

# BHARTIYA SHIKSHA BOARD

A "NATIONAL BOARD" SET UP THE BY THE GOVT. OF INDIA AND GRANTED PAN INDIA  
EQUIVALENCE BY THE ASSOCIATION OF INDIAN UNIVERSITIES VIDE LETTER NO.  
AIU/EV/IN(I)/2022/BSB DATED 3<sup>RD</sup> AUGUST 2022 – AN AUTHORISED BODY FOR  
GRANTING EQUIVALENCE BY THE GOVT. OF INDIA VIDE LETTER NO. F 1 1-3/2016-SCH-3  
DATED 15<sup>TH</sup> NOVEMBER 2021.



## THE SENIOR SCHOOL CURRICULUM 2024 – 25



# INDEX

S. No.	TITLE	PAGE No.
<b>ABOUT CURRICULUM</b>		
1	Preface	03
2	Preamble	04
3	Education: Worldview, Approach and Action	08
4	Principles Of Curriculum: Philosophical Perspective	13
5	Design Of Curriculum	18
6	Implementation Of Curriculum	24
7	Scheme Of Studies	31
8	हिंदी: प्रस्तावना	41
<b>SYLLABUS</b>		
9	हिंदी (आधार)	44
10	हिंदी (ऐच्छिक)	48
11	संस्कृत	54
12	English (Core)	118
13	English (Elective)	133
14	Mathematics	141
15	Physics	150
16	Biology	170
17	Chemistry	177
18	Economics	188
19	History	199
20	Political Science	214
21	Computer Science	232
22	Psychology	240
23	Physical Education	252
24	Hindustani Music Melodic Instruments	265
25	Hindustani Music Vocal	272
26	Hindustani Music Percussion Instruments	278
27	Legal Studies	284
28	Yoga	297

## PREFACE

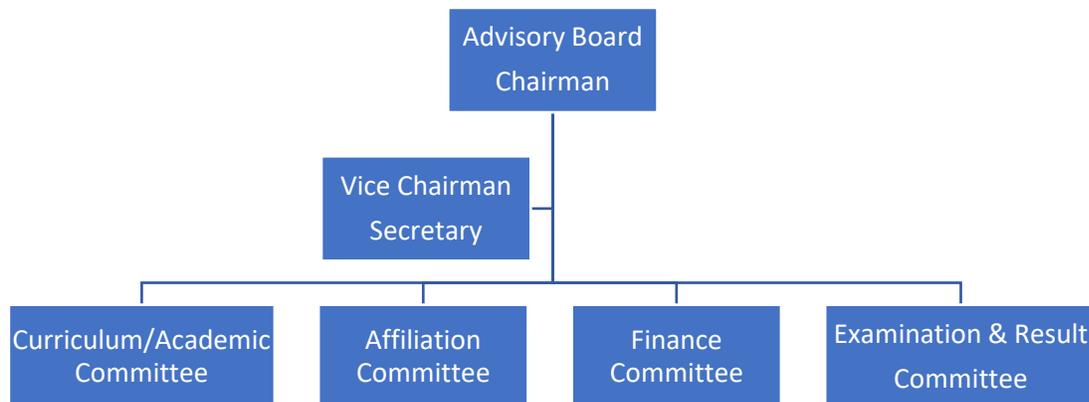
Bhartiya Shiksha Board would endeavour to provide impetus to school education so that the students grow into being self-learners, a global citizen with empathy for all living beings and environment; critical and analytical thinkers with a continuous sense of wonder and curiosity, having respect for our ancient culture and legacy, with ability to apply knowledge & skills in problem solving in real life context. For achieving such goals, Bhartiya Shiksha Board, will evolve a partnership with all the stake holders namely schools, students, parents & society, teachers and academic fraternity. Drawing the best from the modern education philosophies and Indian practices like Guru - Shishya Parampara, the class rooms in the schools will be nurturing ground for enquiry-based learning with a child centric approach focussing on his/her all round development. Creating such a teaching learning environment will be achieved by supporting teachers and school community through teacher's professional development programmes, Innovative child centric curriculum steeped in experiential learning with scope for exploration & creative expression. Assessment as an integral part of Bhartiya Shiksha Board's activities will be planned and implemented in such a manner that will help the assesses to discover what they know and have learnt, provide the teacher information about what is yet to be learnt so that strategies could be planned to further improvement of learning for certification purpose. Bhartiya Shiksha Board will provide opportunities through terminal examinations which will focus on competencies in understanding and applications in newer and unknown context. Efforts will be made to create a terminal evaluation system which is no more intimidating to the learners and nurture school environment system which values Indian culture and provides freedom to learn at one's pace, without any stress.

Bhartiya Shiksha Board will imbibe the best from the world and existing boards and try to provide quality education to the children who may not have access in the present scenario of education.

## PREAMBLE

Patanjali Yog Trust has been entrusted with the responsibility of establishing Bhartiya Shiksha Board (BSB) on March 2019 approved by MSRVVP (Maharishi Sandeepani Rashtriya Ved Vidya Pratishthan, under MHRD, Govt of India).

## ORGANOGRAM OF BSB



## Objectives of Bhartiya Shiksha Board

BSB has framed all its policies and curriculum keeping in view the National curriculum Framework 2005 and National Education Policy-2020 with the aim to provide value-based quality education to all learners and to:

1. Nurture the feeling of world fraternity, self-independence, oneness, coordination, world peace, neighbourliness, world health, the welfare of all mankind, world unity, inner joy, happiness etc.
2. Enable them to lead a prosperous and successful life of balance between material development and spirituality so that they may continuously march ahead with an all-round unchanged and non-violent development hinged on sophisticated modern thoughts.
3. Infuse them with all the fundamental universally accepted scientific and moral values of human life enshrined in all sects and religions so that the students are not afflicted with jealousy and envy, malice and hatred for any sect or community and have tolerance and respect for all.
4. Induce pragmatic capabilities and competence so that they may translate their knowledge of art and science, research and techniques into prosperity while

conducting themselves before others in a way banked upon human moral and spiritual values. Priorities will be skill development and entrepreneurship by awarding the best modern education tinged with Vedic and spiritual education because our aim is to make them responsible, productive, self- dependent citizens and noble human beings.

5. enhance in the students more and more love for the country, self- pride and nationalism by making them aware of the cultural heritage i.e., bright aspects of Indian culture and the ancient golden period of history underlined by generosity and world promotion. Prepare them as well-cultured citizens of self-control and good conduct by providing the holistic education to keep their body-mind-intellect-spirit wholesome so that they are empowered to root out malignancy rampant in the country and contribute to an all - round development of the same.
6. prepare them to be dynamic citizens of the world, full of challenges and conflict, who can come up with creative solutions to the existing global problems.

## **Functions of BSB will be to**

1. promote competency-based assessment instead of rote memory-based assessment.
2. prepare the affiliation bye-laws for schools and Gurukuls desiring to get their affiliation.
3. prepare the examination by-laws, policies and scheme of examination to grant certificate of qualification to the candidates as per the demonstration of their levels of learning through schools and Gurukuls.
4. devise and implement special programs to nurture the child prodigies in general and gifted children in particular to take care of their needs through GEP (Gifted Education Program).
5. design and implement individualized support programs to take care of academic needs of children requiring handholding through REP (Remedial Education Program).
6. design and implement programs to enhance the physical and emotional strengths of the children through Self-development program.
7. design and implement programs make children understand social fabric, issues of concerns, sense of responsibility and enhance their ability to address concerned problems through SEP (Social education program).
8. design and implement programs to enhance the understanding of cultures and traditions of India to inculcate the feeling of National pride, self-reliance, brotherhood and national unity through cultural education program (CEP). They will be exposed to Indian knowledge systems and contribution of Indian scholars

like Panini, Sushruta, Charaka, Patanjali, Kanada, Aryabhatta, Bhaskaracharya, Varahmihira, Madhavacharya, Baudhayana, Brahmagupta, Nagarjun, Kautilya etc in the fields of Astronomy, Mathematics, Medicine, Surgery, Metallurgy, Civil engineering, Architecture, Ship building, Navigation, Yoga, Fine Arts Economics etc. Contribution of contemporary writers, scientists, astronomers, medical experts, mathematicians etc. shall also be the part of curriculum.

9. develop soft skills of cultural awareness, empathy, perseverance and grit, teamwork, leadership, communication, higher order thinking skill like critical thinking and problem solving along with basic cognitive skills.
10. re-establish and cultivate the Indian legacy of opening new priorities of knowledge through the processes of learning i.e. shravana (hearing), manana (thinking) and nidhidhyanasana (meditating and reflecting) in order to produce creative and innovative thinkers.
11. develop pedagogical frames of learning to make learning experience exploring, experimenting and enjoying. Project based learning with interdisciplinary and multidisciplinary integrated approach will be used for curriculum transaction.
12. develop culture of practicing yoga, Hawana-Yajna, agricultural activities and gaining knowledge of Ayurveda as part of daily routine of school and home.
13. develop culture of learning Sanskrit (being the mother of all languages and treasure of Indian knowledge) at an early age and Veda through Gurukulas/schools and Guru shishaya Parampara.

## Teacher Support Program

BSB believes that teacher is the soul of any educational system. Keeping teacher uplifted in moral and spirit is essential responsibility of the Board. BSB has exhaustive plans to support all its teachers. All teachers will undergo the training program before they start interaction with the students. Teacher support programs will be catering to the teachers through

1. Professional development programs focusing on subject enrichment, innovative pedagogies as well as the basic knowledge of all subjects so that teachers can use integrated approach and project-based learning in the classrooms.
2. Handholding of teachers through regular mentoring programs, open discussion forums, webinars and interactive portals
3. Developing online and offline resource material
4. Encouraging teachers to translate the existing content knowledge resources into local or regional languages so that the accessibility and affordability of knowledge can be scaled up.

## Publications

BSB will have its publications to attain educational excellence and to give opportunity of expression to all faculty members and students. They will be able to get their research papers, case studies, articles, views etc. published in BSB's`

Detailed analytic reports of assessments will also be published thrice a year.

Bhartiya Shiksha Board aspires to prepare morally, culturally, intellectually and socially aware human beings with open heart and mind to accept and grasp other's noble thoughts. They will be able to appreciate their existence on this earth for a purpose and respect other's existence at equal footing with mind-set to serve for the well-being of all animate and inanimate realities. Conclusively BSB intends to develop systems based on two philosophical foundations: -

आ नो भद्राः क्रतवो यन्तु विश्वतः ।  
 “Let noble thoughts come to us from all directions”  
 सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयाः ।  
 सर्वे भद्राणि पश्यन्तु मा कश्चिद् दुःखभाग् भवेत् ॥

“May all be happy  
 May all be free from illness  
 May all see what is auspicious  
 May no one suffer”  
 Om Shanti, Shanti, Shanti.

# EDUCATION: WORLDVIEW, APPROACH AND ACTION

## Introduction

Indian seers (Rishis) and educationists accepted happiness as the final goal of life. There are two layers of happiness – happiness based on sense-object relationship, worldly achievement or limited experience and happiness based on Self-realization. The latter has been accepted as the state of ultimate happiness.

*(Yadalpam tanmartyam | Yo vai bhuma tatsukham | Chandogya Upanishad 7.23.1)*

For former, Indian Acharyas such as Bodhayana, Bharadwaja, Lagadha, Dhanvantari, Sushruta, Charaka, Kanada, Kautilya, Aryabhata, Varahamihira etc. made conscious effort for long that led discoveries in the area of Mathematics, Health, Astronomy, Earth Science and Aeronautics. Upanishadic seers and subsequent Acharyas enquired and searched the source of happiness that led to the discovery of discoverer (atmasakshatkar or self-realization). Attaining happiness - worldly (abhyudaya-janya or dharma-arthakama-janya) and transcendental (nihshreyasa) has been the integral part of education in Indian knowledge tradition. Upanishads say:

*Dve vidye veditavye iti ha sma yad brahmavidovadanti para chaivapara cha |*

*(Mundakopanishad 1.1.4)*

*Vidyam chavidyam cha yastadvedobhayam saha |*

*Avidyaya mritum tirtva vidyayamritamashnute || Ishavasyopanishad 11*

**(There are two layers of knowledge – para or vidya (intuitive or transcendental) and apara or avidya (worldly or rational))**

Both of the discoveries are connected to the welfare of humanity world around. The statement of Sri Aurobindo is worth-mentioning:

The Indian mind used time and space to map out the celestial phenomena. It analysed the constitution of matter and understood the nature of spirit. It made advances and developed insights about human life and its purpose through divergent fields of study.

**(The Foundations of Indian Culture, Complete Works Vol.14)**

Conclusively, the holistic understanding of reality and its application to daily life is the core of Indian education that prompts one to establish sustainable society.

## The Present Situation

21st Century India is witnessing different scenario. The fragmented worldview and pursuit of material things has become the central goal of life and causing ill-health, insecurity, unhappiness, frustration, socio-emotional deficiency, suicidal tendencies, gender abuse etc. among youth. These negative feelings have threatened the cherished human goal of happiness, fullness and liberation.

It is a right time to look into and revive our time-tested holistic knowledge tradition for eradicating negativity and realizing happiness once again. Upanishad says:

***Anandam brahmano vidvan na bibheti kadachana. (Taittiriya Upanishad 2.4.1)***

## The Need

The need of the hour is to revive and implement holistic knowledge systems for integral development and true happiness. Svadharma, the crux of Indian ethics and morality, should be given due importance. We have to admit and own up the model of self-development and ethical quotient in our present outlook to life and personality. This shift from existing fragmented mindset would lead us and particularly youth to establish Atmanirbhara and Shaktishali Bharata that accept whole universe as her family and devotes herself to the welfare for everyone:

*Yatra vishvam bhavatyekanidam | Yajurveda 32.8*

*Sarve bhavantu sukhinah sarve santu niramaya |*

*Sarve bhadrani pashyantur ma kashchidduhkhah bhavet ||*

## Possible Solution

The possible solution is to develop a model to amalgamate rationality and intuition, expansion and conservation, competition and cooperation, quality and quantity, reductionism and holistic, linear and nonlinear for balanced human personality, sustainable development and happier world. We have to develop a culture where togetherness prevails, self-less duty matters, group decision works and consciousness breaks material boundaries:

***Sangachchadhvam samvadadhvam samvomanasi jantam | Rigveda 10..91.2***

## Rationale

Taking stock of the present imbalances world over and assessing our resources and their utilization by the industrious government we have to train our youth to fulfil their need by taking minimum from nature and serving maximum to others. Indian knowledge

strengthens one for sacrifice not for acquiring power to dominate over others. The key of this philosophy lies in realizing the unifying essence of everything. In the words of Sri Aurobindo:

India is eternal, she has not yet spoken her last creative word, she lives and has still something to do for herself and the human race. (Vol.14)

## Vision

Our vision is to make our youth realize their universal nature. They are not mere material coverings (annamaya, pranamaya, manomaya, vijnanamaya and anandamaya koshas) but essence and sustainers of those coverings. They have to take care of former, but realise latter as unifying principle. That will prompt them to know the fabric of Indian society 'Unity in diversity'. Moreover, this universal vision is to be spread every corner of this globe so that people be aware of reality and get ready to lead their life on the basis of need, not greed:

*Ishavasyamidam sarvam yatkincha jagatyam jagat ।  
Tena tyaktena bhunjithah ma gridhah kasyasviddhanam ॥  
(Ishavasyopanishad 1)*

## Mission

Our mission is to

- i. Prepare intellectually responsive, culturally sensible, socially inclusive and spiritually elevated human beings.
- ii. Nurture uniqueness through curiosity, imagination, creativity and originality as spark of the divine source.
- iii. Evolve sustained ownership and entrepreneurial skills for achieving well-being of oneself and significant for others as a society, nation and beings.
- iv. Develop insights in learners, both teacher and taught, for deeper understanding of truth of their self and area of study to evolve as global residents.

*Iha chedavedidatha satyamasti na chedihavedinmahati vinashti ।  
Bhuteshu bhuteshu vichintya dhirah pretyasmalokadamrita bhavanti ॥  
Kenopanishad 2.5*

## In Retrospect, Presenting the Past for Future

A systematic study of the foundation of Indian world view, indigenous practices, priorities, nature of human personality, the world and its abiding relationship to the consciousness would be profitable to situate the concerns of our present engagement. In

other words, universal knowledge of past, planning and action in present and shaping the goal of future will lead India to the state of vishvagurutva.

## Instrumentality of Education

In the words of Vidya Niwas Mishra, “Education has been concerned as instrumental to connect man to his integral future, to his integral possibilities and to the knowledge pool of an integral nation.” (Adhyapana: Bharatiya Drishti, 1998). Education is a noble means to awaken the true character of human nature to pursue learning with humility and to liberate one from limitations of thought, feeling and action. Education leads one to achieve worldly and transcendental happiness. The traditional saying maps this thought:

*Vidya dadati vinayam vinayat yati patratam ।  
Patratvat dhanamapnoti dhanat dharmah tatah sukham ॥*

*And*

*Sa vidya ya vimuktaye । Vishnu Purana 1.19.41*

The Vedic method of education lies in shravana (listening with focused mind), manana (analysing constantly on the received information through shravana) and nididhyasana (execution of intellect on decided goal). The internationally accepted LSRW (Listening, Speaking, Reading and writing skill) is nothing but paraphrasing of same.

The culmination of education manifests itself into leading one from the state of changing (material achievement) to non-changing (transcendental fulfilment), ignorance to knowledge and mortality to immortality:

*Asato ma sad gamaya tamaso ma jyotirgamaya mrityorma amritam gamaya ।  
(Brihadaranyaka Upanishad 1.3.28)*

## Disposition of the Mind and Rationality

Indian tradition always welcomes rational mind and noble thought:

**Tanstarken yojayet (Upanishad)**

By applying reasoning one can understand the truth.

Vedic Rishi proclaims:

**A no bhadrah kratavo yantu vishvatah । (Rigveda 1.89.1)**

Let the noble thought come from all corners of existence.

A sharp mind equipped with the experience of predecessor can achieve the goal very soon. This is the scientific method developed by tradition and applied by scientific world:

**Acharyavan purusho veda | (Chandogyopanishad 6.14,2)**

**(A sharp and rational mind with the help of experienced Acharya can know the truth)**

## Environment

### a. Natural and Educational

Vedic Rishis acknowledged the role of basic natural elements as Prithivi, Jala, Agni, Vayu and Akasha for the survival of one's life. They go to even that extent where above elements are declared as the manifestations of Atma itself:

*Tasmadva etasmat atmanah akashah sambhutih akashadvayuh vayoragnih  
agnerapah adbhyah prithivi prithivyah oshadhayah oshadhibhyonnam  
annatpurushah/ Taittiriya Upanishad 2.1*

*Atharvaveda says:*

*Mata bhumih putroham prithivyah | Atharvaveda 12.12*

*Earth is our mother and we are her offspring.*

This identical bond with environment and nature prompts Indians to take care of nature. According to Arne Naess, a deep ecologist, the above-mentioned understanding that nature is our extension can save environment and us. Environment is also seen as an effective source of all learning. Education, therefore, should be environment friendly.

### b. Learning Environment

An educational institute should have such a learning environment where students can spend time with his/her Acharya to learn from his experience and ask any question without the fear of being ridiculed. Bharatiya Gurukula, since time immemorial, has been educating students and will be educating in future too with above philosophical foundation:

*Saha navavatu | saha hau bhunaktu | saha viryam karavavahai | tejasvi  
navadhitamastu | ma visvishavahai | Om Shantih Shantih Shantih |  
Kathopanishad Shantipatha*

## PRINCIPLES OF CURRICULUM: PHILOSOPHICAL PERSPECTIVE

### **Vision: Paradigm Shift: From Construction of Knowledge to Building a Culture of सर्वेभवन्तु सुखिनः**

The Ultimate aim of education of man, is to aspire and work for the well-being of all Existence, a thought which is well enunciated in The Vedic prayer (for peace cited here)

सर्वेभवन्तु सुखिनः सर्वे सन्तु निरामयाः ।

सर्वेभद्राणि पश्यन्तु मा कश्चिद् दुःखभाग भवेत् ॥

*“May all be happy*

*May all be free from illness*

*May all see what is auspicious*

*May no one suffer”.*

The inclusive invocation seeks to see all beings free from suffering and illness; blessed with joy and happiness, envisioning what is auspicious & dwelling in peace. To envision what is auspicious, is also the clarion call of the activists who perceive the threat of climate change to the very existence of civilization. It's the call to mankind to take a serious note of the drastic imbalance man has created in the otherwise well-regulated / disciplined world of Nature. Overlooking himself as a part of Nature, man choose to exercise his intellect and power to control nature; this instinct got the better of him & he got obsessed with controlling and possessing existence relentlessly. His intellectual pursuits subordinated the unjustified and unequal distribution of resources and power; it has caused suffering, exploitation, pain, conflict and violence; the instinct got better of the humane in man; man lost his connect with his own inner voice; the voice of humanity got subdued. The intellect in its pursuit of the world outside, took cognisance of the person, as the individual in whom rested the power. The human context was the context of individual who was aggressively conscious of his rights. History witnessed the conflict between human rights and might is right. In this pursuit man's intellect took cognizance of the world and his own self, largely on the basis of the knowledge acquired by his senses and rationality. Knowledge as a product and knowing as a process followed the Positivist Paradigm. The sciences emerged as the body of verifiable quantifiable and objective knowledge about man, nature\_ living and non- living, society – relations between man & man; man's–past, present & his future. This transition of sciences from the classical life sciences and physical science to the contemporary social sciences and environmental sciences is a reflection of the shift in the focus in pursuit of the science;

Science today is not about what is being studied / known but about how it is being studied/ known the later constituting the scientific way.

The scientific way is undoubtedly, one of the fundamental premises for designing a framework of knowledge that a society intends to share through a system with all its members, belonging to both the present & future generation. This systematically, planned; purposive framework of knowledge to be transferred is the curriculum of the system, called education. Broadly speaking the intent of this transfer of knowledge is to conserve, the past, enrich the present and to shape the future of society. This necessarily requires a meaningful engagement of those who have knowledge as well as those who have to acquire this knowledge. The meaningfulness emanates from the way the teacher and the learner relate to the context, situated in which they co-discover the relevance of this knowledge. This is engaging in pedagogy of re-creating and re-constructing knowledge, bearing coherence with the emerging scenarios in the life of the individual and society.

This engagement is the pedagogy of sharing, and collaboration between the teacher & the learner, where in the teacher introduces and initiates the learner into perceiving certain\* experiences of a situation or a phenomenon from a perspective; analyzing and identifying certain distinctive elements of the total context.

Visualizing & mapping the co-relatedness of the identified elements & developing concepts as the mental constructs of the understanding of those experiences from the specific perspective- thus constitutes the two-fold aspect of a discipline. It is engaging the learner's mind in distinctively systematic perspective building as well as co-relating it with the conceptual wealth of the discipline. It's engaging, exploring, enquiring to further the frontiers of knowledge acquired thus far. It's initiating the learner into discipline specific process of inquiry leading to the process of theorization distinctive of the discipline. The positivist paradigm with its empirico-rational premises lends bases to the verifiability of the truth of knowledge so evolved as well as its validity.

Education is not just acquisition of knowledge, it is experiential knowledge that transforms, empowers, enlightens and liberates the person. Thus, the context of knowledge must bear a paradigm shift from the object to the subject of knowledge. The meaning making is not just about the experience, from a singular perspective, it is must engage learner in the synthesis of knowledge from different perspectives; collate to integrate & perceive the totality of the experience and arrive at the critical understanding of the experience for himself, his world. However, the learner must transcend his limited subjectivity with which he arrived at this critical understanding of his/her experience; he must widen the expanse of the subjective element of the experience and validate this knowledge with reference to a more inclusive subjectivity. This requires the empathetic engagement with the experiences of others in similar situation. Education thus becomes

critical conscientisation, engaging the learner in active humanization. The learner needs to necessarily validate this knowledge with reference to different people, places and time and yet similar context. An integration of subjectivities is emancipatory. Herein lies the focal point of the paradigm shift envisaged in the BSB curriculum. What constitutes the critical conscientisation is the process of mutual liberation

सा विद्या या विमुक्तये and cultural action. Its prerequisite is the humane context. The spectrum of education in contemporary India therefore would need to have the roots in Indian ethos and a canopy spread globally. Every person, in present times is by necessity on account of sustainability of the life on earth; technological penetration and liberal, privatized global economic imperatives; connected immediately or distantly / remotely; and is thus a global citizen. Compulsions aside, Indian ethos has always been inspired by

*‘संगच्छध्वं संवदध्वं सं वो मनांसि जानताम्’।*

“May we march forward with a common goal; may we be open – minded & work together in harmony.”

It is important for the discerning mind to identify the cultural action that can be both liberating and harmonious. The deliberation around the themes of the Purusharthas Dharma, Arth, and Kama are the points of reference to situate the cultural action that an educated mind should engage in. Dharma, Is the moral compass of righteousness incumbent on a person by virtue of his / her existence; it is inevitable duty that a person is obliged to uphold, to justify one’s identity. Arth is any kind “of urge for a physical necessity which can only be attained in a world of physical relationships “.

(Swami Krishnananda pg.5)

Kama is “a general psychological urge emanating from our whole personality. It is not the desire for this or that; it is general restlessness of consciousness, a general incapacity of the mind to rest in itself “. (Swami Krishnanda. Pg.6)

Thus, while Kama, creates an urge in the mind to seek a desire, artha drives this search outside our physical self, to collaborate with physical things & minds but it is dharma that is behind artha & Karma, determining to what extent and in what manner we seek the fulfillment of these urges.

The principle of artha and Kama become the cause of bondage if not governed by the principle of Dharma, which in itself is not a prescriptive formulation but an ongoing reflective engagement of the consciousness with the self in defining one’s identity. The moot point is: who am I? What defines my existence?

“If we know what dharma is, we can know what life is, what we are, what our relationship with others ought to be and how we can be happy” The answers to these questions provide insights into the what? Why? & how of the Cultural action that would

be the basis for mutual liberation and resurrecting human dignity. Dharma is the principle of harmony of values, enabling overcoming of contradictions & conflicts.

“Dharma is the principle governing objectivity, and the principle that equally applies to the subject”. (Swami Krishnananda pg.8-10)

“To apply dharma is to apply the principle of impersonality in every judgement” (ibid) Training and practice of Dharma, evokes in the learner the capacity to make conscious choices of situating himself in his world defining his relationships.

But what connection does moksha have with dharma, artha and Kama. It seems to be immanent, already present in all these things. In every bit of the lower objectives, we will find the principle of moksha immanent. The higher is implied in the lower. “(Swami Krishnananda pg. 7-10)

**In the educational context, the dialogue on the real life situations and experiences of the learners can have twofold objectives, one to facilitate the comprehensive conceptual understanding from integration of different perspectives of different disciplines and two to stimulate rich insights into cultural action, when reflective deliberations are held with reference to the four purusharthas in the context of those experiences, and this endeavour would simultaneously be liberating and creating harmony.**

The dialogue would be a milestone in the journey of knowing oneself and one’s relationship with the world; with an immense scope of education as integration and an authentic evolution of the human personality taking upon himself the responsibility of making conscious choices and shaping his future as well as contributing to the welfare and well – being of the world at large.

## Curricular Framework

With the Vedic insights as its basis, Bhartiya Shiksha Board (BSB) curriculum framework utilizes the National and International policy documents on Education such as Education for All (2004), NCF (2005), right of children to free and Compulsory Education Act (2009), NEP 2019/2020 and International Education Commission. In its selection of the content of courses, the curriculum framework transcends the division of East and West.

## Salient Features and Objectives of Curriculum

According to International Education Commission (IEC), the four fundamental pillars of a curriculum are:

- Learning to know
- Learning to do
- Learning to live together and
- Learning to be.

## The objectives of BSB curriculum are as under:

- a) Systematic and comprehensive development of concepts
- b) Focus on inquiry, innovation and research-based perspective
- c) Emphasis on the overall growth of the learner instead of emphasizing only specific parts of the human experience
- d) Restore the self-development as the core focus of education
- e) Reduce curriculum content to enhance essential learning and critical thinking
- f) Relevant to life-advancement and employment of students
- g) Encourage its learners to find identity, meaning, and purpose in life through connections to the community, to the natural world, and to the spiritual values such as compassion and peace
- h) To conserve the past, enrich the present and to shape the future of society
- i) Promote national integration and sense of pride towards diverse Indian heritage with this ecosystem, we wish to be a catalyst in the transformation of our students into a knowledge powerhouse, possessing necessary moral and social values and love for their country and its diverse culture.
- j) To imbibe 21<sup>st</sup> century learning, literacy and lifeskills.
- k) To develop the ability to appreciate Art.
- l) To promote Physical Fitness, Health and Well – Being through Yog and Meditation. “Education is the manifestation of the perfection already in man” - Swami Vivekananda.

## ICT

ICT will be integral part of teaching and learning process. Main features of ICT program are:

- Training of subject appropriate open source softwares for teachers and students
- Age-appropriate curriculum
- Teaching using technology aids
- Training of Basic etiquettes to be followed in digital world
- Preparedness for digital citizenship

Students will be exposed to various online learning platforms and will be encouraged to pursue some courses of their choices. Credits shall be given to the students on completion of these courses. Objective of giving credits for self-learnt courses is to put the students in self- learning mode and to develop self-awareness and ability to recognize his inner voice, while selecting the course. The sources of knowledge are all around us, but to identify the right source as per need and to make use of these sources is essential part of 21st century skills.

# DESIGN OF CURRICULUM

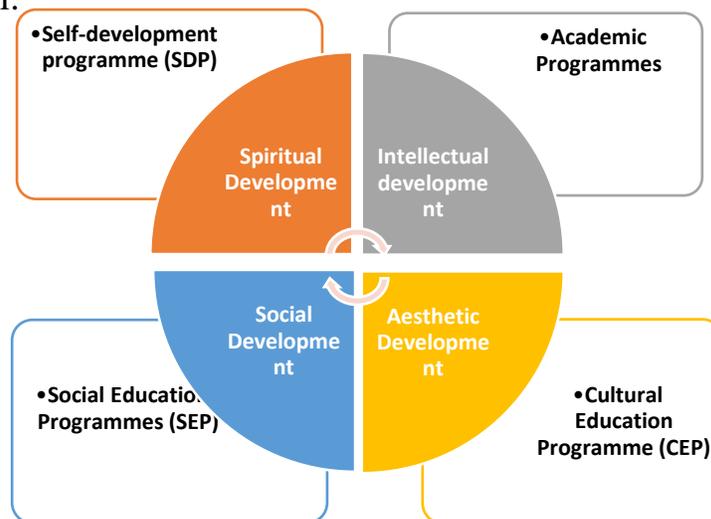
The Bhartiya Shiksha Board aims to produce

1. True Bhartiya with high sense of pride for our belief, traditions, culture and languages
2. Responsible and productive citizens
3. Self-confident, self-reliant, strongly committed person who can uphold high moral values
4. Integrated personalities
5. Conscious and compassionate human beings
6. Ardent learner and rational thinker
7. Physically, mentally, intellectually, emotionally and spiritually fit person
8. Innovative and enterprising

**Curriculum is designed keeping the learner at the centre. Four kinds of programmes are evolved for the holistic development of humane as conscious being:**

1. Academic programs for Intellectual development
2. Culture Education Programs for Aesthetic Development
3. Social Education programs for social development
4. Self-Development programs for physical fulfilment and spiritual development

Schools will be day boarding schools of duration minimum 8 hours daily. All 365 days will be considered as learning opportunity days with learning in formal set up for 240 days and in informal set up for 165 days. All festival holidays, excursions, outside classroom exposures will be part of non-formal setup. Yog, Pranayam, Hawan-Yagna, sports, working in agriculture fields or garden and meditation will be part of daily routine of school.



## Curriculum Areas

1. BSB envisions the all-around development of students in consonance with the holistic approach to education and therefore, has done away with artificial boundary between the co-curricular domain and the curricular domain.
2. The Curriculum provides students a broad and balanced understanding of subjects including languages, Mathematics, Science, and Social Science to enable students to communicate effectively, analyze information, make informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. The recent focus of BSB is on the development of 21st-century skills in settings where each student feels independent, safe, and comfortable with their learning. The Board hopes that schools will try to align curriculum in a way so that children feel more connected to it and employ their learning in real-life contexts. To achieve this aim, it is important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Work Education.
3. In an operational sense, the curriculum is learner-centred with school being a place where students would be acquiring various skills; building self-concept, sense of enterprise, aesthetic sensibilities, and sportsmanship.

## The curricular areas are as follows:

1. **Language I (Hindi or English):** Learners use language to comprehend, acquire and communicate ideas in an effective manner. Universal and Indianised value-based content of established poets and writers is combined with multidisciplinary activities and exercises that align with the Sustainable Development Goals (SDGs) of 2030. This enables the learner to think critically and to innovate and adapt to the needs of the changing times. Interesting and fun activities are given to hone the Listening, Reading, Writing, and Speaking skills of the learners. The exercises and activities cater to exploring, developing and creating a comprehensive improvement in the learner's language skill and equip the learner for global job perspectives in the future.  
This enables the learner to think critically and to innovate and adapt to the needs of the changing times.
2. **Language II (Sanskrit):** The entire knowledge science of the country of India exists mainly in the Sanskrit language, which is available in the form of literature

- for thousands of years. To know and understand it, citizens of India should be aware of the knowledge of Sanskrit language from childhood. 'Bhartiya Shiksha Board' is giving a new direction to the education system of this country, in which every student of the country will understand the glory of Indian knowledge and ensure his all-round development by expanding his capacity.
3. **Mathematics:** The concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics will be taught through traditional Indian knowledge system in an enchanting form. Students will be made aware of the high standards of research established by many scholars of ancient Indian scholars like Baudhayana, Aryabhata, Varahamihira, Brahmagupta, Bhaskaracharya etc. and the original contribution made. The skill to calculate and organize, the ability to apply this knowledge and acquired skills in their daily life and the skills to think mathematically will be developed through logical and creative thinking which will also help the students to improve critical thinking and problem solving. The pedagogies will be learner centered, interesting, based on curiosity, discovery, experience and dialogue.
  4. **Science (Biology, Chemistry and Physics):** This includes gaining knowledge about Food, Materials, The World of the Living, How things work, Moving things, People and Ideas, Natural Phenomenon and Natural Resources. The Focus is to prepare students for the modern world and to develop the skills to think originally and independently and honouring the Indian contribution to Science and Technology from ancient times to the present era. Each chapter begins with a verse from the Vedas, Upanishads and other Indian scriptures. References to Indian heritage, culture and traditions are being used judiciously. The Curriculum promotes the ability of students to engage with science-related ideas as a reflective citizen by being able to explain phenomena scientifically, evaluate and design scientific enquiry, interpret data and evidence scientifically along with understanding the importance of Indian values with focus on humanitarian and constitutional values as per NEP 2020.
  5. **Humanities and Social Science:** Bhartiya Shiksha Board has given a detailed description of the glory of actual Indian history, economy, political system and geographical knowledge through the four parts of Social Science - History, Political Science, Economics and Geography with its tireless efforts. The main purpose of the curriculum is that our present young generation should be aware of how much sacrifice and hard work Indians had done to preserve and organize their culture, civilization and geographical knowledge.

The importance of Indian culture, duty, valor and valor etc. will properly guide the young students of India and ensure the multi-dimensional all-round development of the students.

Learners appreciate and value everyone's right to feel respected and safe, and, also understand their Fundamental Rights and Duties to be able to behave responsibly in the society.

6. **Business and Commerce based electives:** Business Studies, Accountancy, Entrepreneurship, Economics and related subjects help in gaining understanding about core business disciplines. They understand the concept like, the exchange of items of value or products between persons or companies and the meaning/ relevance/ significance of any such exchange of money for a product, service or information.
7. **Visual; Performing and Creative Arts:** Subjects like Drama, Dance, Music, Heritage crafts, Fine arts, Sculpture and related subjects aim to help learners cultivate an interest and appreciation for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, value arts, and the cultural heritage.
8. **Optional (Language III)** – Learners can opt one of the 22 languages except Hindi/ English and Sanskrit given in “Constitution of India”.
9. **Skill / Vocational Education:**  
 Keeping the 'Basic Education' of Mahatma Gandhi's ideas in the center, the format/framework of Vocational education and Skill development has been prepared by BSB. Science and Technology of the present digital oriented world will be used to prepare young India for business and industry by integrating the traditions of 64 arts and 16 disciplines.  
 Efforts have not only been made to establish human values in business, but the management of life value-based business established in Vedas, Geeta and Upanishads will be used due to which India was called 'Sone ki chiriya' where there will be 'respect for labour'. For this, BSB has presented Rishi Purush 'Satyakaam Jabali and Rekva Rath' in vocational education according to the present time. Practical learning has been introduced in textbooks with priority and in a digital form as Hybrid Model.

Choosing any one Skill subject at secondary level can help the child to pursue what truly interests or pleases him or her. This liberty promotes a sense of self-esteem in accepting one's own talents and strengths.

#### 10. **LIFE SKILL EDUCATION**

Life skills education takes into account the psychosocial competencies and interpersonal skills such as Thinking, Social, Emotional skills that help students to take right decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Different activities such as Classroom Discussions, Brainstorming, Roleplays, Group Work, Education Games and Simulations, Analysis of Case Studies and Story – Telling will be used to enhance Life Skills in students.

#### 11. **Art Education:**

Art Education in our curriculum will involve Students in a particular set of processes, products, influences, and meanings. 'Art' is expressed in various styles, reflect different historical circumstances, and grows on a multitude of social and cultural resources, hence the terms 'art discipline' and 'art form' in BSB curriculum refer to Dance, Music, Theatre, Visual Arts and the Literary Arts. The curriculum will significantly contribute in the following six areas of educational responsibility:

- Developing the full variety of human intelligence
- Developing the capacity of creative thought and action
- Awakening the feeling and sense responsibility
- Developing physical and perceptual skills
- The exploration of values
- Understanding the changing social culture

12. **Health and Physical Education:** focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living. It also develops students' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking, aesthetic appreciation and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, Yoga, NCC, self-defence, fitness and life style choices.

**13. Work Experience:**

Work Education is a distinct curricular area for providing children with opportunities for participation in social and economic activities inside and outside the classroom in the area of Health, Food and Nutrition, Culture and Entertainment, Community work and Social Services etc. which would enable them to understand scientific principles and procedures involved in different types of work.

**14. Gifted Education Programme (GEP):** Identification and nurturing of gifted students

**15. Remedial Education Programme (REP):** Identification of students requiring hand holding and individualised support.

**16. General Studies:** The purpose of orienting students to General Studies is to develop in them an appreciation for the holistic nature of Knowledge. In contemporary times, familiarity with General Studies is indispensable because at the senior school stage there is an element of specialization due to which the students do not get exposed to some vital disciplines/ areas of study that are not covered in their specialized field.

**Integrating all areas of learning:**

All these sixteen areas are to be integrated with each other in terms of knowledge, skills (live and livelihood), comprehension, values and attitudes. Children should get opportunities to think laterally, critically, identify opportunities, challenge their potential and be open to new ideas. Children should be engaged in practices that promote physical, cognitive, emotional and social development and wellbeing, connect different areas of knowledge, application and values with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth while transacting the curriculum to make them good citizens who can contribute in making the world a happy place.

# IMPLEMENTATION OF CURRICULUM

## School Curriculum Committee

The Board mandates that all schools must setup a School Curriculum Committee comprising teachers from each area. The School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/ reference materials are age appropriate, incorporate inclusive principles, gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community.

The committee would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NEP-2020. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

## Pedagogical Leadership:

All Principals have a crucial role to play in the evolution of the teaching-learning ecosystem as the Head and pedagogical leader of their schools. In the role of school pedagogical leader, the principal is expected to undertake the following:

- (a) Lead, Guide and Support the teaching and learning processes in the school by focusing on classroom specific requirements for transacting the curriculum, so that both teachers and students perform at their optimal best.
- (b) Direct the entire focus of all school activities towards the students' learning and acquiring of necessary competencies. Every activity taken up by the school, therefore, should be mapped for the educational competencies, and for life skills, values, etc., being acquired by the students.
- (c) Prepare Annual Pedagogical Plan of the school by designing and developing annual plan for the school by giving equal importance to all areas.
- (d) Promote innovative pedagogy, with special focus on integrating art, sports and ICT (Information and Communication Technology) with education, and use of active and experiential learning methods in the classrooms.
- (e) Ensure joyful learning at all levels through use of such innovative pedagogy.
- (f) Develop school specific resources for teaching and learning, in the form of lesson plans, e-content, use of mathematics and science kits developed by NCERT, etc.
- (g) Ensure proper in-house training of teachers in the school to enable them to unleash their own unique capabilities and creativity in their classrooms.

- (h) To be up to date with all new ideas and tools, etc. being used in education at the global level and constantly innovate the pedagogy of the school.
- (i) To make efforts to learn from the best practices of other schools, by arranging for discussions with Principals of such schools, or through observation visits of teachers to other schools.
- (j) The Board has not laid down the structure or format of the annual pedagogical plan as the Board respects educational autonomy of every school and expects each school to prepare its own unique and innovative annual plan. This plan must be an implementable one with realistic timelines that should include administrative inputs and detailed pedagogical aspects.

## Pedagogical Practices by Teachers

The pedagogical practices should be learner centric. Teachers are expected to ensure such an atmosphere for students where they feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

Teachers should follow inclusive principles and not label children as ‘slow learners’ or ‘bright students’, or ‘problem children’. They should instead attend to the individual difference of students by diagnosing and modifying their pedagogic planning. As far as possible, Arts should be integrated in teaching, especially while teaching the concept which students find difficult to understand.

## Competency based Learning:

To face the challenges of 21st Century, education should be competency based and Principals as Pedagogical Leaders must create conducive environment for the development of competencies among the students. Competency based Learning focuses on the student’s demonstration of desired learning outcomes as central to the learning process. Learning outcomes are statements of expected outcomes that the student will be able to do to know, understand and/or be able to demonstrate after completion of a process of learning as a result of learning the activity. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes. Experiential and active learning are the preferred pedagogies for Competency Based Learning as they promote critical thinking, creativity and effective study skills among students. Learning Outcomes approach developed by NCERT for classes I-X that is enclosed with each

subject should be adopted by all the schools and teaching-learning process may be changed in the light of these outcomes. The schools are expected to have well-defined Learning objectives for every grade that are observable and measurable, and empower learners to focus on mastery of valuable skills and knowledge. It is expected that teachers will provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks. Schools are expected to track the attainment of Learning Outcomes by each learner and ensure that no child is left behind. BSB has also come out with suggestive mapping of learning outcomes with NCERT curriculum which can be adopted/ adapted by schools. BSB has also mapped each learning outcome with assessment to enable tracking of learning progress and these resources are available at the website of BSB in the form of **Teachers Energized Resource Material**. Schools should also attempt this on their own. The Board has developed Learning standard frameworks for all major subjects i.e. Hindi, English, Science, Social Science and Mathematics. The learning standard framework (LSF) offers a structured conceptual map for integrating the discrete elements such as learning outcomes, content, pedagogies and assessments, into a coherent continuum. Its goal is to demystify the 'evidence of learning' and engender a common understanding of it in teachers and examiners by cataloguing competencies in clear, measurable, and contextualized achievement standards. Combining theory and practice, different LSFs detail how the learning and assessment need to be conducted in classrooms, these frameworks contain detailed guidelines for preparing reliable and valid items along with sample questions and marking scheme for assessment. Model question paper designs have also been laid out our helping teachers prepare the question paper.

## Lesson/ Unit Plan

Specific Lesson Plans for the topics are to be prepared by the teachers. These plans may have the following parts:

- Specific Learning Outcomes;
- Pedagogical Strategies;
- Group activities/experiments/hands-on-learning;
- Interdisciplinary Linkages and infusion of Life-skills, Values, Gender sensitivity etc.;
- Resources (including ICT);
- Assessment items for measuring the attainment of the Learning Outcome
- Feedback and Remedial Teaching Plan.
- Inclusive Practices

## Classroom and School Environment

School environment should be conducive for holistic development of the students. The school should focus on health and hygiene by adopting inclusive practices. As part of the policy the school should adopt practices which will promote mental health. In this direction, the schools may follow the guidelines issued by the Board on making the school a No-Anger Zone or Anger Free Zone. The board has developed school health manuals which are available on [www.BSBacademic.nic.in](http://www.BSBacademic.nic.in). The time table in the school should take care of proper rest and the children learn subjects with relaxation. School must also ensure that Children avoid the intake of junk food and should ban it around school premises. Intake of the healthy foods should be encouraged with activities described in circular issued by BSB.

The surroundings and daily life activities and situations are the best experiential teachers for the students. Teachers must make efforts to draw examples and group activities from daily life observations within the classroom/within the school and surroundings, and encourage presentations and reflection by the students once the activity is completed, to develop the skills of critical thinking and communication.

Children learn a lot through peer learning. To promote peer learning, flexible seating arrangements may be made available during the classroom transactions. The seating should also take care of the needs of the students with disabilities as well. Learning should focus on individual differences and promote collaborative learning. The classroom activities must be connected to the immediate environment of children. The school should maintain connection with the parents and the progress of children should be communicated to the parents, and, if needed remedial measures be taken up for improving the learning outcomes.

