speech on **15 August 2014**,



Prime Minister Narendra Modi talked about the abolition of the Planning Commission. NITI Aayog was constituted in place of Planning Commission on 1 January **2015** with the objective of providing the necessary and technical advice to the Union Government regarding policy making at the Central and State levels.

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

To harmonize the interests of national security and economic policy and to prepare strategic and long-term framework of policy and program, NITI Aayog acts as a think tank of the Union Government. By adopting a 'Bottom-Up Approach', the NITI Aayog acts in the spirit of cooperative federalism as it ensures equal participation of all states in the country.

Unit-3: India's Foreign Policy

Sub-Unit: 'India-Israel Relations'

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

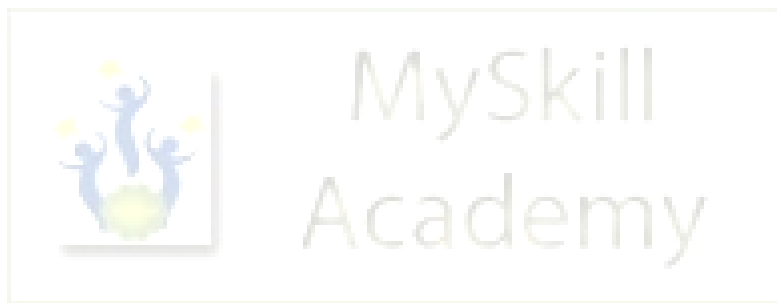
Though historical and cultural ties between India and Israel have gone back from times immemorial, diplomatic relations formally developed between the two after the opening of Israeli embassy in India in **1992**.

After the establishment of formal diplomatic relations, the relations between the two countries started gaining firmness in 1996 and 1998 onwards. Relations between the two democratic nations further intensified with the visits of the Two Heads of Government: Prime Minister Narendra Modi to Israel in **2017** and Prime Minister Benjamin Netanyahu to India in **2018**. The two nations have started cooperation in various fields like cultural exchange, security and defence, counterterrorism, space

research, water and energy and agricultural development.

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

India's nuclear policy has always been peace-oriented, whose clear impression is reflected in the policy of *No First Use*. But in view of contemporary regional security challenges, the present government led by Prime Minister Narendra Modi has made it clear that the policy of no first use can be reviewed and changed in consonance with India's regional and national security. In



addition, India is committed to ensuring its membership in the Nuclear Suppliers Group (NSG) and opposing partisan and unjust nuclear treaties like CTBT and NPT.

Unit-5: Democratic Resurgence

Sub-Unit: 'Jaya Prakash Narayan and Total Revolution' [Updates]

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

Jaya Prakash Narayan was the first leader in post-independence India who undertook a tirade against corruption through the participation of youth, particularly in Gujarat and Bihar. He advocated the office of Lokpal against corruption. His principle of Communitarian Socialism views India as a society of communities encompassing three key layers, viz., community, region and *rashtra* – all combining together as an example of true federation.

Based on the above principles, Jaya Prakash Narayan advocated transformation of individual, society and state through his call for 'Total Revolution'. His call for total revolution sought to encompass moral, cultural, economic, political, educational and ecological transformations. His political transformation included the right to recall, the importance of village/*mohalla samities* in democratic politics, and his call for *Upper Ke Log* to join political struggle for a clean politics in the country.

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

Sub-Unit: 'Ram Manohar Lohia and Socialism'

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

Lohia advocated *Chouburja Rajneeti* in which he opines four pillars of politics as well as

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socialism: Centre, Region, District and Village – all are linked with each other. Giving consideration to affirmative action, Lohia argued that the policy of affirmative action should not only be for the downtrodden but also for the women and the non-religious minorities.

Based on the premise of Democratic Socialism and *Chouburja Rajneeti*, Lohia supported a 'Party of Socialism' as an attempt of merging all political parties. The Party of Socialism



according to Lohia should have three symbols, viz., Spade [prepared to make efforts], Vote [power of voting], and Prison [Willingness to make sacrifices].