## Creating Cross-Curricular Linkages

Creating cross-curricular linkages are vital to learning as they help to connect prior knowledge with new information. For example, Mathematical data handling and interpretation can be effectively applied in geography and science. Children can write better-framed answers in history, geography and science when they have learnt how to write explanations/ short descriptions in a language. Similarly, Life Skills like empathy, problem solving and interpersonal communications can be easily integrated with the study of literature and other areas. Universal Values, Life Skills and Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.

## **Special emphasis on Integrating Arts in education:**

All disciplines being pursued by students at all stages require creative thinking and problem-solving abilities. Therefore, when Art is integrated with education, it helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics. Secondly, Art Integrated learning is a strong contender for experiential learning, as it enables the student to derive meaning and understanding, directly from the learning experience. Thirdly, this kind of integration not only makes the teaching and learning process joyful, it also has a positive impact on the development of certain life skills, such as, communication skills, reflection and enquiry skills, un-conditioning of the mind leading to higher confidence levels and self-esteem, appreciation for aesthetics and creativity, etc. Fourthly, this kind of integration broadens the mind of the student, and enables him/her to see the multi-disciplinary links between subjects, topics, and real life. Schools are, thus, required to take up the integration of Art with the teaching learning process.

It must be understood that Art Education and Art Integrated Education may be mutually exclusive, but they build upon each other and strengthen each other. Art Education is not only relevant for developing creativity and appreciation of art among students, but is also necessary for inculcating art-based enquiry skills in the students. Art Education is a necessary precursor for the adoption of Art Integrated learning.

## **Art Education and Art Integration:**

The following two-pronged approach is followed:

- (i) Art education continues to be an integral part of the curriculum. The schools may also promote and offer Visual and Performing Arts based subjects at the Secondary and Senior Secondary level.
- (ii) Art is also integrated with the teaching and learning process of all subjects from classes 1 to 12, to promote active and experiential learning for “connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods and for enriching the curriculum, so that it goes beyond textbooks.”

## **Art Integrated Pedagogy**

While preparing its annual pedagogical plan under the leadership of the principal of the school, the school must plan out in detail the Art Education to be imparted at various levels, and how that Art can be integrated with classroom learning of various subjects. The focus must be on mutually reinforcing Art as a subject and Art as a tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration.

For implementing this in classrooms, the subject teacher picks the topic/ concept/idea that she wants to teach by integrating Art. The teacher can do this jointly with the Art teacher too. Then, the subject teacher collaborates with the Art teacher to align the pedagogy. Next, the teacher teaches the topic/concept/idea ensuring active learning and ensuring that both the subject and Art are integrated well and there is learning in both areas. Finally, the teacher prepares a rubric to assess the student in both the areas – that is, the topic taught and the Art used.

## **21st Century Skills:**

There is an increased awareness among the educators of the need to integrate what are called as 21st Century skills in educational systems. There are three key 21st century skills;

There are three keys 21st century skills i.e. Learning Skills, Literacy Skills and Life Skills.

### **Learning skills include:**

- Critical Thinking
- Creativity
- Communication
- Collaboration

### **Literacy skills include:**

- Information literacy
- Media literacy
- Technology literacy

### **Life skills include:**

- Flexibility
- Leadership
- Initiative
- Productivity
- Self-awareness

The need of the hour is that schools must focus on enhancing the skills required for a successful adult life in 21st Century. It is important that the students are able to think

scientifically, mathematically or artistically to face the real-life challenges in an information and technology driven world and enhance their inherent potential. BSB has published a handbook on 21st century skills available at its website. Schools may further refer to it.

### **Inclusive Education:**

Inclusive approach in education is a prerequisite for ensuring full participation of all students with equal opportunity in all areas without any discrimination. Inclusive attitude in all staff and faculty members is crucial for successful inclusive education. Therefore, all the members of teaching and non-teaching staff should be sensitized on the issues of inclusive education. Students without disabilities should also be sensitized. Schools must organize these sensitization programmes with the support of experts from respective field of disabilities. Capacity Building Programmes on Inclusive Education may be organized in collaboration with the BSB-Centres of Excellence. Board has made the appointment of special educator mandatory to all the schools affiliated to the BSB. Special Educators must possess the qualification as prescribed by the Rehabilitation Council of India. BSB has published a handbook on Inclusive Education available at its website.

## SCHEME OF STUDIES

Class XI and XII is a composite Course. Students therefore should offer only those subjects in Class XI which they intend to continue in Class XII. Subjects can be offered as under:

SUBJECTS		
<b>Compulsory</b>	Subject 1	<b>Language I:</b> Hindi Core/Hindi Elective <b>OR</b> English Core/English Elective
	Subject 2	<b>Language II:</b> Sanskrit
	Subject 3	Any three Electives from Group-A and Group-S
	Subject 4	
	Subject 5	
<b>Optional</b>	Subject 6	Any One Elective from Group-A or language from Group - L (excluding languages offered in Subject 1 and Subject 2)
<b>Subjects of Internal Assessment (Assessment at school level)</b>	Subject 7	Work Experience
	Subject 8	Health & Physical Education
	Subject 9	General Studies

- a. Hindi or English must be one of the two languages to be studied in class XI and XII. Hindi and English can also be offered simultaneously.
- b. The first 5 subjects in the sequential order of filling the subjects in the registration form/Mark Sheet are considered as Main subjects.
- c. **A candidate can also offer an additional elective which may either be a language at elective level or, any other elective subject.**
- d. While transacting the Curriculum, due emphasis should be laid on National Identity, 21st Century Skills and Values Education. Schools are expected to draw their own programmes in this area in accordance with the guidelines given from

time to time by the Board. Likewise, programmes in General Studies and Health and Physical Education be planned in accordance with the guidelines brought out by the Board.

- e. **For candidates who take 6 subjects (5 main and 1 additional subject) and pass in all 6 subjects, the percentage is to be calculated by the employer/institution/university according to the norms of employer/institution/university in which the candidate will be seeking admission.**
- f. **If a student has taken 6th subjects, and if he/she fails in any one of first five subjects, the same will be replaced by the 6th subject provided the candidate satisfies the scheme of studies i.e., after replacement either Hindi or English remains as one of the main five subjects.**
- g. Skill electives can be offered along with any subject, as per the scheme of studies.
- h. Board is extending several exemptions/concessions to candidates with disabilities as defined in the “THE PERSONS WITH DISABILITIES (EQUAL OPPORTUNITIES, PROTECTION OF RIGHT AND FULL PARTICIPATION) ACT, 1995 and “THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016”. Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class XII Examinations conducted by the Board and the Standard Operating Procedure for availing these concessions are available in the BSB Examination Bye-Laws.
- i. For Regional Languages, the Board prescribes the textbooks being followed in classes XI and XII in the respective State Boards where the language is taught. Schools are also advised to bring to the notice of BSB the changes, if any, brought out at the commencement of the session by the respective State Boards, in the textbooks of the language of their State. Schools are directed to strictly follow the textbooks prescribed by BSB in its curriculum. Changes, if any, can be adopted only after BSB notifies it.

**List of Subjects Offered at Senior Secondary Level with their respective Codes:**

<b>Group - L Languages</b>						
<b>Sr. No.</b>	<b>Code</b>	<b>Name</b>	<b>Theory Marks</b>	<b>Time (Hrs.)</b>	<b>Internal Marks</b>	<b>Total Marks</b>
1	101	Hindi (Core)	80	3	20	100
2	102	Sanskrit	80	3	20	100
3	103	English (Core)	80	3	20	100
4	104	Assamese	80	3	20	100
5	105	Bengali	80	3	20	100
6	106	Bodo	80	3	20	100
7	107	Dogri	80	3	20	100
8	108	Gujarati	80	3	20	100
9	109	Kannada	80	3	20	100
10	110	Kashmiri	80	3	20	100
11	111	Konkani	80	3	20	100
12	112	Maithili	80	3	20	100
13	113	Malayalam	80	3	20	100
14	114	Manipuri	80	3	20	100
15	115	Marathi	80	3	20	100
16	116	Nepali	80	3	20	100
17	117	Odia	80	3	20	100
18	118	Punjabi	80	3	20	100
19	119	Santhali	80	3	20	100
20	120	Sindhi	80	3	20	100
21	121	Tamil	80	3	20	100
22	122	Telugu	80	3	20	100
23	123	Urdu	80	3	20	100
24	124	French	80	3	20	100
25	125	German	80	3	20	100
26	126	Russian	80	3	20	100
27	127	Japanese	80	3	20	100
28	128	Spanish	80	3	20	100
29	129	Arabic	80	3	20	100
30	130	Hindi (Elective)	80	3	20	100
31	131	English (Elective)	80	3	20	100

<b>Group-A Academic Elective Subjects</b>							
<b>S. No.</b>	<b>CODE</b>	<b>NAME</b>	<b>THEORY MARKS</b>	<b>TIME (hrs.)</b>	<b>INTERNAL MARKS</b>	<b>PRACTICAL MARKS</b>	<b>TOTAL MARKS</b>
1	141	History	80	3	20	-	100
2	142	Political Science	80	3	20	-	100
3	143	Geography	70	3	-	30	100
4	144	Economics	80	3	20	-	100
5	145	Hindustani Music (Vocal)	30	2	-	70	100
6	146	Hindustani Music (Melodic Instruments)	30	2	-	70	100
7	147	Psychology	70	3	-	30	100
8	148	Sociology	80	3	20	-	100
9	149	Mathematics	80	3	20	-	100
10	150	Physics	70	3	-	30	100
11	151	Chemistry	70	3	-	30	100
12	152	Biology	70	3	-	30	100
13	153	Physical Education	70	3	-	30	100
14	154	Painting	30	2	-	70	100
15	155	Business Studies	80	3	20	-	100
16	156	Accountancy	80	3	20	-	100
17	157	Kathak-Dance	30	2	-	70	100
18	158	Bharatanatyam-Dance	30	2	-	70	100
19	159	Home Science	70	3	-	30	100
20	160	Computer Science	70	3	-	30	100
21	161	Business Entrepreneurship	70	3	-	30	100
22	163	Hindustani Music Percussion Instruments	30	2	-	70	100
23	164	Legal Studies	80	3	20	-	100
24	165	Yoga	50	2	-	50	100

<b>Group–S Compulsory Skill Courses</b>						
S. no.	Code	Name	Time (hours)		Marks Distribution	
			Theory	Practical	Theory	Practical
1	171	Artificial Intelligence	1	2	40	60
2	172	Coding	1	2	40	60
3	173	Machine Learning	1	2	40	60
4	174	Mobile Application Development	1	2	40	60
5	175	Web Design	1	2	40	60
6	176	Cyber Hygiene	1	2	40	60
7	177	Entrepreneurship	1	2	40	60
8	178	Agriculture Technology	1	2	40	60
9	179	Agri - Business	1	2	40	60
10	180	Banking and Insurance	1	2	40	60
11	181	Retail Management	1	2	40	60
12	182	Tourism and Hospitality Management	1	2	40	60
13	183	Journalism	1	2	40	60
14	184	Electrical and Electronics	1	2	40	60
15	185	Waste Management	1	2	40	60

## Medium of Instruction

The medium of Instruction in general in all the schools affiliated with the Board shall either be Hindi or English

## Scheme of Assessment:

According to Bhartiya Shiksha Board, the purpose of assessment is:

1. To provide learning opportunities to learner in different contexts
2. To empower the learner to take the responsibility of his learning
3. To prepare the learner to appreciate and learn from failures
4. To take up the challenging tasks and the confidence to handle them
5. To demonstrate the competencies required to solve the real-life problems
6. To apply the knowledge gained through analysis of situations to any untoward circumstances
7. To equip learner with Indian way of holistic understanding of life

Assessment by BSB will be to promote learning based on understanding instead of just promoting to next class. It will not encourage rote memory and attempts will be made to prevent the learners from the nexus of Tuitions centres/private coaching centres.

Assessment will be fourfold in its nature i.e., to assess the learner in all the four developmental domains of personality

- ❖ Intellectual
- ❖ Aesthetic
- ❖ Social
- ❖ Spiritual

**The Assessment Scheme will have 80% weightage for Board examinations in Class XII and for Annual Examination in Class XI in all compulsory/ Optional Subjects (excluding Skill and Practical involved Subjects) and 20% weightage would be given to Internal Assessment in compulsory/ optional Subjects (excluding Skill and Practical involved Subjects)**

**The Assessment of Skill subjects will have 40% weightage for Board examinations and 60% weightage for practical examinations.**

**General Studies, Health and Physical Education and Work Experience would be assessed internally at the School level on a five-point grading scale i.e., (A.B.C.D.E)**

**Students have to secure 33% marks (Separately in theory and Practical/ Internal Assessment of the Compulsory/ Optional Subjects.**

**The Assessment scheme will have theory, internal assessment or practical components as per syllabus given for each subject. Board shall conduct Annual examinations for Class XII**

As the Board is progressively allowing more space to 'learning outcome based' assessment in place of textbook driven assessment, question papers of Board examinations will have more questions based on real-life situations requiring students to apply, analyse, evaluate and synthesize information as per the stipulated outcomes. The core-competencies to be assessed in all questions, however, will be from the prescribed syllabus and textbooks recommended therein. This will eliminate predictability and rote learning to a large extent.

## **ANNUAL EXAMINATION**

**The Board Examination will cover the entire syllabus of Class-XII as per syllabus for each subject. Grades shall be awarded on the basis of 8-point grading system in each elective subject. For awarding the grades the following 8-point grading scale will be followed.**

<b>MARKS RANGE</b>	<b>GRADE</b>
91 - 100	A1
81 - 90	A2
71 - 80	B1
61 - 70	B2
51 - 60	C1
41 - 50	C2
33 - 40	D
32 and below	Essential Repeat

- ❖ **The assessment scheme for class XI will be similar to class XII Board examination and shall be carried out at school level.**

## Internal Assessment:

Internal Assessment in different subjects will be as per details given in the syllabus for each subject.

## Subjects of Internal Assessment:

Subjects of Internal Assessment may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report card of the Children in the form of grades.

In the existing scheme of assessment, these activities will be graded on an eight-point grading scale (A1 to E) for classes XI –XII and will have no descriptive indicators.

The students shall be assessed on three areas i.e. Health and Physical Education, Work Experience and General Studies.

The concerned teacher would make an objective assessment of the level of performance/ participation demonstrated by a student throughout the academic year and finally assign grades.

## Parameters of Assessment:

**Marks and grades on the basis of 5-point grading system will be awarded in each compulsory area (General Studies, Health and Physical Education and Work Experience) for classes XI and XII as detailed below:**

Grade	Connotation
A	Exemplary
B	Proficient
C	Developing
D	Emerging
E	Beginner

## Design of the Question Paper for Board examination:

To ensure flexibility in the assessment at Board examination, the detailed design of the paper is not included in the curriculum document. The details of design of the Q.P shall be subsequently notified with the sample question paper. However, the Board

examination shall test as per weightage allocated to each area or unit given in the respective subject

## Development of competencies through Student Enrichment activities:

In the recent passed board has been organizing various activities for promoting various 21st century skills. Following are some such activities introduced with the intention of enhancement of the skills and values.

S. No.	Student Enrichment Activity	Skills/Values to be Enhanced
1	Story Telling Competition	<ul style="list-style-type: none"> <li>• Thinking Skills: Creative, Analytical, Evaluative</li> <li>• Communication Skills</li> <li>• Linguistic Skills</li> </ul>
2	Reading Week	
3	Fastest Reading Contest	
4	Mathematics Skill Development	<ul style="list-style-type: none"> <li>• Reasoning Abilities</li> <li>• Problem Solving Skills</li> <li>• Critical thinking</li> <li>• Analytical thinking</li> <li>• Ability to manipulate precise and intricate ideas</li> <li>• Ability to construct logical arguments</li> </ul>
5	Quiz	<ul style="list-style-type: none"> <li>• Values of respect for diversity and tolerance</li> <li>• Awareness about preserving Indian heritage and monuments</li> <li>• Critical thinking skills</li> <li>• Appreciation for rich heritage and diversity of the country</li> </ul>
6	Science Exhibition	• Critical and Creative Thinking Skills
		• Problem Solving Skills
		• Scientific Temperament
7	Science Literacy Promotion Test	• Connecting Science to day-to-day life
8	Expression Series	• Creative Thinking Skills
		• Communication Skills
9	Eco-Club Activities	• Awareness about Environmental Conservation and Protection
10	Swachhata Abhiyan	• Cleanliness Habits
11	Ek Bharat Shrestha Bharat	• Spirit of Patriotism and Unity
12	Rashtriya Ekta Diwas	
13	Inter School Band Competition	• Creative Skills
14	Fit India School Week	• Healthy life style

15	Inter-School Sports & Games Competitions	<ul style="list-style-type: none"> <li>• Attention and concentration powers</li> </ul>
16	International Day of Yoga	
17	Matri bhasha Diwas	<ul style="list-style-type: none"> <li>• Awareness of Linguistic and Cultural traditions</li> <li>• Values of Tolerance and Dialogue</li> <li>• Communication Skills</li> </ul>
18	The Constitution Day	Importance of Constitution, its history, structure and implications to citizen's orientation to composite culture and diversity of our nation awareness of Fundamental Rights and Duties as enshrined in the Indian Constitution.
19	Art Integrated	Application of art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics promotes experiential learning as it enables to derive meaning and understanding directly from the learning enables students to see the multi-disciplinary linkages between subjects, topics, and real life.

Schools are encouraged to participate in these activities of the Board for making students future ready.

## Rules regarding Admission and Examination

Regarding eligibility for Admission, Eligibility for Examination, Scheme of Examination and related information, please see the Examination Bye-Laws of BSB.

# हिंदी

## कक्षा 11वीं तथा 12वीं के लिए हिंदी का पाठ्यक्रम

### प्रस्तावना

ग्यारहवीं कक्षा तक आते-आते शिक्षार्थियों का मानसिक, शारीरिक, सामाजिक और भावनात्मक विकास प्रगति पर होता है जो उसकी भाषा के माध्यम से भी अभिव्यक्त हो जाता है। भाषिक दायरे और वैचारिक दायरों के बढ़ने या विस्तार पाने के कारण संवेदनाओं की नई भाव भूमि का प्रफुटन होता है। भाषा, शैली और बोध का ऐसा आधार बनने लगता है कि शिक्षार्थी की निजी भाषा शैली भी विकसित होने लगती है।

भाषा का और अधिक सुलझा हुआ, समस्त प्रकार की संवेदनाओं से युक्त प्रयोग इस स्तर के शिक्षार्थियों से अपेक्षित भाषा दुर्व्यवहार है। इस स्तर पर शिक्षार्थी न केवल अपनी भाषा शैली गढ़ता है बल्कि साहित्य, तथा अन्य पत्र-पत्रिकाओं को पढ़ते हुए उनमें प्रयुक्त भाषा-शैली को समझता है। यह भी कहा जा सकता है कि वह भाषा के सहारे समाज, देश, दुनिया की सीमाओं को लांघकर अपनी चेतना का विकास भी करता है। वैश्विक क्षैतिज पर जिस तरह की हिंदी भाषा का प्रयोग किया जाता है—उस तरह की भाषा को समझने का प्रयास करना। शिक्षार्थी की हिंदी भाषा का विकास कुछ इस तरह हो कि वह अपनी भाषा के माध्यम से शांति की स्थापना कर सके। इस तरह से भाषा, भाषा की कक्षा से बाहर अन्य विषयों के साथ इस तरह से घुल मिल जाती है कि उससे विभिन्न अनुशासनों की भाषा समझने और उसका प्रयोग करने की क्षमता का विकास होता है। संचार के विभिन्न माध्यमों – सिनेमा, दूरदर्शन, रेडियो, चलचित्र, ऑडियो-वीडियो, समाचार पत्र, पत्रिकाएँ आदि में प्रयुक्त भाषा को उसके समस्त संदर्भों के साथ गहनता से समझना और उतनी गहनता, गंभीरता से उसे अभिव्यक्त करने वाली प्रभावी भाषा का प्रयोग करना – इस स्तर पर अपेक्षित है। अब भाषा रोजगार की भाषा बनने की दिशा में अग्रसर होने लगती है और वैश्विक पटल पर भाषायी पहचान का मार्ग भी प्रशस्त होने लगता है। व्यक्तित्व को गढ़ने में भाषा की भूमिका महत्वपूर्ण है – इस दृष्टि से भाषा – शिक्षण किया जाना आवश्यक है। अपनी संस्कृति, इतिहास, ज्ञान आदि को समझने में हिंदी भाषा की भूमिका को भी समझने का प्रयास होना चाहिए। साथ ही भारतीय भाषाओं की एकात्मकता को भी समझने और उस पर विश्वास दृढ़ करने की क्षमता का विकास करना, इस स्तर पर हिंदी भाषा शिक्षण का एक महत्वपूर्ण उद्देश्य है।

### पाठ्यचर्या संबंधी अपेक्षाएँ

- समझते हुए पढ़ने व सुनने के साथ-साथ हिंदी में सोचने और उसे मौखिक और लिखित रूप में व्यक्त कर पाने की दक्षता का अर्जन कर पाना।
- साहित्य बोध के साथ-साथ साहित्य में प्रयुक्त भाषा की बारीकियों अन्य विषयों को हिंदी माध्यम से पढ़ने की रुचि पैदा करना।
- शिक्षार्थी भाषिक अभिव्यक्ति के सूक्ष्म एवं जटिल रूप से परिचित हो सकेंगे।
- वे यथार्थ को अपने विचारों में व्यवस्थित करने के साधन के तौर पर भाषा का अधिक सार्थक उपयोग कर पाएंगे।
- उनमें जीवन के प्रति मानवीय संवेदना व सम्यक दृष्टि का विकास होगा।

## हिंदी भाषा शिक्षण के उद्देश्य: कक्षा 11 और 12 के लिए

- पिछली कक्षाओं में प्राप्त भाषिक क्षमताओं का उत्तरोत्तर विकास करना।
- ज्ञान-निर्माण की भाषा के रूप में हिंदी भाषा का विकास करना।
- सामाजिक संदर्भ में भाषिक अभिव्यक्ति की समझ पैदा करना और भाषा के अंतः सक्रिय संबंध को समझने की दृष्टि का विकास करना।
- सृजनात्मक साहित्य की सराहना करने की क्षमता और साहित्य को गढ़ने की भाषा-शैली का विकास करना।
- संचार के विभिन्न माध्यमों – सिनेमा, दूरदर्शन, रेडियो, चलचित्र, ऑडियो-वीडियो, समाचार पत्र, पत्रिकाएँ आदि में प्रयुक्त भाषा को सटीक अर्थ में समझने और उस पर प्रतिक्रिया व्यक्त करने, अपना विचार तय करने की क्षमता का विकास करना।
- भाषा और साहित्य के परस्पर संबंध को समझना, उसका व्यवहार करना और साहित्य को गढ़ने में अपनी शैली का विकास करना।
- विभिन्न संदर्भों में प्रयुक्त हिंदी भाषा की जटिल संरचनाओं को समझना।
- भाषा की सृजनात्मक बारीकियों और व्यावहारिक प्रयोगों का बोध तथा संदर्भ और समय के अनुसार प्रभावशाली ढंग से उसका मौखिक और लिखित प्रयोग करने की क्षमता का विकास करना।
- अपनी बात को गंभीरता से अभिव्यक्त करने और विभिन्न प्रकार से अभिव्यक्त करने की कुशलता का विकास करना।
- सामाजिक, लिंग, धर्म, जाति, क्षेत्र, भाषा संबंधी विविधताओं के प्रति सकारात्मक एवं विवेक पूर्ण रवैये का विकास करना।
- साहित्य के विविध रूपों पर सकारात्मक चर्चा करना और उसकी समालोचना करना।
- संचार और प्रौद्योगिकी अथवा विज्ञान के विकास के क्षेत्र में प्रयुक्त विशिष्ट भाषा का उल्लेख समझकर प्रयोग करने की कुशलता का विकास करना।
- किसी भी अपरिचित विषय से संबंधित जानकारी के स्रोतों को ढूँढ कर उन पर व्यवस्थित ढंग से अपनी बात को कहने का कौशल विकसित करना।
- ज्ञान के विभिन्न अनुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति को समझना और उसका प्रयोग करना।
- भाषा की समावेशी और बहुभाषिक प्रकृति के प्रति ऐतिहासिक और सामाजिक दृष्टिकोण का विकास करना।
- विभिन्न सामाजिक मुद्दों पर आत्मविश्वास के साथ मौखिक और लिखित रूप से लिखना।
- अमूर्त विषयों पर प्रयुक्त भाषा का विकास और कल्पनाशीलता और मौलिक चिंतन के लिए प्रयोग करना।

## हिंदी भाषा सीखने-सिखाने की युक्तियाँ व पद्धतियाँ

- पिछले स्तरों पर अपनाई जाने वाली शिक्षण युक्तियाँ का प्रयोग करना।
- वार्तालाप व संवादात्मक शिक्षण।
- विभिन्न विषयों पर शिक्षार्थियों की विश्लेषणात्मक, संश्लेषणात्मक और मूल्यांकनपरक विचारों की अभिव्यक्ति के अवसर प्रदान करना।
- संचार माध्यमों का और सूचना प्रौद्योगिकी का प्रयोग करना।
- कक्षा में दबाव व तनाव मुक्त माहौल उपलब्ध करवाना।

- नए नए विषयों पर लेख, अनुच्छेद लेखन गतिविधियां आयोजित करना।
- किताबों में आए काव्यांशों की संगीतबद्ध प्रस्तुतियों के ऑडियो वीडियो कैसे तैयार करना।
- पैरा अनुसार चित्र और छाया चित्रों को शिक्षण सामग्री के रूप में प्रयुक्त करना।
- अलग-अलग अवसर के लिए पाठ की आवश्यकतानुसार अलग-अलग शिक्षण सहायक सामग्री का प्रयोग करना।
- शब्दकोश, संदर्भ कोश, साहित्य कोश का प्रयोग करना।
- सेमिनार, समूह चर्चा, समस्या समाधान आदि पर बल देना।

# हिंदी (आधार) (101)

## पाठ्यक्रम (2024-25)

### कक्षा 11वीं

परीक्षा हेतु पाठ्यक्रम विनिर्देशन

- प्रश्न -पत्र तीन खण्डों - खंड- क, ख और ग में होगा।
- खंड- क में अपठित बोध पर आधारित प्रश्न पूछे जाएँगे। सभी प्रश्नों के उत्तर देने होंगे।
- खंड- ख में अभिव्यक्ति और माध्यम पाठ्यपुस्तक के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।
- खंड- ग में आरोह भाग - 1 एवं वितान भाग - 1 पाठ्यपुस्तकों के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।

भारांक-80

निर्धारित समय - 03 घंटे

वार्षिक परीक्षा हेतु भार विभाजन

	खंड-क (अपठित बोध)	18 अंक
1	01 अपठित गद्यांश (लगभग 250 शब्दों का) पर आधारित बोध, चिंतन, विश्लेषण पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न, लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक x 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक x 01 प्रश्न = 1 अंक, लघूत्तरात्मक प्रश्न 02 अंक x 3 प्रश्न = 6 अंक)	10 अंक
2	01 अपठित पद्यांश (लगभग 100 शब्दों का) पर आधारित बोध, सराहना, सौंदर्य, चिंतन, विश्लेषण आदि पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न, लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक x 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक x 01 प्रश्न = 01 अंक, लघूत्तरात्मक प्रश्न 02 अंक x 02 प्रश्न = 04 अंक)	08 अंक
	<b>खंड- ख (अभिव्यक्ति और माध्यम पाठ्यपुस्तक के आधार पर ) पाठ संख्या 1, 2, 9, 10, 14, 15 तथा 16 पर आधारित</b>	22 अंक
3	दिए गए 03 अप्रत्याशित विषयों में से किसी 01 विषय पर आधारित लगभग 120 शब्दों में रचनात्मक लेखन (06 अंक x 01 प्रश्न)	06 अंक
4	औपचारिक पत्र लेखन। (विकल्प सहित) (05 अंक x 01 प्रश्न)	05 अंक
5	<b>पाठ संख्या 1, 2, 9, 10, 14, 15 तथा 16 पर आधारित</b> 04 प्रश्न (विकल्प सहित) (02 अंक x 04 प्रश्न= 8 अंक ) (लगभग 40 शब्दों में), (03 अंक x 01 प्रश्न = 3 अंक) (लगभग 60 शब्दों में)	11 अंक

	खंड- ग (आरोह भाग - 1 एवं वितान भाग-1 पाठ्य पुस्तकों के आधार पर )	40 अंक
6	पठित काव्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05 अंक
7	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	06 अंक
8	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
9	पठित गद्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05 अंक
10	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	06 अंक
11	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
12	वितान के पाठों पर आधारित 03 में से 02 प्रश्नों के उत्तर (लगभग 100 शब्दों में) (05 अंक x 02 प्रश्न)	10 अंक
13	(अ) श्रवण तथा वाचन (ब) परियोजना कार्य	10+10 = 20 अंक
कुल अंक		100 अंक

**निर्धारित पाठ्यपुस्तकें :**

1. **आरोह, भाग-1**, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
  2. **वितान भाग-1**, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
  3. **अभिव्यक्ति और माध्यम**, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
- नोट - पाठ्यक्रम के निम्नलिखित पाठ हटा दिए गए हैं ।

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

## हिंदी (आधार) (101)

### पाठ्यक्रम (2024-25)

### कक्षा 12वीं

परीक्षा हेतु पाठ्यक्रम विनिर्देशन

- प्रश्न -पत्र तीन खण्डों - खंड- क, ख और ग में होगा।
- खंड- क में अपठित बोध पर आधारित प्रश्न पूछे जाएँगे। सभी प्रश्नों के उत्तर देने होंगे।
- खंड- ख में अभिव्यक्ति और माध्यम पाठ्यपुस्तक के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।
- खंड- ग में आरोह भाग - 2 एवं वितान भाग - 2 पाठ्यपुस्तकों के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।

भारांक-80

निर्धारित समय - 03 घंटे

वार्षिक परीक्षा हेतु भार विभाजन

	खंड-क (अपठित बोध)	18 अंक
1	01 अपठित गद्यांश (लगभग 250 शब्दों का) पर आधारित बोध, चिंतन, विश्लेषण पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न, लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक x 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक x 01 प्रश्न = 01 अंक, लघूत्तरात्मक प्रश्न 02 अंक x 03 प्रश्न = 06 अंक)	10 अंक
2	01 अपठित पद्यांश (लगभग 100 शब्दों का) पर आधारित बोध, सराहना, सौंदर्य, चिंतन, विश्लेषण आदि पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक x 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक x 01 प्रश्न = 01 अंक, लघूत्तरात्मक प्रश्न 02 अंक x 02 प्रश्न = 04 अंक)	08 अंक
	<b>खंड- ख (अभिव्यक्ति और माध्यम पाठ्यपुस्तक के आधार पर )</b> <b>पाठ संख्या 3, 4, 5, 11, 12 तथा 13 पर आधारित</b>	22 अंक
3	दिए गए 03 अप्रत्याशित विषयों में से किसी 01 विषय पर आधारित लगभग 120 शब्दों में रचनात्मक लेखन (06 अंक x 01 प्रश्न)	06 अंक
4	<b>पाठ संख्या 3, 4, 5, 11 तथा 13 पर आधारित</b> (02 अंक x 04 प्रश्न= 08 अंक ) (लगभग 40 शब्दों में), (04 अंक x 02 प्रश्न = 08 अंक) (लगभग 80 शब्दों में) (विकल्प सहित)	16 अंक
	<b>खंड- ग (आरोह भाग – 2 एवं वितान भाग-2 पाठ्यपुस्तकों के आधार पर )</b>	<b>40 अंक</b>
5	पठित काव्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05 अंक

6	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	06 अंक
7	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
8	पठित गद्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05 अंक
9	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	06 अंक
10	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
11	वितान के पाठों पर आधारित 03 में से 02 प्रश्नों के उत्तर (लगभग 100 शब्दों में) (05 अंक x 02 प्रश्न)	10 अंक
13	(अ) श्रवण तथा वाचन (ब) परियोजना कार्य	10+10 = 20 अंक
कुल अंक		100 अंक

**निर्धारित पुस्तकें :**

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

नोट - पाठ्यक्रम के निम्नलिखित पाठ हटा दिए गए हैं

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

## हिंदी (ऐच्छिक) (130)

### पाठ्यक्रम (2024-25)

### कक्षा 11वीं

- प्रश्न-पत्र तीन खण्डों - खंड- क, ख और ग में होगा।
- खंड- क में अपठित बोध पर आधारित प्रश्न पूछे जाएँगे। सभी प्रश्नों के उत्तर देने होंगे।
- खंड- ख में अभिव्यक्ति और माध्यम पुस्तक के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।
- खंड- ग में अंतरा भाग - 1 एवं अंतराल भाग - 1 पाठ्य पुस्तकों के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।

भारांक - 80

निर्धारित समय - 03 घंटे

वार्षिक परीक्षा हेतु भार विभाजन

	खंड-क (अपठित बोध)	18 अंक
1	01 अपठित गद्यांश (लगभग 250 शब्दों का) पर आधारित बोध, चिंतन, विश्लेषण पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न, लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक x 3 प्रश्न=3 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक x 1प्रश्न=1 अंक, लघूत्तरात्मक प्रश्न 02 अंक x 3 प्रश्न=6 अंक)	10 अंक
2	01 अपठित पद्यांश (लगभग 100 शब्दों का) पर आधारित बोध, सराहना, सौंदर्य, चिंतन, विश्लेषण आदि पर बहुविकल्पीय प्रश्न अतिलघूत्तरात्मक प्रश्न लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक x 3 प्रश्न=3 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक x 1प्रश्न=1 अंक, लघूत्तरात्मक प्रश्न 02 अंक x 2 प्रश्न=4 अंक)	08 अंक
	खंड- ख (अभिव्यक्ति और माध्यम पुस्तक के आधार पर )	22 अंक
3	इकाई एक - जनसंचार माध्यम और लेखन (पाठ 1 और 2) पर आधारित (लगभग 30-40 शब्दों में ) अतिलघूत्तरात्मक प्रश्न एवं लघूत्तरात्मक प्रश्न पूछे जाएँगे (01 अंक x 01 प्रश्न ,02 अंक x 02 प्रश्न)	05 अंक
4	इकाई - दो सृजनात्मक लेखन पाठ 9, 10 और इकाई - तीन व्यावहारिक लेखन पाठ 14, 15 दी गई स्थिति/ घटना के आधार पर दृश्य लेखन (विकल्प सहित)	05 अंक

	लगभग 120 शब्दों में (05 अंक x 01 प्रश्न)	
5	औपचारिक - पत्र/ स्ववृत्त लेखन/ रोजगार संबंधी आवेदन पत्र (विकल्प सहित) लगभग 100 शब्दों में (05 अंक x 01 प्रश्न)	05 अंक
6	व्यावहारिक लेखन (प्रतिवेदन, प्रैस-विज्ञप्ति, परिपत्र कार्यसूची, कार्यवृत्त से संबंधित प्रश्न) (विकल्प सहित) (03 अंक x 01 प्रश्न)	03 अंक
7	अभिव्यक्ति और माध्यम पुस्तक से पठित पाठों पर आधारित 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
	<b>खंड- ग (अंतरा भाग - 1 एवं अंतराल भाग - 1 पाठ्य पुस्तकों के आधार पर )</b>	<b>40 अंक</b>
8	पठित काव्यांश पर 05 बहुविकल्पात्मक प्रश्न । सभी 05 प्रश्नों के उत्तर देने होंगे। (01 अंक x 05 प्रश्न)	05 अंक
9	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
10	किसी एक काव्यांश की सप्रसंग व्याख्या (विकल्प सहित) (दीर्घउत्तरीय प्रश्न) (06 अंक x 01 प्रश्न) लगभग 100 शब्दों में	06 अंक
11	पठित गद्यांश पर 05 बहुविकल्पात्मक प्रश्न । सभी 05 प्रश्नों के उत्तर देने होंगे। (01 अंक x 05 प्रश्न)	05 अंक
12	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
13	01 गद्यांश की सप्रसंग व्याख्या (विकल्प सहित) (दीर्घउत्तरीय प्रश्न) ( 06 अंक x 01 प्रश्न) लगभग 100 शब्दों में	06 अंक
14	अंतराल के पठित पाठों पर 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर	10 अंक

	(लगभग 100 शब्दों में) (05 अंक x 02 प्रश्न)	
15	(अ) श्रवण तथा वाचन (ब) परियोजना कार्य	10+10=20 अंक
कुल अंक		100

### निर्धारित पुस्तकें:

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

नोट : निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे ।

#### पाठ्यपुस्तक - अंतरा भाग-1

1. नए की जन्म कुंडली (एक) (पूरा पाठ)
2. पद्माकर (पूरा पाठ)
3. महादेवी वर्मा - सब आँखों के आँसू उजले (घटाया गया पाठ का अंश और उससे संबंधित प्रश्न अभ्यास)
4. नरेंद्र शर्मा - नींद उचट जाती है (पूरा पाठ)

#### पाठ्यपुस्तक - अंतराल

1. अंडे के छिलके (एकांकी) पूरा पाठ

## हिंदी (ऐच्छिक) (130)

### पाठ्यक्रम (2024-25)

### कक्षा 12वीं

- प्रश्न-पत्र तीन खण्डों – खंड- क, ख और ग में होगा।
- खंड- क में अपठित बोध पर आधारित प्रश्न पूछे जाएँगे। सभी प्रश्नों के उत्तर देने होंगे।
- खंड- ख में अभिव्यक्ति और माध्यम पुस्तक के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।
- खंड- ग में अंतरा भाग – 2 एवं अंतराल भाग – 2 पाठ्य पुस्तकों के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।

भारांक - 80

निर्धारित समय - 03 घंटे

वार्षिक परीक्षा हेतु भार विभाजन

	खंड-क (अपठित बोध)	18 अंक
1	01 अपठित गद्यांश (लगभग 250 शब्दों का) पर आधारित बोध, चिंतन, विश्लेषण पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न, लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक x 3 प्रश्न=3 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक x 1प्रश्न=1 अंक, लघूत्तरात्मक प्रश्न 02 अंक x 3 प्रश्न=6 अंक)	10 अंक
2	01 अपठित पद्यांश (लगभग 100 शब्दों का) पर आधारित बोध, सराहना, सौंदर्य, चिंतन, विश्लेषण आदि पर बहुविकल्पीय प्रश्न अतिलघूत्तरात्मक प्रश्न लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक x 3 प्रश्न=3 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक x 1प्रश्न=1 अंक, लघूत्तरात्मक प्रश्न 02 अंक x 2 प्रश्न=4 अंक)	08 अंक
	खंड- ख (अभिव्यक्ति और माध्यम पुस्तक के आधार पर)	22 अंक
3	इकाई एक - जनसंचार माध्यम और लेखन ( पाठ 3,4 और 5 ) पर आधारित (लगभग 30-40 शब्दों में) अतिलघूत्तरात्मक प्रश्न एवं लघूत्तरात्मक प्रश्न पूछे जाएँगे (01 अंक x 01 प्रश्न ,02 अंक x 02 प्रश्न)	05 अंक

4	पाठ 3,4 और 5 पर आधारित दो लघुउत्तरीय प्रश्न (03 अंक x 02 प्रश्न) ) (लगभग 60 शब्दों में)	06 अंक
5	दिए गए तीन नए और अप्रत्याशित विषयों में से किसी एक विषय पर लगभग 100 शब्दों में रचनात्मक लेखन (05 अंक x 01 प्रश्न)	05 अंक
6	पाठ 6,7 और 8 पर आधारित तीन प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर (3 अंक x 2 प्रश्न) (लगभग 60 शब्दों में)	06 अंक
<b>खंड- ग (अंतरा भाग - 1 एवं अंतराल भाग - 1 पाठ्य पुस्तकों के आधार पर )</b>		<b>40 अंक</b>
7	पठित काव्यांश पर 05 बहुविकल्पात्मक प्रश्न । सभी 05 प्रश्नों के उत्तर देने होंगे। (01 अंक x 05 प्रश्न)	05 अंक
8	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
9	किसी एक काव्यांश की सप्रसंग व्याख्या (विकल्प सहित) (दीर्घउत्तरीय प्रश्न) (06 अंक x 01 प्रश्न) लगभग 100 शब्दों में	06 अंक
10	पठित गद्यांश पर 05 बहुविकल्पात्मक प्रश्न । सभी 05 प्रश्नों के उत्तर देने होंगे। (01 अंक x 05 प्रश्न)	05 अंक
11	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
12	01 गद्यांश की सप्रसंग व्याख्या (विकल्प सहित) (दीर्घउत्तरीय प्रश्न) ( 06 अंक x 01 प्रश्न) लगभग 100 शब्दों में	06 अंक

13	अंतराल के पठित पाठों पर 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 100 शब्दों में) (05 अंक x 02 प्रश्न)	10 अंक
14	(अ) श्रवण तथा वाचन (ब) परियोजना कार्य	10+10=20 अंक
	<b>कुल अंक</b>	<b>100 अंक</b>

### निर्धारित पुस्तकें:

1. अंतरा, भाग-2, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
2. अंतराल, भाग-2, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
3. 'अभिव्यक्ति और माध्यम', एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

❖ नोट : निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे ।

### - अंतरा भाग 2

1. सूर्यकांत त्रिपाठी निराला - गीत गाने दो मुझे (घटाया गया पाठ का अंश और उससे संबंधित प्रश्न अभ्यास)
2. विष्णु खरे - एक कम, सत्य(पूरा पाठ)
3. केशवदास - रामचंद्रिका (पूरा पाठ)
4. घनानंद - सवैया (घटाया गया पाठ का अंश और उससे संबंधित प्रश्न अभ्यास)
5. ब्रजमोहन व्यास - कच्चा चिट्ठा (पूरा पाठ)
6. रामविलास शर्मा - यथास्मै रोचते विश्वम (पूरा पाठ)

### पूरक पाठ्यपुस्तक - अंतराल 2

1. संजीव - आरोहण

## संस्कृत

कक्षा 11 तथा 12 के लिए संस्कृत महत्व का पाठ्यक्रम

### संस्कृत महत्व

मानव को मानव के रूप में स्थापित करने में तथा उसके अस्तित्व की पहचान कराने की प्रक्रिया में देश, संस्कृति, भाषा, मूल्यों, तथा ज्ञान—विज्ञान की परम्परा बहुत महत्वपूर्ण होती है। इनसे अंतः क्रिया करते हुए तथा आत्मसात्करते हुए वह इस परम्परा को अपने सान्निध्य से गौरवान्वित करता है और अपनी पहचान को परिभाषित करता है। मानव के अस्तित्व के परिचायक के रूप में भाषा अत्यंत महत्वपूर्ण भूमिका का निर्वाह करती है। भारतीय परिप्रेक्ष्य में संस्कृत ही वह भाषा है जो आदि काल से मानव का संस्कार करती आ रही है और वर्तमान समय में भी उसकी उपादेयता तथा प्रासंगिकता निर्विवाद रूप से अतुलनीय है, सार्वभौमिक है तथा कालसापेक्ष है।

संस्कृत विश्व की वह प्राचीनतम भाषा है जिसका समृद्ध साहित्य एवं ज्ञान—विज्ञान मानव तथा समाज का सदैव मार्गदर्शन करता आ रहा है। वैदिक काल से लेकर आज तक समस्त ज्ञान—विज्ञान, चिंतन—मनन एवं सभ्यता—संस्कृति का आधार संस्कृत भाषा ही रही है। वेद वेदांग, दर्शन, धर्मशास्त्र आदि के साथ साथ इस भाषा में वैज्ञानिक विषयों का भी ज्ञान प्राप्त होता है तथा जीव विज्ञान, भौतिकी, रसायन शास्त्र, आयुर्वेद, धनुर्वेद, भू—विज्ञान, खगोल विज्ञान, ज्योतिषविज्ञान, नक्षत्र—विज्ञान, रत्न—विज्ञान, विमान—विज्ञान, वास्तु—विज्ञान, शिल्प—विज्ञान, सैन्य—विज्ञान आदि अनेक विषयों पर चिंतन हेतु विवेचन उपलब्ध है। जो वर्तमान परिप्रेक्ष्य में मानव का मार्गदर्शन करने में सक्षम है।

ज्ञान की सार्थकता तभी सिद्ध होती है जब मानव जीवन संस्कार युक्त हो अतः शिक्षा की जीवन में अहम भूमिका होती है। शिक्षासाधिका के रूप में ज्ञान का व्यक्तित्व के साथ समन्वय स्थापित करती है। प्राचीन वैदिक शिक्षा इसी आदर्श पर आधारित थी, इसलिये ज्ञान—विज्ञान एवं संस्कृति सम्पोषित होती रही है। काल के प्रवाह के साथ होने वाले परिवर्तनों के कारण बदलती परिस्थितियों में भी भारतीय शिक्षा पद्धति का प्रभाव कम