Sub-Unit: 'Deendayal Upadhyaya and Integral Humanism'

Pandit Deendayal Upadhyaya was a philosopher, sociologist, economist and politician. The philosophy presented by him is called 'Integral Humanism' which was intended to present an 'indigenous socio-economic model' in which human being remains at the centre of development. The aim of Integral Humanism is to ensure dignified life for every human being while balancing the needs of the individual and society. It supports sustainable consumption of natural resources so that those resources can be replenished. Integral Humanism enhances not only political but also economic and social democracy and freedom. As it seeks to promote diversity, it is best suited for a country as diverse as India.

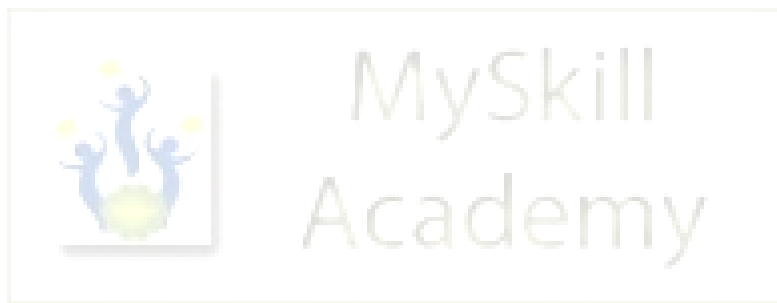
The philosophy of Integral Humanism is based on the following three principles:

- Primacy of whole, not part
- Supremacy of *Dharma*
- Autonomy of Society

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

Deen Dayal Upadhyaya advocated Indianization of Democracy, particularly with a focus on Economic Democracy. For him, decentralization & Swadeshi are the foundation of Economic Democracy. His philosophy broadly revolved around the principle of Arthayaam which states that both the absence and prominence of artha lead to the destruction and denigration of Dharma which is so central to Integral Humanism.

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



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

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

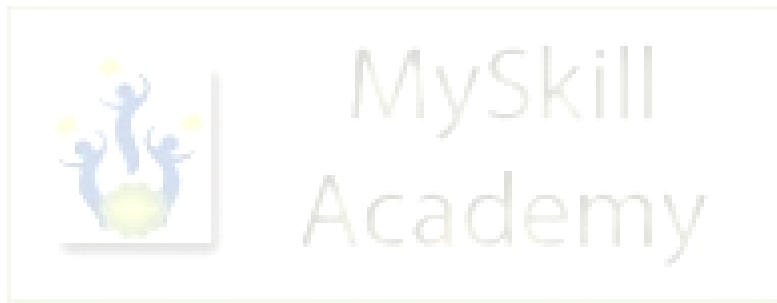
The era of Liberalization, Privatization and Globalization from the early 1990s is attributed to the emergence of a competitive market society encompassing all important sectors of economy, society and polity thus paving way for the 'Third Democratic Upsurge'. The Third Democratic Upsurge represents a competitive electoral market which is based not on the principle of *survival of the fittest* but rather the *survival of the ablest*. It underlines three shifts in India's electoral market: from *State to Market*, from *Government to Governance*, from *State as Controller to State as Facilitator*. Moreover, the Third Democratic Upsurge seeks to promote the participation of the youth who constitute a significant chunk of Indian society and have emerged as the real *game changers* in view of their increasing electoral preference for both development and governance in India's contemporary democratic politics.

Unit-7: Regional

Aspirations Sub-Unit: 'The

Kashmir Issue'

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



citizenship rights prohibiting the non-Kashmiris from buying property in the state.

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

It was against this backdrop that current NDA Government presented the Jammu and Kashmir Reorganization Bill in Rajya Sabha on **5 August 2019** for the abolition of Section **370** and **35-A** from Kashmir, which was passed by a majority. The bill was passed by the Lok Sabha on **6 August 2019**. After the President's assent on **9 August 2019**, Sections **370** and **35A** were repealed and Jammu and Kashmir got divided into two Union Territories of Ladakh and Jammu and Kashmir.