नहीं हो पाया । अतः वैदिक साहित्य में निहित मूल्यों एवं आदर्शों को पुनः सम्पोषित करने के लिये तथा प्रत्येक भारतीय को उसकी संस्कृति से जोड़ने के लिये संस्कृत का अध्ययन अनिवार्य है। बदलते परिवेश में अपनी वैज्ञानिकता तथा तार्किक संरचना के कारण संस्कृत धरती पर बोली जाने वाली सबसे शुद्ध भाषा है, इसकी तार्किक व्यवस्था के कारण इसे कम्प्यूटर की भाषा के रूप में भी स्वीकार किया गया है । अतः आवश्यक है कि इस भाषा में उपलब्ध अमूल्य ज्ञान को अन्य विषयों के साथ इस प्रकार अनुस्यूत किया जाय कि पढ़ने वाला संस्कृत के महत्व को समझ पाए तथा उसमें उपलब्ध ज्ञान प्राप्ति के प्रति उन्मुख हो।

### **संस्कृत भाषा पाठ्यक्रम का आधार एवं अन्य बोर्ड से वैभिन्न्य**

संस्कृत भाषा का पाठ्यक्रम का आधार एवं विषयवस्तु हमारी भारतीय संस्कृति में उपलब्ध विशाल ज्ञान सामग्री है, इस प्रक्रिया में हमने प्रयास किया है कि भारतीय ज्ञान के साथ उसमें निहित मूल्यों तथा परम्पराओं से छात्रों को अवगत कराया जाय ।

कक्षा प्रथम से ही विद्यार्थी के स्मरणशक्तिवर्धन हेतु अष्टाध्यायी स्मरण का समावेश किया गया है ।

विद्यार्थी के चारित्रिक, एवं व्यवहारिक उन्नति के लिए, रामायण, महाभारत इत्यादि महाकाव्यों से कुछ अंश भी समावेश किया गया है ।

विष्व को देखने की विषिष्ट दृष्टि हमको योगदर्शन आदि शङ्कदर्शनों से प्राप्त होती है उसका भी कुछ अंश इसमें उद्धृत किया गया है ।

षारीरिक एवं मानसिक रूप से विद्यार्थी पूर्णतः स्वस्थ रहे इस दृष्टिकोण से आयुर्वेद के विषिष्ट अध्यायों का भी समावेश है ।

श्रीमद्भगवद्गीता स्मृतिग्रन्थनितीप्लोकाः पञ्चतन्त्र इत्यादि से शिक्षाप्रद कथा एवं प्लोकों का भी उद्धरण विद्यार्थी के आयुनुसार उस-उस कक्षा में स्थापित किया है जिसकी स्मृति से विद्यार्थी जीवन में सदा सुमार्ग पर चले ।

साहित्य को समझना एक साधना है (टैगोर) जो व्यक्तित्व को परिष्कृत करती है उसमें रचनात्मकता को जागृत करती है तथा उसे आनंद से जोड़ती है, संस्कृत का वृहत साहित्य वह अवसर उपलब्ध करा सके, यह प्रयास किया गया है।

भाषा प्रयोग की स्पष्टता हेतु उसकी संरचनात्मक विशिष्टता को समझने के लिये व्याकरण की पाठ्यक्रम में इस प्रकार व्यवस्था की गई है कि छात्र वैचारिक स्तर पर भाषा के संकोच का अनुभव न करे तथा सहज रूप से रचनात्मक अभिव्यक्ति की ओर संलग्न हो सके।

सभी भाषाओं की जननी होने के कारण अन्य क्षेत्रीय भाषाओं के शब्दों के स्पष्टीकरण की प्रक्रिया में उनकी विस्तारित व्याख्या के द्वारा संस्कृत के महत्व एवं सार्वभौमिकता को स्थापित करने का प्रयास किया गया है जो राष्ट्रीय एकत्व की भावना को सम्पोषित करती है।

इसके साथ ही प्रयास किया गया है कि संस्कृत भाषा में उपलब्ध विज्ञान अथवा दूसरे विषय सम्बंधी ज्ञान के लिए संस्कृत भाषा को आधार बनाया जाए न कि अंग्रेजी या अन्य किसी भाषा में किये गये अनुवाद को। छात्रों में ज्ञान तथा मूल्यों के प्रति स्वीकार्यता, उपादेयता तथा प्रासंगिकता को सुनिश्चित करने के प्रयास में उपलब्ध नवीन तकनीकों के साथ सामंजस्य स्थापित करने का प्रयास किया गया है, यही उद्देश्यों के निर्धारण का आधार है, हमने प्रयास किया है कि छात्र –

- प्रत्येक कक्षा में एक नया वैदिक मंत्र सीखे तथा पूरे सत्र में अध्यापक उससे सम्बंधी क्रियायें कक्षा में इस प्रकार करवाए कि छात्र उसमें अंतर्निहित भाव को आत्मसात् कर पाए, इस प्रकार प्रत्येक कक्षा में नया मंत्र सीख कर, उसका भाव समझ कर, तथा उसकी प्रासंगिकता आज के परिप्रेक्ष्य में समझ कर छात्रों से एक सभ्य समाज की स्थापना की आशा की जा सकती है,
- संस्कृत की कक्षाओं की संख्या किसी भी स्थिति में अन्य भाषाओं से कम नहीं हो, इस दृष्टि से पाठ्यक्रम निर्माण किया गया है,
- कक्षा एक से संस्कृत की पाठ्यक्रम में उपस्थिति भाषा के महत्व को स्वतः सिद्ध करती है,

- प्राथमिक स्तर पर कक्षा तृतीय तक केवल मौखिक परीक्षा का प्रावधान तथा अन्य कक्षाओं में भी कुछ प्रतिशत मौखिक परीक्षा की व्यवस्था की गई है,
- नीति श्लोको की पाठ्यक्रम में स्थिति आज के समाज में व्याप्त मूल्य सम्बंधी अनेको दुविधाओं के स्पष्टीकरण के लिए आवश्यक है,
- इसी प्रकार प्रत्येक अध्याय भारतीय संस्कृति, ज्ञान तथा मूल्यों से प्रेरित है, इस प्रक्रिया में जिन ग्रंथों का आश्रय लिया गया है वे इस प्रकार हैं।  
वेद—ऋग्वेद, अथर्ववेद, यजुर्वेद, पंचतंत्र, हितोपदेशः, चाणक्यनीति, भर्तृहरेः नीतिश्लोकाः शीशुपालवध महाकाव्यम्, महाभारत, रघुवंशः नैषधमहाकाव्यम्, गीता, मनुस्मृतिः, ईशावास्योपनिषद्, अथर्ववेद, नीतिशतक, छांदोग्य उपनिषद्, अभिज्ञानशाकुंतलम्, केनोपनिषद्, कठोपनिषद्, कादम्बरी, दशकुमारचरितम्, ऋषि भारद्वाज प्रणीतम् विमानशास्त्रम्, आयुर्वेदविज्ञानम्, मुण्डकोपनिषद्, श्वेताश्वतर उपनिषद्, गीत—गोविंदम् (जयदेव) दशावतारस्तुतिः, सन्मतिर्दीयताम्  
दृश्री ओमप्रकाश ठाकुर, शिवराज विजयः, हर्षचरितम्—बाणभट्टः योगदर्शनम् साधनपाद, तर्कसंग्रहः, आर्यभट्टः, भास्करचार्यः दृवराहमिहिर इत्येतेषाम् वैज्ञानिकानाम् योगदानम्, चरकसंहिता, कौटिल्य—अर्थशास्त्रम्, उत्तररामचरितम्, स्वप्नवासवदत्तम्, पुरंध्री पञ्चकम् आदि।

## विजन/दृष्टि

असतो मा सद् गमय तमसो मा ज्योतिर्गमय

अंधकारात् प्रकाशम् प्रति एवम् अज्ञानात् ज्ञानम् प्रति गतिः भवेत्, इदमेव जीवनस्योद्देश्यम्, संस्कृतमेव सा भाषा यत्रोपलब्धम् विशालज्ञानम् न केवलम् मानवजीवनस्य दिशानिर्देशम् करोति अपितु आत्मोन्नत्यर्थम् प्रेरितम् करोति, अतः भारतीयज्ञानस्य, साहित्य—कला संस्कृतेः च संरक्षणार्थम् संस्कृतभाषायाः विविधतत्त्वानां बोधस्य प्रचारणं प्रसारणं च आवश्यकं, अपि च संस्कृतं प्रति स्वीकार्यतां निश्चयार्थम् संस्कृते उपलब्ध—ज्ञानस्य वर्तमानसंदर्भे प्रासंगिकता स्थापितव्या ।

- संस्कृतं प्रति अस्माकं संकल्पः भवेत् यत्—
- संस्कृत भाषां अधिगंतुम् जिज्ञासा अनुरागः च उत्पन्नो भवते,

- संस्कृत भाषा शिक्षणेन उपलब्ध भारतीयज्ञानस्य एवं सांस्कृतिक-परम्परायाः संरक्षणम् संवर्धनं च भवेत् ।
- संस्कृतभाषा शिक्षणेन आधुनिक-परिप्रेक्ष्ये भारतीयसांस्कृतिक-मूल्यानाम् प्रासंगिकता प्रतिस्थापिता भवेत् ।
- उपलब्ध तकनीकसाहाय्येन संस्कृत-भाषाधिगमं सरलं, सुलभं, रुचिकरं च, भवेत् ।
- संस्कृत भाषा शिक्षणेन छात्राणाम वैचारिक क्षमतायाः विकासो भवेत् ।  
ब्रहतर-उद्देश्यानि
- संस्कृत भाषाज्ञानं भाषाप्रयोगाधारितं भवेत् ।
- भाषाप्रयोगाय उपलब्ध पारम्परिक प्रयोगस्य आधुनिक परिस्थितिभिः सह समन्वयो स्थापित व्यः ।
- संस्कृत-शिक्षणेन संस्कृते निहितम् उपलब्धज्ञान-विज्ञानस्य मूल्यानां च समन्वयः भवेत् ।
- संस्कृत-भाषायाः संरचनात्मक-विशिष्टतायाः संरक्षणं, अपि च आधुनिक-परिप्रेक्ष्ये स्पष्टीकरणं भवेत् ।
- संस्कृत-भाषाव्याकरणं शिक्षणं भाषा प्रयोगे आधारितं भवेत् ।
- संस्कृतभाषा-शिक्षणे शब्दकोषज्ञानं नवीनशब्दनिर्माण-विषयकः अभ्यासः च वाञ्छनीयः ।
- सम्प्रति उपलब्ध तकनीकमाधृत्य भाषा धिगम सम्बन्धी सामग्री-निर्माणः प्रयोगः च वाञ्छनीयः ।

### संस्कृतशिक्षणस्य उद्देश्यानि

- (i) संस्कृतानुच्छेदानाम् सम्यक् रूपेण पठने तेषाम् अर्थावबोधने च योग्यतासाधनम् ।
- (ii) वैदिकवाङ्मयपरिचयः आयुर्वेद परिचयः छंदसाम् ज्ञानम् च ।
- (iii) व्याकरणे संधि-समास-कारक-उपसर्ग-प्रत्यय-शब्दरूप दृधातुरूपाणाम् ज्ञानप्रदानम् ।
- (iv) संस्कृतश्लोकानाम् उचितलयमात्रायतिगतिविरामादिभिः सहपठनस्य योग्यतोत्पादनमयेन छात्राः विभिन्नछंदसाम् पाठेषु भेदम् कर्तुम् समर्थाः संतु तथा मात्रानुसारेणछंदांसि प्रत्याभिज्ञातुम् सफलाः भवन्तु ।

- (v) संस्कृते लघुनिबन्धलेखपत्रादीनां लेखनस्य क्षमतायाः विकासः  
मौलिकलेखेषुसंस्कृतश्लोकान् उद्धृत्यछात्राणाम् भावाभिव्यक्ति-शैल्याः  
अभिवर्धनम् ।
- (vi) संस्कृतात् मातृभाषायाम्,मातृभाषातः संस्कृते अनुवादकरणस्य योग्यता साधनम् ।
- (vii) छात्राणाम् संस्कृते स्वस्तरानुसारेण शुद्धया प्रभावशालि-मधुररमणीयशैल्या  
विचाराणमभिव्यक्तेः योग्यतासाधनम् ।
- (viii) वैकल्पिकविषयरूपेण पठनशील-संस्कृतच्छात्रेषु काव्यसौंदर्यानुभूतेः  
व्यंग्यार्थावबोधस्य च योग्यतोत्पादनम् ।
- (ix) छात्रेषु श्लोकानाम् ससन्दर्भव्याख्याप्रसंगे श्लोकनिहितानाम्  
रस-अलंकार-छन्द-अंतःकथा-सूक्त्यादीनाम् विश्लेषणस्य योग्यतासाधनम् ।

**कक्षा 11वीं**  
**संस्कृत (102)**  
**पाठ्यक्रम (2024-25)**

Class	Syllabus	Learning Outcomes	No. of periods (45 min each)	Weightage
एकादश ;11व	1. मङ्गलाचरणपरकम् —स्वस्तिवाचनम्/पृथिवी सूक्तम्/ पिवताण्डवस्तोत्रम्।	वेदमन्त्रानधीत्य संस्कारसंवर्धनम् भविष्यति ।		
	2. महाकाव्यम् – सौन्दरानन्दं महाकाव्यम् (त्रयोदशसर्गः)/ पिपुपालवधम् ( प्रथमसर्गः)/ किरातार्जुनीयम् (प्रथमसर्गः)।	उत्साहादिभावा विद्यार्थिपूत्पन्ना भविष्यन्ति ।		
	3. गद्यपाङ्गः/ नाट्याङ्गः			
	4. सूक्तिप्रमा वैराग्यपतकम्, नीतिपतकम्, श्वेताश्वतरोपनिषद् (योगपरमालम्बिपकमन्त्रो),			
	5. संस्कृतसाहित्यं तस्येतिहासश्च 1. पद्ये गद्ये चम्पू अभिनय, नाटकदीनाम परिभाषा, परिचयश्च च। 2. महाकाव्यम्, खण्डकाव्यम्, कथा, आख्यायिका आदीनाम् लक्षणम् उदाहरणम् च 3. पाठ्यपुस्तके पठितपाठानाम् कवी नाम् लेखकानाम् च परिचयः लेखनीयः			
	6. शास्त्रस्मरणम्/ गीता अ. 15 एवं 16 प्रबोधश्च छान्दोग्य अ. 8 ( इन्द्रविरोचनोपाख्यानम्) सांख्यकारिका/ सांख्यसूत्राणि	स्मृतिशक्तेर्वर्धनम्		
	7. वेदसंहितानां ब्राह्मणग्रन्थानां च परिचयः (नामानि वर्णयन्विपयाश्च)			
	8. दार्शनिकविषयः सांख्यदर्पनस्य प्रमुखसिद्धान्ताः (सृष्टिक्रमइत्यादयः) प्रवर्तकः प्रमुखाचार्याश्च / जैनदर्पनम् (तत्त्वार्थसूत्रम्) उमास्वामिभि रचितम्	पदार्थान् द्रष्टुं नूतना दृष्टिः स्मृतौ भविष्यति ।		

9. भारतीयदर्शनानां परिचयः (आस्तिकनास्तिकदर्शनानाम्)			
10. वृद्धदन्तप्रकरणं कृत्प्रक्रियातः समासप्रकरणे समासाश्रयविधिपर्यन्तम्।	संस्कृतव्याकरणविषयेऽवबोधे भविष्यति ।		
11. धातुरूपस्मरणम् (दपसु लकारेषु)	अनुवादम् कर्तुं समर्था भविष्यन्ति प्रयतिष्यन्ते च ।		
12. शब्दरूपस्मरणम्	अनुवादम् कर्तुं समर्था भविष्यन्ति प्रयतिष्यन्ते च ।		
13. संस्कृतानुवादः	अनुवादम् कर्तुं समर्था भविष्यन्ति प्रयतिष्यन्ते च ।		
14. प्रत्ययविचारस्मरणम्	अनुवादम् कर्तुं समर्था भविष्यन्ति प्रयतिष्यन्ते च ।		
15. अपठित- अनुच्छेदः।	अनुवादम् कर्तुं समर्था भविष्यन्ति प्रयतिष्यन्ते च ।		
16. रचनात्मकं कार्यम् ।	अनुवादम् कर्तुं समर्था भविष्यन्ति प्रयतिष्यन्ते च ।		

**संस्कृत (102)**  
**कक्षा 12वीं पाठ्यक्रम (2024-25)**

चयनित 60 सिद्धियाँ			
1	अपीपचत्	31	ययाथ
2	अरिषति	32	युवयोः
3	उन्दिषति	33	मदीयः
4	ददति	34	वैयाकरणः
5	कारीषगन्धीपुत्रः	35	आग्निवारुणीमनड्वाहीमालभेत
6	असूषुपत्	36	अदायि
7	शुशावयिषति	37	घ्नन्ति
8	अजूहवत्	38	अदुग्ध
9	अबिभर्भवान्	39	अजुहवुः
10	कोऽसिचत्	40	क्नोपयति
11	रज्जुशारदमुदकम्	41	त्रिधा बद्धो वृषभो रोरवीति
12	मातापितरौ	42	आसीत्
13	कृषीवलः	43	आनर्च्छ
14	अपामार्गः	44	शुचीकरोति
15	विश्वामित्रः	45	आरिप्सते
16	शाधि	46	ज्ञीप्सति
17	घानिष्यते	47	जग्लौ
18	अघानिष्यत	48	तिष्ठासति
19	अघानिषाताम्	49	नरीनर्त्ति
20	घानिषीष्ट	50	नरीनृत्यते
21	घानिता	51	नर्नर्त्ति
22	शामंशामम्	52	नरिनर्त्ति
23	सौरी बलाका	53	ग्रामो वः स्वम्
24	तुभ्यं दीयते	54	द्रोग्धा
25	विद्वान्	55	अजर्घाः
26	पुमान्	56	इन्द्र मरुत्व पाहि सोमम्
27	मुमूर्षति	57	संस्कर्त्ता
28	अचैषीत्	58	भवाँश्चिनोति
29	प्रौर्णावीत्	59	चकृद्द्वे
30	दुद्युषति	60	अलविद्वम्

## प्रथमावृत्ति का सम्पूर्ण छठा, सातवां और आठवां अध्याय (80 अंक)

षष्ठोऽध्यायः प्रथमः पादः
६.१.१ एकाचो द्वे प्रथमस्य
६.१.२ अजादेर्द्वितीयस्य
६.१.३ न न्द्राः संयोगादयः
६.१.४ पूर्वोऽभ्यासः
६.१.५ उभे अभ्यस्तम्
६.१.६ जक्षित्यादयः षट्
६.१.७ तुजादीनां दीर्घोऽभ्यासस्य
६.१.८ लिटि धातोरनभ्यासस्य
६.१.९ सन्यङोः
६.१.१० श्लौ
६.१.११ चडि
६.१.१२ दाश्वान् साह्वान् मीढ्वांश्च
६.१.१३ ष्यङः सम्प्रसारणं पुत्रपत्योस्तत्पुरुषे
६.१.१४ बन्धुनि बहुव्रीहौ
६.१.१५ वचिस्वपियजादीनां किति
६.१.१६ ग्रहिज्यावयिव्यधिवष्टिविचतित्वृश्चतिपृच्छतिभृज्जतीनां डिति च
६.१.१७ लिट्यभ्यासस्योभ्येषाम्
६.१.१८ स्वापेश्चडि
६.१.१९ स्वपिस्यमिव्येजां यडि
६.१.२० न वशः
६.१.२१ चायः की
६.१.२२ स्फायः स्फी निष्ठायाम्
६.१.२३ स्त्यः प्रपूर्वस्य
६.१.२४ द्रवमूर्तिस्पर्शयोः श्यः
६.१.२५ प्रतेश्च
६.१.२६ विभाषाऽभ्यवपूर्वस्य
६.१.२७ शृतं पाके

६.१.२८ प्यायः पी
६.१.२९ लिङ्यडोश्च
६.१.३० विभाषा श्वेः
६.१.३१ णौ च संश्रडोः
६.१.३२ ह्रः सम्प्रसारणमभ्यस्तस्य च
६.१.३३ बहुलं छन्दसि
६.१.३४ चायः की
६.१.३५ अपस्पृधेथामानृचुरानृहुश्चिच्युषेतित्याजश्राताःश्रितमाशीराशीर्त्ताः
६.१.३६ न सम्प्रसारणे सम्प्रसारणम्
६.१.३७ लिटि वयो यः
६.१.३८ वश्चास्यान्यतरस्यां किति
६.१.३९ वेजः
६.१.४० ल्यपि च
६.१.४१ ज्यश्च
६.१.४२ व्यश्च
६.१.४३ विभाषा परेः
६.१.४४ आदेच उपदेशेऽशिति
६.१.४५ न व्यो लिटि
६.१.४६ स्फुरतिस्फुलत्योर्घञि
६.१.४७ क्रीड्जीनां णौ
६.१.४८ सिध्यतेरपारलौकिके
६.१.४९ मीनातिमिनोतिदीडां ल्यपि च
६.१.५० विभाषा लीयतेः
६.१.५१ खिदेश्छन्दसि
६.१.५२ अपगुरो णमुलि
६.१.५३ चिस्फुरोर्णौ
६.१.५४ प्रजने वीयतेः
६.१.५५ बिभेतेर्हेतुभये
६.१.५६ नित्यं स्मयतेः
६.१.५७ सृजिदृशोर्झल्यमकिति



६.१.८८ उपसर्गादृति धातौ
६.१.८९ वा सुप्यापिशलेः
६.१.९० औतोऽम्शासोः
६.१.९१ एङि पररूपम्
६.१.९२ ओमाडोश्च
६.१.९३ उर्यपदान्तात्
६.१.९४ अतो गुणे
६.१.९५ अव्यक्तानुकरणस्यात इतौ
६.१.९६ नाप्नेडितस्यान्त्यस्य तु वा
६.१.९७ अकः सवर्णे दीर्घः
६.१.९८ प्रथमयोः पूर्वसवर्णः
६.१.९९ तस्माच्छसो नः पुंसि
६.१.१०० नादिचि
६.१.१०१ दीर्घाज्जसि च
६.१.१०२ वा छन्दसि
६.१.१०३ अमि पूर्वः
६.१.१०४ सम्प्रसारणाच्च
६.१.१०५ एङः पदान्तादति
६.१.१०६ डसिडसोश्च
६.१.१०७ ऋत उत्
६.१.१०८ ख्यत्यात् परस्य
६.१.१०९ अतो रोरप्लुतादप्लुते
६.१.११० हशि च
६.१.१११ प्रकृत्याऽन्तःपादम्
६.१.११२ अव्यादवद्यादवक्रमुरव्रतायमवन्त्ववस्युषु च
६.१.११३ यजुष्युरः
६.१.११४ आपोजुषाणोवृष्णोवर्षिष्ठेऽम्बेऽम्बालेऽम्बिकेपूर्वे
६.१.११५ अङ्ग इत्यादौ च
६.१.११६ अनुदात्ते च कुधपरे
६.१.११७ अवपथासि च

६.१.११८ सर्वत्र विभाषा गोः
६.१.११९ अवङ् स्फोटायनस्य
६.१.१२० इन्द्रे च
६.१.१२१ प्लुतप्रगृह्या अचि नित्यम्
६.१.१२२ आडोऽनुनासिकश्छन्दसि
६.१.१२३ इकोऽसवर्णे शाकल्यस्य ह्रस्वश्च
६.१.१२४ ऋत्यकः
६.१.१२५ अप्लुतवदुपस्थिते
६.१.१२६ ई३ चाक्रवर्मणस्य
६.१.१२७ दिव उत्
६.१.१२८ एतत्तदोः सुलोपोऽकोरनञ्समासे हलि
६.१.१२९ स्यश्छन्दसि बहुलम्
६.१.१३० सोऽचि लोपे चेत् पादपूरणम्
६.१.१३१ सुट् कात् पूर्वः
६.१.१३२ सम्पर्युपेभ्यः करोतौ भूषणे
६.१.१३३ समवाये च
६.१.१३४ उपात् प्रतियत्नवैकृतवाक्याध्याहारेषु
६.१.१३५ किरतौ लवने
६.१.१३६ हिंसायां प्रतेश्च
६.१.१३७ अपाच्चतुष्पाच्छकुनिष्वालेखने
६.१.१३८ कुस्तुम्बुरुणि जातिः
६.१.१३९ अपरस्पराः क्रियासातत्ये
६.१.१४० गोष्पदं सेवितासेवितप्रमाणेषु
६.१.१४१ आस्पदं प्रतिष्ठायाम्
६.१.१४२ आश्चर्यमनित्ये
६.१.१४३ वर्चस्केऽवस्करः
६.१.१४४ अपस्करो रथाङ्गम्
६.१.१४५ विष्किरः शकुनौ वा
६.१.१४६ ह्रस्वाच्चन्द्रोत्तरपदे मन्त्रे
६.१.१४७ प्रतिष्कशश्च कशेः

६.१.१४८ प्रस्कण्वहरिश्चन्द्रावृषी
६.१.१४९ मस्करमस्करिणौ वेणुपरिव्राजकयोः
६.१.१५० कास्तीराजस्तुन्दे नगरे
६.१.१५१ पारस्करप्रभृतीनि च संज्ञायाम्
६.१.१५२ अनुदात्तं पदमेकवर्जम्
६.१.१५३ कर्षात्वतो घञोऽन्त उदात्तः
६.१.१५४ उञ्छादीनां च
६.१.१५५ अनुदात्तस्य च यत्रोदात्तलोपः
६.१.१५६ धातोः
६.१.१५७ चितः
६.१.१५८ तद्धितस्य
६.१.१५९ कितः
६.१.१६० तिसृभ्यो जसः
६.१.१६१ चतुरः शसि
६.१.१६२ सावेकाचस्तृतीयादिर्विभक्तिः
६.१.१६३ अन्तोदात्तादुत्तरपदादन्यतरस्यामनित्यसमासे
६.१.१६४ अञ्चेश्छन्दस्यसर्वनामस्थानम्
६.१.१६५ ऊडिदम्पदाद्यप्पुत्रैद्युभ्यः
६.१.१६६ अष्टनो दीर्घात्
६.१.१६७ शतुरनुमो नद्यजादी
६.१.१६८ उदात्तयणो हल्पूर्वात्
६.१.१६९ नोङ्धात्वोः
६.१.१७० ह्रस्वनुङ्भ्यां मतुप्
६.१.१७१ नामन्यतरस्याम्
६.१.१७२ ड्याश्छन्दसि बहुलम्
६.१.१७३ षट्त्रिचतुर्भ्यो हलादिः
६.१.१७४ झल्युपोत्तमम्
६.१.१७५ विभाषा भाषायाम्
६.१.१७६ न गोश्चन्त्साववर्णराडङ्क्रुङ्कृद्भ्यः
६.१.१७७ दिवो झल्

६.१.१७८ नृ चान्यतरस्याम्
६.१.१७९ तित्स्वरितम्
६.१.१८० तास्यनुदात्तेऽङिददुपदेशाल्लसार्वधातुकमनुदात्तमह्निन्वडोः
६.१.१८१ आदिः सिचोऽन्यतरस्याम्
६.१.१८२ स्वपादिहिंसामच्यनिटि
६.१.१८३ अभ्यस्तानामादिः
६.१.१८४ अनुदात्ते च
६.१.१८५ सर्वस्य सुपि
६.१.१८६ भीहीभृहुमदजनधनदरिद्राजागरां प्रत्ययात् पूर्वं पिति
६.१.१८७ लिति
६.१.१८८ आदिर्णमुल्यन्यतरस्याम्
६.१.१८९ अचः कर्तृयकि
६.१.१९० थलि च सेटीडन्तो वा
६.१.१९१ ज्जित्यादिर्नित्यम्
६.१.१९२ आमन्त्रितस्य च
६.१.१९३ पथिमथोः सर्वनामस्थाने
६.१.१९४ अन्तश्च तवै युगपत्
६.१.१९५ क्षयो निवासे
६.१.१९६ जयः करणम्
६.१.१९७ वृषादीनां च
६.१.१९८ संज्ञायामुपमानम्
६.१.१९९ निष्ठा च द्व्यजनात्
६.१.२०० शुष्कधृष्टौ
६.१.२०१ आशितः कर्ता
६.१.२०२ रिक्ते विभाषा
६.१.२०३ जुष्टार्पिते च छन्दसि
६.१.२०४ नित्यं मन्त्रे
६.१.२०५ युष्मदस्मदोर्दसि
६.१.२०६ डयि च
६.१.२०७ यतोऽनावः

६.१.२०८ ईडवन्दवृशंसदुहां ण्यतः
६.१.२०९ विभाषा वेण्विन्धानयोः
६.१.२१० त्यागरागहासकुहश्चठक्रथानाम्
६.१.२११ उपोत्तमं रिति
६.१.२१२ चड्यन्यतरस्याम्
६.१.२१३ मतोः पूर्वमात् संज्ञायां स्त्रियाम्
६.१.२१४ अन्तोऽवत्याः
६.१.२१५ ईवत्याः
६.१.२१६ चौ
६.१.२१७ समासस्य
<b>द्वितीयः पादः</b>
६.२.१ बहुव्रीहौ प्रकृत्या पूर्वपदम्
६.२.२ तत्पुरुषे तुल्यार्थतृतीयासप्तम्युपमानाव्ययद्वितीयाकृत्याः
६.२.३ वर्णो वर्णेष्वनेते
६.२.४ गाधलवणयोः प्रमाणे
६.२.५ दायाद्यं दायादे
६.२.६ प्रतिबन्धि चिरकृच्छ्रयोः
६.२.७ पदेऽपदेशे
६.२.८ निवाते वातत्राणे
६.२.९ शारदेऽनार्तवे
६.२.१० अध्वर्युकषाययोर्जातौ
६.२.११ सदृशप्रतिरूपयोः सादृश्ये
६.२.१२ द्विगौ प्रमाणे
६.२.१३ गन्तव्यपण्यं वाणिजे
६.२.१४ मात्रोपज्ञोपक्रमच्छाये नपुंसके
६.२.१५ सुखप्रिययोर्हिते
६.२.१६ प्रीतौ च
६.२.१७ स्वं स्वामिनि
६.२.१८ पत्यावैश्वर्ये

६.२.१९ न भूवाक्चिद्विधिषु
६.२.२० वा भुवनम्
६.२.२१ आशङ्काबाधनेदीयस्सु संभावने
६.२.२२ पूर्वे भूतपूर्वे
६.२.२३ सविधसनीडसमर्यादसवेशसदेशेषु सामीप्ये
६.२.२४ विस्पष्टादीनि गुणवचनेषु
६.२.२५ श्रज्याऽवमकन्यापवत्सु भावे कर्मधारये
६.२.२६ कुमारश्च
६.२.२७ आदिः प्रत्येनसि
६.२.२८ पूगेष्वन्यतरस्याम्
६.२.२९ इगन्तकालकपालभगालशरावेषु द्विगौ
६.२.३० बह्वन्यतरस्याम्
६.२.३१ दिष्टिवितस्त्योश्च
६.२.३२ सप्तमी सिद्धशुष्कपक्वबन्धेष्वकालात्
६.२.३३ परिप्रत्युपापा वर्ज्यमानाहोरात्रावयवेषु
६.२.३४ राजन्यबहुवचनद्वन्द्वेऽन्धकवृष्णिषु
६.२.३५ संख्या
६.२.३६ आचार्योपसर्जनश्चान्तेवासी
६.२.३७ कार्तिकौजपादयश्च
६.२.३८ महान् ब्रीह्यपराह्णगृष्टीष्वासजाबालभारभारतहैलिहिलरौरवप्रवृद्धेषु
६.२.३९ क्षुल्लकश्च वैश्वदेवे
६.२.४० उष्ट्रः सादिवाम्योः
६.२.४१ गौः सादसादिसारथिषु
६.२.४२ कुरुगार्हपतरिक्तगुर्वसूतजरत्यश्लीलदृढरूपापारेवडवातैतिलकद्रूःपण्यकम्बलो दासीभाराणां च
६.२.४३ चतुर्थी तदर्थे
६.२.४४ अर्थे
६.२.४५ क्ते च
६.२.४६ कर्मधारयेऽनिष्ठा

६.२.४७ अहीने द्वितीया
६.२.४८ तृतीया कर्मणि
६.२.४९ गतिरनन्तरः
६.२.५० तादौ च निति कृत्यतौ
६.२.५१ तवै चान्तश्च युगपत्
६.२.५२ अनिगन्तोऽञ्चतौ वप्रत्यये
६.२.५३ न्यधी च
६.२.५४ ईषदन्यतरस्याम्
६.२.५५ हिरण्यपरिमाणं धने
६.२.५६ प्रथमोऽचिरोपसम्पत्तौ
६.२.५७ कतरकतमौ कर्मधारये
६.२.५८ आर्यो ब्राह्मणकुमारयोः
६.२.५९ राजा च
६.२.६० षष्ठी प्रत्येनसि
६.२.६१ के नित्यार्थे
६.२.६२ ग्रामः शिल्पिनि
६.२.६३ राजा च प्रशंसायाम्
६.२.६४ आदिरुदात्तः
६.२.६५ सप्तमीहारिणौ धर्म्येऽहरणे
६.२.६६ युक्ते च
६.२.६७ विभाषाऽध्यक्षे
६.२.६८ पापं च शिल्पिनि
६.२.६९ गोत्रान्तेवासिमाणवब्राह्मणेषु क्षेपे
६.२.७० अङ्गानि मैरेये
६.२.७१ भक्ताख्यास्तदर्थेषु
६.२.७२ गोबिडालसिंहसैन्धवेषूपमाने
६.२.७३ अके जीविकाऽर्थे
६.२.७४ प्राचां क्रीडायाम्
६.२.७५ अणि नियुक्ते

६.२.७६ शिल्पिनि चाकृञः
६.२.७७ संज्ञायां च
६.२.७८ गोतन्तियवं पाले
६.२.७९ णिनि
६.२.८० उपमानं शब्दार्थप्रकृतावेव
६.२.८१ युक्तारोह्यादयश्च
६.२.८२ दीर्घकाशतुषभ्राष्ट्रवटं जे
६.२.८३ अन्त्यात् पूर्वं बह्वचः
६.२.८४ ग्रामेऽनिवसन्तः
६.२.८५ घोषादिषु च
६.२.८६ छात्र्यादयः शालायाम्
६.२.८७ प्रस्थेऽवृद्धमकर्ष्यादीनाम्
६.२.८८ मालादीनां च
६.२.८९ अमहन्नवं नगरेऽनुदीचाम्
६.२.९० अर्मे चावर्णं द्व्यच्च्यच्
६.२.९१ न भूताधिकसंजीवमद्राशमकज्जलम्
६.२.९२ अन्तः
६.२.९३ सर्वं गुणकात्स्न्ये
६.२.९४ संज्ञायां गिरिनिकाययोः
६.२.९५ कुमार्या वयसि
६.२.९६ उदकेऽकेवले
६.२.९७ द्विगौ क्रतौ
६.२.९८ सभायां नपुंसके
६.२.९९ पुरे प्राचाम्
६.२.१०० अरिष्टगौडपूर्वे च
६.२.१०१ न हास्तिनफलकमार्देयाः
६.२.१०२ कुसूलकूपकुम्भशालं बिले
६.२.१०३ दिक्शब्दा ग्रामजनपदाख्यानचानराटेषु
६.२.१०४ आचार्योपसर्जनश्चान्तेवासिनि

६.२.१०५ उत्तरपदवृद्धौ सर्वं च
६.२.१०६ बहुव्रीहौ विश्वं संज्ञायाम्
६.२.१०७ उदराश्वेषुषु
६.२.१०८ क्षेपे
६.२.१०९ नदी बन्धुनि
६.२.११० निष्ठोपसर्गपूर्वमन्यतरस्याम्
६.२.१११ उत्तरपदादिः
६.२.११२ कर्णो वर्णलक्षणात्
६.२.११३ संज्ञौपम्ययोश्च
६.२.११४ कण्ठपृष्ठग्रीवाजंघं च
६.२.११५ शृङ्गमवस्थायां च
६.२.११६ नञो जरमरमित्रमृताः
६.२.११७ सोर्मनसी अलोमोषसी
६.२.११८ क्रत्वादयश्च
६.२.११९ आद्युदात्तं द्व्यच् छन्दसि
६.२.१२० वीरवीर्यौ च
६.२.१२१ कूलतीरतूलमूलशालाऽक्षसममव्ययीभावे
६.२.१२२ कंसमन्थशूर्पपाय्यकाण्डं द्विगौ
६.२.१२३ तत्पुरुषे शालायां नपुंसके
६.२.१२४ कन्था च
६.२.१२५ आदिश्चिहणादीनाम्
६.२.१२६ चेलखेटकटुककाण्डं गर्हायाम्
६.२.१२७ चीरमुपमानम्
६.२.१२८ पललसूपशाकं मिश्रे
६.२.१२९ कूलसूदस्थलकर्षाः संज्ञायाम्
६.२.१३० अकर्मधारये राज्यम्
६.२.१३१ वर्ग्यादयश्च
६.२.१३२ पुत्रः पुंभ्यः
६.२.१३३ नाचार्यराजत्विक्संयुक्तज्ञात्याख्येभ्यः

६.२.१३४ चूर्णादीन्यप्राणिषष्ट्याः
६.२.१३५ षट् च काण्डादीनि
६.२.१३६ कुण्डं वनम्
६.२.१३७ प्रकृत्या भगालम्
६.२.१३८ शितेर्नित्याबह्वज्बहुव्रीहावभसत्
६.२.१३९ गतिकारकोपपदात् कृत्
६.२.१४० उभे वनस्पत्यादिषु युगपत्
६.२.१४१ देवताद्वन्द्वे च
६.२.१४२ नोत्तरपदेऽनुदात्तादावपृथिवीरुद्रपूषमन्थिषु
६.२.१४३ अन्तः
६.२.१४४ थाथघञ्क्ताजबित्रकाणाम्
६.२.१४५ सूपमानात् क्तः
६.२.१४६ संज्ञायामनाचितादीनाम्
६.२.१४७ प्रवृद्धादीनां च
६.२.१४८ कारकाद्दत्तश्रुतयोरेवाशिषि
६.२.१४९ इत्थम्भूतेन कृतमिति च
६.२.१५० अनो भावकर्मवचनः
६.२.१५१ मन्तिकन्व्याख्यानशयनासनस्थानयाजकादिक्रीताः
६.२.१५२ सप्तम्याः पुण्यम्
६.२.१५३ ऊनार्थकलहं तृतीयायाः
६.२.१५४ मिश्रं चानुपसर्गमसंधौ
६.२.१५५ नञो गुणप्रतिषेधे सम्पाद्यर्हहितालमर्थास्तद्धिताः
६.२.१५६ ययतोश्चातदर्थे
६.२.१५७ अच्कावशक्तौ
६.२.१५८ आक्रोशे च
६.२.१५९ संज्ञायाम्
६.२.१६० कृत्योकेष्णुच्चार्यादयश्च
६.२.१६१ विभाषा तृन्नन्तीक्षणशुचिषु
६.२.१६२ बहुव्रीहाविदमेतत्तद्भ्यः प्रथमपूरणयोः क्रियागणने

६.२.१६३ संख्यायाः स्तनः
६.२.१६४ विभाषा छन्दसि
६.२.१६५ संज्ञायां मित्राजिनयोः
६.२.१६६ व्यवायिनोऽन्तरम्
६.२.१६७ मुखं स्वाङ्गम्
६.२.१६८ नाव्ययदिवशब्दगोमहत्स्थूलमुष्टिपृथुवत्सेभ्यः
६.२.१६९ निष्ठोपमानादन्यतरस्याम्
६.२.१७० जातिकालसुखादिभ्योऽनाच्छादनात् क्तोऽकृतमितप्रतिपन्नाः
६.२.१७१ वा जाते
६.२.१७२ नञ्सुभ्याम्
६.२.१७३ कपि पूर्वम्
६.२.१७४ ह्रस्वान्तेऽन्त्यात् पूर्वम्
६.२.१७५ बहोर्नञ्वदुत्तरपदभूमिनि
६.२.१७६ न गुणादयोऽवयवाः
६.२.१७७ उपसर्गात् स्वाङ्गं ध्रुवमपर्शु
६.२.१७८ वनं समासे
६.२.१७९ अन्तः
६.२.१८० अन्तश्च
६.२.१८१ न निविभ्याम्
६.२.१८२ परेरभितोभाविमण्डलम्
६.२.१८३ प्रादस्वाङ्गं संज्ञायाम्
६.२.१८४ निरुदकादीनि च
६.२.१८५ अभर्मुखम्
६.२.१८६ अपाच्च
६.२.१८७ स्फिगपूतवीणाऽञ्जोऽध्वकुक्षिसीरनामनाम च
६.२.१८८ अधेरुपरिस्थम्
६.२.१८९ अनोरप्रधानकनीयसी
६.२.१९० पुरुषश्चान्वादिष्टः
६.२.१९१ अतेरकृत्पदे

६.२.१९२ नेरनिधाने
६.२.१९३ प्रतेरंश्चादयस्तत्पुरुषे
६.२.१९४ उपाद् द्व्यजजिनमगौरादयः
६.२.१९५ सोरवक्षेपणे
६.२.१९६ विभाषोत्पुच्छे
६.२.१९७ द्वित्रिभ्यां पादन्मूर्धसु बहुव्रीहौ
६.२.१९८ सक्थं चाक्रान्तात्
६.२.१९९ परादिश्छन्दसि बहुलम्
<b>तृतीयः पादः</b>
६.३.१ अलुगुत्तरपदे
६.३.२ पञ्चम्याः स्तोकादिभ्यः
६.३.३ ओजःसहोऽम्भस्तमसः तृतीयायाः
६.३.४ मनसः संज्ञायाम्
६.३.५ आज्ञायिनि च
६.३.६ आत्मनश्च पूरणे
६.३.७ वैयाकरणाख्यायां चतुर्थ्याः परस्य च
६.३.८ हलदन्तात् सप्तम्याः संज्ञायाम्
६.३.९ कारनाम्नि च प्राचां हलादौ
६.३.१० मध्यादुरौ
६.३.११ अमूर्धमस्तकात् स्वाङ्गादकामे
६.३.१२ बन्धे च विभाषा
६.३.१३ तत्पुरुषे कृति बहुलम्
६.३.१४ प्रावृट्शरत्कालदिवां जे
६.३.१५ विभाषा वर्षक्षरशरवरात्
६.३.१६ घकालतनेषु कालनाम्नः
६.३.१७ शयवासवासिष्वकालात्
६.३.१८ नेन्सिद्धबध्नातिषु
६.३.१९ स्थे च भाषायाम्

६.३.२० षष्ठ्या आक्रोशे
६.३.२१ पुत्रेऽन्यतरस्याम्
६.३.२२ ऋतो विद्यायोनिःसम्बन्धेभ्यः
६.३.२३ विभाषा स्वसृपत्योः
६.३.२४ आनङ् ऋतो द्वन्द्वे
६.३.२५ देवताद्वन्द्वे च
६.३.२६ ईदग्नेः सोमवरुणयोः
६.३.२७ इद्वद्धौ
६.३.२८ दिवो द्यावा
६.३.२९ दिवसश्च पृथिव्याम्
६.३.३० उषासोषसः
६.३.३१ मातरपितरावुदीचाम्
६.३.३२ पितरामातरा च च्छन्दसि
६.३.३३ स्त्रियाः पुंवद्भाषितपुंस्कादनूङ् समानाधिकरणे स्त्रियामपूरणीप्रियाऽऽदिषु
६.३.३४ तसिलादिष्वाकृत्वसुचः
६.३.३५ क्यङ्गानिनोश्च
६.३.३६ न कोपधायाः
६.३.३७ संज्ञापूरण्योश्च
६.३.३८ वृद्धिनिमित्तस्य च तद्धितस्यारक्तविकारे
६.३.३९ स्वाङ्गाच्चेतः
६.३.४० जातेश्च
६.३.४१ पुंवत् कर्मधारयजातीयदेशीयेषु
६.३.४२ घरूपकल्पचेलङ्ब्रुवगोत्रमतहतेषु ङ्योऽनेकाचो ह्रस्वः
६.३.४३ नद्याः शेषस्यान्यतरस्याम्
६.३.४४ उगितश्च
६.३.४५ आन्महतः समानाधिकरणजातीययोः
६.३.४६ द्व्यष्टनः संख्यायामबहुव्रीह्यशीत्योः
६.३.४७ त्रेस्त्रयः

६.३.४८ विभाषा चत्वारिंशत्प्रभृतौ सर्वेषाम्
६.३.४९ हृदयस्य हल्लेखयदण्लासेषु
६.३.५० वा शोकष्यत्रोगेषु
६.३.५१ पादस्य पदाज्यातिगोपहतेषु
६.३.५२ पद् यत्यतदर्थे
६.३.५३ हिमकाषिहतिषु च
६.३.५४ ऋचः शे
६.३.५५ वा घोषमिश्रशब्देषु
६.३.५६ उदकस्योदः संज्ञायाम्
६.३.५७ पेषंवासवाहनधिषु च
६.३.५८ एकहलादौ पूरयितव्येऽन्यतरस्याम्
६.३.५९ मन्थौदनसक्तुबिन्दुवज्रभारहारवीवधगाहेषु च
६.३.६० इको ह्रस्वोऽङ्यो गालवस्य
६.३.६१ एक तद्धिते च
६.३.६२ ड्यापोः संज्ञाछन्दसोर्बहुलम्
६.३.६३ त्वे च
६.३.६४ इष्टकैषीकामालानां चिततूलभारिषु
६.३.६५ खित्यनव्ययस्य
६.३.६६ अरुर्द्विषदजन्तस्य मुम्
६.३.६७ इच एकाचोऽम्प्रत्ययवच्च
६.३.६८ वाचंयमपुरंदरौ च
६.३.६९ कारे सत्यागदस्य
६.३.७० श्येनतिलस्य पाते जे
६.३.७१ रात्रेः कृति विभाषा
६.३.७२ नलोपो नञः
६.३.७३ तस्मान्नुडचि
६.३.७४ नभ्राणनपान्नवेदानासत्यानमुचिनकुलनखनपुंसकनक्षत्रनक्रनाकेषु प्रकृत्या
६.३.७५ एकादिश्रैकस्य चादुक्

६.३.७६ नगोऽप्राणिष्वन्यतरस्याम्
६.३.७७ सहस्य सः संज्ञायाम्
६.३.७८ ग्रन्थान्ताधिके च
६.३.७९ द्वितीये चानुपाख्ये
६.३.८० अव्ययीभावे चाकाले
६.३.८१ वोपसर्जनस्य
६.३.८२ प्रकृत्याशिषि
६.३.८३ समानस्य छन्दस्यमूर्धप्रभृत्युदकेषु
६.३.८४ ज्योतिर्जनपदरात्रिनाभिनामगोत्ररूपस्थानवर्णवयोवचनबन्धुषु
६.३.८५ चरणे ब्रह्मचारिणि
६.३.८६ तीर्थे ये
६.३.८७ विभाषोदरे
६.३.८८ दृग्दृशवतुषु
६.३.८९ इदङ्किमोरीशकी
६.३.९० आ सर्वनाम्नः
६.३.९१ विष्वग्देवयोश्च टेर्द्र्यञ्चतावप्रत्यये
६.३.९२ समः समि
६.३.९३ तिरसस्तिर्यलोपे
६.३.९४ सहस्य सद्भिः
६.३.९५ सध मादस्थयोश्छन्दसि
६.३.९६ द्व्यन्तरुपसर्गेभ्योऽप ईत्
६.३.९७ ऊदनोर्देशे
६.३.९८ अषष्ठ्यतृतीयास्थस्यान्यस्य दुगाशीराशाऽऽस्थाऽऽस्थितोत्सुकोतिकारकरागच्छेषु
६.३.९९ अर्थे विभाषा
६.३.१०० कोः कत् तत्पुरुषेऽचि
६.३.१०१ रथवदयोश्च
६.३.१०२ तृणे च जातौ
६.३.१०३ का पथ्यक्षयोः

६.३.१०४ ईषदर्थे
६.३.१०५ विभाषा पुरुषे
६.३.१०६ कवं चोष्णे
६.३.१०७ पथि च च्छन्दसि
६.३.१०८ पृषोदरादीनि यथोपदिष्टम्
६.३.१०९ संख्याविसायपूर्वस्याहस्याहन्नन्यतरस्यां डौ
६.३.११० द्रलोपे पूर्वस्य दीर्घोऽणः
६.३.१११ सहिवहोरोदवर्णस्य
६.३.११२ साढ्यै साढ्वा साढेति
६.३.११३ संहितायाम्
६.३.११४ कर्णे लक्षणस्याविष्टाष्टपञ्चमणिभिन्नछिन्नछिद्रस्रुवस्वस्तिकस्य
६.३.११५ नहिवृतिवृषिव्यधिरुचिसहितनिषु क्वौ
६.३.११६ वनगिर्योः संज्ञायां कोटरकिंशुलकादीनाम्
६.३.११७ वले
६.३.११८ मतौ बह्वचोऽनजिरादीनाम्
६.३.११९ शरादीनां च
६.३.१२० इकः वहेऽपीलोः
६.३.१२१ उपसर्गस्य घञ्यमनुष्ये बहुलम्
६.३.१२२ इकः काशे
६.३.१२३ दस्ति
६.३.१२४ अष्टनः संज्ञायाम्
६.३.१२५ छन्दसि च
६.३.१२६ चित्तेः कपि
६.३.१२७ विश्वस्य वसुराटोः
६.३.१२८ नरे संज्ञायाम्
६.३.१२९ मित्रे चर्षौ
६.३.१३० मन्त्रे सोमाश्चेन्द्रियविश्वदेव्यस्य मतौ
६.३.१३१ ओषधेश्च विभक्तावप्रथमायाम्

६.३.१३२ ऋचि तुनुघमक्षुतङ्कुत्रोरुष्याणाम्
६.३.१३३ इकः सुञि
६.३.१३४ द्व्यचोऽतस्तिडः
६.३.१३५ निपातस्य च
६.३.१३६ अन्येषामपि दृश्यते
६.३.१३७ चौ
६.३.१३८ सम्प्रसारणस्य
<b>चतुर्थः पादः</b>
६.४.१ अङ्गस्य
६.४.२ हलः
६.४.३ नामि
६.४.४ न तिसृचतसृ
६.४.५ छन्दस्युभयथा
६.४.६ नृ च
६.४.७ नोपधायाः
६.४.८ सर्वनामस्थाने चासम्बुद्धौ
६.४.९ वा षपूर्वस्य निगमे
६.४.१० सान्तमहतः संयोगस्य
६.४.११ अमृन्तृचस्वसृनसृनेष्टृत्वष्टृक्षत्तृहोतृपोतृप्रशास्तृणाम्
६.४.१२ इन्हन्पूर्वार्थम्णां शौ
६.४.१३ सौ च
६.४.१४ अत्वसन्तस्य चाधातोः
६.४.१५ अनुनासिकस्य क्विञ्जलोः किङिति
६.४.१६ अज्झनगमां सनि
६.४.१७ तनोतेर्विभाषा
६.४.१८ क्रमश्च क्त्व
६.४.१९ च्छवोः शूडनुनासिके च
६.४.२० ज्वरत्वरस्त्रिव्यविमवामुपधायाश्च

६.४.२१ राल्लोपः
६.४.२२ असिद्धवदत्राभात्
६.४.२३ श्रान्नलोपः
६.४.२४ अनदितां हल उपधायाः किङ्कति
६.४.२५ दंशसञ्जस्वञ्जां शपि
६.४.२६ रञ्जेश्च
६.४.२७ घञि च भावकरणयोः
६.४.२८ स्यदो जवे
६.४.२९ अवोदैधौघप्रथ्रथहिमश्रथाः
६.४.३० नाञ्चेः पूजायाम्
६.४.३१ क्त्व स्कन्दिस्यन्दोः
६.४.३२ जान्तनशां विभाषा
६.४.३३ भञ्जेश्च चिणि
६.४.३४ शास इदङ्हलोः
६.४.३५ शा हौ
६.४.३६ हन्तेर्जः
६.४.३७ अनुदात्तोपदेशवनतितनोत्यादीनामनुनासिक लोपो झलि किङ्कति
६.४.३८ वा ल्यपि
६.४.३९ न क्तिचि दीर्घश्च
६.४.४० गमः क्वौ
६.४.४१ विङ्वनोरनुनासिकस्यात्
६.४.४२ जनसनखनां सञ्जलोः
६.४.४३ ये विभाषा
६.४.४४ तनोतेर्यकि
६.४.४५ सनः क्तिचि लोपश्चास्यान्यतरस्याम्
६.४.४६ आर्धधातुके
६.४.४७ भ्रस्जो रोपधयोः रमन्यतरस्याम्
६.४.४८ अतो लोपः

६.४.४९ यस्य हलः
६.४.५० क्यस्य विभाषा
६.४.५१ णेरनिति
६.४.५२ निष्ठायां सेटि
६.४.५३ जनिता मन्त्रे
६.४.५४ शमिता यज्ञे
६.४.५५ अयामन्ताल्वाय्येत्स्विष्णुषु
६.४.५६ ल्यपि लघुपूर्वात्
६.४.५७ विभाषापः
६.४.५८ युप्लुवोर्दीर्घश्छन्दसि
६.४.५९ क्षियः
६.४.६० निष्ठायामण्यदर्थे
६.४.६१ वाक्रोशदैन्ययोः
६.४.६२ स्यसिच्सीयुट्तासिषु भावकर्मणोरुपदेशेऽज्झनग्रहदृशां वा चिण्वदिट् च
६.४.६३ दीडो युडचि किडति
६.४.६४ आतो लोप इटि च
६.४.६५ ईद्यति
६.४.६६ घुमास्थागापाजहातिसां हलि
६.४.६७ एर्लिडि
६.४.६८ वाऽन्यस्य संयोगादेः
६.४.६९ न ल्यपि
६.४.७० मयतेरिदन्यतरस्याम्
६.४.७१ लुङ्लङ्लृङ्क्ष्वडुदात्तः
६.४.७२ आडजादीनाम्
६.४.७३ छन्दस्यपि दृश्यते
६.४.७४ न माङ्योगे
६.४.७५ बहुलं छन्दस्यमाङ्योगेऽपि
६.४.७६ इरयो रे

६.४.७७ अचि श्रुधातुभ्रुवां य्वोरियडुवडौ
६.४.७८ अभ्यासस्यासवर्णे
६.४.७९ स्त्रियाः
६.४.८० वाऽम्शसोः
६.४.८१ इणो यण्
६.४.८२ एरनेकाचोऽसंयोगपूर्वस्य
६.४.८३ ओः सुपि
६.४.८४ वर्षाभ्वश्च
६.४.८५ न भूसुधियोः
६.४.८६ छन्दस्यभयथा
६.४.८७ हुश्रुवोः सार्वधातुके
६.४.८८ भ्रुवो वुग्लुङ्लिटोः
६.४.८९ ऊदुपधाया गोहः
६.४.९० दोषो णौ
६.४.९१ वा चित्तविरागे
६.४.९२ मितां ह्रस्वः
६.४.९३ चिण्णमुलोदीर्घोऽन्यतरस्याम्
६.४.९४ खचि ह्रस्वः
६.४.९५ ह्लादो निष्ठायाम्
६.४.९६ छादेर्घोऽद्व्युपसर्गस्य
६.४.९७ इस्मन्त्रन्क्वषु च
६.४.९८ गमहनजनखनघसां लोपः क्ङित्यनङिः
६.४.९९ तनिपत्योश्छन्दसि
६.४.१०० घसिभसोर्हलि च
६.४.१०१ हुङ्लभ्यो हेर्धिः
६.४.१०२ श्रुश्रुणुपृकृवृभ्यश्छन्दसि
६.४.१०३ अङितश्च
६.४.१०४ चिणो लुक्

६.४.१०५ अतो हे:
६.४.१०६ उतश्च प्रत्ययादसंयोगपूर्वात्
६.४.१०७ लोपश्चास्यान्यतरस्यां म्वो:
६.४.१०८ नित्यं करोते:
६.४.१०९ ये च
६.४.११० अत उत् सार्वधातुके
६.४.१११ श्रसोरल्लोपः
६.४.११२ श्राऽभ्यस्तयोरातः
६.४.११३ ई हल्यघोः
६.४.११४ इद्दरिद्रस्य
६.४.११५ भियोऽन्यतरस्याम्
६.४.११६ जहातेश्च
६.४.११७ आ च हौ
६.४.११८ लोपो यि
६.४.११९ घ्वसोरेद्भावभ्यासलोपश्च
६.४.१२० अत एकहल्मध्येऽनादेशादेर्लिटि
६.४.१२१ थलि च सेटि
६.४.१२२ तृफलभजत्रपश्च
६.४.१२३ राधो हिंसायाम्
६.४.१२४ वा जृभ्रमुत्रसाम्
६.४.१२५ फणां च सप्तानाम्
६.४.१२६ न शसददवादिगुणानाम्
६.४.१२७ अर्वणस्त्रसावनञः
६.४.१२८ मघवा बहुलम्
६.४.१२९ भस्य
६.४.१३० पादः पत्
६.४.१३१ वसोः सम्प्रसारणम्
६.४.१३२ वाह ऊठ्

६.४.१३३ श्वयुवमघोनामतद्धिते
६.४.१३४ अल्लोपोऽनः
६.४.१३५ षपूर्वहन्धृतराज्ञामणि
६.४.१३६ विभाषा डिश्योः
६.४.१३७ न संयोगाद्ब्रमन्तात्
६.४.१३८ अचः
६.४.१३९ उद ईत्
६.४.१४० आतो धातोः
६.४.१४१ मन्त्रेष्व्वाङ्ग्यादेरात्मनः
६.४.१४२ ति विंशतेर्डिति
६.४.१४३ टेः
६.४.१४४ नस्तद्धिते
६.४.१४५ अहृष्टखोरेव
६.४.१४६ ओर्गुणः
६.४.१४७ ढे लोपोऽकद्र्वाः
६.४.१४८ यस्येति च
६.४.१४९ सूर्यतिष्यागस्त्यमत्स्यानां य उपधायाः
६.४.१५० हलस्तद्धितस्य
६.४.१५१ आपत्यस्य च तद्धितेऽनाति
६.४.१५२ क्यच्च्योश्च
६.४.१५३ बिल्वकादिभ्यश्छस्य लुक्
६.४.१५४ तुरिष्ठेमेयस्सु
६.४.१५५ टेः
६.४.१५६ स्थूलदूरयुवह्रस्वक्षिप्रक्षुद्राणां यणादिपरं पूर्वस्य च गुणः
६.४.१५७ प्रियस्थिरस्फिरोरुबहुलगुरुवृद्धतृप्रदीर्घवृन्दारकाणां प्रस्थस्फवर्बहिगर्विषित्रब्द्राघिवृन्दाः
६.४.१५८ बहोर्लोपो भू च बहोः
६.४.१५९ इष्टस्य यिट् च
६.४.१६० ज्यादादीयसः

६.४.१६१ र ऋतो हलादेर्लघोः
६.४.१६२ विभाषर्जोश्छन्दसि
६.४.१६३ प्रकृत्यैकाच्
६.४.१६४ इनण्यनपत्ये
६.४.१६५ गाथिविदथिकेशिगणिपणिनश्च
६.४.१६६ संयोगादिश्च
६.४.१६७ अन्
६.४.१६८ ये चाभावकर्मणोः
६.४.१६९ आत्माध्वानौ खे
६.४.१७० न मपूर्वोऽपत्येऽवर्मणः
६.४.१७१ ब्राह्मोऽजातौ
६.४.१७२ कार्मस्ताच्छील्ये
६.४.१७३ औक्षमनपत्ये
६.४.१७४ दाण्डिनायनहास्तिनायनार्थर्वणिकजैह्वाशिनेयवाशिनायनिभ्रौणहत्यधैवत्यसारवैक्ष्वाकमैत्रेयहिरण्मयानि
६.४.१७५ ऋत्व्यवास्त्व्यवास्त्वमाध्वीहिरण्ययानि च्छन्दसि
<b>सप्तमोऽध्यायः प्रथमः पादः</b>
७.१.१ युवोरनाकौ
७.१.२ आयनेयीनीयियः फढखछघां प्रत्ययादीनाम्
७.१.३ झोऽन्तः
७.१.४ अदभ्यस्तात्
७.१.५ आत्मनेपदेष्वनतः
७.१.६ शीडो रूट्
७.१.७ वेत्तेर्विभाषा
७.१.८ बहुलं छन्दसि
७.१.९ अतो भिस ऐस्
७.१.१० बहुलं छन्दसि
७.१.११ नेदमदसोरकोः
७.१.१२ टाडसिडसामिनात्स्याः

७.१.१३ डेर्यः
७.१.१४ सर्वनाम्नः स्मै
७.१.१५ डसिङ्योः स्मात्स्मिनौ
७.१.१६ पूर्वादिभ्यो नवभ्यो वा
७.१.१७ जसः शी
७.१.१८ औड आपः
७.१.१९ नपुंसकाच्च
७.१.२० जश्शसोः शिः
७.१.२१ अष्टाभ्य औश्
७.१.२२ षड्भ्यो लुक्
७.१.२३ स्वमोर्नपुंसकात्
७.१.२४ अतोऽम्
७.१.२५ अद्ङ् डतरादिभ्यः पञ्चभ्यः
७.१.२६ नेतराच्छन्दसि
७.१.२७ युष्मदस्मद्भ्यां डसोऽश्
७.१.२८ डे प्रथमयोरम्
७.१.२९ शसो न
७.१.३० भ्यसो भ्यम्
७.१.३१ पञ्चम्या अत्
७.१.३२ एकवचनस्य च
७.१.३३ साम आकम्
७.१.३४ आत औ णलः
७.१.३५ तुह्योस्तातङ्ङाशिष्यन्यतरस्याम्
७.१.३६ विदेः शतुर्वसुः
७.१.३७ समासेऽनञ्पूर्वे क्त्वो ल्यप्
७.१.३८ क्त्वाऽपि छन्दसि
७.१.३९ सुपां सुलुक्पूर्वसवर्णाऽऽच्छेयाडाड्यायाजालः
७.१.४० अमो मश्

७.१.४१ लोपस्त आत्मनेपदेषु
७.१.४२ ध्वमो ध्वात्
७.१.४३ यजध्वैनमिति च
७.१.४४ तस्य तात्
७.१.४५ तप्तनप्तनथनाश्च
७.१.४६ इदन्तो मसि
७.१.४७ क्त्वो यक्
७.१.४८ इष्ट्वीनमिति च
७.१.४९ स्नात्व्यादयश्च
७.१.५० आज्जसेरसुक्
७.१.५१ अश्वक्षीरवृषलवणानामात्मप्रीतौ क्यचि
७.१.५२ आमि सर्वनाम्नः सुट्
७.१.५३ त्रेस्रयः
७.१.५४ ह्रस्वनद्यापो नुट्
७.१.५५ षट्चतुर्भ्यश्च
७.१.५६ श्रीग्रामण्योश्छन्दसि
७.१.५७ गोः पादान्ते
७.१.५८ इदितो नुम् धातोः
७.१.५९ शे मुचादीनाम्
७.१.६० मस्जिनशोर्झलि
७.१.६१ रधिजभोरचि
७.१.६२ नेट्यलिटि रधेः
७.१.६३ रभेरशब्बिलटोः
७.१.६४ लभेश्च
७.१.६५ आडो यि
७.१.६६ उपात् प्रशंसायाम्
७.१.६७ उपसर्गात् खल्घञोः
७.१.६८ न सुदुर्भ्यां केवलाभ्याम्

७.१.६९ विभाषा चिण्णमुलोः
७.१.७० उगिदचां सर्वनामस्थानेऽधातोः
७.१.७१ युजेरसमासे
७.१.७२ नपुंसकस्य झलचः
७.१.७३ इकोऽचि विभक्तौ
७.१.७४ तृतीयादिषु भाषितपुंस्कं पुंवद्गालवस्य
७.१.७५ अस्थिदधिसक्थ्यक्षणामनडुदात्तः
७.१.७६ छन्दस्यपि दृश्यते
७.१.७७ ई च द्विवचने
७.१.७८ नाभ्यस्ताच्छतुः
७.१.७९ वा नपुंसकस्य
७.१.८० आच्छीनघोर्नुम्
७.१.८१ शप्श्यनोर्नित्यम्
७.१.८२ सावनडुहः
७.१.८३ दृक्स्ववस्स्वतवसां छन्दसि
७.१.८४ दिव औत्
७.१.८५ पथिमथ्यभृक्षामात्
७.१.८६ इतोऽत् सर्वनामस्थाने
७.१.८७ थो न्यः
७.१.८८ भस्य टेलोपः
७.१.८९ पुंसोऽसुङ्
७.१.९० गोतो णित्
७.१.९१ णलुत्तमो वा
७.१.९२ सख्युरसम्बुद्धौ
७.१.९३ अनङ् सौ
७.१.९४ ऋदुशनस्फुरदंसोऽनेहसां च
७.१.९५ तृज्वत् क्रोष्टुः
७.१.९६ स्त्रियां च

७.१.९७ विभाषा तृतीयादिष्वचि
७.१.९८ चतुरनडुहोरामुदात्तः
७.१.९९ अम् सम्बुद्धौ
७.१.१०० ऋत इद्धातोः
७.१.१०१ उपधायाश्च
७.१.१०२ उदोष्ठ्यपूर्वस्य
७.१.१०३ बहुलं छन्दसि
<b>द्वितीयः पादः</b>
७.२.१ सिचि वृद्धिः परस्मैपदेषु
७.२.२ अतो त्वान्तस्य
७.२.३ वदव्रजहलन्तस्याचः
७.२.४ नेटि
७.२.५ ह्यन्तक्षणश्चसजागृणिश्व्येदिताम्
७.२.६ ऊर्णोतेर्विभाषा
७.२.७ अतो हलादेर्लघोः
७.२.८ नेड् वशि कृति
७.२.९ तितुत्रतथसिसुसरकसेषु च
७.२.१० एकाच उपदेशेऽनुदात्तात्
७.२.११ श्र्युकः किति
७.२.१२ सनि ग्रहगुहोश्च
७.२.१३ कृसृभृवृस्तुद्रुमुश्रुवो लिटि
७.२.१४ श्चीदितो निष्ठायाम्
७.२.१५ यस्य विभाषा
७.२.१६ आदितश्च
७.२.१७ विभाषा भावादिकर्मणोः
७.२.१८ क्षुब्धस्वान्तध्वान्तलग्नम्लिष्टविरिब्धफाण्टबाढानि मन्थमनस्तमःसक्ताविस्पष्टस्वरानायासभृशेषु
७.२.१९ धृषिशसी वैयात्ये
७.२.२० दृढः स्थूलबलयोः
७.२.२१ प्रभौ परिवृढः



७.२.४९ सनीवन्तर्धभ्रस्जदम्भुश्रिस्व्यूर्णुभरज्ञपिसनाम्
७.२.५० क्लिशः क्तवानिष्ठयोः
७.२.५१ पूडश्च
७.२.५२ वसतिक्षुधोरिट्
७.२.५३ अञ्चेः पूजायाम्
७.२.५४ लुभो विमोहने
७.२.५५ जृव्रश्च्योः क्त्व
७.२.५६ उदितो वा
७.२.५७ सेऽसिचि कृतचृतच्छृदतृदनृतः
७.२.५८ गमेरिट् परस्मैपदेषु
७.२.५९ न वृद्भ्यश्चतुर्भ्यः
७.२.६० तासि च कृपः
७.२.६१ अचस्तास्वत् थल्यनिटो नित्यम्
७.२.६२ उपदेशेऽत्वतः
७.२.६३ ऋतो भारद्वाजस्य
७.२.६४ बभूथाततन्थजगृम्भववर्थेति निगमे
७.२.६५ विभाषा सृजिदृशोः
७.२.६६ इडत्यर्तिव्ययतीनाम्
७.२.६७ वस्वेकाजाद्धसाम्
७.२.६८ विभाषा गमहनविदविशाम्
७.२.६९ सनिंससनिवांसम्
७.२.७० ऋद्धनोः स्ये
७.२.७१ अञ्जेः सिचि
७.२.७२ स्तुसुधूञ्भ्यः परस्मैपदेषु
७.२.७३ यमरमनमातां सक् च
७.२.७४ स्मिपूङ्गञ्जशां सनि
७.२.७५ किरश्च पञ्चभ्यः
७.२.७६ रुदादिभ्यः सार्वधातुके
७.२.७७ ईशः से

७.२.७८ ईडजनोर्ध्वे च
७.२.७९ लिङः सलोपोऽनन्त्यस्य
७.२.८० अतो येयः
७.२.८१ आतो ङितः
७.२.८२ आने मुक्
७.२.८३ ईदासः
७.२.८४ अष्टन आ विभक्तौ
७.२.८५ रायो हलि
७.२.८६ युष्मदस्मदोरनादेशौ
७.२.८७ द्वितीयायां च
७.२.८८ प्रथमायाश्च द्विवचने भाषायाम्
७.२.८९ योऽचि
७.२.९० शेषे लोपः
७.२.९१ मपर्यन्तस्य
७.२.९२ युवावौ द्विवचने
७.२.९३ यूयवयौ जसि
७.२.९४ त्वाहौ सौ
७.२.९५ तुभ्यमह्यौ डयि
७.२.९६ तवममौ डसि
७.२.९७ त्वमावेकवचने
७.२.९८ प्रत्ययोत्तरपदयोश्च
७.२.९९ त्रिचतुरोः स्त्रियां तिसृचतसृ
७.२.१०० अचि र ऋतः
७.२.१०१ जराया जरसन्यतरस्याम्
७.२.१०२ त्यदादीनामः
७.२.१०३ किमः कः
७.२.१०४ कु तिहोः
७.२.१०५ क्वाति
७.२.१०६ तदोः सः सावनन्त्ययोः

७.२.१०७ अदस औ सुलोपश्च
७.२.१०८ इदमो मः
७.२.१०९ दश्च
७.२.११० यः सौ
७.२.१११ इदोऽय् पुंसि
७.२.११२ अनाप्यकः
७.२.११३ हलि लोपः
७.२.११४ मृजेवृद्धिः
७.२.११५ अचो ङिति
७.२.११६ अत उपधायाः
७.२.११७ तद्धितेष्वचामादेः
७.२.११८ किति च
<b>तृतीयः पादः</b>
७.३.१ देविकाशिशपादित्यवाङ्दीर्घसत्रश्रेयसामात्
७.३.२ केकयमित्त्रयुप्रलयानां यादेरियः
७.३.३ न खाभ्यां पदान्ताभ्याम् पूर्वौ तु ताभ्यामैच्
७.३.४ द्वारादीनां च
७.३.५ न्यग्रोधस्य च केवलस्य
७.३.६ न कर्मव्यतिहारे
७.३.७ स्वागतादीनां च
७.३.८ श्वादेरिञि
७.३.९ पदान्तस्यान्यतरस्याम्
७.३.१० उत्तरपदस्य
७.३.११ अवयवादृतोः
७.३.१२ सुसर्वाधिज्जनपदस्य
७.३.१३ दिशोऽमद्राणाम्
७.३.१४ प्राचां ग्रामनगराणाम्
७.३.१५ संख्यायाः संवत्सरसंख्यस्य च
७.३.१६ वर्षस्याभविष्यति

७.३.१७ परिमाणान्तस्यासंज्ञाशाणयोः
७.३.१८ जे प्रोष्ठपदानाम्
७.३.१९ ह्रस्वगसिन्ध्वन्ते पूर्वपदस्य च
७.३.२० अनुशतिकादीनां च
७.३.२१ देवताद्वन्द्वे च
७.३.२२ नेन्द्रस्य परस्य
७.३.२३ दीर्घाच्च वरुणस्य
७.३.२४ प्राचां नगरान्ते
७.३.२५ जङ्गलधेनुवलजान्तस्य विभाषितमुत्तरम्
७.३.२६ अर्धात् परिमाणस्य पूर्वस्य तु वा
७.३.२७ नातः परस्य
७.३.२८ प्रवाहणस्य ढे
७.३.२९ तत्प्रत्ययस्य च
७.३.३० नञः शुचीश्वरक्षेत्रज्ञकुशलनिपुणानाम्
७.३.३१ यथातथयथापुरयोः पर्यायेण
७.३.३२ हनस्तोऽचिण्णलोः
७.३.३३ आतो युक् चिण्कृतोः
७.३.३४ नोदात्तोपदेशस्य मान्तस्यानाचमेः
७.३.३५ जनिवध्योश्च
७.३.३६ अर्तिह्वीव्लीरीकन्यूयीक्ष्माय्यातां पुङ्णौ
७.३.३७ शाच्छासाह्वाव्यावेपां युक्
७.३.३८ वो विधूनने जुक्
७.३.३९ लीलोर्नुग्लुकावन्यतरस्यां स्नेहविपातने
७.३.४० भियो हेतुभये षुक्
७.३.४१ स्फायो वः
७.३.४२ शदेरगतौ तः
७.३.४३ रुहः पोऽन्यतरस्याम्
७.३.४४ प्रत्ययस्थात् कात् पूर्वस्यात् इदाप्यसुपः
७.३.४५ न यासयोः

७.३.४६ उदीचामातः स्थाने यकपूर्वायाः
७.३.४७ भस्त्रैषाऽजाज्ञाद्वास्वानञ्पूर्वाणामपि
७.३.४८ अभाषितपुंस्काच्च
७.३.४९ आदाचार्याणाम्
७.३.५० ठस्येकः
७.३.५१ इसुसुक्तान्तात् कः
७.३.५२ चजोः कु घिण्यतोः
७.३.५३ न्यङ्क्वादीनां च
७.३.५४ हो हन्तेर्जिन्नेषु
७.३.५५ अभ्यासाच्च
७.३.५६ हेरचडि
७.३.५७ सन्लिटोर्जेः
७.३.५८ विभाषा चेः
७.३.५९ न क्वादेः
७.३.६० अजित्रज्योश्च
७.३.६१ भुजन्युञ्जौ पाण्युपतापयोः
७.३.६२ प्रयाजानुयाजौ यज्ञाङ्गे
७.३.६३ वञ्चेर्गतौ
७.३.६४ ओक उचः के
७.३.६५ ण्य आवश्यके
७.३.६६ यजयाचरुचप्रवचर्चश्च
७.३.६७ वचोऽशब्दसंज्ञायाम्
७.३.६८ प्रयोज्यनियोज्यौ शक्यार्थे
७.३.६९ भोज्यं भक्ष्ये
७.३.७० घोर्लोपो लेटि वा
७.३.७१ ओतः श्यनि
७.३.७२ क्सस्याचि
७.३.७३ लुग्वा दुहदिहलिहगुहामात्मनेपदे दन्त्ये
७.३.७४ शमामष्टानां दीर्घः श्यनि

७.३.७५ ष्टिवुक्लमुचमां शिति
७.३.७६ क्रमः परस्मैपदेषु
७.३.७७ इषुगमियमां छः
७.३.७८ पात्राध्मास्थाम्नादाण्डृश्यर्त्तिसर्त्तिसददां पिबजिघ्रधमतिष्ठमनयच्छपश्यर्च्छधौशीयसीदाः
७.३.७९ ज्ञाजनोर्जा
७.३.८० प्वादीनां ह्रस्वः
७.३.८१ मीनातेर्निगमे
७.३.८२ मिदेर्गुणः
७.३.८३ जुसि च
७.३.८४ सार्वधातुकार्धधातुकयोः
७.३.८५ जाग्रोऽविचिण्णल्लिङ्त्सु
७.३.८६ पुगन्तलघूपधस्य च
७.३.८७ नाभ्यस्तस्याचि पिति सार्वधातुके
७.३.८८ भूसुवोस्तिङि
७.३.८९ उतो वृद्धिर्लुकि हलि
७.३.९० ऊर्णोतेर्विभाषा
७.३.९१ गुणोऽपृक्ते
७.३.९२ तृणह इम्
७.३.९३ ब्रुव ईट्
७.३.९४ यडो वा
७.३.९५ तुरुस्तुशम्यमः सार्वधातुके
७.३.९६ अस्तिसिचोऽपृक्ते
७.३.९७ बहुलं छन्दसि
७.३.९८ रुदश्च पञ्चभ्यः
७.३.९९ अङ्गार्ग्यगालवयोः
७.३.१०० अदः सर्वेषाम्
७.३.१०१ अतो दीर्घो यञि
७.३.१०२ सुपि च
७.३.१०३ बहुवचने झल्येत्

७.३.१०४ ओसि च
७.३.१०५ आडि चापः
७.३.१०६ सम्बुद्धौ च
७.३.१०७ अम्बाऽर्थनद्योर्ह्रस्वः
७.३.१०८ ह्रस्वस्य गुणः
७.३.१०९ जसि च
७.३.११० ऋतो डिसर्वनामस्थानयोः
७.३.१११ घेर्डिति
७.३.११२ आप्नघाः
७.३.११३ याडापः
७.३.११४ सर्वनाम्नः स्याड्ढ्रस्वश्च
७.३.११५ विभाषा द्वितीयातृतीयाभ्याम्
७.३.११६ डेराम्नघाम्नीभ्यः
७.३.११७ इदुद्भ्याम्
७.३.११८ औदच्च घेः
७.३.११९ आडो नाऽस्त्रियाम्
<b>चतुर्थः पादः</b>
७.४.१ णौ चड्युपधाया ह्रस्वः
७.४.२ नाग्लोपिशास्वृदिताम्
७.४.३ भ्राजभासभाषदीपजीवमीलपीडामन्यतरस्याम्
७.४.४ लोपः पिबतेरीच्चाभ्यासस्य
७.४.५ तिष्ठतेरित्
७.४.६ जिघ्रतेर्वा
७.४.७ उर्ऋत्
७.४.८ नित्यं छन्दसि
७.४.९ दयतेर्दिगि लिति
७.४.१० ऋतश्च संयोगादेर्गुणः
७.४.११ ऋच्छत्यृताम्
७.४.१२ शृदृप्रां ह्रस्वो वा

७.४.१३ केऽणः
७.४.१४ न कपि
७.४.१५ आपोऽन्यतरस्याम्
७.४.१६ ऋदृशोऽडि गुणः
७.४.१७ अस्यतेस्थुक्
७.४.१८ श्वयतेरः
७.४.१९ पतः पुम्
७.४.२० वच उम्
७.४.२१ शीडः सार्वधातुके गुणः
७.४.२२ अयङ् यि क्ङिति
७.४.२३ उपसर्गाद्ध्रस्व ऊहतेः
७.४.२४ एतेर्लिङि
७.४.२५ अकृत्सार्वधातुकयोर्दीर्घः
७.४.२६ च्वौ च
७.४.२७ रीङ् ऋतः
७.४.२८ रिङ् शयग्लिङ्क्षु
७.४.२९ गुणोऽर्तिसंयोगाद्योः
७.४.३० यङि च
७.४.३१ ई प्राध्मोः
७.४.३२ अस्य च्वौ
७.४.३३ क्यचि च
७.४.३४ अशनायोदन्यधनाया बुभुक्षापिपासागर्द्धेषु
७.४.३५ न च्छन्दस्यपुत्रस्य
७.४.३६ दुरस्युर्द्रविणस्युर्वृषण्यतिरिषण्यति
७.४.३७ अश्वाघस्यात्
७.४.३८ देवसुम्नयोर्यजुषि काठके
७.४.३९ कव्यध्वरपृतनस्यर्चि लोपः
७.४.४० द्यतिस्यतिमास्थामिति किति
७.४.४१ शाच्छोरन्यतरस्याम्

७.४.४२ दधातेर्हिः
७.४.४३ जहातेश्च क्त्वि
७.४.४४ विभाषा छन्दसि
७.४.४५ सुधितवसुधितनेमधितधिष्वधिषीय च
७.४.४६ दो दद् घोः
७.४.४७ अच उपसर्गात्तः
७.४.४८ अपो भि
७.४.४९ सः स्याद्धधातुके
७.४.५० तासस्त्योर्लोपः
७.४.५१ रि च
७.४.५२ ह एति
७.४.५३ यीवर्णयोर्दीधीवेव्योः
७.४.५४ सनि मीमाघुरभलभशकपतपदामच इस्
७.४.५५ आप्ज्ज्प्यधामीत्
७.४.५६ दम्भ इच्च
७.४.५७ मुचोऽकर्मकस्य गुणो वा
७.४.५८ अत्र लोपोऽभ्यासस्य
७.४.५९ ह्रस्वः
७.४.६० हलादिः शेषः
७.४.६१ शर्पूर्वाः खयः
७.४.६२ कुहोश्चुः
७.४.६३ न कवतेर्यङि
७.४.६४ कृषेश्छन्दसि
७.४.६५ दाधर्तिदधर्तिदधर्षिबोभूतुतेतिकेऽलर्ष्यापनीफणत्संसनिष्यदत्करिक्रत्कनिक्रदद्भ्रिभ्रद्विध्वतोदविद्युतत्तरित्रतःसरीसृपतंवरीवृ जन्मर्मृज्यागनीगन्तीति च
७.४.६६ उरत्
७.४.६७ द्युतिस्वाप्योः सम्प्रसारणम्
७.४.६८ व्यथो लिति

७.४.६९ दीर्घ इणः किति
७.४.७० अत आदेः
७.४.७१ तस्मान्नुड् द्विहलः
७.४.७२ अश्रोतेश्च
७.४.७३ भवतेरः
७.४.७४ ससूवेति निगमे
७.४.७५ निजां त्रयाणां गुणः श्लौ
७.४.७६ भृजामित्
७.४.७७ अर्तिपिपत्योश्च
७.४.७८ बहुलं छन्दसि
७.४.७९ सन्यतः
७.४.८० ओः पुयण्यपरे
७.४.८१ स्रवतिशृणोतिद्रवतिप्रवतिप्लवतिच्यवतीनां वा
७.४.८२ गुणो यङ्लुकोः
७.४.८३ दीर्घोऽकितः
७.४.८४ नीग्वञ्चुस्रंसुध्वंसुभ्रंसुकसपतपदस्कन्दाम्
७.४.८५ नुगतोऽनुनासिकान्तस्य
७.४.८६ जपजभदहदशभञ्जपशां च
७.४.८७ चरफलोश्च
७.४.८८ उत् परस्यातः
७.४.८९ ति च
७.४.९० रीगृदुपधस्य च
७.४.९१ रुग्रिकौ च लुकि
७.४.९२ ऋतश्च
७.४.९३ सन्वल्लघुनि चङ्परेऽनग्लोपे
७.४.९४ दीर्घो लघोः
७.४.९५ अत् स्मृदृत्वप्रथम्रदस्तृस्पशाम्
७.४.९६ विभाषा वेष्टिचेष्ट्योः
७.४.९७ ई च गणः

प्रथमः पादः
८.१.१ सर्वस्य द्वे
८.१.२ तस्य परमाप्रेडितम्
८.१.३ अनुदात्तं च
८.१.४ नित्यवीप्सयोः
८.१.५ परेर्वर्जने
८.१.६ प्रसमुपोदः पादपूरणे
८.१.७ उपर्यध्यधसः सामीप्ये
८.१.८ वाक्यादेरामन्त्रितस्यासूयासम्मतिकोपकुत्सनभर्त्सनेषु
८.१.९ एकं बहुव्रीहिवत्
८.१.१० आबाधे च
८.१.११ कर्मधारयवद् उत्तरेषु
८.१.१२ प्रकारे गुणवचनस्य
८.१.१३ अकृच्छ्रे प्रियसुखयोरन्यतरस्याम्
८.१.१४ यथास्वे यथायथम्
८.१.१५ द्वन्द्वं रहस्यमर्यादावचनव्युत्क्रमणयज्ञपात्रप्रयोगाभिव्यक्तिषु
८.१.१६ पदस्य
८.१.१७ पदात्
८.१.१८ अनुदात्तं सर्वमपादादौ
८.१.१९ आमन्त्रितस्य च
८.१.२० युष्मदस्मदोः षष्ठीचतुर्थीद्वितीयास्थयोर्वान्नावौ
८.१.२१ बहुवचनस्य वस्नसौ
८.१.२२ तेमयावेकवचनस्य
८.१.२३ त्वामौ द्वितीयायाः
८.१.२४ न चवाहाहैवयुक्ते
८.१.२५ पश्याथैश्चानालोचने
८.१.२६ सपूर्वायाः प्रथमाया विभाषा
८.१.२७ तिडो गोत्रादीनि कुत्सनाभीक्षणयोः

८.१.२८ तिङ्ङितिङः
८.१.२९ न लुट्
८.१.३० निपातैर्यद्यदिहन्तकुविन्नेच्चेच्चण्कच्चिद्यत्रयुक्तम्
८.१.३१ नह प्रत्यारम्भे
८.१.३२ सत्यं प्रश्ने
८.१.३३ अङ्गाप्रातिलोम्ये
८.१.३४ हि च
८.१.३५ छन्दस्यनेकमपि साकाङ्क्षम्
८.१.३६ यावद्यथाभ्याम्
८.१.३७ पूजायां नानन्तरम्
८.१.३८ उपसर्गव्यपेतं च
८.१.३९ तुपश्यपश्यताहैः पूजायाम्
८.१.४० अहो च
८.१.४१ शेषे विभाषा
८.१.४२ पुरा च परीप्सायाम्
८.१.४३ नन्वित्यनुज्ञेषणायाम्
८.१.४४ किं क्रियाप्रश्नेऽनुपसर्गमप्रतिषिद्धम्
८.१.४५ लोपे विभाषा
८.१.४६ एहिमन्ये प्रहासे लृट्
८.१.४७ जात्वपूर्वम्
८.१.४८ किम्वृत्तं च चिदुत्तरम्
८.१.४९ आहो उताहो चानन्तरम्
८.१.५० शेषे विभाषा
८.१.५१ गत्यर्थलोटा लृण् चेत् कारकं सर्वान्यत्
८.१.५२ लोट् च
८.१.५३ विभाषितं सोपसर्गमनुत्तमम्
८.१.५४ हन्त च
८.१.५५ आम एकान्तरमामन्त्रितमनन्तिके

८.१.५६ यद्धितुपरं छन्दसि
८.१.५७ चनचिदिवगोत्रादितद्धिताम्रेडितेष्वगतेः
८.१.५८ चादिषु च
८.१.५९ चवायोगे प्रथमा
८.१.६० हेति क्षियायाम्
८.१.६१ अहेति विनियोगे च
८.१.६२ चाहलोप एवेत्यवधारणम्
८.१.६३ चादिलोपे विभाषा
८.१.६४ वैवावेति च च्छन्दसि
८.१.६५ एकान्याभ्यां समर्थाभ्याम्
८.१.६६ यद्वृत्तान्नित्यं
८.१.६७ पूजनात् पूजितमनुदात्तम्
८.१.६८ सगतिरपि तिङ्
८.१.६९ कुत्सने च सुप्यगोत्रादौ
८.१.७० गतिर्गतौ
८.१.७१ तिङि चोदात्तवति
८.१.७२ आमन्त्रितं पूर्वमविद्यमानवत्
८.१.७३ नामन्त्रिते समानाधिकरणे सामान्यवचनम्
८.१.७४ विभाषितं विशेषवचने बहुवचनम्
<b>द्वितीयः पादः</b>
८.२.१ पूर्वत्रासिद्धम्
८.२.२ नलोपः सुप्स्वरसंज्ञातुग्विधिषु कृति
८.२.३ न मु ने
८.२.४ उदात्तस्वरितयोर्यणः स्वरितोऽनुदात्तस्य
८.२.५ एकादेश उदात्तेनोदात्तः
८.२.६ स्वरितो वाऽनुदात्ते पदादौ
८.२.७ नलोपः प्रातिपदिकान्तस्य
८.२.८ न डिसम्बुद्धयोः

८.२.९ मादुपधायाश्च मतोर्वोऽयवादिभ्यः
८.२.१० झयः
८.२.११ संज्ञायाम्
८.२.१२ आसन्दीवदष्ठीवच्चक्रीवत्कक्षीवद्रुमण्वच्चर्मण्वती
८.२.१३ उदन्वानुदधौ च
८.२.१४ राजन्वान् सौराज्ये
८.२.१५ छन्दसीरः
८.२.१६ अनो नुट्
८.२.१७ नाद्धस्य
८.२.१८ कृपो रो लः
८.२.१९ उपसर्गस्यायतौ
८.२.२० ग्रो यडि
८.२.२१ अचि विभाषा
८.२.२२ परेश्च घाङ्कयोः
८.२.२३ संयोगान्तस्य लोपः
८.२.२४ रात्सस्य
८.२.२५ धि च
८.२.२६ झलो झलि
८.२.२७ ह्रस्वादङ्गात्
८.२.२८ इट ईटि
८.२.२९ स्कोः संयोगाद्योरन्ते च
८.२.३० चोः कुः
८.२.३१ हो ढः
८.२.३२ दादेर्धातोर्घः
८.२.३३ वा द्रुहमुहष्णुहष्णिहाम्
८.२.३४ नहो धः
८.२.३५ आहस्थः
८.२.३६ व्रश्चभ्रस्जसृजमृजयजराजभ्राजच्छशां षः

८.२.३७ एकाचो बशो भष् झषन्तस्य स्थ्वोः
८.२.३८ दधस्तथोश्च
८.२.३९ झलां जशोऽन्ते
८.२.४० झषस्तथोर्धोऽधः
८.२.४१ षढोः कः सि
८.२.४२ रदाभ्यां निष्ठातो नः पूर्वस्य च दः
८.२.४३ संयोगादेरातो धातोर्यण्वतः
८.२.४४ ल्वादिभ्यः
८.२.४५ ओदितश्च
८.२.४६ क्षियो दीर्घात्
८.२.४७ श्योऽस्पर्शो
८.२.४८ अञ्चोऽनपादाने
८.२.४९ दिवोऽविजिगीषायाम्
८.२.५० निर्वाणोऽवाते
८.२.५१ शुषः कः
८.२.५२ पचो वः
८.२.५३ क्षायो मः
८.२.५४ प्रस्त्योऽन्यतरस्याम्
८.२.५५ अनुपसर्गात् फुल्लक्षीबकृशोल्लाघाः
८.२.५६ नुदविदोन्द्राघ्राहीभ्योऽन्यतरस्याम्
८.२.५७ न ध्याख्यापृमूर्छिमदाम्
८.२.५८ वित्तो भोगप्रत्यययोः
८.२.५९ भित्तं शकलम्
८.२.६० ऋणमाधमण्ये
८.२.६१ नसत्तनिषत्तानुत्तप्रतूर्तसूर्तगूर्तानि छन्दसि
८.२.६२ क्विन्प्रत्ययस्य कुः
८.२.६३ नशेर्वा
८.२.६४ मो नो धातोः