Unit-8: Indian Politics: Trends and Developments

Sub-Unit: 'NDA III & IV'

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

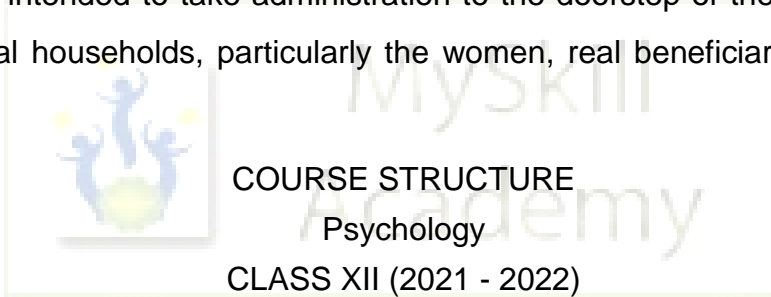
The 2019 Lok Sabha elections, the 17th since independence, once again brought back BJP led NDA [NDA IV] to the centre of power by winning more than 350 seats out of 543. The BJP on its own won 303 seats in Lok Sabha, the biggest number any single party has won in the lower house since 1984 when Congress swept the elections in the

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

Sub-Unit: ‘Issues of Development and Governance’

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

All these schemes intended to take administration to the doorstep of the common man by making the rural households, particularly the women, real beneficiaries of the Central Government schemes.



One Theory Paper

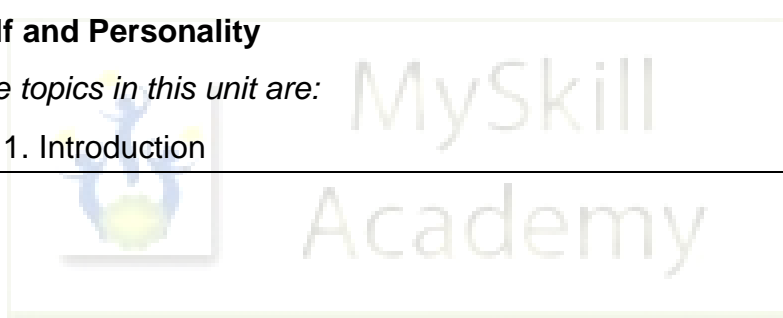
3 Hours
Marks: 70

Units	Topics	No. of periods	Marks
I	Variations in Psychological Attributes	20	9
II	Self and Personality	24	10
III	Meeting Life Challenges	14	7
IV	Psychological Disorders	24	10
V	Therapeutic Approaches	20	7
VI	Attitude and Social Cognition	20	8
VII	Social Influence and Group Processes	22	7
VIII	Psychology and Life	13	6
IX	Developing Psychological Skills	13	6
Total		170	70

COURSE CONTENT

MyCareer Info

Unit I	Variations in Psychological Attributes <i>The topics in this unit are:</i> <ol style="list-style-type: none">1. Introduction2. Individual Differences in Human Functioning3. Assessment of Psychological Attributes4. Intelligence5. Theories of Intelligence: Psychometric Theories of Intelligence, Information Processing Theories, Theory of Multiple Intelligences, Triarchic Theory of Intelligence, Planning, Attention-Arousal and Simultaneous Successive Model of Intelligence6. Individual Differences in Intelligence7. Culture and Intelligence8. Emotional Intelligence9. Special Abilities: Aptitude: Nature and Measurement10. Creativity	20 Periods
Unit II	Self and Personality <i>The topics in this unit are:</i> <ol style="list-style-type: none">1. Introduction	24 Periods



MyCareer Info

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

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	<ul style="list-style-type: none"> • Historical Background 3. Classification of Psychological Disorders 4. Factors Underlying Abnormal Behaviour 5. Major Psychological Disorders <ul style="list-style-type: none"> • Anxiety Disorders • Obsessive-Compulsive and Related Disorders • Trauma-and Stressor-Related Disorders • Somatic Symptom and Related Disorders • Dissociative Disorders • Depressive Disorder • Bipolar and Related Disorders • Schizophrenia Spectrum and Other Psychotic Disorders • Neurodevelopmental Disorders • Disruptive, Impulse-Control and Conduct Disorders • Feeding and Eating Disorders • Substance Related and Addictive Disorders 	
Unit V	<p>Therapeutic Approaches</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Nature and Process of Psychotherapy <ul style="list-style-type: none"> • Therapeutic relationship 2. Types of Therapies <ul style="list-style-type: none"> • Psychodynamic Therapy • Behaviour Therapy • Cognitive Therapy • Humanistic-Existential Therapy • Biomedical Therapy • Alternative Therapies 3. Rehabilitation of the Mentally Ill 	20 Periods
Unit VI	<p>Attitude and Social Cognition</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Explaining Social Behaviour 3. Nature and Components of Attitudes 4. Attitude Formation and Change <ul style="list-style-type: none"> • Attitude Formation 	20 Periods