८.२.६५ म्वोश्च
८.२.६६ ससजुषो रुः
८.२.६७ अवयाःश्वेतवाःपुरोडाश्च
८.२.६८ अहन्
८.२.६९ रोऽसुपि
८.२.७० अम्नरूधरवरित्युभयथा छन्दसि
८.२.७१ भुवश्च महाव्याहतेः
८.२.७२ वसुस्रंसुध्वंस्वनडुहां दः
८.२.७३ तिप्यनस्तेः
८.२.७४ सिपि धातो रूर्वा
८.२.७५ दश्च
८.२.७६ वीरुपधाया दीर्घ इकः
८.२.७७ हलि च
८.२.७८ उपधायां च
८.२.७९ न भकुर्छुराम्
८.२.८० अदसोऽसेर्दादु दो मः
८.२.८१ एत ईद्वहुवचने
८.२.८२ वाक्यस्य टेः प्लुत उदात्तः
८.२.८३ प्रत्यभिवादेऽशूद्रे
८.२.८४ दूराद्धूते च
८.२.८५ हैहेप्रयोगे हैहयोः
८.२.८६ गुरोरनृतोऽनन्त्यस्याप्येकैकस्य प्राचाम्
८.२.८७ ओमभ्यादाने
८.२.८८ ये यज्ञकर्मणि
८.२.८९ प्रणवष्टेः
८.२.९० याज्याऽन्तः
८.२.९१ ब्रूहिप्रेष्यश्रौषड्वौषडावहानामादेः
८.२.९२ अग्नीत्प्रेषणे परस्य च

८.२.९३ विभाषा पृष्टप्रतिवचने हे:
८.२.९४ निगृह्यानुयोगे च
८.२.९५ आम्रेडितं भर्त्सने
८.२.९६ अङ्गयुक्तं तिङ् आकाङ्क्षम्
८.२.९७ विचार्यमाणानाम्
८.२.९८ पूर्वं तु भाषायाम्
८.२.९९ प्रतिश्रवणे च
८.२.१०० अनुदात्तं प्रश्नान्ताभिपूजितयोः
८.२.१०१ चिदिति चोपमाऽर्थे प्रयुज्यमाने
८.२.१०२ उपरिस्विदासीदिति च
८.२.१०३ स्वरितमाम्रेडितेऽसूयासम्मतिकोपकुत्सनेषु
८.२.१०४ क्षियाऽऽशीःप्रैषेषु तिङ् आकाङ्क्षम्
८.२.१०५ अनन्त्यस्यापि प्रश्नाख्यानयोः
८.२.१०६ प्लुतावैच इदुतौ
८.२.१०७ एचोऽप्रगृह्यस्यादूराद्भूते पूर्वस्यार्धस्यादुत्तरस्येदुतौ
८.२.१०८ तयोर्वावचि संहितायाम्
<b>तृतीयः पादः</b>
८.३.१ मतुवसो रु सम्बुद्धौ छन्दसि
८.३.२ अत्रानुनासिकः पूर्वस्य तु वा
८.३.३ आतोऽटि नित्यम्
८.३.४ अनुनासिकात् परोऽनुस्वारः
८.३.५ समः सुटि
८.३.६ पुमः खय्यम्परे
८.३.७ नश्छव्यप्रशान्
८.३.८ उभयथर्क्षु
८.३.९ दीर्घादटि समानपादे
८.३.१० नृन् पे
८.३.११ स्वतवान् पायौ

८.३.१२ कानाम्नेडिते
८.३.१३ ढो ढे लोपः
८.३.१४ रो रि
८.३.१५ खरवसानयोर्विसर्जनीयः
८.३.१६ रोः सुपि
८.३.१७ भोभगोअघोअपूर्वस्य योऽशि
८.३.१८ व्योर्लघुप्रयत्नतरः शाकटायनस्य
८.३.१९ लोपः शाकल्यस्य
८.३.२० ओतो गार्ग्यस्य
८.३.२१ उञ्चि च पदे
८.३.२२ हलि सर्वेषाम्
८.३.२३ मोऽनुस्वारः
८.३.२४ नश्चापदान्तस्य झलि
८.३.२५ मो राजि समः क्वौ
८.३.२६ हे मपरे वा
८.३.२७ नपरे नः
८.३.२८ ङ्णोः कुक्कुक् शरि
८.३.२९ डः सि धुट्
८.३.३० नश्च
८.३.३१ शि तुक्
८.३.३२ डमो ह्रस्वादचि डमुणित्यम्
८.३.३३ मय उञ्चो वो वा
८.३.३४ विसर्जनीयस्य सः
८.३.३५ शपरे विसर्जनीयः
८.३.३६ वा शरि
८.३.३७ कुप्वोः ँकःपौ च
८.३.३८ सोऽपदादौ
८.३.३९ इणः षः

८.३.४० नमस्पुरसोर्गत्योः
८.३.४१ इदुदुपधस्य चाप्रत्ययस्य
८.३.४२ तिरसोऽन्यतरस्याम्
८.३.४३ द्विस्त्रिश्चतुरिति कृत्वोऽर्थे
८.३.४४ इसुसोः सामर्थ्ये
८.३.४५ नित्यं समासेऽनुत्तरपदस्थस्य
८.३.४६ अतः कृकमिकंसकुम्भपात्रकुशाकर्णीष्वनव्ययस्य
८.३.४७ अधःशिरसी पदे
८.३.४८ कस्कादिषु च
८.३.४९ छन्दसि वाऽप्राप्तेऽडितयोः
८.३.५० कःकरत्करतिकृधिकृतेष्वनदितेः
८.३.५१ पञ्चम्याः परावध्यर्थे
८.३.५२ पातौ च बहुलम्
८.३.५३ षष्ठ्याः पतिपुत्रपृष्ठपारपदपयस्पोषेषु
८.३.५४ इडाया वा
८.३.५५ अपदान्तस्य मूर्धन्यः
८.३.५६ सहेः साडः सः
८.३.५७ इण्कोः
८.३.५८ नुम्बिसर्जनीयशर्व्यवायेऽपि
८.३.५९ आदेशप्रत्यययोः
८.३.६० शासिवसिघसीनां च
८.३.६१ स्तौतिण्योरेव षण्यभ्यासात्
८.३.६२ सः स्विदिस्वदिसहीनां च
८.३.६३ प्राक्सितादड्व्यवायेऽपि
८.३.६४ स्थाऽऽदिष्वभ्यासेन चाभ्यासस्य
८.३.६५ उपसर्गात् सुनोतिसुवतिस्यतिस्तौतिस्तोभतिस्थासेनयसेधसिचसञ्जस्वञ्जाम्
८.३.६६ सदिप्रतेः
८.३.६७ स्तन्भेः

८.३.६८ अवाच्चालम्बनाविदूर्ययोः
८.३.६९ वेश्च स्वनो भोजने
८.३.७० परिनिविभ्यः सेवसितसयसिवुसहसुट्स्तुस्वञ्जाम्
८.३.७१ सिवादीनां वाऽड्व्यवायेऽपि
८.३.७२ अनुविपर्यभिनिभ्यः स्यन्दतेरप्राणिषु
८.३.७३ वेः स्कन्देरनिष्ठायाम्
८.३.७४ परेश्च
८.३.७५ परिस्कन्दः प्राच्यभरतेषु
८.३.७६ स्फुरतिस्फुलत्योर्निर्विभ्यः
८.३.७७ वेः स्कभ्नातेर्नित्यम्
८.३.७८ इणः षीध्वंलुङ्लितां धोऽङ्गात्
८.३.७९ विभाषेटः
८.३.८० समासेऽङ्गुलेः सङ्गः
८.३.८१ भीरोः स्थानम्
८.३.८२ अग्नेः स्तुत्स्तोमसोमाः
८.३.८३ ज्योतिरायुषः स्तोमः
८.३.८४ मातृपितृभ्यां स्वसा
८.३.८५ मातुःपितृभ्यामन्यतरस्याम्
८.३.८६ अभिनिसः स्तनः शब्दसंज्ञायाम्
८.३.८७ उपसर्गप्रादुर्भ्यामस्तिर्यचपरः
८.३.८८ सुविनिर्दुर्भ्यः सुपिसूतिसमाः
८.३.८९ निनदीभ्यां स्नातेः कौशले
८.३.९० सूत्रं प्रतिष्णातम्
८.३.९१ कपिष्ठलो गोत्रे
८.३.९२ प्रष्टोऽग्रगामिनि
८.३.९३ वृक्षासनयोर्विष्टरः
८.३.९४ छन्दोनाम्नि च
८.३.९५ गवियुधिभ्यां स्थिरः

८.३.९६ विकुशमिपरिभ्यः स्थलम्
८.३.९७ अम्बाम्बगोभूमिसव्यापद्वित्रिकुशोकुशङ्क्वङ्गुमञ्जिपुञ्जिपरमेबर्हिर्दिव्यग्निभ्यः स्थः
८.३.९८ सुषामादिषु च
८.३.९९ एति संज्ञायामगात्
८.३.१०० नक्षत्राद्वा
८.३.१०१ ह्रस्वात् तादौ तद्धिते
८.३.१०२ निसस्तपतावनासेवने
८.३.१०३ युष्मत्तत्तक्षुःष्वन्तःपादम्
८.३.१०४ यजुष्येकेषाम्
८.३.१०५ स्तुतस्तोमयोश्छन्दसि
८.३.१०६ पूर्वपदात्
८.३.१०७ सुञः
८.३.१०८ सनोतेरनः
८.३.१०९ सहेः पृतनर्ताभ्यां च
८.३.११० न रपरसृपिसृजिसृशिसृहिसवनादीनाम्
८.३.१११ सात्पदाद्योः
८.३.११२ सिचो यङि
८.३.११३ सेधतेर्गतौ
८.३.११४ प्रतिस्तब्धनिस्तब्धौ च
८.३.११५ सोढः
८.३.११६ स्तम्भुसिवुसहां चङि
८.३.११७ सुनोतेः स्यसनोः
८.३.११८ सदेः परस्य लिटि
८.३.११९ निव्यभिभ्योऽड्व्यवाये वा छन्दसि
<b>चतुर्थः पादः</b>
८.४.१ रषाभ्यां नो णः समानपदे
८.४.२ अट्कुप्वाङ्नुम्व्यवायेऽपि
८.४.३ पूर्वपदात् संज्ञायामगः

८.४.४ वनं पुरगामिश्रकासिध्रकाशारिकाकोटराऽग्रेभ्यः
८.४.५ प्रनिरन्तःशरेक्षुप्लक्षाम्रकार्ष्यखदिरपीयूक्षाभ्योऽसंज्ञायामपि
८.४.६ विभाषौषधिवनस्पतिभ्यः
८.४.७ अहोऽदन्तात्
८.४.८ वाहनमाहितात्
८.४.९ पानं देशे
८.४.१० वा भावकरणयोः
८.४.११ प्रातिपदिकान्तनुम्बिभक्तिषु च
८.४.१२ एकाजुत्तरपदे णः
८.४.१३ कुमति च
८.४.१४ उपसर्गादिसमासेऽपि णोपदेशस्य
८.४.१५ हिनुमीना
८.४.१६ आनि लोट्
८.४.१७ नेर्गदनदपतपदधुमास्यतिहन्तियातिवातिद्रातिप्सातिवपतिवहतिशाम्यतिचिनोतिदेग्धिषु च
८.४.१८ शेषे विभाषाऽकखादावषान्त उपदेशे
८.४.१९ अनितेरन्तः
८.४.२० उभौ साभ्यासस्य
८.४.२१ हन्तेरत्पूर्वस्य
८.४.२२ वमोर्वा
८.४.२३ अन्तरदेशे
८.४.२४ अयनं च
८.४.२५ छन्दस्यृदवग्रहात्
८.४.२६ नश्च धातुस्थोरुषुभ्यः
८.४.२७ उपसर्गाद् बहुलम्
८.४.२८ कृत्यचः
८.४.२९ णेर्विभाषा
८.४.३० हलश्च इजुपधात्
८.४.३१ इजादेः सनुमः

८.४.३२ वा निसनिक्षनिन्दाम्
८.४.३३ न भाभूपूकमिगमिप्यायीवेपाम्
८.४.३४ षात् पदान्तात्
८.४.३५ नशोः षान्तस्य
८.४.३६ पदान्तस्य
८.४.३७ पदव्यवायेऽपि
८.४.३८ क्षुभ्नाऽऽदिषु च
८.४.३९ स्तोः श्वना श्वुः
८.४.४० ष्टुना ष्टुः
८.४.४१ न पदान्ताद्वोरनाम्
८.४.४२ तोः षि
८.४.४३ शात्
८.४.४४ यरोऽनुनासिकेऽनुनासिको वा
८.४.४५ अचो रहाभ्यां द्वे
८.४.४६ अनचि च
८.४.४७ नादिन्याक्रोशे पुत्रस्य
८.४.४८ शरोऽचि
८.४.४९ त्रिप्रभृतिषु शाकटायनस्य
८.४.५० सर्वत्र शाकल्यस्य
८.४.५१ दीर्घादाचार्याणाम्
८.४.५२ झलां जश् झशि
८.४.५३ अभ्यासे चर्च
८.४.५४ खरि च
८.४.५५ वाऽवसाने
८.४.५६ अणोऽप्रगृह्यस्यानुनासिकः
८.४.५७ अनुस्वारस्य ययि परसवर्णः
८.४.५८ वा पदान्तस्य
८.४.५९ तोर्लि

८.४.६० उदः स्थास्तम्भोः पूर्वस्य
८.४.६१ झयो होऽन्यतरस्याम्
८.४.६२ शश्छोऽटि
८.४.६३ हलो यमां यमि लोपः
८.४.६४ झरो झरि सवर्णे
८.४.६५ उदात्तादनुदात्तस्य स्वरितः
८.४.६६ नोदात्तस्वरितोदयमगार्ग्यकाश्यपगालवानाम्
८.४.६७ अ अ

# ENGLISH

## CLASS XI-XII

### Curricular Goals

#### Reading

Learner is able to

- Skim, scan read for gist and main idea of the text.
- Understand and recognise different styles of text and the functions of various devices used in it.
- Use critical thinking abilities to analyze, synthesize, compare and evaluate events, articles, texts to draw inferences.
- Analyze and synthesize information from graphical organisers (mind maps) and visual cues to comprehend the main idea and the supporting ideas.
- Analyze short stories, texts, poems, essays etc. and draw parallels with real life situations in familiar and unfamiliar context of both concrete and abstract in nature.
- Summarise long demanding texts.
- Critically appreciate text and literary pieces.

#### Writing

Learner is able to

- Write expository, persuasive, analytical essays and research reports for varied purposes and targeted segments with suitable referencing and understands the concept of plagiarism.
- Uses appropriate vocabulary, figures of speech (metaphor, simile, idioms, etc.) Tone, style of expression, conventions for different interpersonal and transactional texts like emails, formal applications, advertisements, resume, forms etc.
- Understand; apply various punctuation marks to elucidate the communicability in writing.
- Applies coherent and cohesive devices to enhance the writing aesthetics and engage with the reader.
- Synthesise information to produce a response with clarity and precision.

## Speaking and Listening

### Learner is able to

- Apply clear and understandable pronunciation, (considering mother tongue and regional dialects influences)
- Engage and participate in extended conversation on familiar and unfamiliar topics.
- Uses language fluently, accurately and effectively while conversing on familiar and unfamiliar topics.
- Initiate, maintain and end discourse appropriately in one to one conversations using effective turn taking.
- Express a range of emotions relevant to familiar and unfamiliar topics.
- Intervene politely in a discussion using the appropriate language.
- Communicate and interact at length using appropriate linguistic exponents for various functions for persuasion, arguments, negotiate, compare, evaluate, hypothesize, etc.
- Uses appropriate social/ academic conventions, vocabulary and grammar in formal talks (debates, extempore, presentations etc.)
- Apply appropriate grammatical functions and concepts of tense and aspect, transitional devices and modal verbs.
- Summarise extracts from news items, debates, extempore etc.
- Identify the context and the central idea presented by the speaker.
- Use Idiomatic expressions and vocabulary appropriate to the field of work – legal awareness.

## Humane and Transversal Abilities

- Understand and practice the humane values such as empathy, respectfulness, perseverance, tolerance, openness, political correctness etc., relevant for peaceful coexistence.
- Understand and portray through actions, a sense of self – respect, esteem/worth and intercultural understanding.
- Appreciate and respect other cultures, heritage, gender, CWSN (Children With Special Needs) and EWS (Economically Weaker Section).
- Endeavours to attain sdgs (Sustainable Development Goals)
- Understand constitution, its preamble and exercises fundamental rights and duties.
- Understands the expansion of consciousness with more humane attitude

## Learning Outcomes

By the time the learner reaches class XI and XII, he/she has already studied English for 10 years. It is expected that the proficiency level at this stage should range from B2 to C1 (CEFR) in all skills. Therefore, the learning outcomes have been mentioned in a graded manner:

## Reading

The learner can

- Use different strategies for different type of texts
- Understand the main theme of the text and its organization
- Skim and scan relevant information
- Understand relationship between different parts of a text through lexical and cohesive devices
- Form opinion about the characters and plot
- Interpret theme/ incidents and aspects of characters
- Comprehend and extrapolate beyond the text.
- Appreciate, analyze & interpret characters, events, episodes and incidents.
- Develop ability for original & creative opinion and be logically persuasive to present own views & opinion.
- Learn to read with speed
- Transcode information from verbal to diagrammatic form and vice versa
- Interpret texts by relating them to other similar material.
- Extensively reads a variety of genres for pleasure.
- Deduce the meaning of unfamiliar lexical items.
- Create infographics after summarising the text.
- Recognize genres of literature e.g. Fiction, nonfiction, poetry, legend, one act play, etc.

## Writing

The learner can

- Write short compositions in crisp and precise language.
- Use infographics like graphs, pie charts, graphic organisers for effective presentation.
- Synthesise and evaluate information to create formal and informal creative writings using appropriate conventions, vocabulary and grammar.
- Utilize effective study strategies to organize ideas and further develop them to note taking / note making, writing a summary, creating a mind map
- Apply critical thinking abilities to write / reconstruct articles post reading texts.

- Write research reports with suitable referencing.
- Create drafts, finalises, proof reads and edits their own and others work.
- Express opinions facts, arguments in the form of long compositions.
- Use technology as a resource to enhance research work and differentiate between relevant and irrelevant material.
- Express feelings to support in opinion with sound arguments and evidences.

## Speaking and Listening

The learner can

- Respond to instructions/announcements in public places and acts accordingly.
- Listen to news /business news/talks/lectures/national/international affairs/sports etc.
- Listen to audio clips & digital medium.
- Responds in formal group discussions.
- Understand speeches pertaining to abstract and complex fields not relevant or with less familiarity.
- Express their ideas fluently and spontaneously on familiar and unfamiliar topics – only the unfamiliarity hinders the smooth flow of the language.
- Uses language effectively for summarising, developing and justifying an argument, evaluating options, eliciting further information, stating opinions and speculating and hypothesising.
- Perform in debates, group discussions and formal presentations etc. Using well-structured speech, suitable phrases, figures of speech, connectors and cohesive devices.

## Suggested Pedagogical Transactions

### Reading

- Reviewing & building on previous learning.
- Facilitating the critical appreciation of books/ films based on books by encouraging children to read & critically appreciate the text & match the film.
- To foster understanding & appreciations of the biological, physical & technological world to enable the learner to arrive at informed decisions about the event/ changing needs of individuals & societies.
- Introducing learners to various genres & forms such as suspense, humour, mystery & attire, irony, pathos etc.

## Writing

- Reviewing & building on previous learning.
- Build confidence & proficiency in written communication
- Develop the ability & knowledge regd. In order to engage the learner in critical thinking & problem solving.
- Equip learners with the ability to question & articulate their point of view.
- Build competence in formal & informal registers.
- Creating an event for children to expand their vocabulary to be utilised in written composition.
- Providing rubrics/ checklist to revise.

## Speaking and Listening

- Reviewing & building on previous learning
- Interactive competence
- Fluency while speaking
- Pronunciation
- Accurate vocabulary for language proficiency
- Creating opportunity for group/ team work eg- panel discussion, speech, morning assembly, debate, etc.

## Suggested Tasks Grades XI-XII

These tasks can be conducted in a as group/ pair/ individual work

- Short writing tasks with visual input
- Notice
- Advertisements
- Posters
- Invitations and replies
- Factual/ process details (100 -150 words)
- Report writing (newspaper/ school reports)
- Article writing (200 - 250 words)
- Speech & debate writing (300 words)
- Formal & informal letters.
- Letter of enquiry, complaint, placement of order etc
- Application for job with biodata forms filling.
- Email etiquettes
- Blog writing
- Book report
- Note making/ summarizing

- Precis writing

## Suggested Resources

### Reading (Age-appropriate print material)

- Text Book
- Magazines
- Newspaper (reports articles editorials etc.)
- Short stories
- Poems
- Suggested reading books
- Translated versions
- Academic reference material (Encyclopaedia)
- Material from newspapers & magazine
- Indian/ international authors
- Excerpts from mythologies and epics
- Biographies of great men/ women of India (Swami Vivekananda)
- Excerpts from bhavyog and karamyog texts
- Texts on cultural/ civic & social values/science+ technology.

## Listening and Speaking

- Audio / video content available online to enhance vocabulary & expressions.
- Documentaries on freedom fighters, great literacy writers, scientists, historical figures etc.
- Songs (understanding Rhyme scheme) Listen to various texts from different genres.
- Lectures
- Speeches
- Debates
- Developing soft skills: -
  - Tone
  - Gestures
  - Stress
  - Facial expressions
  - Voice modulation
  - Choice of words
- Discussion on problem & problem solving on a given situation

## Suggested Themes

- Health (Physical & Mental)

- Values & Ethics
- Tradition & Modernity
- East & West
- Plant and Animal World
- Environment
- Innovation & Entrepreneurship
- Adventure, Arts and Aesthetics
- Money, Power & Desire
- Natural Phenomenon and Mythological Characters
- Culture & Multi-culturalism
- National Integration
- Conflict Resolution and Building Peace
- Man, Nature and Energy
- Science and Spirituality
- Understanding Karma and Prema

## Suggested Assessment Tasks

- Projects
- Presentations based on research
- Participation in activities
- Long reading texts with mcqs and HOTS questions,
- True and False
- Identifying the main idea of the passage given,
- Interpretation of infographics
- Reading into sustained pieces of short writings
- Textbooks questions leading to analytical and inferential pieces of writing
- Cloze

## Internal Assessment – 20 marks

- Note books and projects
- Participation in activities
- Speaking
- Listening

## External Assessment – 80 marks

- Reading section – 20 marks
- Writing section and grammar – 35 marks (20+15)
- Text books – 25 marks

# CLASS XI

## ENGLISH (CORE) (103)

### SYLLABUS (2024-25)

Section A – 26 Marks  
Reading Skills

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

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

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

Multiple Choice Questions / Objective Type Questions will be asked.

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

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

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

#### II Grammar 7 Marks

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

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

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

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

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

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

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

## Prescribed Books

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

- The Portrait of a Lady (Prose)
- A Photograph (Poem)
- "We're Not Afraid to Die... if We Can Be Together"
- Discovering Tut: The Saga Continues
- The Laburnum Top (Poem)
- The Voice of the Rain (Poem)
- Childhood (Poem)
- The Adventure
- Silk Road (Prose)
- Father to Son

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

- The Summer of the Beautiful White Horse (Prose)
- The Address (Prose)
- Mother's Day (Play)
- Birth (Prose)
- The Tale of Melon City

### INTERNAL ASSESSMENT

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

## Question Paper Design English (Core) Class XI (2024-25)

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

# CLASS XII

## ENGLISH (CORE) (103)

### SYLLABUS (2024-25)

Section A

22 Marks

**Reading Skills****I Reading Comprehension through Unseen Passage****(12+10 = 22 Marks)**

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

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

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

Section B

18 Marks

**Creative Writing Skills****II. Creative Writing Skills**

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

## Section C

40 Marks

## Literature Text Book and Supplementary Reading Text

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

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

### Prescribed Books

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

#### (Prose)

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

#### (Poetry)

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

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

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

### INTERNAL ASSESSMENT

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

## Question Paper Design English (Core) Class XII (2024-25)

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

# CLASS XI

## ENGLISH (ELECTIVE) (131)

### SYLLABUS (2024-25)

#### Section A

#### Reading Comprehension

**25 Marks**

#### Two unseen passages and a poem

1. 12 out of 15 Multiple Choice / Objective Type Questions, from a literary or discursive passage of about 950-1000 words to assess comprehension, interpretation, inference, analysis, appreciation and vocabulary. **(1x12=12 marks)**
2. 8 out of 9 Multiple Choice Questions / Objective Type Questions to test interpretation, inference and appreciation of a poem of about 10-12 lines. **(1x8=8 marks)**
3. 5 out of 7 Multiple Choice Questions / Objective Type Questions from a case-based passage (with visual input- statistical data, chart etc.) of 100-120 words to test interpretation, analysis and evaluation. **(1x5=5 marks)**

#### Section B

#### Creative Writing Skills

**15 Marks**

4. An Essay on an argumentative/discursive/reflective/descriptive topic, leading to creative rendering, forming and defending of opinions, to be answered in 120-150 words. **(5 marks)**
5. Article on one out of two topics to be answered in 120-150 words pertaining to contemporary topical issues. **(5 marks)**
6. Speech on one out of two topics to be answered in 120-150 words pertaining to contemporary topical issues. **(5 marks)**

#### Section C

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

#### Textbook

**20 Marks**

#### 7. Reference to the Context

- i. One Prose extract, out of two, to assess comprehension, literary appreciation and inference.
- ii. One Poetry extract, out of two, to assess comprehension, literary appreciation and inference. **(5+5=10 Marks)**

8. Two Short Answer Questions out of three, to be answered in 30-40 words to assess understanding, analysis and critical appreciation. Questions should elicit inferential responses through critical thinking. **(2x2=4 marks)**

9. Two Short Answer Questions, out of three, to be answered in 50-60 words to assess understanding, analysis and critical appreciation. Questions should elicit inferential responses through critical thinking. **(3x2=6 marks)**

**Arms and the Man - [Drama]**

**10 Marks**

10. Two Long Answer Questions, out of three, to be answered in 80-100 words to appreciate characters, events and episodes. Questions to provide analytical responses using incidents, events, themes, as reference points. **(5x2=10 marks)**

**Fiction**

**10 Marks**

11. One Short Answer Question, out of two, to be answered in 30-40 words to critically appreciate characters, events, episodes, interpersonal relationships and formation of personal points of view, with reference to content, events and episodes. **(2 marks)**

12. One Short Answer Question, out of two, to be answered in 50-60 words to assess understanding, analysis and critical appreciation. Questions should elicit inferential responses through critical thinking. **(3 marks)**

13. One Long Answer Question, out of two, to be answered in 120-150 words to test literary appreciation and to draw inferences. Questions should elicit creative responses and develop ability to form personal points of view. **(5 marks)**

**Seminar (20 marks)**

- Presentation - book review /a play /a short story/a novel/novella (tale, fable, and parable) to be followed by a question-answer session.
- Poetry reading to be followed by interpretative tasks based on close reading and literary analysis of the text.
- Critical review of a film/ documentary or a play.
- Conducting a theatre workshop to be followed by a discussion

**Note: Teachers may develop their own rubrics to assess the performance of students objectively**

The parameters for assessing Speaking skills, as given in the curriculum for English Core, may be referred to.

**Prescribed Books:**

1. **Text book: Woven Words** published by NCERT
2. **Fiction: The Old Man and the Sea** (Novel unabridged) by Ernest Hemingway
3. **Drama: Arms and the Man** by George Bernard Shaw

**Book-Woven Words- Short Stories**

- *The Lament*
- *A Pair of Mustachios*
- *The Rocking-horse Winner*
- *The Adventure of the Three Garridebs*
- *Pappachi's Moth*
- *The Third and Final Continent*

**Book-Woven Words-Poetry**

- *The Peacock*
- *Let me Not to the Marriage of True Minds*
- *Coming*
- *Telephone Conversation*
- *The World is too Much with Us*
- *Mother Tongue*
- *Hawk Roosting*
- *Ode to a Nightingale*

**Book-Woven Words-Essays**

- *My Watch*
- *My Three Passions*
- *Patterns of Creativity*
- *Tribal Verse*
- *What is a Good Book?*
- *The Story*
- *Bridges*

## Question Paper Design English (Elective) Class XI (2024-25)

MARKS 80+20=100			
Section	Competencies	Total marks	% Weightage & Suggestive no. of Periods
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting, appreciating, literary conventions and vocabulary	25	31.25% <b>35 Periods</b>
Creative Writing	Reasoning, suitability of style and tone, use of appropriate format and fluency	15	18.75% <b>15 Periods</b>
Textbook	Recalling, reasoning, appreciating literary conventions illustrating with relevant quotations from the texts, giving opinions and justifying with fluency	20	25% <b>25 Periods</b>
Drama	Recalling, reasoning, appreciating literary conventions, illustrating with relevant quotations from the texts, giving opinions and justifying with fluency	10	12.50% <b>40 Periods</b>
Fiction	Recalling, reasoning, appreciating literary conventions, illustrating with relevant quotations from the texts, giving opinions and justifying with fluency	10	12.50% <b>30 Periods</b>
	<b>TOTAL</b>	<b>80</b>	<b>100%</b>
Seminar	Seeking information and clarifying, illustrating with relevant quotations from the texts, reasoning, diction, articulation clarity of pronunciation, using appropriate language conventions Addressing participants using appropriate titles or nomenclatures and overall fluency	20	-
	<b>Grand Total</b>	<b>100</b>	

# CLASS XII

## ENGLISH (ELECTIVE) (131)

### SYLLABUS (2024-25)

#### Section A

#### Reading Comprehension

**20 MARKS**

**This section will have two unseen passages and a poem:**

1. 12 Multiple Choice Questions / Objective Type Questions, out of 15, from a literary or discursive passage, of about 950-1000 words to assess comprehension, interpretation, inference, analysis, appreciation and vocabulary. **(1 X 12 = 12 Marks)**
2. 4 out of 5 multiple choice questions / Objective Type Questions, to test interpretation, inference and appreciation of a poem of about 10-12 lines. **(1x4=4 Marks)**
3. 4 out of 5 multiple choice questions / Objective Type Questions, from a case-based factual passage (with visual input- statistical data, chart etc.), of 100-120 words to test interpretation, analysis and evaluation. **(1 X 4= 4 Marks)**

#### Section B

#### Applied Grammar

**8 Marks**

4. Eight multiple choice questions / Objective Type Questions, out of ten, involving transformation of sentences. **(1x8 =8 Marks)**

#### Creative Writing

**20 Marks**

5. Three Long Writing Tasks, out of four, to be answered in 120-150 words each as discursive and interpretative writing. **(5x3=15 Marks)**
6. One Long Writing Task out of two to be answered in 120-150 words: An essay on an argumentative/discursive topic such as an article/report/speech pertaining to contemporary topics/issues. **(5x1=5 Marks)**

#### Section C

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

#### Textbook

**22 Marks**

#### 7. Reference to the Context

- i. One Prose extract, out of two, to assess literary appreciation and analysis. **(6x1= 6 Marks)**
- ii. One Poetry extract, out of two, to assess literary appreciation and analysis. **(6x1= 6 Marks)**

8. One Short Answer Question, out of two, to be answered in 30-40 words, to assess Understanding, analysis and critical appreciation. Questions should elicit inferential responses through critical thinking. **(2x1=2 Marks)**
9. One Short Answer Question, out of two, to be answered in 40-50 words, to assess understanding, analysis and critical appreciation. Questions should elicit inferential responses through critical thinking and draw inferences in poetry and prose. **(3X1=3 Marks)**
10. One Long Answer Question, out of two, to be answered in 120-150 words each, to assess deeper understanding, interpretation, appreciation and drawing inferences. Questions to elicit creative responses and assess ability to form personal points of view. **(5x1=5 Marks)**

**Fiction****10 Marks**

11. One Short Answer Question, out of two, to be answered in 30-40 words, to test understanding and appreciation and seek comments, interpretation, evaluation and appreciation of characters, events, episodes and interpersonal relationships. **(2x1=2 Marks)**
12. One Short Answer Question, out of two, to be answered in 40-50 words, to test understanding and appreciation and seek comments, interpretation, evaluation and appreciation of characters, events, episodes and interpersonal relationships. **(3 x1=3 Marks)**
13. One Long Answer Question, out of two, to be answered in 120-150 words, to test in-depth understanding, interpretation, appreciation and drawing of global inferences from the given text, with reference to characters /events/ incidents and episodes, leading to creative rendering, forming and defending of personal points of view. **(5x1=5 Marks)**

***Students can select one of the two prescribed texts.***

**Seminar (20 marks)**

- Presentation - book review /a play /a short story/a novel/novella (tale, fable, parable) to be followed by a question-answer session.
- Poetry reading to be followed by interpretative tasks based on close reading and literary analysis of the text. Critical review of a film or a play
- Conducting a theatre workshop to be followed by a discussion

**Prescribed Books:**

1. **Kaleidoscope** - Text book published by NCERT
2. **Fiction: A Tiger for Malgudi** or **The Financial Expert** by R.K. Narayan (Novel)

**Book- Kaleidoscope-Short Stories**

- I Sell my Dreams
- Eveline
- A Wedding in Brownsville

**Book- Kaleidoscope-Poetry**

- A Lecture Upon the Shadow
- Poems by Milton
- Poems by Blake
- Kubla Khan
- Trees
- The Wild Swans of Coole
- Time and Time Again

**Book- Kaleidoscope- Non fiction**

- Freedom
- The Mark on the Wall
- Film-making
- Why the Novel Matters
- The Argumentative Indian

**Book- Kaleidoscope-Drama**

1. Chandalika- RABINDRANATH TAGORE

## Question Paper Design English (Elective) Class XII (2024-25)

Marks - 80+20=100

Section	Competencies	Total marks	% Weightage & Suggestive no. of Periods
Reading Comprehension	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s	20	25% <b>35 Periods</b>
Applied Grammar	Applying appropriate language conventions comprehension using structures interactively, application, accuracy	8	10% <b>15 Periods</b>
Creative Writing	Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluating, creativity with Fluency.	20	25% <b>25 Periods</b>
Textbook	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency	22	27.5% <b>40 Periods</b>
Fiction	Recalling, reasoning, appreciating literary conventions, illustrating with relevant quotations from the text, inferring, analyzing, evaluating and creating, giving opinions, justifying with fluency	10	12.50% <b>30 Periods</b>
	<b>TOTAL</b>	<b>80</b>	<b>100%</b>
Seminar	Seeking information and clarifying, illustrating with relevant quotations from the texts, reasoning, diction, articulation clarity of pronunciation, using appropriate language conventions Addressing participants using appropriate titles or nomenclatures and overall fluency	20	-
	<b>Grand Total</b>	<b>100</b>	

# MATHEMATICS (149)

## CLASS XI

### SYLLABUS (2024-25)

One Paper  
Three Hours

Total Period–200  
Max Marks: 80

No.	Units	No. of Periods	Marks
I.	Sets and Functions	46	23
II.	Algebra	43	25
III.	Coordinate Geometry	43	12
IV.	Calculus	34	08
V.	Statistics and Probability	34	12
	Total	200	80
	Internal Assessment		20

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

### Unit-I: Sets and Functions

#### 1. Sets

15 Periods

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

#### 2. Relations & Functions

15 Periods

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

#### 3. Trigonometric Functions

16 Periods

Positive and negative angles. Measuring angles in radians and in degrees and conversion from one measure to another. Definition of trigonometric functions with the help of unit circle. Truth of

the identity  $\sin^2x + \cos^2x = 1$ , for all  $x$ . Signs of trigonometric functions. Domain and range of trigonometric functions and their graphs. Expressing  $\sin(x \pm y)$  and  $\cos(x \pm y)$  in terms of  $\sin x$ ,  $\sin y$ ,  $\cos x$  &  $\cos y$  and their simple applications. Deducing identities like the following:

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

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

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

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

Identities related to  $\sin 2x$ ,  $\cos 2x$ ,  $\tan 2x$ ,  $\sin 3x$ ,  $\cos 3x$  and  $\tan 3x$ .

## Unit-II: Algebra

### 1. Complex Numbers and Quadratic Equations 08 Periods

Need for complex numbers, especially  $\sqrt{-1}$ , to be motivated by inability to solve some of the quadratic equations. Algebraic properties of complex numbers. Argand plane

### 2. Linear Inequalities 08 Periods

Linear inequalities. Algebraic solutions of linear inequalities in one variable and their representation on the number line.

### 3. Permutations and Combinations 09 Periods

Fundamental principle of counting. Factorial  $n$ .  $(n!)$  Permutations and combinations, derivation of Formulae for  ${}^n P_r$  and  ${}^n C_r$  and their connections, simple applications.

### 4. Binomial Theorem 09 Periods

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

### 5. Sequence and Series 09 Periods

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

**Unit-III: Coordinate Geometry****1. Straight Lines****13 Periods**

Brief recall of two dimensional geometry from earlier classes. Slope of a line and angle between two lines. Various forms of equations of a line: parallel to axis, point -slope form, slope-intercept form, two-point form, intercept form, Distance of a point from a line.

**2. Conic Sections****21 Periods**

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

**3. Introduction to Three-dimensional Geometry****09 Periods**

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

**Unit-IV: Calculus****1. Limits and Derivatives****34 Periods**

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

**Unit-V Statistics and Probability****1. Statistics****17 Periods**

Measures of Dispersion: Range, Mean deviation, variance and standard deviation of ungrouped/grouped data.

**2. Probability****17 Periods**

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

## Question Paper Design Mathematics Class XI (2024-25)

Time: 3 Hours

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weight age
1	<p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	44	55
2	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	20	25
3	<p><b>Analysing :</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p><b>Evaluating:</b> Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p><b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	16	20
<b>Total</b>		80	100

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

**Choice(s):**

There will be no overall choice in the question paper.

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

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

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

# MATHEMATICS (149)

## CLASS XII

### SYLLABUS (2024-25)

One Paper

Max Marks: 80

No.	Units	No. of Periods	Marks
I.	Relations and Functions	24	08
II.	Algebra	45	10
III.	Calculus	68	35
IV.	Vectors and Three - Dimensional Geometry	24	14
V.	Linear Programming	15	05
VI.	Probability	24	08
	<b>Total</b>	200	80
	<b>Internal Assessment</b>		20

#### Unit-I: Relations and Functions

##### 1. Relations and Functions

12 Periods

Types of relations: reflexive, symmetric, transitive and equivalence relations. One to one and onto functions.

##### 2. Inverse Trigonometric Functions

12 Periods

Definition, range, domain, principal value branch. Graphs of inverse trigonometric functions.

#### Unit-II: Algebra

##### 1. Matrices

22 Periods

Concept, notation, order, equality, types of matrices, zero and identity matrix, transpose of a matrix, symmetric and skew symmetric matrices. Operations on matrices: Addition and multiplication and multiplication with a scalar. Simple properties of addition, multiplication and scalar multiplication. Non-commutativity of multiplication of matrices and existence of non-zero matrices whose product is the zero matrix (restrict to square matrices of order 2). Invertible matrices and proof of the uniqueness of inverse, if it exists; (Here all matrices will have real entries).

##### 2. Determinants

23 Periods

Determinant of a square matrix (up to 3 x 3 matrices), minors, co-factors and applications of determinants in finding the area of a triangle. Adjoint and inverse of a square matrix. Consistency, inconsistency and number of solutions of system of linear equations by examples, solving system of linear equations in two or three variables (having unique solution) using inverse of a matrix.

### Unit-III: Calculus

#### 1. Continuity and Differentiability

18 Periods

Continuity and differentiability, chain rule, derivative of inverse trigonometric functions, like  $\sin^{-1} x$ ,  $\cos^{-1} x$  and  $\tan^{-1} x$ , derivative of implicit functions. Concept of exponential and logarithmic functions.

Derivatives of logarithmic and exponential functions. Logarithmic differentiation, derivative of functions expressed in parametric forms. Second order derivatives.

#### 2. Applications of Derivatives

08 Periods

Applications of derivatives: rate of change of quantities, increasing/decreasing functions, maxima and minima (first derivative test motivated geometrically and second derivative test given as a provable tool). Simple problems (that illustrate basic principles and understanding of the subject as well as real-life situations).

#### 3. Integrals

18 Periods

Integration as inverse process of differentiation. Integration of a variety of functions by substitution, by partial fractions and by parts, Evaluation of simple integrals of the following types and problems based on them.

$$\int \frac{dx}{x^2 \pm a^2}, \int \frac{dx}{\sqrt{x^2 \pm a^2}}, \int \frac{dx}{\sqrt{a^2 - x^2}}, \int \frac{dx}{ax^2 + bx + c}, \int \frac{dx}{\sqrt{ax^2 + bx + c}}$$

$$\int \frac{px + q}{ax^2 + bx + c} dx, \int \frac{px + q}{\sqrt{ax^2 + bx + c}} dx, \int \sqrt{a^2 \pm x^2} dx, \int \sqrt{x^2 - a^2} dx$$

$$\int \sqrt{ax^2 + bx + c} dx,$$

Fundamental Theorem of Calculus (without proof). Basic properties of definite integrals and evaluation of definite integrals.

#### 4. Applications of the Integrals

12 Periods

Applications in finding the area under simple curves, especially lines, circles/ parabolas/ellipses (in standard form only)

#### 5. Differential Equations

12 Periods

Definition, order and degree, general and particular solutions of a differential equation. Solution of differential equations by method of separation of variables, solutions of homogeneous differential equations of first order and first degree. Solutions of linear differential equation of the type:

$$\frac{dy}{dx} + py = q, \text{ where } p \text{ and } q \text{ are functions of } x \text{ or constants.}$$

$$\frac{dx}{dy} + px = q, \text{ where } p \text{ and } q \text{ are functions of } y \text{ or constants.}$$

#### Unit-IV: Vectors and Three-Dimensional Geometry

##### 1. Vectors

12 Periods

Vectors and scalars, magnitude and direction of a vector. Direction cosines and direction ratios of a vector. Types of vectors (equal, unit, zero, parallel and collinear vectors), position vector of a point, negative of a vector, components of a vector, addition of vectors, multiplication of a vector by a scalar, position vector of a point dividing a line segment in a given ratio. Definition, Geometrical Interpretation, properties and application of scalar (dot) product of vectors, vector (cross) product of vectors.

##### 2. Three - dimensional Geometry

12 Periods

Direction cosines and direction ratios of a line joining two points. Cartesian equation and vector equation of a line, skew lines, shortest distance between two lines. Angle between two lines.

#### Unit-V: Linear Programming

##### 1. Linear Programming

15 Period

Introduction, related terminology such as constraints, objective function, optimization, graphical method of solution for problems in two variables, feasible and infeasible regions (bounded or unbounded), feasible and infeasible solutions, optimal feasible solutions (up to three non-trivial constraints).

#### Unit-VI: Probability

##### 1. Probability

24 Periods

Conditional probability, multiplication theorem on probability, independent events, total probability, Bayes' theorem, Random variable and its probability distribution, mean of random variable.

## Question Paper Design Mathematics Class XII (2024-25)

Time: 3 Hours

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage
1	<p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	44	55
2	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	20	25
3	<p><b>Analysing :</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p><b>Evaluating:</b> Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p><b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	16	20
<b>Total</b>		80	100

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

**Choice(s):**

There will be no overall choice in the question paper.

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

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

**Note:** For activities NCERT Lab Manual may be referred.

**Assessment of Activity Work:**

Throughout the year any 10 activities shall be performed by the student from the activities given in the NCERT Laboratory Manual for the respective class (XI or XII) which is available on the link: <http://www.ncert.nic.in/exemplar/labmanuals.html> a record of the same may be kept by the student. An year end test on the activity may be conducted

The weightage are as under:

- The activities performed by the student throughout the year and record keeping : 5 marks
- Assessment of the activity performed during the year end test: 3 marks
- Viva-voce: 2 marks

**Prescribed Books:**

- 1) Mathematics Textbook for Class XI, NCERT Publications
- 2) Mathematics Part I - Textbook for Class XII, NCERT Publication
- 3) Mathematics Part II - Textbook for Class XII, NCERT Publication
- 4) Mathematics Exemplar Problem for Class XI, Published by NCERT
- 5) Mathematics Exemplar Problem for Class XII, Published by NCERT
- 6) Mathematics Lab Manual class XI, published by NCERT
- 7) Mathematics Lab Manual class XII, published by NCERT

# PHYSICS

## CLASS XI-XII

In a society where industrial and technological application of science has overtaken all aspect of science in curriculum, this curriculum focuses on a more balanced way of addressing this crucial transition from secondary to senior secondary classes. As the syllabus gives us opportunity to be more discipline based and be more specific. Also, as the curriculum moves more towards more abstract level, emphasis on its relation with social context is established at different places.

With main focus on better, contextualised learning, the curriculum gives opportunity to the learners to explore their local context as well as analyse global context. Activities are given side by side to explore and expand in relation to the chapter so that students not only develop their process skills with understanding but also nurture their values with respect to social and cultural context.

Development of their scientific skills and understanding is necessary to be related to the historical and social context of the learner. Effort to draw parallels from their own context is made where the learners can explore the challenges and possibilities with respect to the scientific laws, theories and principals. The competency learners would develop would contribute to their individual growth as well as address the contemporary national and international standards in sciences.

# PHYSICS (150) CLASS XI (THEORY) SYLLABUS (2024-25)

Time: 3 hrs.

Max Marks: 70

		No. of Periods	Marks
<b>Unit-I</b>	<b>Physical World and Measurement</b>	<b>08</b>	<b>23</b>
	Chapter-2: Units and Measurements		
<b>Unit-II</b>	<b>Kinematics</b>	<b>24</b>	
	Chapter-3: Motion in a Straight Line		
	Chapter-4: Motion in a Plane		
<b>Unit-III</b>	<b>Laws of Motion</b>	<b>14</b>	
	Chapter-5: Laws of Motion		
<b>Unit-IV</b>	<b>Work, Energy and Power</b>	<b>14</b>	
	Chapter-6: Work, Energy and Power		
<b>Unit-V</b>	<b>Motion of System of Particles and Rigid Body</b>	<b>18</b>	
	Chapter-7: System of Particles and Rotational Motion		
<b>Unit-VI</b>	<b>Gravitation</b>	<b>12</b>	
	Chapter-8: Gravitation		
<b>Unit-VII</b>	<b>Properties of Bulk Matter</b>	<b>24</b>	
	Chapter-9: Mechanical Properties of Solids		
	Chapter-10: Mechanical Properties of Fluids		
	Chapter-11: Thermal Properties of Matter		
<b>Unit-VIII</b>	<b>Thermodynamics</b>	<b>12</b>	
	Chapter-12: Thermodynamics		
<b>Unit-IX</b>	<b>Behaviour of Perfect Gases and Kinetic Theory of Gases</b>	<b>08</b>	
	Chapter-13: Kinetic Theory		
<b>Unit-X</b>	<b>Oscillations and Waves</b>	<b>26</b>	
	Chapter-14: Oscillations		
	Chapter-15: Waves		
<b>Total</b>		<b>160</b>	<b>70</b>
Practical		40	30
<b>Grand Total</b>		<b>200</b>	<b>100</b>

**Unit I: Physical World and Measurement****08 Periods****Chapter–2: Units and Measurements**

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

**Unit II: Kinematics****24 Periods****Chapter–3: Motion in a Straight Line**

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

**Chapter–4: Motion in a Plane**

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

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

**Unit III: Laws of Motion****14 Periods****Chapter–5: Laws of Motion**

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

Law of conservation of linear momentum and its applications.

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

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

**Unit IV: Work, Energy and Power**

**14 Periods**

**Chapter–6: Work, Energy and Power**

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

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

**Unit V: Motion of System of Particles and Rigid Body**

**18 Periods**

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

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

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

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

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

**Unit VI: Gravitation**

**12 Periods**

**Chapter–8: Gravitation**

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

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

Gravitational potential energy and gravitational potential, escape speed,

orbital velocity of a satellite.

## Unit VII: Properties of Bulk Matter

24 Periods

### Chapter–9: Mechanical Properties of Solids

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

### Chapter–10: Mechanical Properties of Fluids

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

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

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

### Chapter–11: Thermal Properties of Matter

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

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

## Unit VIII: Thermodynamics

12 Periods

### Chapter–12: Thermodynamics

Thermal equilibrium and definition of temperature, zeroth law of thermodynamics, heat, work and internal energy. First law of thermodynamics,

Second law of thermodynamics: gaseous state of matter, change of condition



# PHYSICS (PRACTICAL)

## CLASS XI

Total Periods: 40

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

- Record of at least 8 Experiments [with 4 from each section], to be performed by the students.
- Record of at least 6 Activities [with 3 each from section A and section B], to be performed by the students.
- Report of the project carried out by the students.

### EVALUATION SCHEME

Time 3 hours

Max. Marks: 30

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

### SECTION-A

#### Experiments

1. To measure diameter of a small spherical/cylindrical body and to measure internal diameter and depth of a given beaker/calorimeter using Vernier Callipers and hence find its volume.
2. To measure diameter of a given wire and thickness of a given sheet using screw gauge.

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

### Activities

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

**SECTION-B****Experiments**

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

**Activities**

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

**Prescribed Books:**

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

**Note:**

**The content indicated in NCERT textbooks as excluded for the year 2023-24 is not to be tested by schools.**

# PHYSICS (150) CLASS XII (THEORY) SYLLABUS (2024-25)

Time: 3 hrs.

Max Marks: 70

		No. of Periods	Marks
<b>Unit-I</b>	<b>Electrostatics</b>	<b>26</b>	<b>16</b>
	Chapter-1: Electric Charges and Fields		
	Chapter-2: Electrostatic Potential and Capacitance		
<b>Unit-II</b>	<b>Current Electricity</b>	<b>18</b>	
	Chapter-3: Current Electricity		
<b>Unit-III</b>	<b>Magnetic Effects of Current and Magnetism</b>	<b>25</b>	<b>17</b>
	Chapter-4: Moving Charges and Magnetism		
	Chapter-5: Magnetism and Matter		
<b>Unit-IV</b>	<b>Electromagnetic Induction and Alternating Currents</b>	<b>24</b>	
	Chapter-6: Electromagnetic Induction		
	Chapter-7: Alternating Current		
<b>Unit-V</b>	<b>Electromagnetic Waves</b>	<b>04</b>	<b>18</b>
	Chapter-8: Electromagnetic Waves		
<b>Unit-VI</b>	<b>Optics</b>	<b>30</b>	
	Chapter-9: Ray Optics and Optical Instruments		
	Chapter-10: Wave Optics		
<b>Unit-VII</b>	<b>Dual Nature of Radiation and Matter</b>	<b>8</b>	<b>12</b>
	Chapter-11: Dual Nature of Radiation and Matter		
<b>Unit-VIII</b>	<b>Atoms and Nuclei</b>	<b>15</b>	
	Chapter-12: Atoms		
	Chapter-13: Nuclei		
<b>Unit-IX</b>	<b>Electronic Devices</b>	<b>10</b>	<b>7</b>
	Chapter-14: Semiconductor Electronics: Materials, Devices and Simple Circuits		
<b>Total</b>		<b>160</b>	<b>70</b>
Practical		40	30
Grand Total		200	100

**Unit I: Electrostatics****26 Periods****Chapter–1: Electric Charges and Fields**

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

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

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

**Chapter–2: Electrostatic Potential and Capacitance**

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

Conductors and insulators, free charges and bound charges inside a conductor. Dielectrics and electric polarization, capacitors and capacitance, combination of capacitors in series and in parallel, capacitance of a parallel plate capacitor with and without dielectric medium between the plates, energy stored in a capacitor (no derivation, formulae only).

**Unit II: Current Electricity****18 Periods****Chapter–3: Current Electricity**

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

**Unit III: Magnetic Effects of Current and Magnetism****25 Periods****Chapter–4: Moving Charges and Magnetism**

Concept of magnetic field, Oersted's experiment.

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

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

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

**Chapter–5: Magnetism and Matter**

Bar magnet, bar magnet as an equivalent solenoid (qualitative treatment only), magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis (qualitative treatment only), torque on a magnetic dipole (bar magnet) in a uniform magnetic field (qualitative treatment only), magnetic field lines.

Magnetic properties of materials- Para-, dia- and ferro - magnetic substances with examples, Magnetization of materials, effect of temperature on magnetic properties.

**Unit IV: Electromagnetic Induction and Alternating Currents****24 Periods****Chapter–6: Electromagnetic Induction**

Electromagnetic induction; Faraday's laws, induced EMF and current; Lenz's Law, Self and mutual induction.

**Chapter–7: Alternating Current**

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

AC generator, Transformer.

**Unit V: Electromagnetic waves****04 Periods****Chapter–8: Electromagnetic Waves**

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

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

**Unit VI: Optics****30 Periods****Chapter–9: Ray Optics and Optical Instruments**

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

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

**Chapter–10: Wave Optics**

**Wave optics:** Wave front and Huygen's principle, reflection and refraction of plane wave at a plane surface using wave fronts. Proof of laws of reflection and refraction using Huygen's principle. Interference, Young's double slit experiment and expression for fringe width (No derivation final expression only), coherent sources and sustained interference of light, diffraction due to a single slit, width of central maxima (qualitative treatment only).

**Unit VII: Dual Nature of Radiation and Matter****08 Periods****Chapter–11: Dual Nature of Radiation and Matter**

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

Experimental study of photoelectric effect

Matter waves-wave nature of particles, de-Broglie relation.

**Unit VIII: Atoms and Nuclei****15 Periods****Chapter–12: Atoms**

Alpha-particle scattering experiment; Rutherford's model of atom; Bohr model of hydrogen atom, Expression for radius of nth possible orbit, velocity and energy of electron in nth orbit, hydrogen line spectra (qualitative treatment only).

**Chapter–13: Nuclei**

Composition and size of nucleus, nuclear force

Mass-energy relation, mass defect; binding energy per nucleon and its variation with mass number; nuclear fission, nuclear fusion.

**Unit IX: Electronic Devices****10 Periods****Chapter–14: Semiconductor Electronics: Materials, Devices and Simple Circuits**

Energy bands in conductors, semiconductors and insulators (qualitative ideas only) Intrinsic and extrinsic semiconductors- p and n type, p-n junction

Semiconductor diode - I-V characteristics in forward and reverse bias, application of junction diode -diode as a rectifier.

# PHYSICS (PRACTICAL)

## CLASS XII

**Total Periods: 40**

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

- Record of at least 8 Experiments [with 4 from each section], to be performed by the students.
- Record of at least 6 Activities [with 3 each from section A and section B], to be performed by the students.
- The Report of the project carried out by the students.

### Evaluation Scheme

**Max. Marks: 30**

**Time 3 hours**

Two experiments one from each section	7+7 Marks
Practical record [experiments and activities]	5 Marks
One activity from any section	3 Marks
Investigatory Project	3 Marks
Viva on experiments, activities and project	5 Marks
<b>Total</b>	<b>30 marks</b>

### Experiments

### SECTION–A

1. To determine resistivity of two / three wires by plotting a graph for potential difference versus current.
2. To find resistance of a given wire / standard resistor using metre bridge.
3. To verify the laws of combination (series) of resistances using a metre bridge.

**OR**

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

4. To determine resistance of a galvanometer by half-deflection method and to find its figure of merit.
5. To convert the given galvanometer (of known resistance and figure of merit) into a voltmeter of desired range and to verify the same.

**OR**

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

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

### **Activities**

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

### **SECTION-B**

#### **Experiments**

1. To find the value of  $v$  for different values of  $u$  in case of a concave mirror and to find the focal length.
2. To find the focal length of a convex mirror, using a convex lens.
3. To find the focal length of a convex lens by plotting graphs between  $u$  and  $v$  or between  $1/u$  and  $1/v$ .
4. To find the focal length of a concave lens, using a convex lens.
5. To determine angle of minimum deviation for a given prism by plotting a graph

between angle of incidence and angle of deviation.

6. To determine refractive index of a glass slab using a travelling microscope.
7. To find the refractive index of a liquid using convex lens and plane mirror.
8. To find the refractive index of a liquid using a concave mirror and a plane mirror.
9. To draw the I-V characteristic curve for a p-n junction diode in forward and reverse bias.

### Activities

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

### Suggested Investigatory Projects

1. To study various factors on which the internal resistance/EMF of a cell depends.
2. To study the variations in current flowing in a circuit containing an LDR because of a variation in
  - (a) the power of the incandescent lamp, used to 'illuminate' the LDR (keeping all the lamps at a fixed distance).

- (b) the distance of a incandescent lamp (of fixed power) used to 'illuminate' the LDR.
3. To find the refractive indices of (a) water (b) oil (transparent) using a plane mirror, an equiconvex lens (made from a glass of known refractive index) and an adjustable object needle.
  4. To investigate the relation between the ratio of (i) output and input voltage and (ii) number of turns in the secondary coil and primary coil of a self-designed transformer.
  5. To investigate the dependence of the angle of deviation on the angle of incidence using a hollow prism filled one by one, with different transparent fluids.
  6. To estimate the charge induced on each one of the two identical Styrofoam (or pith) balls suspended in a vertical plane by making use of Coulomb's law.
  7. To study the factor on which the self-inductance of a coil depends by observing the effect of this coil, when put in series with a resistor/(bulb) in a circuit fed up by an A.C. source of adjustable frequency.
  8. To study the earth's magnetic field using a compass needle -bar magnet by plotting magnetic field lines and tangent galvanometer.

**Prescribed Books:**

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

**Note:**

**The content indicated in NCERT textbooks as excluded for the year 2023-24 is not to be tested by schools and will not be assessed in the Board examinations 2023-24.**

## Question Paper Design Physics Class XI and XII (2024-25)

Maximum Marks: 70

Duration: 3 hrs.

S No.	Typology of Questions	Total Marks	Approximate Percentage
1	<p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	27	38 %
2	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	22	32%
3	<p><b>Analysing :</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p><b>Evaluating:</b> Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p><b>Creating:</b> 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
	<b>Practical</b>	30	
	<b>Gross Total</b>	100	

**Note:**

*The above template is only a sample. Suitable internal variations may be made for generating similar templates keeping the overall weightage to different form of questions and typology of questions same.*

# BIOLOGY (152)

## CLASS XI (THEORY)

### SYLLABUS (2024-25)

Time: 03 Hours

Max. Marks: 70

Unit	Title	Marks
I	Diversity of Living Organisms	15
II	Structural Organization in Plants and Animals	10
III	Cell: Structure and Function	15
IV	Plant Physiology	12
V	Human Physiology	18
<b>Total</b>		<b>70</b>

#### Unit-I Diversity of Living Organisms

##### Chapter-1: The Living World

Biodiversity; Need for classification; three domains of life; taxonomy and systematics; concept of species and taxonomical hierarchy; binomial nomenclature

##### Chapter-2: Biological Classification

Five kingdom classification; Salient features and classification of Monera, Protista and Fungi into major groups; Lichens, Viruses and Viroids.

##### Chapter-3: Plant Kingdom

Classification of plants into major groups; Salient and distinguishing features and a few examples of Algae, Bryophyta, Pteridophyta, Gymnospermae (Topics excluded – Angiosperms, Plant Life Cycle and Alternation of Generations)

##### Chapter-4: Animal Kingdom

Salient features and classification of animals, non-chordates up to phyla level and chordates upto class level (salient features and at a few examples of each category).  
(No live animals or specimen should be displayed.)

#### Unit-II Structural Organization in Plants and Animals

##### Chapter-5: Morphology of Flowering Plants

Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed. Description of family Solanaceae

##### Chapter-6: Anatomy of Flowering Plants

Anatomy and functions of tissue systems in dicots and monocots.

##### Chapter-7: Structural Organisation in Animals

Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of frog.

#### Unit-III Cell: Structure and Function

##### Chapter-8: Cell-The Unit of Life

Cell theory and cell as the basic unit of life, structure of prokaryotic and eukaryotic cells; Plant cell and animal cell; cell envelope; cell membrane, cell wall; cell organelles - structure and function; endomembrane system, endoplasmic reticulum, golgi bodies, lysosomes, vacuoles, mitochondria, ribosomes, plastids, microbodies; cytoskeleton, cilia, flagella, centrioles (ultrastructure and function); nucleus.

##### Chapter-9: Biomolecules

Chemical constituents of living cells: biomolecules, structure and function of proteins, carbohydrates, lipids, and nucleic acids; Enzyme - types, properties, enzyme action. (Topics excluded: Nature of Bond Linking Monomers in a Polymer, Dynamic State of Body Constituents Concept of Metabolism, Metabolic Basis of Living, The Living State)

**Chapter-10: Cell Cycle and Cell Division**

Cell cycle, mitosis, meiosis and their significance

**Unit-IV Plant Physiology****Chapter-13: Photosynthesis in Higher Plants**

Photosynthesis as a means of autotrophic nutrition; site of photosynthesis, pigments involved in photosynthesis (elementary idea); photochemical and biosynthetic phases of photosynthesis; cyclic and non-cyclic photophosphorylation; chemiosmotic hypothesis; photorespiration; C3 and C4 pathways; factors affecting photosynthesis.

**Chapter-14: Respiration in Plants**

Exchange of gases; cellular respiration - glycolysis, fermentation (anaerobic), TCA cycle and electron transport system (aerobic); energy relations - number of ATP molecules generated; amphibolic pathways; respiratory quotient.

**Chapter-15: Plant - Growth and Development**

Seed germination; phases of plant growth and plant growth rate; conditions of growth; differentiation, dedifferentiation and redifferentiation; sequence of developmental processes in a plant cell; plant growth regulators - auxin, gibberellin, cytokinin, ethylene, ABA.

**Unit-V Human Physiology****Chapter-17: Breathing and Exchange of Gases**

Respiratory organs in animals (recall only); Respiratory system in humans; mechanism of breathing and its regulation in humans - exchange of gases, transport of gases and regulation of respiration, respiratory volume; disorders related to respiration - asthma, emphysema, occupational respiratory disorders.

**Chapter-18: Body Fluids and Circulation**

Composition of blood, blood groups, coagulation of blood; composition of lymph and its function; human circulatory system - Structure of human heart and blood vessels; cardiac cycle, cardiac output, ECG; double circulation; regulation of cardiac activity; disorders of circulatory system - hypertension, coronary artery disease, angina pectoris, heart failure.

**Chapter-19: Excretory Products and their Elimination**

Modes of excretion - ammonotelism, ureotelism, uricotelism; human excretory system – structure and function; urine formation, osmoregulation; regulation of kidney function - renin - angiotensin, atrial natriuretic factor, ADH and diabetes insipidus; role of other organs in excretion; disorders - uremia, renal failure, renal calculi, nephritis; dialysis and artificial kidney, kidney transplant.

**Chapter-20: Locomotion and Movement**

Types of movement - ciliary, flagellar, muscular; skeletal muscle, contractile proteins and muscle contraction; skeletal system and its functions; joints; disorders of muscular and skeletal systems - myasthenia gravis, tetany, muscular dystrophy, arthritis, osteoporosis, gout.

**Chapter-21: Neural Control and Coordination**

Neuron and nerves; Nervous system in humans - central nervous system; peripheral nervous system and visceral nervous system; generation and conduction of nerve impulse

**Chapter-22: Chemical Coordination and Integration**

Endocrine glands and hormones; human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads; mechanism of hormone action (elementary idea); role of hormones as messengers and regulators, hypo - and hyperactivity and related disorders; dwarfism, acromegaly, cretinism, goiter, exophthalmic goitre, diabetes, Addison's disease.

**Note:** Diseases related to all the human physiological systems to be taught in brief.

# BIOLOGY (PRACTICAL)

## CLASS XI

Time: 03 Hours

Max. Marks: 30

Evaluation Scheme		Marks
One Major Experiment Part A (Experiment No- 1,3,7,8)		5 Marks
One Minor Experiment Part A (Experiment No- 6,9,10,11,12,13)		4 Marks
Slide Preparation Part A (Experiment No- 2,4,5)		5 Marks
Spotting Part B		7 Marks
Practical Record + Viva Voce	(Credit to the student's work over the academic session may be given)	4 Marks
Project Record + Viva Voce		5 Marks
<b>Total</b>		<b>30 Marks</b>

**A: List of Experiments**

1. Study and describe locally available common flowering plants, from family Solanaceae (Poaceae, Asteraceae or Brassicaceae can be substituted in case of particular geographical location) including dissection and display of floral whorls, anther and ovary to show number of chambers (floral formulae and floral diagrams), type of root (tap and adventitious); type of stem (herbaceous and woody); leaf (arrangement, shape, venation, simple and compound).
2. Preparation and study of T.S. of dicot and monocot roots and stems (primary).
3. Study of osmosis by potato osmometer.
4. Study of plasmolysis in epidermal peels (e.g. Rhoeo/lily leaves or flashy scale leaves of onion bulb).
5. Study of distribution of stomata on the upper and lower surfaces of leaves.
6. Comparative study of the rates of transpiration in the upper and lower surfaces of leaves.
7. Test for the presence of sugar, starch, proteins and fats in suitable plant and animal materials.
8. Separation of plant pigments through paper chromatography.
9. Study of the rate of respiration in flower buds/leaf tissue and germinating seeds.
10. Test for presence of urea in urine.
11. Test for presence of sugar in urine.
12. Test for presence of albumin in urine.
13. Test for presence of bile salts in urine.

**B. Study and Observe the following (spotting):**

1. Parts of a compound microscope.
2. Specimens/slides/models and identification with reasons - Bacteria, *Oscillatoria*, *Spirogyra*, *Rhizopus*, mushroom, yeast, liverwort, moss, fern, pine, one monocotyledonous plant, one dicotyledonous plant and one lichen.
3. Virtual specimens/slides/models and identifying features of - *Amoeba*, *Hydra*, liver fluke, *Ascaris*, leech, earthworm, prawn, silkworm, honey bee, snail, starfish, shark, rohu, frog, lizard, pigeon and rabbit.
4. Mitosis in onion root tip cells and animal cells (grasshopper) from permanent slides.
5. Different types of inflorescence (cymose and racemose).
6. Human skeleton and different types of joints with the help of virtual images/models only.

**Prescribed Books:**

1. Biology Class-XI, Published by NCERT
2. Other related books and manuals brought out by NCERT (including multimedia).

# BIOLOGY (152) CLASS XII (THEORY) SYLLABUS (2024-25)

Time: 03 Hours

Max. Marks: 70

Unit	Title	Marks
VI	Reproduction	16
VII	Genetics and Evolution	20
VIII	Biology and Human Welfare	12
IX	Biotechnology and its Applications	12
X	Ecology and Environment	10
	<b>Total</b>	<b>70</b>

## Unit-VI Reproduction

### Chapter-2: Sexual Reproduction in Flowering Plants

Flower structure; development of male and female gametophytes; pollination - types, agencies and examples; out breeding devices; pollen-pistil interaction; double fertilization; post fertilization events - development of endosperm and embryo, development of seed and formation of fruit; special modes- apomixis, parthenocarpy, polyembryony; Significance of seed dispersal and fruit formation.

### Chapter-3: Human Reproduction

Male and female reproductive systems; microscopic anatomy of testis and ovary; gametogenesis -spermatogenesis and oogenesis; menstrual cycle; fertilisation, embryo development upto blastocyst formation, implantation; pregnancy and placenta formation (elementary idea); parturition (elementary idea); lactation (elementary idea).

### Chapter-4: Reproductive Health

Need for reproductive health and prevention of Sexually Transmitted Diseases (STDs); birth control - need and methods, contraception and medical termination of pregnancy (MTP); amniocentesis; infertility and assisted reproductive technologies - IVF, ZIFT, GIFT (elementary idea for general awareness).

## Unit-VII Genetics and Evolution

### Chapter-5: Principles of Inheritance and Variation

**Heredity and variation:** Mendelian inheritance; deviations from Mendelism – incomplete dominance, co-dominance, multiple alleles and inheritance of blood groups, pleiotropy; elementary idea of polygenic inheritance; chromosome theory of inheritance; chromosomes and genes; Sex determination - in humans, birds and honey bee; linkage and crossing over; sex linked inheritance - haemophilia, colour blindness; Mendelian disorders in humans - thalassemia; chromosomal disorders in humans; Down's syndrome, Turner's and Klinefelter's syndromes.

**Chapter-6: Molecular Basis of Inheritance**

Search for genetic material and DNA as genetic material; Structure of DNA and RNA; DNA packaging; DNA replication; Central Dogma; transcription, genetic code, translation; gene expression and regulation - lac operon; Genome, Human and rice genome projects; DNA fingerprinting.

**Chapter-7: Evolution**

Origin of life; biological evolution and evidences for biological evolution (paleontology, comparative anatomy, embryology and molecular evidences); Darwin's contribution, modern synthetic theory of evolution; mechanism of evolution - variation (mutation and recombination) and natural selection with examples, types of natural selection; Gene flow and genetic drift; Hardy-Weinberg's principle; adaptive radiation; human evolution.

**Unit-VIII: Biology and Human Welfare****Chapter-8: Human Health and Diseases**

Pathogens; parasites causing human diseases (malaria, dengue, chikungunya, filariasis, ascariasis, typhoid, pneumonia, common cold, amoebiasis, ring worm) and their control; Basic concepts of immunology - vaccines; cancer, HIV and AIDS; Adolescence - drug and alcohol abuse.

**Chapter-10: Microbes in Human Welfare**

Microbes in food processing, industrial production, sewage treatment, energy generation and microbes as bio-control agents and bio-fertilizers. Antibiotics; production and judicious use.

**Unit-IX Biotechnology and its Applications****Chapter-11: Biotechnology - Principles and Processes**

Genetic Engineering (Recombinant DNA Technology).

**Chapter-12: Biotechnology and its Applications**

Application of biotechnology in health and agriculture: Human insulin and vaccine production, stem cell technology, gene therapy; genetically modified organisms - Bt crops; transgenic animals; biosafety issues, biopiracy and patents.

**Unit-X Ecology and Environment****Chapter-13: Organisms and Populations**

Population interactions - mutualism, competition, predation, parasitism; population attributes - growth, birth rate and death rate, age distribution. (Topics excluded: Organism and its Environment, Major Abiotic Factors, Responses to Abiotic Factors, Adaptations)

**Chapter-14: Ecosystem**

Ecosystems: Patterns, components; productivity and decomposition; energy flow; pyramids of number, biomass, energy (Topics excluded: Ecological Succession and Nutrient Cycles).

**Chapter-15: Biodiversity and its Conservation**

Biodiversity-Concept, patterns, importance; loss of biodiversity; biodiversity conservation; hotspots, endangered organisms, extinction, Red Data Book, Sacred Groves, biosphere reserves, national parks, wildlife, sanctuaries and Ramsar sites.

# BIOLOGY (PRACTICAL)

## CLASS XII

Time allowed: 3 Hours

Max. Marks: 30

Evaluation Scheme		Marks
One Major Experiment	5	5
One Minor Experiment	2 & 3	4
Slide Preparation	1 & 4	5
Spotting		7
Practical Record + Viva Voce	(Credit to the student's work over the academic session may be given)	4
Investigatory Project and its Project Record + Viva Voce		5
<b>Total</b>		30

### A. List of Experiments

1. Prepare a temporary mount to observe pollen germination.
2. Study the plant population density by quadrat method.
3. Study the plant population frequency by quadrat method.
4. Prepare a temporary mount of onion root tip to study mitosis.
5. Isolate DNA from available plant material such as spinach, green pea seeds, papaya, etc.

### B. Study and observe the following (Spotting):

1. Flowers adapted to pollination by different agencies (wind, insects, birds).
2. Pollen germination on stigma through a permanent slide or scanning electron micrograph.
3. Identification of stages of gamete development, i.e., T.S. of testis and T.S. of ovary through permanent slides (from grasshopper/mice).
4. Meiosis in onion bud cell or grasshopper testis through permanent slides.
5. T.S. of blastula through permanent slides (Mammalian).
6. Mendelian inheritance using seeds of different colour/sizes of any plant.
7. Prepared pedigree charts of any one of the genetic traits such as rolling of tongue, blood groups, ear lobes, widow's peak and colour blindness.

8. Controlled pollination - emasculation, tagging and bagging.
9. Common disease causing organisms like *Ascaris*, *Entamoeba*, *Plasmodium*, any fungus causing ringworm through permanent slides, models or virtual images or specimens. Comment on symptoms of diseases that they cause.
10. Models specimen showing symbolic association in root nodules of leguminous plants, *Cuscuta* on host, lichens.
11. Flash cards models showing examples of homologous and analogous organs.

**Prescribed Books:**

1. Biology, Class-XII, Published by NCERT
2. Other related books and manuals brought out by NCERT (consider multimedia also)

## Question Paper Design Biology Class XII (2024-25)

Competencies	
<b>Demonstrate Knowledge and Understanding</b>	50%
<b>Application of Knowledge / Concepts</b>	30%
<b>Analyse, Evaluate and Create</b>	20%

**Note:**

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

**Suggestive verbs for various competencies**

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

# CHEMISTRY (151) CLASS XI (THEORY) SYLLABUS (2024-25)

Time: 3 Hours

Total Marks 70

S.No	UNIT	No. of Periods	Marks
1	Some Basic Concepts of Chemistry	13	7
2	Structure of Atom	15	9
3	Classification of Elements and Periodicity in Properties	9	6
4	Chemical Bonding and Molecular Structure	15	7
5	Chemical Thermodynamics	17	9
6	Equilibrium	15	7
7	Redox Reactions	8	4
8	Organic Chemistry: Some basic Principles and Techniques	15	11
9	Hydrocarbons	13	10
	<b>TOTAL</b>	120	<b>70</b>
	<b>PRACTICAL</b>	60	<b>30</b>
	<b>GRAND TOTAL</b>	180	<b>100</b>

**Unit I: Some Basic Concepts of Chemistry****13 Periods**

General Introduction: Importance and scope of Chemistry.

Nature of matter, laws of chemical combination, Dalton's atomic theory: concept of elements, atoms and molecules.

Atomic and molecular masses, mole concept and molar mass, percentage composition, empirical and molecular formula, chemical reactions, stoichiometry and calculations based on stoichiometry.

**Unit II: Structure of Atom****15 Periods**

Discovery of Electron, Proton and Neutron, atomic number, isotopes and isobars. Thomson's model and its limitations. Rutherford's model and its limitations, Bohr's model and its limitations, concept of shells and subshells, dual nature of matter and light, de Broglie's relationship, Heisenberg uncertainty principle, concept of orbitals, quantum numbers, shapes of s, p and d orbitals, rules for filling electrons in orbitals - Aufbau principle, Pauli's exclusion principle and Hund's rule, electronic configuration of atoms, stability of half-filled and completely filled orbitals.

- Unit III: Classification of Elements and Periodicity in Properties** **09 Periods**  
 Significance of classification, brief history of the development of periodic table, modern periodic law and the present form of periodic table, periodic trends in properties of elements -atomic radii, ionic radii, inert gas radii, Ionization enthalpy, electron gain enthalpy, electronegativity, valency. Nomenclature of elements with atomic number greater than 100.
- Unit IV: Chemical Bonding and Molecular Structure** **15 Periods**  
 Valence electrons, ionic bond, covalent bond, bond parameters, Lewis structure, polar character of covalent bond, covalent character of ionic bond, valence bond theory, resonance, geometry of covalent molecules, VSEPR theory, concept of hybridization, involving s, p and d orbitals and shapes of some simple molecules, molecular orbital theory of homonuclear diatomic molecules(qualitative idea only), Hydrogen bond.
- Unit V: Chemical Thermodynamics** **17 Periods**  
 Concepts of System and types of systems, surroundings, work, heat, energy, extensive and intensive properties, state functions.  
 First law of thermodynamics -internal energy and enthalpy, heat capacity and specific heat, measurement of  $\Delta U$  and  $\Delta H$  Hess's law of constant heat summation, enthalpy of bond dissociation, combustion, formation, atomization, sublimation, phase transition, ionization, solution and dilution. Second law of Thermodynamics (brief introduction)  
 Introduction of entropy as a state function, Gibb's energy change for spontaneous and non-spontaneous processes, criteria for equilibrium.  
 Third law of thermodynamics (brief introduction).
- Unit VI: Equilibrium** **15 Periods**  
 Equilibrium in physical and chemical processes, dynamic nature of equilibrium, law of mass action, equilibrium constant, factors affecting equilibrium - Le Chatelier's principle, ionic equilibrium- ionization of acids and bases, strong and weak electrolytes, degree of ionization, ionization of poly basic acids, acid strength, concept of pH, hydrolysis of salts (elementary idea), buffer solution, Henderson Equation, solubility product, common ion effect (with illustrative examples).
- Unit VII: Redox Reactions** **08 Periods**  
 Concept of oxidation and reduction, redox reactions, oxidation number, balancing redox reactions, in terms of loss and gain of electrons and change in oxidation number, applications of redox reactions.
- Unit VIII: Organic Chemistry -Some Basic Principles and Techniques** **15 Periods**  
 General introduction, methods of purification, qualitative and quantitative analysis, classification and IUPAC nomenclature of organic compounds. Electronic displacements in a covalent bond: inductive effect, electrometric effect, resonance and hyper conjugation. Homolytic and heterolytic fission of a covalent bond: free radicals, carbocations, carbanions, electrophiles and nucleophiles, types of organic reactions.

**Unit IX: Hydrocarbons****13 Periods****Classification of Hydrocarbons****Aliphatic Hydrocarbons:**

Alkanes - Nomenclature, isomerism, conformation (ethane only), physical properties, chemical reactions including free radical mechanism of halogenation, combustion and pyrolysis.

Alkenes - Nomenclature, structure of double bond (ethene), geometrical isomerism, physical properties, methods of preparation, chemical reactions: addition of hydrogen, halogen, water, hydrogen halides (Markovnikov's addition and peroxide effect), ozonolysis, oxidation, mechanism of electrophilic addition.

Alkynes - Nomenclature, structure of triple bond (ethyne), physical properties, methods of preparation, chemical reactions: acidic character of alkynes, addition reaction of - hydrogen, halogens, hydrogen halides and water.

**Aromatic Hydrocarbons:**

Introduction, IUPAC nomenclature, benzene: resonance, aromaticity, chemical properties: mechanism of electrophilic substitution. Nitration, sulphonation, halogenation, Friedel Craft's alkylation and acylation, directive influence of functional group in monosubstituted benzene. Carcinogenicity and toxicity.

**PRACTICALS**

<b>Evaluation Scheme for Examination</b>	<b>Marks</b>
Volumetric Analysis	08
Salt Analysis	08
Content Based Experiment	06
Project Work	04
Class record and viva	04
<b>Total</b>	<b>30</b>

**PRACTICAL SYLLABUS****Total Periods: 60**

Micro-chemical methods are available for several of the practical experiments, wherever possible such techniques should be used.

**A. Basic Laboratory Techniques**

1. Cutting glass tube and glass rod
2. Bending a glass tube
3. Drawing out a glass jet
4. Boring a cork

**B. Characterization and Purification of Chemical Substances**

1. Determination of melting point of an organic compound.
2. Determination of boiling point of an organic compound.
3. Crystallization of impure sample of any one of the following: Alum, Copper Sulphate, Benzoic Acid.

**C. Experiments based on pH**

- a) Any one of the following experiments:
  - Determination of pH of some solutions obtained from fruit juices, solution of known and varied concentrations of acids, bases and salts using pH paper or universal indicator.
  - Comparing the pH of solutions of strong and weak acids of same concentration. □  
Study the pH change in the titration of a strong base using universal indicator.
- b) Study the pH change by common-ion in case of weak acids and weak bases.

**D. Chemical Equilibrium**

One of the following experiments:

- a) Study the shift in equilibrium between ferric ions and thiocyanate ions by increasing/decreasing the concentration of either of the ions.
- b) Study the shift in equilibrium between  $[\text{Co}(\text{H}_2\text{O})_6]^{2+}$  and chloride ions by changing the concentration of either of the ions.

**E. Quantitative Estimation**

- i. Using a mechanical balance/electronic balance.
- ii. Preparation of standard solution of Oxalic acid.
- iii. Determination of strength of a given solution of Sodium hydroxide by titrating it against standard solution of Oxalic acid.
- iv. Preparation of standard solution of Sodium carbonate.
- v. Determination of strength of a given solution of hydrochloric acid by titrating it against standard Sodium Carbonate solution.

**F. Qualitative Analysis****a) Determination of one anion and one cation in a given salt**

Cations-  $\text{Pb}^{2+}$ ,  $\text{Cu}^{2+}$ ,  $\text{As}^{3+}$ ,  $\text{Al}^{3+}$ ,  $\text{Fe}^{3+}$ ,  $\text{Mn}^{2+}$ ,  $\text{Ni}^{2+}$ ,  $\text{Zn}^{2+}$ ,  $\text{Co}^{2+}$ ,  $\text{Ca}^{2+}$ ,  $\text{Sr}^{2+}$ ,  $\text{Ba}^{2+}$ ,  $\text{Mg}^{2+}$ ,  $\text{NH}_4^+$

Anions –  $\text{CO}_3^{2-}$ ,  $\text{S}^{2-}$ ,  $\text{NO}_2^-$ ,  $\text{SO}_3^{2-}$ ,  $\text{SO}_4^{2-}$ ,  $\text{NO}_3^-$ ,  $\text{Cl}^-$ ,  $\text{Br}^-$ ,  $\text{I}^-$ ,  $\text{PO}_4^{3-}$ ,  $\text{CH}_3\text{COO}^-$  (Note: Insoluble salts excluded)

**b) Detection of -Nitrogen, Sulphur, Chlorine in organic compounds.****c) PROJECTS**

Scientific investigations involving laboratory testing and collecting information from other sources.

A few suggested Projects

- Checking the bacterial contamination in drinking water by testing sulphide ion
- Study of the methods of purification of water

- Testing the hardness, presence of Iron, Fluoride, Chloride, etc., depending upon the regional variation in drinking water and study of causes of presence of these ions above permissible limit (if any).
- Investigation of the foaming capacity of different washing soaps and the effect of addition of Sodium carbonate on it
- Study the acidity of different samples of tea leaves.
- Determination of the rate of evaporation of different liquids □ Study the effect of acids and bases on the tensile strength of fibers.
- Study of acidity of fruit and vegetable juices.

Note: Any other investigatory project, which involves about 10 periods of work, can be chosen with the approval of the teacher.

**Prescribed Books:**

1. Chemistry Part – I, Class-XI, Published by NCERT.
2. Chemistry Part – II, Class-XI, Published by NCERT.

# CHEMISTRY (151) CLASS XII (THEORY) SYLLABUS (2024-25)

Time: 3 Hours

70 Marks

S. No.	Unit	No. of Periods	Marks
1	Solutions	11	7
2	Electrochemistry	13	9
3	Chemical Kinetics	11	7
4	d -and f -Block Elements	13	7
5	Coordination Compounds	13	7
6	Haloalkanes and Haloarenes	11	6
7	Alcohols, Phenols and Ethers	11	6
8	Aldehydes, Ketones and Carboxylic Acids	12	8
9	Amines	12	6
10	Biomolecules	13	7
	<b>Total</b>	<b>120</b>	<b>70</b>
	<b>PRACTICAL</b>	<b>60</b>	<b>30</b>
	<b>GRAND TOTAL</b>	<b>180</b>	<b>100</b>

**Unit II: Solutions****11 Periods**

Types of solutions, expression of concentration of solutions of solids in liquids, solubility of gases in liquids, solid solutions, Raoult's law, colligative properties - relative lowering of vapour pressure, elevation of boiling point, depression of freezing point, osmotic pressure, determination of molecular masses using colligative properties, abnormal molecular mass, Van't Hoff factor.

**Unit III: Electrochemistry****13 Periods**

Redox reactions, EMF of a cell, standard electrode potential, Nernst equation and its application to chemical cells, Relation between Gibbs energy change and EMF of a cell, conductance in electrolytic solutions, specific and molar conductivity, variations of conductivity with concentration, Kohlrausch's Law, electrolysis and law of electrolysis (elementary idea), dry cell-electrolytic cells and Galvanic cells, lead accumulator, fuel cells, corrosion.

**Unit IV: Chemical Kinetics****11 Periods**

Rate of a reaction (Average and instantaneous), factors affecting rate of reaction: concentration, temperature,

catalyst; order and molecularity of a reaction, rate law and specific rate constant, integrated rate equations and half-life (only for zero and first order reactions), concept of collision theory (elementary idea, no mathematical treatment), activation energy, Arrhenius equation.

### Unit VIII: d and f Block Elements

13 Periods

General introduction, electronic configuration, occurrence and characteristics of transition metals, general trends in properties of the first row transition metals – metallic character, ionization enthalpy, oxidation states, ionic radii, colour, catalytic property, magnetic properties, interstitial compounds, alloy formation, preparation and properties of  $K_2Cr_2O_7$  and  $KMnO_4$ .

**Lanthanoids** - Electronic configuration, oxidation states, chemical reactivity and lanthanoid contraction and its consequences.

**Actinoids** - Electronic configuration, oxidation states and comparison with lanthanoids.

### Unit IX: Coordination Compounds

13 Periods

Coordination compounds - Introduction, ligands, coordination number, colour, magnetic properties and shapes, IUPAC nomenclature of mononuclear coordination compounds. Bonding, Werner's theory, VBT, and CFT; structure and stereoisomerism, importance of coordination compounds (in qualitative analysis, extraction of metals and biological system).

### Unit X: Haloalkanes and Haloarenes.

11 Periods

**Haloalkanes:** Nomenclature, nature of C–X bond, physical and chemical properties, optical rotation mechanism of substitution reactions.

**Haloarenes:** Nature of C–X bond, substitution reactions (Directive influence of halogen in monosubstituted compounds only).

Uses and environmental effects of - dichloromethane, trichloromethane, tetrachloromethane, iodoform, freons, DDT.

### Unit XI: Alcohols, Phenols and Ethers

11 Periods

**Alcohols:** Nomenclature, methods of preparation, physical and chemical properties (of primary alcohols only), identification of primary, secondary and tertiary alcohols, mechanism of dehydration, uses with special reference to methanol and ethanol.

**Phenols:** Nomenclature, methods of preparation, physical and chemical properties, acidic nature of phenol, electrophilic substitution reactions, uses of phenols.

**Ethers:** Nomenclature, methods of preparation, physical and chemical properties, uses.

### Unit XII: Aldehydes, Ketones and Carboxylic Acids

12 Periods

**Aldehydes and Ketones:** Nomenclature, nature of carbonyl group, methods of preparation, physical and chemical properties, mechanism of nucleophilic addition, reactivity of alpha hydrogen in aldehydes, uses.

**Carboxylic Acids:** Nomenclature, acidic nature, methods of preparation, physical and chemical properties; uses.

**Unit XIII: Amines****12 Periods**

**Amines:** Nomenclature, classification, structure, methods of preparation, physical and chemical properties, uses, identification of primary, secondary and tertiary amines.

**Diazonium salts:** Preparation, chemical reactions and importance in synthetic organic chemistry.

**Unit XIV: Biomolecules****13 Periods**

**Carbohydrates** - Classification (aldoses and ketoses), monosaccharides (glucose and fructose), D-L configuration oligosaccharides (sucrose, lactose, maltose), polysaccharides (starch, cellulose, glycogen); Importance of carbohydrates.

**Proteins** -Elementary idea of - amino acids, peptide bond, polypeptides, proteins, structure of proteins - primary, secondary, tertiary structure and quaternary structures (qualitative idea only), denaturation of proteins; enzymes. Hormones - Elementary idea excluding structure.

**Vitamins** - Classification and functions.

Nucleic Acids: DNA and RNA.

**PRACTICALS**

Evaluation Scheme for Examination	Marks
Volumetric Analysis	08
Salt Analysis	08
Content Based Experiment	06
Project Work	04
Class record and viva	04
<b>Total</b>	<b>30</b>

**PRACTICAL SYLLABUS****60 Periods**

Micro-chemical methods are available for several of the practical experiments. Wherever possible, such techniques should be used.

**A. Surface Chemistry**

- (a) Preparation of one lyophilic and one lyophobic sol

Lyophilic sol - starch, egg albumin and gum

Lyophobic sol - aluminium hydroxide, ferric hydroxide, arsenous sulphide.

- (b) Dialysis of sol-prepared in (a) above.
- 
- (c) Study of the role of emulsifying agents in stabilizing the emulsion of different oils.

**B. Chemical Kinetics**

- (a) Effect of concentration and temperature on the rate of reaction between Sodium Thiosulphate and Hydrochloric acid.
- 
- (b) Study of reaction rates of any one of the following:
- 
- (i) Reaction of Iodide ion with Hydrogen Peroxide at room temperature using different concentration of Iodide ions.
- 
- (ii) Reaction between Potassium Iodate, (
- $KIO_3$
- ) and Sodium Sulphite: (
- $Na_2SO_3$
- ) using starch solution as indicator (clock reaction).

**C. Thermochemistry**

Any one of the following experiments

- i) Enthalpy of dissolution of Copper Sulphate or Potassium Nitrate.
- 
- ii) Enthalpy of neutralization of strong acid (HCl) and strong base (NaOH).
- 
- iii) Determination of enthalpy change during interaction (Hydrogen bond formation) between Acetone and Chloroform.

**D. Electrochemistry**Variation of cell potential in  $Zn/Zn^{2+} || Cu^{2+}/Cu$  with change in concentration of electrolytes ( $CuSO_4$  or  $ZnSO_4$ ) at room temperature.**E. Chromatography**

- i) Separation of pigments from extracts of leaves and flowers by paper chromatography and determination of
- $R_f$
- values.
- 
- ii) Separation of constituents present in an inorganic mixture containing two cations only (constituents having large difference in
- $R_f$
- values to be provided).