MyCareer Info

	<ul style="list-style-type: none"> • Attitude Change • Attitude-Behaviour Relationship <ol style="list-style-type: none"> 5. Prejudice and Discrimination 6. Strategies for Handling Prejudice 7. Social Cognition 8. Schemas and Stereotypes 9. Impression Formation and Explaining <ul style="list-style-type: none"> • Behaviour of Others through Attributions • Impression Formation • Attribution of Causality 10. Behaviour in the Presence of Others 11. Pro-social Behaviour <ul style="list-style-type: none"> • Factors Affecting Pro-social Behaviour 	
Unit VII	<p>Social Influence and Group Processes</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Nature and Formation of Groups 3. Type of Groups 4. Influence of Group on Individual Behaviour <ul style="list-style-type: none"> • Social Loafing • Group Polarisation 5. Conformity, Compliance and Obedience 6. Cooperation and Competition <ul style="list-style-type: none"> • Determinants of Cooperation and Competition 7. Social Identity 8. Intergroup Conflict: Nature and Causes 9. Conflict Resolution Strategies 	22 Periods
Unit VIII	<p>Psychology and Life</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Human-Environment Relationship <ul style="list-style-type: none"> • Different Views of the Human-Environment Relationship 3. Environmental Effects on Human Behaviour <ul style="list-style-type: none"> • Human Influence on the Environment • Noise • Pollution 	13 Periods

MyCareer Info

	<ul style="list-style-type: none"> • Crowding • Natural Disasters <ol style="list-style-type: none"> 4. Promoting Pro-environmental Behaviour 5. Psychology and Social Concerns <ul style="list-style-type: none"> • Poverty and Discrimination • Aggression, Violence and Peace • Mahatma Gandhi on Non-violence • Health • Impact of Television on Behaviour 	
Unit IX	<p>Developing Psychological Skills</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Developing as an effective Psychologist 3. General Skills 4. Observational Skills 5. Specific Skills <ul style="list-style-type: none"> • Communication Skills • Psychological Testing Skills 6. Interviewing Skills 7. Counselling Skills 	13 Periods
Practical	<p style="text-align: right;">30 Marks</p> <p>A. Development of Case Profile: Using appropriate methods like interview, observation and psychological tests.</p> <p>B. Test administration: Students are required to administer and interpret five psychological tests related to various psychological attributes like intelligence, aptitude, attitude, personality, etc.</p> <p>C. In Practical examination, the student will be required to administer and interpret two psychological tests.</p> <p>Distribution of Marks:</p> <ul style="list-style-type: none"> • Practical File and Case Profile 10 Marks • Viva Voce (Case Profile and practical) 05 Marks • Two practicals 15 Marks* <p><small>*(5 Marks for conduct of practical and 10 Marks for report writing)</small></p>	60 Periods

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

I. Board Examination: Theory

Time: 3 Hours		Maximum Marks: 70	
S. No.	Competencies	Total Marks	% Weightage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	25	35%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	31	45%
3	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	14	20%
Total		70	100%

II. Practical: 30 Marks

Prescribed Books:

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

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

COURSE STRUCTURE

Sociology

CLASS XII (2021-22)

One Theory Paper Time: 3 Hours

Max. Marks: 80

MyCareer Info

Units		No. of periods	Marks
A	Indian Society		
	1. Introducing Indian Society	0	Non-evaluative
	2. The Demographic Structure of Indian Society	10	6
	3. Social Institutions: Continuity and Change	12	6
	4. The Market as a Social Institution	10	6
	5. Patterns of Social Inequality and Exclusion	18	6
	6. The Challenges of Cultural Diversity	22	8
	7. Suggestions for Project Work	10	Non-evaluative
		Total	32
B	Change and Development in Indian Society		
	8. Structural Change	8	6
	9. Cultural Change	12	6
	10. The Story of Indian Democracy	16	6
	11. Change and Development in Rural Society	10	6
	12. Change and Development in Industrial Society	12	6
	13. Globalization and Social Change	10	6
	14. Mass Media and Communications	12	6
	15. Social Movements	18	6
		Total	48
	Total	180	80