**F. Preparation of Inorganic Compounds**

Preparation of double salt of Ferrous Ammonium Sulphate or Potash Alum. Preparation of Potassium Ferric Oxalate.

**G. Preparation of Organic Compounds**

Preparation of any one of the following compounds

- i) Acetanilide ii) Di-benzalAcetone iii) p-Nitroacetanilide iv) Aniline yellow or 2 - Naphthol Anilinedye.

**H. Tests for the functional groups present in organic compounds:**

Unsaturation, alcoholic, phenolic, aldehydic, ketonic, carboxylic and amino (Primary) groups.

- I. Characteristic tests of carbohydrates, fats and proteins in pure samples and their detection in given foodstuffs.
- J. Determination of concentration/ molarity of  $\text{KMnO}_4$  solution by titrating it against a standard solution of:
- Oxalic acid,
  - Ferrous Ammonium Sulphate
- (Students will be required to prepare standard solutions by weighing themselves).

#### Qualitative analysis

Determination of one cation and one anion in a given salt.

**Cation :**  $\text{Pb}^{2+}$ ,  $\text{Cu}^{2+}$ ,  $\text{As}^{3+}$ ,  $\text{Al}^{3+}$ ,  $\text{Fe}^{3+}$ ,  $\text{Mn}^{2+}$ ,  $\text{Zn}^{2+}$ ,  $\text{Cu}^{2+}$ ,  $\text{Ni}^{2+}$ ,  $\text{Ca}^{2+}$ ,  $\text{Sr}^{2+}$ ,  $\text{Ba}^{2+}$ ,  $\text{Mg}^{2+}$ ,  $\text{NH}_4^+$

**Anions:**  $(\text{CO}_3)^{2-}$ ,  $\text{S}^{2-}$ ,  $(\text{SO}_3)^{2-}$ ,  $(\text{NO}_2)^-$ ,  $(\text{SO}_4)^{2-}$ ,  $\text{Cl}^-$ ,  $\text{Br}^-$ ,  $\text{I}^-$ ,  $\text{PO}_4^{3-}$ ,  $(\text{C}_2\text{O}_4)^{2-}$ ,  $\text{CH}_3\text{COO}^-$ ,  $\text{NO}_3^-$

(Note: Insoluble salts excluded)

#### PROJECT

Scientific investigations involving laboratory testing and collecting information from other sources A

few suggested Projects.

- Study of the presence of oxalate ions in guava fruit at different stages of ripening.
  - Study of quantity of casein present in different samples of milk.
  - Preparation of soybean milk and its comparison with the natural milk with respect to curd formation, effect of temperature, etc.
  - Study of the effect of Potassium Bisulphate as food preservative under various conditions (temperature, concentration, time, etc.)
  - Study of digestion of starch by salivary amylase and effect of pH and temperature on it.
  - Comparative study of the rate of fermentation of following materials: wheat flour, gram flour, potato juice, carrot juice, etc.
  - Extraction of essential oils present in Saunf (aniseed), Ajwain (carum), Illaichi (cardamom).
  - Study of common food adulterants in fat, oil, butter, sugar, turmeric powder, chilli powder and pepper.
- Note:** Any other investigatory project, which involves about 10 periods of work, can be chosen with the approval of the teacher.

#### Prescribed Books:

- Chemistry Part -I, Class-XII, Published by NCERT.
- Chemistry Part -II, Class-XII, Published by NCERT.

## Question Paper Design Chemistry Class XI and XII (2024-25)

S	Domains	Total Marks	%
1	<b>Remembering and Understanding:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.	28	40
2	<b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	21	30
3	<b>Analysing, Evaluating and Creating:</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	21	30

- No chapter wise weightage. Care to be taken to cover all the chapters.
- Suitable *internal variations may be made for generating various templates. Choice(s):*
  - There will be no overall choice in the question paper.
  - However, 33% internal choices will be given in all the sections.

# ECONOMICS (144)

## CLASS XI

### SYLLABUS (2024-25)

Theory: 80 Marks  
Project: 20 Marks

3 Hours

Units	Marks	Periods
<b>Part A</b>		
<b>Statistics for Economics</b>		
Introduction	15	10
Collection, Organisation and Presentation of Data		25
Statistical Tools and Interpretation	25	40
	<b>40</b>	
<b>Part B</b>		
<b>Introductory Microeconomics</b>		
Introduction	04	10
Consumer's Equilibrium and Demand	14	35
Producer Behaviour and Supply	14	35
Forms of Market and Price Determination under perfect competition with simple applications	08	25
	<b>40</b>	
<b>Total</b>	<b>80</b>	<b>180</b>
<b>Part C</b>		
<b>Project Work</b>	<b>20</b>	<b>20</b>
<b>Grand Total</b>	<b>100</b>	<b>200</b>

#### Part A: Statistics for Economics

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

##### Unit 1: Introduction

10 Periods

What is Economics?

Meaning, scope, functions and importance of statistics in Economics

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

25 Periods

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

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

**Presentation of Data:** Tabular Presentation and Diagrammatic Presentation of Data:

(i) Geometric forms (bar diagrams and pie diagrams), (ii) Frequency diagrams (histogram, polygon and Ogive) and (iii) Arithmetic line graphs (time series graph).

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

**40 Periods**

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

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

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

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

## **Part B: Introductory Microeconomics**

### **Unit 4: Introduction**

**10 Periods**

Meaning of microeconomics and macroeconomics; positive and normative economics

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

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

**35 Periods**

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

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

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

**Unit 6: Producer Behaviour and Supply****35 Periods**

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

Total Product, Average Product and Marginal Product.

Returns to a Factor

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

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

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

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

**Unit 7: Perfect Competition - Price Determination and simple applications.****25 Periods**

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

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

**Part C: Project in Economics****20 Periods**

Guidelines as given in Class XII curriculum

**Question Paper Design**  
**Economics Class XI**  
**(2024-25)**

Marks: 80

Duration: 3 hrs.

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

# ECONOMICS (144)

## CLASS XII

### SYLLABUS (2024-25)

Theory: 80 Marks  
Project: 20 Marks

3 Hours

Units	Marks	Periods
<b>Part A</b>		
<b>Introductory Macroeconomics</b>		
National Income and Related Aggregates	10	28
Money and Banking	06	15
Determination of Income and Employment	12	25
Government Budget and the Economy	06	15
Balance of Payments	06	15
	<b>40</b>	
<b>Part B</b>		
<b>Indian Economic Development</b>		
Development Experience (1947-90) and Economic Reforms since 1991	12	25
Current Challenges facing Indian Economy	20	47
Development Experience of India – A Comparison with Neighbours	08	10
<b>Theory Paper (40+40 = 80 Marks)</b>	<b>40</b>	
<b>Total</b>	<b>80</b>	<b>180</b>
<b>Part C</b>		
<b>Project Work</b>	<b>20</b>	<b>20</b>
<b>Grand Total</b>	<b>100</b>	<b>200</b>

## Part A: Introductory Macroeconomics

### Unit 1: National Income and Related Aggregates

28 Periods

What is Macroeconomics?

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

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

Aggregates related to National Income:

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

GDP Deflator, GDP and Welfare

**Unit 2: Money and Banking****15 Periods**

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

Money creation by the commercial banking system.

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

**Unit 3: Determination of Income and Employment****25 Periods**

Aggregate demand and its components.

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

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

Meaning of full employment and involuntary unemployment.

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

**Unit 4: Government Budget and the Economy****15 Periods**

Government budget - meaning, objectives and components.

Classification of receipts - revenue receipts and capital receipts;

Classification of expenditure – revenue expenditure and capital expenditure.

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

**Unit 5: Balance of Payments****15 Periods**

Balance of payments account - meaning and components;

Balance of payments – Surplus and Deficit

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

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

Managed Floating exchange rate system

## Part B: Indian Economic Development

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

**25 Periods**

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

Indian economic system and common goals of Five Year Plans.

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

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

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

Concepts of demonetization and GST

### Unit 7: Current challenges facing Indian Economy

**47 Periods**

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

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

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

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

### Unit 8: Development Experience of India:

**10 Periods**

A comparison with neighbours

India and Pakistan

India and China

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

## Part C: Project in Economics

**20 Periods**

#### **Prescribed Books:**

1. Statistics for Economics, NCERT
2. Indian Economic Development, NCERT
3. Introductory Microeconomics, NCERT
4. Macroeconomics, NCERT

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

## Question Paper Design Economics Class XII (2024-25)

Marks: 80

Duration: 3 hrs.

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

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

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

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

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

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

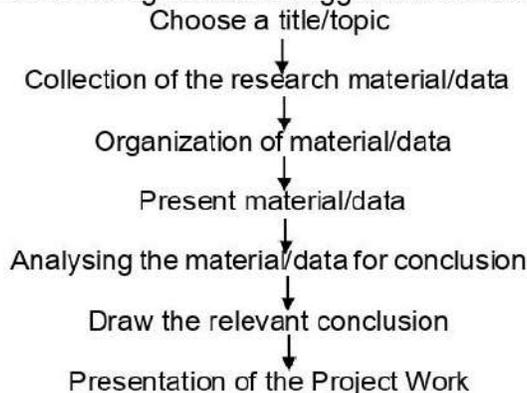
### **Role of the teacher:**

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

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

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

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



**Expected Checklist:**

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

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

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

**Marking Scheme:**

Marks are suggested to be given as –

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

**Suggestive List of Projects:**

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

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

# HISTORY (141)

## CLASS XI

### SYLLABUS (2024-25)

Section Title	Theme No.	Theme Title	No. of periods	Marks
Reading of World History		Introduction of world History	10	
I EARLY SOCIETIES		Introduction Timeline I (6 MYA TO 1 BCE)	05	
	1	Writing and City Life	20	10
II EMPIRES		Introduction Timeline II (C. 100 BCE TO 1300 CE)	05	
	2	An Empire Across Three Continents	20	10
	3	Nomadic Empires	20	10
III CHANGING TRADITIONS		Introduction Timeline III (C. 1300 TO 1700)	05	
	4	The Three Orders	20	10
	5	Changing Cultural Traditions	20	10
IV TOWARDS MODERNIZATION		Introduction Timeline IV (C. 1700 TO 2000)	05	
	6	Displacing Indigenous Peoples	20	10
	7	Paths to Modernisation	20	15
	Map	Map work of the related Themes	15	05
		Theory Total		80
		Project work	25	20
		<b>TOTAL</b>	<b>210</b>	<b>100</b>

Note: Please refer to the following link for NCERT Rationalised 2023-24 textbook

<https://ncert.nic.in/textbook/pdf/kehs1ps.pdf>

#### COURSE CONTENT CLASS XI

Section	Theme	Specific learning objectives	Suggestive Teaching learning process	Learning outcome with specific competencies
I EARLY SOCIETIES	<b>Timeline I (6 MYA TO 1 BCE)</b> <b>Theme 1</b> Writing and City Life Focus: Iraq, 3 <sup>rd</sup> millennium BCE a. Growth of towns b. Nature of early urban societies c. Historians 'Debate on uses of writing.	<ul style="list-style-type: none"> <li>Briefing about the early societies</li> <li>To familiarize the learner with the interwoven social and cultural aspects of civilization and brief. about the connection between city life and culture of contemporary civilizations through their writings.</li> <li>To discuss whether writing is significant as a marker of civilization.</li> </ul>	<ul style="list-style-type: none"> <li>Use of timeline</li> <li>To use a table to bring out the connection between city life and culture of contemporary civilizations.</li> <li>Group discussion to discuss whether writing is significant as a marker of civilization.</li> <li>Using Visuals to explain</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the concept of chronology</li> <li>Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations through their writings.</li> <li>Analyse the outcomes of a sustained tradition of writing.</li> <li>Explain the connection between the growth of human civilisation and the tradition of writing.</li> </ul>
	<b>Timeline II (C.100 BCE TO 1300 CE)</b>	<ul style="list-style-type: none"> <li>Introducing the periods of the Empires.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz and Timeline discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the periods in order of time.</li> </ul>

II EMPIRES	<p><b>Theme 2</b> <b>An Empire across Three Continents</b></p>	<ul style="list-style-type: none"> <li>To familiarize the learner with the dynamics of the Roman Empire history of a major world empire.</li> <li>To discuss implications of Roman's contacts with the subcontinent empires and explain slavery was a significant element in the economy.</li> <li>To discuss the cultural transformation in that period &amp; impact of the slavery in development of a country.</li> </ul>	<p>Use of maps to facilitate an easier comprehension of the changing dynamics of political history.</p> <p>Group discussion on slavery as a significant element in the economy.</p> <p>Use of flow chart to learn the cultural transformation during that period.</p>	<ul style="list-style-type: none"> <li>Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture.</li> <li>Analyse the implications of Roman's contacts with the subcontinent empires and discuss about slavery.</li> <li>Examine the domains of cultural transformation in that period &amp; the impact of slavery.</li> </ul>
	<p><b>Theme 3</b> <b>NOMADIC EMPIRES</b></p>	<ul style="list-style-type: none"> <li>To understand the varieties of nomadic society and their institutions.</li> <li>To locate the places in the map and comprehend the spread of the nomadic society.</li> <li>Discuss whether state formation is possible in nomadic societies.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on the life of pastoralist society.</li> <li>Textual reading and discussion about Genghis Khan.</li> <li>Watching Genghis Khan film and distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the living patterns of nomadic pastoralist society.</li> <li>Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler.</li> <li>Analyse socio-political and economic changes during the period of the descendants of Genghis Khan.</li> </ul>
			<ul style="list-style-type: none"> <li>Use case studies for deeper understanding of the socio-political and economic changes.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan</li> </ul>
III CHANGING TRADITIONS	<p><b>Timeline III</b> <b>(C. 1300 TO 1700)</b></p> <p><b>Theme 4</b> <b>The Three Orders</b></p>	<ul style="list-style-type: none"> <li>Make the learner understand the nature of the economy and society of this period and the changes within them.</li> <li>Show how the debate on the decline of feudalism helps in understanding processes of transition.</li> </ul>	<ul style="list-style-type: none"> <li>Debate and explain the Historical phenomenon of feudalism.</li> <li>Discussion on the impact of feudalism.</li> <li>Pictures and discussions held on renaissance paintings' or 'slave trade'</li> </ul>	<ul style="list-style-type: none"> <li>Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society.</li> <li>Relate between ancient slavery and serfdom.</li> <li>Assess the 14th century crisis and rise of the nation states</li> </ul>
	<p><b>Theme 5</b> <b>Changing Cultural Traditions</b></p>	<ul style="list-style-type: none"> <li>To Explore the intellectual trends and events in the period.</li> <li>To appreciate the paintings and buildings of the period.</li> <li>To make a comparative study on women and monuments of Renaissance periods.</li> </ul>	<ul style="list-style-type: none"> <li>Photos and Video clippings to understand the events and its impact.</li> <li>Field trip and research work on architectural and literary developments.</li> <li>Graphic chart to compare the life of women during this period.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</li> <li>Relate the different facets of Italian cities to understand the characteristics of Renaissance.</li> </ul>

		<ul style="list-style-type: none"> <li>To engage in a debate around the idea of 'Renaissance' its positive and negative impact.</li> <li>To discuss the Roman Catholic Church's response to the Protestant Reformation</li> </ul>	<ul style="list-style-type: none"> <li>Group work on Protestant reformation and catholic reformation and de brief.</li> </ul>	<p>Humanism and Realism.</p> <ul style="list-style-type: none"> <li>Compare and contrast the condition of women in the Renaissance period.</li> <li>Recognize major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance.</li> <li>Critically analyse the impact on later reforms.</li> <li>Evaluate the Roman Catholic Church's response to the Protestant Reformation.</li> </ul>
IV TOWARDS MODERNISA TION	Timeline IV (C. 1700 TO 2000)	<ul style="list-style-type: none"> <li>To recall the time of modernization.</li> </ul>	<ul style="list-style-type: none"> <li>Use of Timeline framework.</li> </ul>	<ul style="list-style-type: none"> <li>Remember and understand the time frame.</li> </ul>
		<ul style="list-style-type: none"> <li>Sensitize students to the processes of displacements that accompanied the</li> </ul>	<ul style="list-style-type: none"> <li>Use of factsheets, debates and group-discussions on such issues of displacements, supported with maps.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the process of displacements of the native people which led to the development of America and Australia</li> </ul>
	Theme 6 Displacing Indigenous People	<p>development of America and Australia.</p> <ul style="list-style-type: none"> <li>Understand the implications of such processes for the displaced populations.</li> <li>Reason out the causes of displaced population and its impact on society.</li> </ul>	<ul style="list-style-type: none"> <li>Narration of events with picture charts.</li> </ul>	<p>to understand their condition.</p> <ul style="list-style-type: none"> <li>To analyse the realms of settlement of Europeans in Australia and America.</li> <li>Compare and contrast the lives and roles of indigenous people in these continents</li> </ul>
	Theme 7 Paths to Modernization	<ul style="list-style-type: none"> <li>Show how notions like 'modernization' need to be critically assessed.</li> <li>Make students aware that transformation in the modern world takes many different forms.</li> <li>Discuss the domains of Japanese nationalism.</li> <li>To understand the nationalist upsurge in China And to learn about the era of communism.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the concept of modernization and its application in various forms.</li> <li>Research work and textual reading to comprehend the impact of modernization.</li> <li>Videos to understand the upsurge in China and learn about the era.</li> </ul>	<ul style="list-style-type: none"> <li>Deduce the histories of China and Japan from the phase of imperialism to modernization.</li> <li>Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration.</li> <li>Analyse the domains of Japanese nationalism prior and after the Second World War.</li> <li>Summarize the nationalist upsurge in</li> </ul>

	(NOTE- Keeping in view the importance of the themes i.e. Japan, China and Korea; it is ad-vised that all must be taught in the schools.			China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of ommunism.  ❖ To analyse the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.
--	---	--	--	--

### Question Paper Design History Class XI (2024-25)

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

Prescribed Textbook - Themes in World History – Published by NCERT

Link for NCERT Rationalised 2023-24 textbook: <https://ncert.nic.in/textbook.php?kehs1=0-7>

## Class XI

### Internal Assessment

#### PROJECT WORK

MM - 20

#### INTRODUCTION

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

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

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

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

#### OBJECTIVES

##### Project work will help students:

- ❖ To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- ❖ To develop skill to comprehend, analyse, interpret, evaluate historical evidence, and understand the limitation of historical evidence.
- ❖ To develop 21st century managerial skills of co-ordination, self-direction, and time management.
- ❖ To learn to work on diverse cultures, races, religions, and lifestyles.

- ❖ To learn through constructivism-a theory based on observation and scientific study.
- ❖ To inculcate a spirit of inquiry and research.
- ❖ To communicate data in the most appropriate form using a variety of techniques.
- ❖ To provide greater opportunity for interaction and exploration.
- ❖ To understand contemporary issues in context to our past.
- ❖ To develop a global perspective and an international outlook.
- ❖ To grow into caring, sensitive individuals capable of making informed, intelligent, and independent choices.
- ❖ To develop lasting interest in history discipline.

#### GUIDELINES TO TEACHERS

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

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

##### The following steps are suggested:

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

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

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

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

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

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

# HISTORY (141)

## CLASS XII

### SYLLABUS (2024-25)

Theory Paper

S. No	Part	Period	Marks
1	Themes in Indian History Part-I	60	25
2	Themes in Indian History Part-II	60	25
3	Themes in Indian History Part -- III	60	25
4	Map	15	05
	<b>Total</b>	<b>195</b>	<b>80</b>

Themes in Indian History		Part—I	25 Marks	
Theme No.	Theme Title	Periods	Marks	
1	Bricks, Beads and Bones The Harappa Civilisation	15	25	
2	Kings, Farmers and Towns Early States and Economies (c.600 BCE-600 CE)	15		
3	Kingship, Caste and class Early Societies (c. 600 BCE-600 CE)	15		
4	Thinkers, Beliefs and Buildings Cultural Developments (c. 600 BCE-600 CE)	15		
Themes in Indian History		Part—II	25 marks	
5	Through the eyes of Travellers Perceptions of Society (c. tenth to seventeenth centuries)	15	25	
6	Bhakti-Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)	15		
7	An Imperial Capital – Vijayanagar (c. fourteenth to sixteenth centuries)	15		
8	Peasants, zamindars and the States Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries)	15		
Themes in Indian History		Part—III	25 marks	
Theme No.	Theme Title	Periods	Marks	
09	Colonialism and The Countryside Exploring Official Archives	15	25	
10	Rebels and Raj 1857 Revolt and its Representations	15		
11	Mahatma Gandhi and the National Movement Civil Disobedience and Beyond	15		
12	Framing of the Constitution The Beginning of a New Era	15		
	Including Map work of the related Themes	15	05	
	Theory Total		80	
	Project Work	25	20	
	<b>TOTAL</b>	<b>220</b>	<b>100</b>	

Note: Please refer to the following links for NCERT Rationalised 2023-24 textbook

<https://ncert.nic.in/textbook.php?lehs1=1-4>

<https://ncert.nic.in/textbook.php?lehs2=0-4#>

<https://ncert.nic.in/textbook.php?lehs3=0-4>

**CLASS XII  
COURSE CONTENT**

Theme No. and Title	Specific learning objectives	Suggestive Teaching learning process	Learning outcome with specific competencies
<b>Themes in Indian History Part—I</b>			
<b>1</b> <b>BRICKS, BEADS AND BONES</b> The Harappan Civilisation	<ul style="list-style-type: none"> <li>• Familiarize the learner with the early urban centers as economic and social institutions.</li> <li>• Introduce the ways in which new data can lead to a revision of existing notions of history.</li> <li>• Find the difference between an archeologist and historian who Investigate and interpret historical and contemporary sources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inquiry based use of questions to explore.</li> <li>▪ Illustrate how archaeological excavations are undertaken, and their findings are interpreted.</li> <li>▪ Use of Picture charts and Map reading to trace the growth of urban centres.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To investigate, explore and interpret the early urban centres and social institutions.</li> <li>❖ State and deduce the multi-lateral aspects of Harappan civilization to understand the first civilization of the world.</li> <li>❖ Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.</li> </ul>
<b>2</b> <b>KINGS, FARMERS AND TOWNS: Early States and</b>	<ul style="list-style-type: none"> <li>• To Familiarize the learner with major trends in the political and economic history of the subcontinent.</li> <li>• Introduce inscriptional</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of Archaeological Evidence Videos and Narration method to bring an understanding of the trends.</li> <li>▪ Virtual tour to analyse and understand the inscriptions</li> </ul>	<ul style="list-style-type: none"> <li>❖ To critically evaluate and interpret major trends in the political and economic history of the subcontinent.</li> <li>❖ Decode inscriptional evidence.</li> </ul>
<b>Economies (c.600 BCE600 CE)</b>	<ul style="list-style-type: none"> <li>analysis and the ways in which these have shaped the understanding of political and economic processes.</li> <li>• Critically examine the limitations of inscriptional evidence.</li> </ul>		<ul style="list-style-type: none"> <li>❖ Analyse inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>
<b>3</b> <b>KINSHIP, CASTE AND CLASS, Early Societies (c. 600 BCE600 CE)</b>	<ul style="list-style-type: none"> <li>• To Familiarize the learners with issues in social history.</li> <li>• Introduce the strategies of textual analysis and their use in reconstructing social history.</li> <li>• To appraise the condition of women during Mahabharata age.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Narration of the issues in social history.</li> <li>▪ Story boards can be used to discuss the scriptures of ancient India.</li> <li>▪ Debate &amp; Group discussion condition of women during Mahabharata age.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To examine, analyse the issues of social history.</li> <li>❖ Analyse social norms in order to understand the perspectives of society given in the scriptures of ancient India.</li> <li>❖ Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata..</li> </ul>
<b>4</b> <b>THINKERS, BELIEFS AND BUILDINGS</b> Cultural Developments (c. 600 BCE600 CE)	<ul style="list-style-type: none"> <li>• Discuss the major religious developments in early India.</li> <li>• Introduce strategies of visual analysis and their use in reconstructing the theories of religion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of flow chart and Tabular columns to compare the major religions in ancient India.</li> <li>▪ Picture chart to discuss the stories in the sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To infer and compare the major religious developments in early India.</li> <li>❖ Elucidate the rich religious sculpture and infer the stories hidden in it.</li> </ul>

	<ul style="list-style-type: none"> <li>Reconstructing the Mauryan administration with help of Arthasastra Indica and other sources.</li> </ul>	<ul style="list-style-type: none"> <li>Use of map to locate the places of religious development.</li> </ul>	<ul style="list-style-type: none"> <li>To create a picture album of the Buddhist sculpture/</li> </ul>
<b>Themes in Indian History Part—II</b>			
5 <b>THROUGH THE EYES OF TRAVELLERS Perceptions of Society (c. tenth to seventeenth centuries)</b>	<ul style="list-style-type: none"> <li>Familiarize the learner with the salient features of social histories described by the travellers.</li> <li>Discuss how traveller's accounts can be used as sources of social history.</li> <li>Familiarise with the accounts of foreign travellers in order to understand the social political and economic life in the medieval period.</li> </ul>	<ul style="list-style-type: none"> <li>Think Pair and share the features of social history as narrated by travellers.</li> <li>Reading the text for knowing the traveller's accounts which is the source of social history.</li> <li>Narration of the writings of all the travellers.</li> </ul>	<ul style="list-style-type: none"> <li>To understand salient features of social histories described by the travellers and apply the learning in real life.</li> <li>Elucidating the accounts of foreign travellers in order to understand the social political and economic life during the tenure of different rulers in the medieval period.</li> <li>Compare and contrast the perspectives of Al Biruni, Ibn Battuta and Bernier towards Indian society.</li> </ul>
6 <b>BHAKTI –SUFI TRADITIONS Changes in Religious</b>	<ul style="list-style-type: none"> <li>Familiarize the learner with the religious developments.</li> <li>Discuss ways of analysing devotional literature as</li> </ul>	<ul style="list-style-type: none"> <li>Use chronological order to track the developments.</li> <li>Venn diagram to make comparison of different religious movements.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the religious developments.</li> <li>Summarize the philosophies of different Bhakti and Sufi</li> </ul>
<b>Beliefs and Devotional Texts (c. eighth to eighteenth centuries)</b>	<p>sources of history.</p> <ul style="list-style-type: none"> <li>Understand the religious developments during medieval period.</li> <li>Understand the religious movement in order and its impact.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the value impact.</li> </ul>	<p>saints to understand the religious developments during medieval period.</p> <ul style="list-style-type: none"> <li>Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society</li> </ul>
7 <b>AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries)</b>	<ul style="list-style-type: none"> <li>Acquaint the learner with the buildings monuments that were built during the time.</li> <li>To examine the 'excerpts or the sources more closely and discuss the ways in which architecture can be analysed to reconstruct history.</li> <li>Analyse city planning, water management system, administration of the rulers with the help of literary accounts of foreign traveller's and architectural evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Visit museums attached to archaeological sites. To learn about the nature, characteristics and significance of archaeological artefacts, historical monuments which could be of political, social, or religious significance.</li> <li>View documentary Videos and observe Pictures on architecture.</li> <li>Graphic organisers to make comparison of the study reports.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India.</li> <li>Analyse accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city.</li> <li>Assess and appreciate the city planning, water management system, administration of the rulers</li> </ul>

<p style="text-align: center;">8</p> <p style="text-align: center;"><b>PEASANTS, ZAMINDARS AND THE STATE Agrarian Society and the Mughal Empire (c. sixteenth seventeenth centuries)</b></p>	<ul style="list-style-type: none"> <li>• Engage the students to discuss the developments in agrarian relations.</li> <li>• Discuss how to supplement official documents with other sources.</li> <li>• Elaborate the agrarian changes occurred during sixteenth and seventeenth centuries.</li> <li>• Explain the changes and differences in the agrarian sectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on the agrarian development and impact.</li> <li>▪ Create a Venn diagram or a table and compare the changes during the 16th and 17th century,</li> <li>▪ Debate on the differences in the sector and arrive on the impact.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period.</li> <li>❖ Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries.</li> <li>❖ Make a table and bring out the differences in the agrarian sector.</li> </ul>
<b>Themes in Indian History Part—III</b>			
<p style="text-align: center;">09</p> <p style="text-align: center;"><b>COLONIALISM AND THE COUNTRYSIDE Exploring Official Archives</b></p>	<ul style="list-style-type: none"> <li>• Discuss how colonialism affected zamindars, peasants and artisans.</li> <li>• Explain the revenue systems introduced by the British to Comprehend the problems and limits of using official sources for understanding the lives of the people.</li> <li>• Discuss about the types of records and reports.</li> </ul>	<p>Discussion and deliberation on the colonialism and revenue system.</p> <p>list the problems for understanding the lives of the people.</p> <p>Classify the records and reports.</p>	<ul style="list-style-type: none"> <li>❖ Evaluate the revenue systems introduced by the British to understand the economic aspects of colonization in India.</li> <li>❖ Analyse the colonial official records &amp; reports to understand the divergent interest of British and Indians.</li> </ul>
	<p>maintained by the rural society.</p> <ul style="list-style-type: none"> <li>• Understand the divergent interest of the British in the society and on the Indians.</li> </ul>		<ul style="list-style-type: none"> <li>❖ Find solution to be taken to protect the peasants and artisans in this century.</li> </ul>
<p style="text-align: center;">10</p> <p style="text-align: center;"><b>REBELS AND THE RAJ: 1857 Revolt and its Representations</b></p>	<ul style="list-style-type: none"> <li>• Discuss how the events of 1857 are being interpreted.</li> <li>• Discuss how visual material can be used by historians to narrate events.</li> <li>• Understand the planning and execution of the plan.</li> <li>• Highlight the united contribution made by the Indian soldiers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Movie or video watching on events of 1857 followed by discussion.</li> <li>▪ Problem solving method to question the events and suggest actions.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To examine the events of 1857.</li> <li>❖ Correlate the Planning and coordination of the rebels of 1857 to infer its domains and nature.</li> <li>❖ Examine the momentum of the revolt to understand its spread.</li> <li>❖ Analyse how revolt created vision of unity amongst Indians.</li> <li>❖ Interpret visual images to understand the emotions portrayed by the nationalist and British.</li> </ul>
<p style="text-align: center;">11</p> <p style="text-align: center;"><b>MAHATMA GANDHI AND THE NATIONALIST</b></p>	<ul style="list-style-type: none"> <li>• To acquaint the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaborate and create. a timeline of the movement.</li> <li>▪ Making a collage of events, individuals, and institutions</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand the nationalist movement in chronological order.</li> </ul>

<b>MOVEMENT Civil Disobedience and Beyond</b>	<ul style="list-style-type: none"> <li>Discuss how Gandhi was perceived by different groups.</li> <li>Examine how historians need to read and interpret newspapers diaries and letters as a historical source.</li> <li>Throw light on nationalism and patriotism.</li> </ul>	under the Gandhian leadership. <ul style="list-style-type: none"> <li>Doing a Project on historical source such as newspapers, biographies and auto-biographies diaries and letters.</li> </ul>	<ul style="list-style-type: none"> <li>Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership.</li> <li>Debate on the significant contributions of Gandhi to understand his mass appeal for nationalism.</li> <li>Explore the ways of interpreting historical source such as newspapers, biographies and auto-biographies diaries and letters</li> </ul>
<p style="text-align: center;">12</p> <b>FRAMING THE CONSTITUTION</b> <b>The Beginning of a New Era</b>	<ul style="list-style-type: none"> <li>Discuss how the founding ideals of the new nation state were debated and formulated.</li> <li>Understand how such debates and discussions can be read by historians.</li> <li>Discuss the other countries constitution and compare.</li> </ul>	Mock session of the assembly <ul style="list-style-type: none"> <li>to debate and discuss the ideals.</li> </ul> Use sources & case studies <ul style="list-style-type: none"> <li>for a Group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Highlight the role of Constituent Assembly to understand functionaries in framing the constitution of India.</li> <li>Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution</li> </ul>
	<ul style="list-style-type: none"> <li>Explain the salient features of our constitution.</li> </ul>		
<b>Note: This is not an exhaustive list. For reflective teaching- learning process, explicit Learning Objectives and Outcomes can be added by teachers during the course-delivery for student's real learning</b>			

#### LIST OF MAPS

S. No	Page No.	Part – I Maps
1	2	<b>Mature Harappan sites:</b> Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji.
2	3	<b>Mahajanapada and cities:</b> Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
3	33	<b>Distribution of Ashokan inscriptions:</b> <ul style="list-style-type: none"> <li>Pillar inscriptions – Sanchi, Topra, Meerut Pillar and Kaushambi.</li> <li>Kingdom of Cholas, Cheras and Pandyas.</li> </ul>
4	43	<b>Important kingdoms and towns:</b> <ul style="list-style-type: none"> <li>Kushanas, Shakas, Satavahanas, Vakatakas, Guptas</li> <li>Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shrivasti, Rajgir, Vaishali, Varanasi, Vidisha</li> </ul>
5	95	<b>Major Buddhist Sites:</b> Nagarjunakonda, Sanchi, Amaravati, Lumbini, Bharhut, Bodh Gaya, Ajanta
S. No	Page No.	Part II - Maps
6	174	Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli
7	214	<b>Territories under Babur, Akbar and Aurangzeb:</b> <ul style="list-style-type: none"> <li>Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.</li> </ul>
S. No	Page No.	Part III - Maps
8	287	<b>Territories/cities under British Control in 1857:</b> Punjab, Sindh, Bombay, Madras Berar, Bengal, Bihar, Orissa, Surat, Calcutta, Patna, Allahabad

9	260	<b>Main centres of the Revolt of 1857:</b> Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh
10		<b>Important centres of the National Movement:</b> Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi

**CLASS XII**  
**QUESTION PAPER DESIGN**

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

**WEIGHTAGE BASED ON COMPETENCIES**

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

**Note:** Competency based questions for the examinations to be conducted in the academic year 2024-25 will be 40 percent in class XII

**INTERNAL ASSESSMENT**

PROJECT WORK	MM - 20
<b>INTRODUCTION</b>	
History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.	
The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidence to write history.	
The syllabus in class-XI is organized around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval, and modern Indian history.	
CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 as a part of regular studies in classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, analyse it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.	

## OBJECTIVES

### Project work will help students:

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

### GUIDELINES TO TEACHERS

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

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

### The following steps are suggested:

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

### A FEW SUGGESTIVE TOPICS FOR CLASS XII PROJECTS

1. The Indus Valley Civilization-Archaeological Excavations and New Perspectives
2. The History and Legacy of Mauryan Empire
3. "Mahabharat"- The Great Epic of India
4. The History and Culture of the Vedic period
5. Buddha Charita
6. A Comprehensive History of Jainism
7. Bhakti Movement- Multiple interpretations and commentaries.
8. "The Mystical Dimensions of Sufism

9. Global legacy of Gandhian ideas
10. The Architectural Culture of the Vijayanagar Empire
11. Life of women in the Mughal rural society
12. Comparative Analysis of the Land Revenue Systems introduced by the Britishers in India
13. The Revolt of 1857- Causes; Planning & Coordination; Leadership, Vision of Unity
14. The Philosophy of Guru Nanak Dev
15. The Vision of Kabir
16. An insight into the Indian Constitution
17. Comparative study of Stupas and Pillar edicts
18. Comparative study of Mughal and Vijayanagar architecture

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

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

**1. Steps involved in the conduct of the project:**

**Students may work upon the following lines as suggested:**

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

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

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

**3. Assessment of Project Work:**

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

**PROJECT WORK: 20 Marks**

The teacher will assess the progress of the project work in the following manner

Month	Periodic work	Assessment Rubrics	Marks
April-July	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/Need and objectives of the study, Hypothesis/ Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data	6
August - October	Planning and organization: forming an action plan, feasibility, or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5

November- January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project.	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
January - February	Final Assessment and VIVA by both Internal and External Examiners	External/ Internal Viva based on the project	4
		<b>TOTAL</b>	<b>20</b>

#### 4. Viva-Voce

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

# POLITICAL SCIENCE (142)

## CLASS XI

### SYLLABUS (2024-25)

Chapter No.	Chapter Name	No. of Periods	Marks Allotted
<b>PART A- INDIAN CONSTITUTION AT WORK</b>			
1	Constitution: Why and How?	12	8
2	Rights in the Indian Constitution	8	
3	Election and Representation	14	6
4	Executive	14	12
5	Legislature	14	
6	Judiciary	14	
7	Federalism	14	6
8	Local Governments	10	4
9	Constitution as a Living Document	6	4
10	The Philosophy of the Constitution	6	
<b>No. of periods &amp; marks allotted to Indian Constitution at Work</b>		<b>112</b>	<b>40</b>
<b>PART B-POLITICAL THEORY</b>			
1	Political Theory: An Introduction	8	4
2	Freedom	10	12
3	Equality	12	
4	Social Justice	12	6
5	Rights	14	4
6	Citizenship	12	8
7	Nationalism	15	
8	Secularism	16	6
<b>No. of periods &amp; marks allotted for Political Theory</b>		<b>99</b>	<b>40</b>
<b>Total</b>		<b>211</b>	<b>80</b>

## CLASS XI COURSE CONTENT

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies
<b>PART A-INDIAN CONSTITUTION AT WORK</b>			
<p style="text-align: center;"><b>1</b></p> <p><b>Constitution: Why and How?</b></p> <p>a) Why do we need a Constitution?</p> <ul style="list-style-type: none"> <li>Constitution allows coordination and assurance</li> <li>Specification of decision-making powers</li> <li>Limitations on the powers of government</li> <li>Aspirations and goals of a society</li> <li>Fundamental identity of a people</li> </ul> <p>b) The authority of a Constitution</p> <ul style="list-style-type: none"> <li>Mode of promulgation</li> <li>The substantive provisions of a constitution</li> <li>Balanced institutional design</li> </ul>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Key aspects of the working of the Constitution.</li> <li>Various Institutions of the government in the country and their relationship with each other.</li> <li>Conditions and circumstances in which the Constitution of India was made.</li> <li>Key features of the Indian Constitution and other Constitutions of the world.</li> </ul>	<p>Comparative Analysis: <i>Different constitutions</i></p> <p>Reading of the Preamble</p> <p>Group Discussions and Debates: <i>What happens in an organization in the absence of a set of rules and regulations to run it?</i></p> <p><i>How far our National Movement influenced the framing of our Constitution?</i></p> <p>Timeline/Flowchart</p> <p>Question strategy</p> <p>Quiz</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Appreciate the need for a Constitution.</li> <li>Understand the historical processes and the circumstances in which the Indian Constitution was drafted.</li> <li>Critically evaluate how constitutions, govern the distribution of power in society.</li> <li>Analyze the ways in which the provisions of the Constitution have worked in real political life.</li> </ul>

c) How was the Indian Constitution made? <ul style="list-style-type: none"> <li>• Composition of the Constituent Assembly</li> <li>• Procedures</li> <li>• Inheritance of the nationalist movement</li> <li>• Institutional arrangements</li> </ul> d) Provisions adapted from Constitutions of different countries			
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b><u>Rights in the Indian Constitution</u></b></p> a) The importance of rights <ul style="list-style-type: none"> <li>• Bill of Rights</li> </ul> b) Fundamental rights in the Indian Constitution <ul style="list-style-type: none"> <li>• Right to Equality</li> <li>• Right to Freedom</li> <li>• Right against Exploitation</li> <li>• Right to Freedom of Religion</li> <li>• Cultural and Educational Rights</li> <li>• Right to Constitutional Remedies</li> </ul> c) Directive principles of state policy	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Fundamental Rights enshrined in the Constitution of India</li> <li>• Manner of protection of rights</li> <li>• Role of the Judiciary in protecting and interpreting these rights</li> <li>• Comparison between Fundamental Rights and the Directive Principles of State Policy.</li> </ul>	Discussion: <i>Rights, the type of rights, why some rights are considered as fundamental?</i>  Lecture method  Comparative analysis: <i>Rights guaranteed in India and other countries</i>  Brain storming: <i>Whether directive principles should take precedence over fundamental rights?</i>  Drama production	<p><b>After completion of the chapter students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyze the working of the Constitution in real life</li> <li>• Learn to respect others, think critically, and make informed decisions</li> <li>• Identify violations of the rights to equality and freedom in the society around them</li> </ul>
<ul style="list-style-type: none"> <li>• what do the directive principles contain?</li> </ul> d) Relationship between fundamental rights and directive principles		Collage-Making: <i>Violations of rights</i>	<ul style="list-style-type: none"> <li>• Justify the need for reasonable restrictions on the rights guaranteed.</li> <li>• Use freedom of expression to advocate for ensuring rights is given to people around them.</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b><u>Election and Representation</u></b></p> a) Elections and democracy b) Election system in India <ul style="list-style-type: none"> <li>• First Past the Post System</li> <li>• Proportional Representation</li> </ul> c) Why did India adopt the FPTP system?  d) Reservation of constituencies  e) Free and fair elections <ul style="list-style-type: none"> <li>• Universal franchise and right to contest</li> <li>• Independent Election Commission</li> </ul> f) Electoral Reforms	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Election process in India</li> <li>• Structure and functions of the Election Commission of India</li> <li>• Rationale of Free and Fair elections.</li> <li>• Need for electoral reforms.</li> </ul>	Conducting mock elections  Comparative analysis: <i>Election processes of different countries</i>  Reflecting on cartoons/ caricatures  Group discussion: <i>Challenges and reforms</i>  Reflective inquiry: Recapitulating known facts	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify different types and methods of election</li> <li>• Develop critical thinking about the role of various stakeholders in ensuring free and fair elections.</li> <li>• Demonstrate the innate role played by Election Commission</li> <li>• Compare election systems of different countries of the world.</li> </ul>

<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b><u>Executive</u></b></p> <p>a) What is an executive?                      b) What are the different types of executives?                      c) Parliamentary executive in India</p> <ul style="list-style-type: none"> <li>• Power and position of President</li> <li>• Discretionary Powers of the President</li> </ul> <p>d) Prime Minister and Council of ministers                      e) Permanent Executive: Bureaucracy</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Meaning of Executive</li> <li>• Distinction between Parliamentary and Presidential forms of Executive</li> <li>• Power and position of the President of India.</li> <li>• Composition, powers and functioning of the Council of Ministers and the importance of the Prime Minister</li> <li>• Importance and functioning of the administrative machinery.</li> </ul>	<p>Comparative Analysis: <i>Different forms of Executive</i></p> <p>Interpretation of Cartoons/ caricatures</p> <p>Discussion and Debate: <i>Powers and functions of the Real and Nominal Executive</i></p> <p>Quiz</p>	<p><b>After completion of the chapter the student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize the meaning of Executive.</li> <li>• Compare and contrast the Parliamentary and Presidential Executive.</li> <li>• Analyze the composition and functioning of the executive.</li> <li>• Know the significance of the administrative machinery.</li> </ul>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b><u>Legislature</u></b></p> <p>a) Why do we need a parliament?                      b) Why do we need two houses of parliament?</p> <ul style="list-style-type: none"> <li>• Rajya Sabha</li> <li>• Lok Sabha</li> </ul> <p>c) What does the parliament do?                      • Powers of Rajya Sabha</p>	<p><b>Familiarize the students with the:</b></p> <ul style="list-style-type: none"> <li>• Importance of Legislature.</li> <li>• Types of Legislatures- Unicameral and Bicameral.</li> <li>• Powers and functions of the Indian Parliament</li> </ul>	<p>Comparative Analysis: <i>Powers and functions of Lok Sabha and Rajya Sabha</i></p> <p>Passing of a Bill-Class activity/Mock Parliament</p> <p>Map activity: <i>Identification of states with bicameral legislatures</i></p> <p>Cartoon Interpretation</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the law-making process in India.</li> <li>• Differentiate between the powers and functions of Lok Sabha and Rajya Sabha.</li> </ul>
<ul style="list-style-type: none"> <li>• Special Powers of Rajya Sabha</li> </ul> <p>d) How does the parliament make laws?                      e) How does the parliament control the executive?                      f) What do the committees of parliament do?                      g) How does the parliament regulate itself?</p>	<ul style="list-style-type: none"> <li>• Law-making process and the different types of bills in India</li> <li>• Instruments of parliamentary control over the executive.</li> <li>• Composition, powers and functions of the Lok Sabha and Rajya Sabha.</li> </ul>		<ul style="list-style-type: none"> <li>• Examine the parliamentary control over the Executive.</li> <li>• Analyze the role of Parliamentary committees for the success of Indian democracy.</li> </ul>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b><u>Judiciary</u></b></p> <p>a) Why do we need an independent judiciary?                      • Independence of Judiciary                      • Appointment of Judges                      • Removal of Judges</p> <p>b) Structure of the Judiciary</p> <p>c) Jurisdiction of supreme Court                      • Original Jurisdiction                      • Writ Jurisdiction                      • Appellate Jurisdiction                      • Advisory Jurisdiction</p> <p>d) Judicial Activism                      e) Judiciary and Rights                      f) Judiciary and Parliament</p>	<p><b>Familiarize the students with the:</b></p> <ul style="list-style-type: none"> <li>• Need of an independent Judiciary.</li> <li>• Different jurisdictions of the Supreme Court</li> <li>• Distinction between Judicial Activism, Judicial Review and Judicial Over-reach</li> <li>• Conflicts between Judiciary and Parliament.</li> </ul>	<p>Constructivist approach: <i>The importance of India's Judicial System.</i></p> <p>Moot Courts</p> <p>Discussion: <i>Enhancing assertiveness of the Indian Judiciary.</i></p> <p>Debates: <i>How far separation of Powers is practiced?</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the different aspects which makes the Judiciary independent</li> <li>• Compare and contrast the different jurisdictions</li> <li>• Analyze the reasons why Judiciary has become proactive.</li> <li>• Examine the reasons for the conflicts between the judiciary and parliament with respect to Constitutional Amendments.</li> </ul>