COURSE CONTENT

A.	INDIAN SOCIETY	32 Marks
Unit 1	Introducing Indian Society <ul style="list-style-type: none"> • Colonialism, Nationalism, Class and Community(Non-evaluative) 	0 Periods
Unit 2	The Demographic Structure of the Indian Society <ul style="list-style-type: none"> • Theories and concepts in demography 	10 Periods

MyCareer Info

	<ul style="list-style-type: none"> • Rural-Urban Linkages and Divisions • Population Policy in India 	
Unit 3	Social Institutions: Continuity and Change <ul style="list-style-type: none"> • Caste and the Caste System • Tribal Communities • Family and Kinship 	12 Periods
Unit 4	The Market as a Social Institution <ul style="list-style-type: none"> • Sociological perspectives on markets and the economy • Understanding Capitalism as a social system • Globalization - Interlinking of Local, Regional, National and International Markets 	10 Periods
Unit 5	Patterns of Social Inequality and Exclusion <ul style="list-style-type: none"> • Social Inequality and Social Exclusion • Systems justifying and perpetuating Inequality - Caste, Tribe, the Other Backward Classes • Adivasi Struggles • The Struggle for Women's Equality and Rights • The struggles of the Differently Abled 	18 Periods
Unit 6	The Challenges of Cultural Diversity <ul style="list-style-type: none"> • Cultural communities and the nation state • Regionalism in the Indian context • The Nation state and religion related issues and identities • Communalism, secularism and the nation state • State and Civil Society 	22 Periods
Unit 7	Suggestions for Project Work	10 Periods
B.	CHANGE AND DEVELOPMENT IN INDIA	48 Marks
Unit 8	Structural Change <ul style="list-style-type: none"> • Understanding Colonialism, Industrialization, Urbanization 	8 Periods
Unit 9	Cultural Change <ul style="list-style-type: none"> • Social Reform Movements • Different Kinds of Social Change: Sanskritisation, 	12 Periods

MyCareer Info

	Westernization, Modernization, Secularization	
Unit 10	<p>The Story of Indian Democracy</p> <ul style="list-style-type: none"> • The Constitution as an instrument of Social Change • Panchayati Raj and the Challenges of Social Transformation • Political Parties, Pressure Groups and Democratic Politics 	16 Periods
Unit 11	<p>Change and Development in Rural Society</p> <ul style="list-style-type: none"> • Agrarian Structure : Caste & class in Rural India • Land Reforms, Green Revolution and Emerging Agrarian society • Green revolution and its social consequences • Transformation in Rural Society • Circulation of labour • Globalization, Liberalization and Rural Society 	10 Periods
Unit 12	<p>Change and Development in Industrial Society</p> <ul style="list-style-type: none"> • From Planned Industrialization to Liberalization • How people find Jobs • Work Processes: How work is carried out, working conditions, home based work, Strikes and Unions 	12 Periods
Unit 13	<p>Globalization and Social Change</p> <ul style="list-style-type: none"> • Understanding globalization • Dimensions of Globalization: Economic, Political Cultural 	10 Periods
Unit 14	<p>Mass Media and Communication</p> <ul style="list-style-type: none"> • Types of Mass Media: Radio, Television and Print Media • Changing Nature of Mass Media • Globalisation and the media 	12 Periods
Unit 15	<p>Social Movements</p> <ul style="list-style-type: none"> • Concept of Social Movements • Theories and Classification of Social Movements • Environmental Movements • Class-Based Movements: Workers, Peasants 	18 Periods

MyCareer Info

	<ul style="list-style-type: none"> Caste-Based Movements: Dalit Movement, Backward Class Castes, Trends in Upper Caste Responses The Tribal Movements Women's Movements in Independent India 	
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PROJECT WORK	
Periods: 40	
Max. Marks: 20	Time allotted: 3 hours
C. Project undertaken during the academic year at school level <ol style="list-style-type: none"> 1. Introduction -2 Marks 2. Statement of Purpose – 2 Marks 3. Research Question – 2 Marks 4. Methodology – 3 Marks 5. Data Analysis – 4 Marks 6. Conclusion – 2 Marks 	15 Marks
D. Viva – based on the project work	05 Marks

Prescribed Books:

1. Introducing Sociology, Class XI, Published by NCERT
2. Understanding Society, Class XI, Published by NCERT
3. Indian Society, Class XII, Published by NCERT
4. Social Change and Development in India, Class XII, published by NCERT

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

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