<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b><u>Federalism</u></b></p> <p>a) What is Federalism?                      b) Federalism in the Indian Constitution</p> <ul style="list-style-type: none"> <li>• Division of Powers</li> </ul> <p>c) Federalism with a strong central government</p> <p>d) Conflicts in India's federal system</p> <ul style="list-style-type: none"> <li>• Centre-State Relations</li> <li>• Demands for Autonomy</li> <li>• Role of Governors and President's Rule</li> <li>• Demands for New States</li> <li>• Interstate Conflicts</li> </ul> <p>e) Special provisions</p> <ul style="list-style-type: none"> <li>• Jammu and Kashmir</li> </ul>	<p><b>Familiarize the students with the:</b></p> <ul style="list-style-type: none"> <li>• Key ideas &amp; basic concepts of federalism.</li> <li>• Provisions of the Indian Constitution regarding federalism.</li> <li>• Need to have a strong central government in India owing to its diversity and size.</li> <li>• Issues involving relations between Centre and States.</li> </ul>	<p>Cartoon interpretation</p> <p>Textual reading</p> <p>Group Discussion/Debate: <i>Prevailing issues in Centre-state relations.</i></p> <p>Map activity</p>	<p><b>After completion of the chapter Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the basic features of a federation.</li> <li>• Identify the different levels of the government &amp; subjects on which the union and state governments can make laws.</li> <li>• Discuss the various constitutional provisions that led to a strong Centre in India.</li> </ul>
<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;"><b><u>Local Governments</u></b></p> <p>a) Why local governments?                      b) Growth of Local Government in India</p> <ul style="list-style-type: none"> <li>• Local Governments in Independent India</li> </ul> <p>c) 73rd and 74th amendments                      d) 73rd Amendment</p> <ul style="list-style-type: none"> <li>• Three Tier Structure</li> </ul>	<p><b>Familiarize the students with the:</b></p> <ul style="list-style-type: none"> <li>• Importance and need for local government.</li> <li>• Functions and responsibilities of local government bodies</li> <li>• Significance of the 73rd and 74th Amendments</li> </ul>	<p>Recapitulation of definitions</p> <p>Timeline: <i>Depicting the emergence of local government.</i></p> <p>Flowcharts: <i>On the structural arrangement of Panchayati Raj.</i></p> <p>Concept maps: <i>The functions of local government bodies at the rural and urban level</i></p>	<p><b>After completion of the chapter, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the Panchayati Raj system of local government in India, its emergence and significance</li> <li>• Identify the objectives, functions and sources of income of rural and urban local government</li> </ul>
<p>• Elections</p> <p>• Reservations</p> <p>• Transfer of Subjects</p> <p>• State Election Commissioners</p> <p>• State Finance Commission</p> <p>e) 74th Amendment                      f) Implementation of 73rd and 74th Amendments</p>	<p>• Merits and demerits of decentralization</p> <p>• Challenges faced by local government bodies</p>	<p>Group presentation: Amendments</p> <p>Debate/group discussion: <i>The merits and demerits of decentralization</i></p>	<p>bodies</p> <ul style="list-style-type: none"> <li>• Justify the significance of 73rd and 74th constitutional amendments</li> <li>• Acknowledge and examine the significance of decentralization</li> <li>• Introspect and realize the need to empower local government bodies</li> </ul>
<p style="text-align: center;"><b>9</b></p> <p style="text-align: center;"><b><u>Constitution as a Living Document</u></b></p> <p>a) Are constitutions static?                      b) How to amend the constitution?                      c) Why have there been so many amendments?                      d) Contents of amendments made so far</p> <ul style="list-style-type: none"> <li>• Differing Interpretations</li> <li>• Amendments through Political Consensus</li> <li>• Controversial Amendments</li> </ul>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Working of the Indian Constitution</li> <li>• Response of the Indian Constitution to the changing circumstances</li> <li>• Process of amending the Indian Constitution</li> <li>• Different types of amendments</li> </ul>	<p>Brainstorming: <i>To assess the achievements and drawbacks of our Constitution</i></p> <p>Debate: <i>Should the Judiciary have the power to determine the validity of amendments?</i></p> <p>Discussion: <i>Are the amendments in the Constitution as per the needs and circumstances or guided by the whims and fancies of the ruling party?</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyze the working of the Constitution.</li> <li>• Know the various amendments that have taken place and the controversies raised.</li> <li>• Appreciate why the Constitution is called a Living Document.</li> </ul>

e) Basic structure and evolution of the constitution f) Constitution as a Living Document <ul style="list-style-type: none"> <li>Contribution of the Judiciary</li> <li>Maturity of the Political Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Role of the Judiciary in protecting and interpreting the Constitution</li> </ul>		
<p style="text-align: center;"><b>10</b></p> <p style="text-align: center;"><b><u>The Philosophy of the Constitution</u></b></p> a) What is meant by philosophy of the constitution? <ul style="list-style-type: none"> <li>Constitution as Means of Democratic Transformation</li> </ul> b) Why do we need to go back to the Constituent Assembly? c) What is the political philosophy of our constitution? <ul style="list-style-type: none"> <li>Individual freedom</li> <li>Social Justice</li> <li>Respect for diversity and minority rights</li> <li>Secularism</li> </ul>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Meaning and need for a political philosophy approach to the Constitution.</li> <li>Intentions and concerns of those who framed the Constitution.</li> <li>Philosophy of Indian Constitution.</li> <li>Strengths and limitations of the Constitution.</li> </ul>	Group discussion: <i>Guiding philosophy of the Indian Constitution</i>  Question Strategy  Quiz  Reading the work of Great thinkers	<p><b>At the completion of the chapter, students will be able to:</b></p> <ul style="list-style-type: none"> <li>Appreciate the philosophical vision of our Constitution.</li> <li>Recognize the core features of the Indian Constitution.</li> <li>Evaluate the strengths and limitations of the Constitution.</li> </ul>
<ul style="list-style-type: none"> <li>Universal franchise</li> <li>Federalism</li> <li>National identity</li> </ul> d) Procedural Achievements e) Criticisms f) Limitations			
<b>PART B- POLITICAL THEORY</b>			
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b><u>Political Theory: An Introduction</u></b></p> a) What is politics? b) What do we study in political theory? c) Putting Political theory into practice d) Why should we study political theory?	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Meaning and importance of political theory in Political Science.</li> <li>Various political concepts</li> <li>Contribution of Political Thinkers</li> <li>Basic questions:                         <ol style="list-style-type: none"> <li>How should society be organized?</li> <li>Why do we need a government?</li> </ol> </li> </ul>	Collecting political cartoons from various newspapers and magazines and discussing the issues raised  Reading the works of great thinkers  Quiz	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Define the term politics and identify various political principles.</li> <li>Explain the innate ideas of various Political theories.</li> <li>Appreciate the contribution of Political Thinkers (example: Jean Jacques Rousseau).</li> </ul>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b><u>Freedom</u></b></p> a) The Ideal of freedom	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Struggle of Nelson Mandela and Aung San Suu Kyi against the unjust Political System.</li> </ul>	Discussion: <i>Individual freedom</i>  Debate: <i>Does dress code curtail individual freedom?</i>  Comparative Analysis: <i>Negative and positive liberty</i>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Appreciate the ideal of freedom.</li> </ul>

b) The sources of Constraints-Why do we need constraints? c) The Harm Principle d) Negative and Positive liberty	<ul style="list-style-type: none"> <li>• Concept of 'Freedom'.</li> <li>• Sources of Constraints and need for Constraints</li> <li>• Importance of freedom for Individuals and the society in general.</li> <li>• Differentiate between the Negative and Positive liberty.</li> <li>• Harm Principle as advocated by J.S Mill</li> </ul>	Examine current case studies related to the topic.  Quiz	<ul style="list-style-type: none"> <li>• Critically evaluate the dimensions of negative and positive liberty.</li> <li>• Demonstrate spirit of enquiry</li> <li>• Explain the ideas introduced by J.S. Mill in Harm Principle.</li> <li>• Assess the possible limitations on freedom resulting from the social and economic structures of society.</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b><u>Equality</u></b></p> a) Why does equality matter? <ul style="list-style-type: none"> <li>• Equality of opportunities</li> <li>• Natural and Social Inequalities</li> </ul> b) Three dimensions of equality c) Feminism, Socialism d) How can we promote equality?	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Concept of Equality.</li> <li>• Different dimensions of equality—political, economic, and social</li> <li>• Various ideologies of Socialism, Marxism, Liberalism and Feminism.</li> <li>• Different methods to promote equality.</li> </ul>	Discussion and debate: <i>Promotion of equality</i>  Reading the works of great thinkers.  Reflective Enquiry and Recapitulation  Skit on Equality  Role play	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the moral and political ideals of equality.</li> <li>• Assess how equality is perceived through different ideologies</li> <li>• Recognize the means and methods to promote equality.</li> </ul>
			<ul style="list-style-type: none"> <li>• Evaluate the possible solutions to minimize inequality.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b><u>Social Justice</u></b></p> a) What is Justice? <ul style="list-style-type: none"> <li>• Equal Treatment for Equals</li> <li>• Proportionate Justice</li> <li>• Recognition of Special Needs</li> </ul> b) Just distribution c) John Rawls Theory of Justice d) Pursuing Social Justice e) Free Markets versus State Intervention	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Meaning of Justice</li> <li>• Principles of justice followed in different societies</li> <li>• Concept of distributive and proportionate justice</li> <li>• Arguments of John Rawls 'on fair and just society.</li> <li>• Advantages and limitations of free market</li> </ul>	Debate: <i>Free Markets versus State Intervention</i>  Quiz  Comparative Analysis: <i>Dimensions of justice</i>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Classify the different dimensions of justice.</li> <li>• Appreciate the measures taken by the government of India to secure social justice.</li> <li>• Enlist the basic minimum requirements of people for living a healthy and productive life.</li> <li>• State John Rawls' theory of veil of ignorance.</li> </ul>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b><u>Rights</u></b></p> a) What are Rights? b) Where do rights come from? c) Legal rights and the state d) Kinds of rights e) Rights and responsibilities	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Definition and significance of rights.</li> <li>• Rights as guaranteed to all the citizens</li> </ul>	Discussion: <i>Importance of rights</i>  Collaborative Learning- <i>Assigning task for acquiring information on different types of rights.</i>  Comparative analysis: <i>Different type of rights</i>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define rights</li> <li>• Identify the need for rights and its importance to mankind.</li> </ul>

	<ul style="list-style-type: none"> <li>Importance of Human Rights</li> <li>Different kinds of rights- Political, Civil, Socio-Economic, Cultural and Educational.</li> </ul>		<ul style="list-style-type: none"> <li>Explain why rights need to be sanctioned by law.</li> <li>Describe the features of different kinds of rights.</li> </ul>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b><u>Citizenship</u></b></p> <p>a) Introduction b) Full and equal membership c) Equal Rights d) Citizen and Nation e) Universal Citizenship f) Global Citizenship</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Debates associated with citizenship</li> <li>Relationship between the citizen and the nation; and different criteria of citizenship adopted by various countries.</li> <li>Issues about refugees or illegal migrants</li> <li>Concept of Global Citizenship</li> </ul>	<p>Discussion: <i>Norms of granting citizenship put forth by different countries</i></p> <p>Debate: <i>Should India grant dual citizenship?</i></p> <p>Interpretation of newspaper articles</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain the meaning of citizenship.</li> <li>Contribute to meaningful discussion on ways of granting citizenship.</li> <li>Discuss the probable solutions or alternatives to solve citizenship issue.</li> <li>Analyze the problems to be surmounted to strengthen links between the people and governments</li> </ul>
<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b><u>Nationalism</u></b></p> <p>a) Introducing Nationalism</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Emergence and phases of nationalism</li> </ul>	<p>Recapitulation of definitions.</p> <p>Group interaction: <i>The factors that help in creating the sense of</i></p>	<p><b>After completion of the chapter, students will be able to:</b></p>
<p>b) Nations and Nationalism</p> <ul style="list-style-type: none"> <li>Shared Beliefs</li> <li>History</li> <li>Shared National Identity</li> </ul> <p>c) National self-determination d) Nationalism and Pluralism</p>	<ul style="list-style-type: none"> <li>Distinction between state, nation, and nationalism</li> <li>Concept of National self-determination</li> <li>Difference between Nationalism and Pluralism</li> </ul>	<p><i>collective identity</i></p> <p>Textual explanation</p> <p>Debate: <i>Can identity claims lead to social divisions or will it strengthen and recognize multiple identities?</i></p>	<ul style="list-style-type: none"> <li>Understand the concepts of nation and nationalism</li> <li>Assess the strengths and limitations of nationalism.</li> <li>Identify and build an understanding on the factors related to creation of collective identities</li> <li>Examine the concept of national self-determination</li> <li>Acknowledge the need to make nations more democratic and inclusive</li> </ul>
<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;"><b><u>Secularism</u></b></p> <p>a) What is Secularism?  <ul style="list-style-type: none"> <li>Inter-religious Domination</li> <li>Intra-religious Domination</li> </ul>                     b) Secular State                      c) The western model of secularism                      d) The Indian model of secularism</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Meaning of Secularism</li> <li>Inter-religious and Intra-Religious Domination.</li> <li>Characteristics of a Secular State</li> </ul>	<p>Discussion and Debate: <i>On Indian Secularism</i></p> <p>Inquiry based learning</p> <p>Comparative Study: <i>The Western model and the Indian model of secularism.</i></p>	<p><b>After completion of the chapter, student will be able to:</b></p> <ul style="list-style-type: none"> <li>Define Secularism.</li> <li>Differentiate between Inter-religious and Intra-Religious Domination.</li> </ul>

<p>e) Criticisms of Indian secularism</p> <ul style="list-style-type: none"> <li>• Western Import</li> <li>• Minoritism</li> <li>• Interventionist</li> <li>• Vote Bank Politics</li> </ul>	<ul style="list-style-type: none"> <li>• Western and Indian Model of Secularism.</li> <li>• Limitations of Indian Secularism</li> </ul>		<ul style="list-style-type: none"> <li>• Recognize the concept of a Secular State.</li> <li>• Compare Western and Indian Model of Secularism.</li> <li>• Make an appraisal of Indian Secularism.</li> </ul>
---	---	--	---

**Prescribed Textbooks:**

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

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

# POLITICAL SCIENCE (142)

## CLASS XII

### SYLLABUS (2024-25)

Chapter No.	Chapter Name	No. of Periods	Marks Allotted
<b>PART A-CONTEMPORARY WORLD POLITICS</b>			
1	The End of Bipolarity	15	6
2	Contemporary Centres of Power	18	6
3	Contemporary South Asia	18	6
4	International Organizations	10	6
5	Security in the Contemporary World	10	6
6	Environment and Natural Resources	12	6
7	Globalisation	12	4
	Total	<b>95</b>	<b>40</b>
<b>PART B-POLITICS IN INDIA SINCE INDEPENDENCE</b>			
1	Challenges of Nation-Building	16	6
2	Era of One-Party Dominance	8	4
3	Politics of Planned Development	12	2
4	India's External Relations	20	6
5	Challenges to and Restoration of the Congress System	12	4
6	The Crisis of Democratic Order	15	4
7	Regional Aspirations	15	6
8	Recent Developments in Indian Politics	20	8
		<b>118</b>	<b>40</b>
	<b>TOTAL</b>	<b>213</b>	<b>80</b>

#### CLASS XII COURSE CONTENT

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies
<b>PART A-CONTEMPORARY WORLD POLITICS</b>			
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b><u>The End of Bipolarity</u></b></p> <p>Topics to be focused:</p> <p>a) The Soviet System</p> <p>b) Gorbachev and the disintegration</p> <p>c) Causes and Consequences of disintegration of Soviet Union</p> <p>d) Shock Therapy and its Consequences</p> <p>e) New entities in world politics</p> <ul style="list-style-type: none"> <li>• Russia</li> <li>• Balkan States</li> <li>• Central Asian States</li> </ul> <p>f) India's relations with Russia and other post-communist countries</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Historical facts and processes of formation of Soviet Union.</li> <li>• Causes and consequences of the Disintegration of the Soviet Union</li> <li>• Shock Therapy and its consequences.</li> <li>• Tensions and Conflicts which occurred in the former Soviet Republics.</li> <li>• Relationship between India and the post-communist countries</li> </ul>	<p>Group Discussion: <i>Causes and consequences of disintegration of USSR</i></p> <p>Documentaries-<i>Past &amp; present situations in USSR/Post Soviet Republics</i></p> <p>Analysis of relevant newspaper articles</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the basic features of the Soviet System.</li> <li>• Discuss the background and outcome of disintegration of the Soviet Union.</li> <li>• Examine the consequences of unipolar world</li> <li>• Assess the features of Shock Therapy</li> <li>• Probe into the recent happenings in the Post-Communist Countries.</li> <li>• Trace the developments between India&amp; Russia</li> </ul>

<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b><u>Contemporary Centres of Power</u></b></p> <p>Topics to be focused:</p> <p>a) European Union b) Association of Southeast Asian Nations c) Rise of China as an economic power d) Japan and South Korea as emerging powers</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Alternative centres of power.</li> <li>European Union and ASEAN as alternative centres of power.</li> <li>Economic rise of China and its impact on world politics.</li> <li>Relations of India with China.</li> </ul>	<p>Discussion: <i>Importance on regional organisations</i></p> <p>Comparative study: Economic growth of China, Japan and South Korea.</p> <p>Use of timeline</p> <p>Inquiry based learning</p> <p>Map activity</p> <p>Interpretation of cartoons/ Pictures/ Newspaper clippings</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast the importance of European Union and ASEAN.</li> <li>Evaluate the extent of rise of Chinese economy and its impact on world politics.</li> <li>Summarize India's relations with China.</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b><u>Contemporary South Asia</u></b></p> <p>Topics to be focused:</p> <p>a) Military and Democracy in Pakistan and Bangladesh b) Monarchy and Democracy in Nepal c) Ethnic Conflict and Democracy in Sri Lanka d) India-Pakistan Conflicts e) India and its Neighbours f) Peace and Cooperation</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>South Asian region.</li> <li>Nature of Political systems in the countries of the region.</li> <li>Reasons that contributed to Pakistan's failure in building a stable democracy.</li> <li>Factors that led to struggle for democracy in Bangladesh.</li> <li>Developments leading to the transition from Monarchy to a</li> </ul>	<p>Map activity</p> <p>Comparative Analysis: <i>Political systems of South Asian countries</i></p> <p>Use of Historical data</p> <p>Interpretation of cartoons/Pictures /Newspaper clippings</p> <p>Discussion: <i>Current economic crisis in Sri Lanka and Pakistan</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify &amp; locate the seven countries of the South Asian region.</li> <li>Appreciate the mixed record of democracy in the South Asian region.</li> <li>Examine the role of Political leaders</li> <li>Reflect upon the causes of</li> </ul>
	<p>Democracy in Nepal.</p> <ul style="list-style-type: none"> <li>Continuation of democracy since independence despite serious ethnic conflict in Sri Lanka</li> <li>Relations between India and its neighbours</li> <li>Importance of regional cooperation in South Asia</li> <li>Role of big powers like USA and China in the South Asian region.</li> </ul>	<p>Quiz</p>	<p>movements in this region.</p> <ul style="list-style-type: none"> <li>Justify the creation of SAARC</li> <li>Understand the involvement of US and China in South Asia.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b><u>International Organizations</u></b></p> <p>Topics to be focused:</p> <p>a) Meaning and importance of International Organisations b) Evolution of the UN c) Structure and function of International Organisations d) Principal Organs of UN e) Reform of the UN after Cold War f) Reform of Structures, Processes and Jurisdiction of the UN g) India and the UN Reforms</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Important events in World History</li> <li>Need for formation of International Organizations</li> <li>Functioning of International Organizations</li> <li>Organs and agencies of the United Nations</li> <li>Need for reforms in the changing world</li> <li>United Nations in a unipolar world</li> </ul>	<p>Discussion and debate: <i>Necessary reforms of the UN</i></p> <p>Interpretation of cartoons /Newspaper clippings</p> <p>Quiz</p> <p>Model United Nations</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Define International Organization</li> <li>Appreciate the role of United Nations and its agencies</li> <li>Reflect on the events taking place in the post-cold war era</li> <li>Understand the need for reforms in the United Nations</li> </ul>

h) Key Agencies: IMF, World Bank, WTO, ILO, IAEA. i) NGO: Amnesty International, Human Rights Watch. j) Implications and Future of International Organizations			
<b>5</b> <b><u>Security in the Contemporary World</u></b>  Topics to be focused: a) Meaning and Type of Security. b) Traditional concept of security c) Non-tradition notions of Security. d) New Sources of Threats e) Cooperative Security f) India's Security strategy	<b>Familiarize students with the:</b> <ul style="list-style-type: none"> <li>• Meaning, nature and types of security</li> <li>• External and Internal notions of security</li> <li>• Emerging challenges of new Threats-Human rights, terrorism, migration, health, epidemics</li> <li>• Need for Cooperative security</li> <li>• Components of India's security strategy</li> </ul>	Discussions and debates: <i>New sources of threat</i>  Comparative analysis: <i>Security concerns of different countries</i>  Interpretation of cartoons/Pictures  Collaborative concept mapping: <i>India's initiatives and policies towards security.</i>	<b>After completion of the chapter, Students will be able to:</b> <ul style="list-style-type: none"> <li>• Recognize the causes of security threats</li> <li>• Enhance analytical skills to provide solutions to security concerns.</li> <li>• Develop critical thinking about the role of various stakeholders in ensuring security today.</li> </ul>
<b>6</b> <b><u>Environment and Natural Resources</u></b>  Topics to be focused: a) Environmental Concerns b) Global Commons c) Common but differentiated Responsibilities d) India's Stand on Environment Issues e) Environmental Movements	<b>Familiarize students with the:</b> <ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• Global commons</li> <li>• Responsibilities of developed and developing countries towards the conservation of the environment</li> <li>• Efforts taken by India at resource conservation and sustainable development</li> </ul>	Presentation: Environmental issues  Recapitulation  Debate and discussion: <i>Indigenous communities of the world and their concerns</i>  Newspaper activity to inculcate concern, awareness and	<b>After completion of the chapter, Students will be able to:</b> <ul style="list-style-type: none"> <li>• Enlist and explain the facts related to global environmental issues</li> <li>• Recognize and understand the need to conserve critical resources</li> <li>• Demonstrate knowledge</li> </ul>
f) Resource Geopolitics g) Rights of Indigenous peoples	<ul style="list-style-type: none"> <li>• Need to conserve critical resources like oil and water</li> <li>• Environmental movements</li> <li>• Concerns of indigenous communities, the role of governments and international organizations in protecting their rights.</li> </ul>	environmental morality	and appreciation towards India's responsibility in protecting environment <ul style="list-style-type: none"> <li>• Realize the need to conserve resources and exhibit responsibility towards prudent use to facilitate sustainable development</li> <li>• Know about the nature of concerns of indigenous communities and understand how the governments of different countries respond to their plea</li> </ul>
<b>7</b> <b><u>Globalisation</u></b>  Topics to be focused: a) Concept of globalisation b) Causes and Consequences of globalisation c) India and globalization d) Resistance to globalization e) India and resistance to globalisation	<b>Familiarize students with the:</b> <ul style="list-style-type: none"> <li>• Concept of Globalisation.</li> <li>• Causes of Globalisation.</li> <li>• Political, economic, and cultural consequences of Globalisation.</li> <li>• Impact of Globalisation on India.</li> <li>• Resistance to globalisation and its future course.</li> </ul>	Group discussion: <i>Positive and negative impact of globalization.</i>  Interpretation of Cartoons  Question strategy	<b>After completion of the chapter, Students will be able to:</b> <ul style="list-style-type: none"> <li>• Appreciate the significance of Globalization</li> <li>• Elucidate the political, economic, and cultural dimensions of Globalisation.</li> <li>• Critically evaluate the impact of globalisation on India.</li> </ul>

			<ul style="list-style-type: none"> <li>Draw attention to resistance movements to Globalisation and envisage its future trends.</li> </ul>
<b>PART B-POLITICS IN INDIA SINCE INDEPENDENCE</b>			
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b><u>Challenges of Nation Building</u></b></p> <p>Topics to be focused:</p> <p>a) Challenges for the new Nation.</p> <ul style="list-style-type: none"> <li>Three Challenges.</li> </ul> <p>b) Partition: Displacement and Rehabilitation.</p> <ul style="list-style-type: none"> <li>Consequences of Partition.</li> </ul> <p>c) Integration of Princely States.</p> <ul style="list-style-type: none"> <li>The problem</li> <li>Government's approach</li> <li>Hyderabad</li> <li>Manipur</li> </ul> <p>d) Reorganisation of States.</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Nature and challenges of Nation building</li> <li>Causes and consequences of Partition of India.</li> <li>Process of integration of princely states</li> <li>Important role of Sardar Vallabhai Patel in the integration of princely states</li> <li>Reorganisation of states</li> </ul>	<p>Documentaries</p> <p>Discussion: <i>Causes and consequences of Partition</i></p> <p>Live Experiences-<i>Meeting People who lived through this period.</i></p> <p>Cartoon Interpretation</p> <p>Map Activity</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse the challenges which Independent India faced.</li> <li>Describe the factors that led to the partition of India.</li> <li>Explain the circumstances under which different princely states signed the Instrument of Accession.</li> <li>Assess how language became the basis of reorganisation of the states.</li> <li>Evaluate the role played by leaders in Nation Building.</li> </ul>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b><u>Era of One-Party Dominance</u></b></p> <p>Topics to be focussed:</p> <p>a) Challenge of building democracy.</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Challenge of establishing democracy in India.</li> <li>Process of ensuring free and fair Elections.</li> </ul>	<p>Group Discussion: <i>Recent changes in the electoral process</i></p> <p>Comparative analysis: <i>Ideology of different political parties</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Appreciate the sustenance of democratic politics in the country.</li> </ul>
<p>b) Congress dominance in the first three general elections.</p> <ul style="list-style-type: none"> <li>Nature of Congress dominance</li> <li>Congress as social and ideological coalition.</li> <li>Tolerance and management of Factions</li> </ul> <p>c) Emergence of opposition parties.</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Nature and dominance of Congress party during the Post-Independence Period.</li> <li>Emergence and role of opposition parties</li> </ul>	<p>Maps/Cartoons</p> <p>Question strategy</p> <p>Quiz</p>	<ul style="list-style-type: none"> <li>Evaluate the electoral politics post-Independence</li> <li>Assess the dominance of the Indian National Congress from 1952 to 1967.</li> <li>Evaluate the role of Opposition parties</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b><u>Politics of Planned Development</u></b></p> <p>Topics to be focussed:</p> <p>a) Political contestation.</p> <ul style="list-style-type: none"> <li>Ideas of Development.</li> <li>Planning</li> <li>Planning Commission</li> </ul> <p>b) The Early Initiatives</p> <ul style="list-style-type: none"> <li>The First Five Year Plan.</li> <li>Rapid Industrialisation.</li> </ul>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>Nature of conflict in achieving the twin objectives of economic growth and socio-economic justice.</li> <li>Two models of development</li> <li>Design or plan of development.</li> <li>Emergence aims and objectives of the first two five-year plans.</li> <li>Replacement of Planning Commission by National Institution for Transforming India (NITI Aayog)</li> </ul>	<p>Debate and Discussion: <i>First three 5-year plans.</i></p> <p>Comparative analysis: <i>The Left and Right ideology.</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the varied option considered by the government to balance growth and socio-economic justice.</li> <li>Know the difference between Left and Right Ideology</li> <li>Understand the need for the formation of the Planning Commission.</li> <li>Appreciate the need for strategic long-term development programme and policies</li> </ul>

<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b><u>India's External Relations</u></b></p> <p>Topics to be focussed:</p> <p>a) International Context</p> <p>b) The Policy of Non-Alignment.</p> <ul style="list-style-type: none"> <li>• Nehru's role</li> <li>• Distance from two camps.</li> <li>• Afro Asian Unity</li> </ul> <p>c) Peace and conflict with China</p> <ul style="list-style-type: none"> <li>• The Chinese Invasion 1962</li> <li>• War and Peace with Pakistan</li> <li>• Bangladesh War 1971</li> </ul> <p>d) India's Nuclear Policy.</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Objectives and Principles of India's foreign policy</li> <li>• India's role as a founder of NAM and in forging Afro-Asian unity</li> <li>• Sino-Indian relationship – Pre and post 1962 invasion and its profound impact on Indian politics</li> <li>• India-Pakistan relationship since independence</li> <li>• Components of India's nuclear policy</li> <li>• Shifting alliances in World Politics</li> </ul>	<p>Presentation: <i>NAM founders, objectives, principles and its relevance in contemporary world politics</i></p> <p>Group discussion: <i>India's relations with China and Pakistan (past, present and future)</i></p> <p>Debate: <i>India's stand on shifting alliances</i></p> <p>Research and Report Writing</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise the significance of NAM</li> <li>• Interpret, compare and contrast multi-lateral aspects of Indo-China relationship</li> <li>• Demonstrate knowledge on Indo-Pak wars</li> <li>• Appreciate the steps taken by Indian government to develop military capacity</li> <li>• Reflect and introspect on the choices that the country must consider for the cause of development and peace building</li> </ul>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b><u>Challenges to and Restoration of the Congress System</u></b></p> <p>Topics to be focused:</p> <p>a) Challenge of Political Succession</p> <ul style="list-style-type: none"> <li>• From Nehru to Shastri</li> </ul>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Challenge of Political Succession after Nehru</li> <li>• Split in Congress and opposition unity</li> </ul>	<p>Use of timeline</p> <p>Comparative analysis: <i>Political Succession</i></p> <p>Group discussion: <i>Changing electoral performance of the</i></p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the challenges of political succession after Nehru.</li> <li>• Evaluate the opposition</li> </ul>
<ul style="list-style-type: none"> <li>• From Shastri to Indira Gandhi</li> </ul> <p>b) Fourth General Election 1967</p> <ul style="list-style-type: none"> <li>• Context of the Election.</li> <li>• Non Congressism</li> <li>• Electoral Verdict</li> <li>• Coalitions</li> <li>• Defections</li> </ul> <p>c) Split in the Congress</p> <ul style="list-style-type: none"> <li>• Indira vs the Syndicate</li> <li>• Presidential Election 1969</li> </ul> <p>d) The 1971 Election and Restoration of Congress</p> <ul style="list-style-type: none"> <li>• The outcome and after</li> <li>• Restoration?</li> </ul>	<ul style="list-style-type: none"> <li>• New Congress led by Indira Gandhi</li> <li>• Restoration of the Congress system.</li> </ul>	<p><i>congress</i></p> <p>Interpretation of cartoons</p> <p>Map Activity</p>	<p>unity and the Congress split as a challenge to Congress dominance.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the new Congress and the old Congress.</li> <li>• Summarize the initiatives taken by Indira Gandhi to overcome the challenges faced by her</li> <li>• Analyze the process of restoration of the Congress system</li> </ul>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b><u>The Crisis of Democratic Order</u></b></p> <p>Topics to be focused:</p> <p>a) Background Emergency. to</p> <ul style="list-style-type: none"> <li>• Economic Context.</li> <li>• Gujarat and Bihar Movements</li> <li>• Conflict with Judiciary</li> </ul> <p>b) Declaration of Emergency</p>	<p><b>Familiarize students with the:</b></p> <ul style="list-style-type: none"> <li>• Economic conditions before Emergency.</li> <li>• Gujarat and Bihar movements.</li> <li>• Conflict between Executive and Judiciary.</li> <li>• Consequences of</li> </ul>	<p>Group discussion: <i>Based on Newspaper articles and other media information with respect to emergency</i></p> <p>Quiz</p> <p>Cartoon Interpretation</p> <p>Map Activity</p>	<p><b>After completion of the chapter, Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the causes and consequences of Emergency</li> <li>• Examine the lessons of Emergency</li> <li>• Evaluate the rule of Janata</li> </ul>

<ul style="list-style-type: none"> <li>• Crisis and response</li> <li>• Consequences</li> </ul> c) Lessons of the Emergency. d) Politics after Emergency. <ul style="list-style-type: none"> <li>• Lok Sabha Elections 1977</li> <li>• Janata Government</li> <li>• Legacy</li> </ul>	Emergency. <ul style="list-style-type: none"> <li>• Lessons of Emergency.</li> <li>• Lok Sabha Elections-1977.</li> </ul>		Government
7 <u>Regional Aspirations</u> Topics to be focused: a) Region and the Nation <ul style="list-style-type: none"> <li>• Indian Approach</li> <li>• Areas of Tension</li> <li>• Jammu and Kashmir</li> <li>• Roots of the Problem</li> <li>• External and Internal disputes</li> <li>• Politics since 1948</li> <li>• Insurgency and After 2022 and Beyond</li> </ul> b) Punjab <ul style="list-style-type: none"> <li>• Political Context</li> <li>• Cycle of Violence</li> <li>• Road to Peace</li> </ul> c) The Northeast <ul style="list-style-type: none"> <li>• Demand for autonomy</li> <li>• Secessionist Movements</li> <li>• Movements against outsiders</li> <li>• Assam and National</li> </ul>	Familiarize students with the: <ul style="list-style-type: none"> <li>• Rise of regional aspirations and government's response</li> <li>• Underlying reasons for demands for regional autonomy</li> <li>• Success of Indian government in recognizing regionalism as a part and parcel of democratic politics.</li> </ul>	Group discussion:  <i>Demands of Autonomy in different parts of the country.</i>  Comparative analysis:  <i>Government's response to regional aspirations</i>  Quiz.	After completion of the chapter, Students will be able to: <ul style="list-style-type: none"> <li>• Discuss the implications of regional demands.</li> <li>• Analyse the importance of integrity in India.</li> <li>• Appreciate the initiatives taken by the government in dealing with regional aspirations</li> </ul>
Integration.  8 <u>Recent Developments in Indian Politics</u> Topics to be focused  a) Context of 1990s  b) Era of Coalition <ul style="list-style-type: none"> <li>• Alliance Politics</li> </ul> c) Political rise of the Backward Classes <ul style="list-style-type: none"> <li>• Mandal Implemented</li> <li>• Political Fallouts</li> </ul> d) Communalism, Secularism and Democracy. <ul style="list-style-type: none"> <li>• Ayodhya Dispute</li> <li>• Demolition and after</li> </ul> e) Emergence of New Consensus f) Lok Sabha Elections 2004 g) Growing Consensus	Familiarize students with the: <ul style="list-style-type: none"> <li>• Nature, trends and developments in Indian politics and its impact</li> <li>• Era of Coalitions-National Front, United Front, United Progressive Alliance, National Democratic Alliance</li> <li>• Implications of Coalition politics</li> <li>• Political Rise of Other Backward Classes</li> <li>• Decline of Congress system and rise of NDA led by Bhartiya Janta Party</li> <li>• Emergence of growing consensus</li> </ul>	Comparative analysis: <i>Different developments taking place in present scenario with that of twentieth century.</i>  Timeline  Interpretation of Cartoons/Caricatures  Quiz  Reflective Enquiry	After completion of the chapter, Students will be able to: <ul style="list-style-type: none"> <li>• Understand momentous changes taking place in the nation since 1989</li> <li>• Trace the rise and growth of BJP.</li> <li>• Identify the areas of growing consensus</li> </ul>

**Prescribed Books:**

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

**Note:**

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

**Links for NCERT Rationalised 2024-25 Political Science textbooks:**

1. <https://ncert.nic.in/textbook.php?leps1=ps-7>
2. <https://ncert.nic.in/textbook.php?leps2=ps-8>

## Question Paper Design Political Science Class XI-XII (2024-25)

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

**Note: Competency based questions for the examinations to be conducted in the academic year 2024-25 will be 50% in class XII.**

### QUESTION PAPER DESIGN

Book	Objective Type/ MCQ (1 Mark)	Short Answers Type I (2 Marks)	Short Answers Type II (4 Marks)	Passage /Map / Cartoon based (4 Marks)	Long Answers (6 Marks)	Total Marks
<b>Book 1</b> Contemporary World Politics	6	3	3	1(Passage)	2	40
<b>Book 2</b> Politics in India since Independence	6	3	2	2(Cartoon and Map)	2	40
<b>Project/Practical</b>						<b>20</b>
<b>Total No. of Marks and Questions</b>	<b>1x12=12</b>	<b>2x6=12</b>	<b>4x5=20</b>	<b>4x3=12</b>	<b>6x4=24</b>	<b>80+20=100</b>

➤ **Scheme of Options:**

- Question paper will be in five parts (A, B, C, D & E). There will be an internal choice in Part C (Short Answer Type II in one or two questions) and Part-E. (Long Answers in all the questions)
- In order to assess different mental abilities of learners, question paper is likely to include questions based on passages, visuals such as maps, cartoons. No factual question will be asked on the information given in the plus (+) boxes in the textbooks.
- Map question can be given from any lesson of Book 2(Politics in India since Independence); but weightage of lessons should remain unaltered.
- Cartoon and passage-based questions can be asked from either textbook, but weightage of lessons should be maintained.

**CLASS XI & XII**  
**GUIDELINES FOR PROJECT WORK**

**Project Work: 20 Marks****Rationale**

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

**Objectives of project work:**

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

**Role of the teacher:**

A teacher should:

- help each learner select the topic based on recently published extracts from the news media, government policies, RBI bulletin, NITI Aayog reports, IMF/World Bank reports etc., after detailed discussions and deliberations of the topic.
- play the role of a facilitator to support and monitor the project work of the learner through periodic discussions.
- guide the research work in terms of sources for the relevant data
- ensure that students understand the relevance and usage of primary evidence and other sources in their projects ensure that students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work

**Project overview:**

- The Project work will be implemented for 20 Marks.
- Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
- For class XII, the evaluation for 20 marks project work should be done jointly by the internal and external examiners and for class XI the evaluation can be done by the internal examiner.
- The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class or any contemporary issues.
- The project work can be culminated in the form of films, albums, songs, storytelling, debate, Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
- The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.

- Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.

#### Viva-Voce

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

The marks will be allocated under the following heads:

SL.NO.	COMPONENTS	MARKS ALLOTTED
1.	INTRODUCTION/OVERVIEW	2
2.	VARIETY OF CONTENTS	3
3.	PRESENTATION	3
4.	CONCLUSION	1
5.	BIBLIOGRAPHY	1
6.	VIVA-VOCE	10
	<b>TOTAL</b>	<b>20</b>

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

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

#### Suggested Topics

##### CLASS XI

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

##### CLASSXII

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

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

- Relationship between India and Russia
- Relationship between India and China
- Relationship between India and Pakistan
- Relationship between India and Bangladesh

7.ASEAN

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

# COMPUTER SCIENCE (160)

## CLASS XI

### SYLLABUS (2024-25)

#### 1. Learning Outcomes

Students should be able to:

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

#### 2. Distribution of Marks

Unit No.	Unit Name	Marks	Periods	
			Theory	Practical
1	Computer Systems and Organisation	10	10	10
2	Computational Thinking and Programming -1	45	80	60
3	Society, Law, and Ethics	15	20	—
	<b>Total</b>	<b>70</b>	<b>110</b>	<b>70</b>

#### 3. Unit wise Syllabus

##### Unit 1: Computer Systems and Organisation

- Basic computer organisation: Introduction to Computer System, hardware, software, input device, output device, CPU, memory (primary, cache and secondary), units of memory (bit, byte, KB, MB, GB, TB, PB)
- Types of software: System software (Operating systems, system utilities, device drivers), programming tools and language translators (assembler, compiler, and interpreter), application software
- Operating System(OS): functions of the operating system, OS user interface
- Boolean logic: NOT, AND, OR, NAND, NOR, XOR, NOT, truth tables and De Morgan's laws, Logic circuits
- Number System: Binary, Octal, Decimal and Hexadecimal number system;

- conversion between number systems
- Encoding Schemes: ASCII, ISCII, and Unicode (UTF8, UTF32)

## Unit 2: Computational Thinking and Programming - I

- Introduction to Problem-solving: Steps for Problem-solving (Analyzing the problem, developing an algorithm, coding, testing, and debugging), representation of algorithms using flowchart and pseudocode, decomposition
- Familiarization with the basics of Python programming: Introduction to Python, Features of Python, executing a simple “hello world” program, execution modes: interactive mode and script mode, Python character set, Python tokens( keyword, identifier, literal, operator, punctuator), variables, concept of l-value and r-value, use of comments
- Knowledge of data types: Number(integer, floating point,complex), boolean, sequence(string, list, tuple), None, Mapping(dictionary), mutable and immutable data types.
- Operators: arithmetic operators, relational operators, logical operators, assignment operators, augmented assignment operators, identity operators (is, is not), membership operators (in not in)
- Expressions, statement, type conversion, and input/output: precedence of operators, expression, evaluation of an expression, type-conversion (explicit and implicit conversion), accepting data as input from the console and displaying output.
- Errors- syntax errors, logical errors, and run-time errors
- Flow of Control: introduction, use of indentation, sequential flow, conditional and iterative flow
- Conditional statements: if, if-else, if-elif-else, flowcharts, simple programs: e.g.: absolute value, sort 3 numbers and divisibility of a number.
- Iterative Statement: for loop, range(), while loop, flowcharts, break and continue statements, nested loops, suggested programs: generating pattern, summation of series, finding the factorial of a positive number, etc.
- Strings: introduction, string operations (concatenation, repetition, membership and slicing), traversing a string using loops, built-in functions/methods—len(), capitalize(), title(), lower(), upper(), count(), find(), index(), endswith(), startswith(), isalnum(), isalpha(), isdigit(), islower(), isupper(), isspace(), lstrip(), rstrip(), strip(), replace(), join(), partition(), split()
- Lists: introduction, indexing, list operations (concatenation, repetition, membership and slicing), traversing a list using loops, built-in functions/methods—len(), list(), append(), extend(), insert(), count(), index(), remove(), pop(), reverse(), sort(), sorted(), min(), max(), sum(); nested lists, suggested programs: finding the maximum, minimum, mean of numeric values stored in a list; linear search on list of numbers and counting the frequency of elements in a list.
- Tuples: introduction, indexing, tuple operations (concatenation, repetition, membership and slicing); built-in functions/methods – len(), tuple(), count(), index(), sorted(), min(), max(), sum(); tuple assignment, nested tuple; suggested programs: finding the minimum, maximum, mean of values stored in a tuple; linear

search on a tuple of numbers, counting the frequency of elements in a tuple.

- Dictionary: introduction, accessing items in a dictionary using keys, mutability of a dictionary (adding a new term, modifying an existing item), traversing a dictionary, built-in functions/methods – len(), dict(), keys(), values(), items(), get(), update(), del, clear(), fromkeys(), copy(), pop(), popitem(), setdefault(), max(), min(), sorted()); Suggested programs: count the number of times a character appears in a given string using a dictionary, create a dictionary with names of employees, their salary and access them.
- Introduction to Python modules: Importing module using 'import <module>' and using from statement, importing math module (pi, e, sqrt(), ceil(), floor(), pow(), fabs(), sin(), cos(), tan()); random module (random(), randint(), randrange()), statistics module (mean(), median(), mode()).

### Unit 3: Society, Law and Ethics

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

### 4. Practical

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

## 5. Suggested Practical List

### Python Programming

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

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

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

## 6. Suggested Reading Material

- NCERT Textbook for Computer Science (Class XI)

# COMPUTER SCIENCE (160)

## CLASS XII

### SYLLABUS (2024-25)

#### 1. Prerequisites

Computer Science- Class XI

#### 2. Learning Outcomes

Student should be able to

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

#### 3. Distribution of Marks:

Unit No.	Unit Name	Marks	Periods	
			Theory	Practical
1	Computational Thinking and Programming – 2	40	70	50
2	Computer Networks	10	15	...
3	Database Management	20	25	20
	<b>Total</b>	<b>70</b>	<b>110</b>	<b>70</b>

#### 4. Unit wise Syllabus

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

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

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

## Unit 2: Computer Networks

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

## Unit 3: Database Management

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

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

### 5. Practical

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

### 6. Suggested Practical List:

#### Python Programming

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

## Database Management

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

## 7. Suggested Reading Material

- NCERT Textbook for COMPUTER SCIENCE (Class XII)

## 8. Project

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

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

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

# PSYCHOLOGY

## CLASS XI-XII

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

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

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

### Objectives:

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

# PSYCHOLOGY (147) CLASS XI (THEORY) SYLLABUS (2024-25)

Theory Paper

3 Hours  
Marks: 70

Units	Topics	No. of periods	Marks
I	What is Psychology?	22	11
II	Methods of Enquiry in Psychology	25	13
IV	Human Development	21	11
V	Sensory, Attentional and Perceptual Processes	15	8
VI	Learning	16	9
VII	Human Memory	15	8
VIII	Thinking	13	5
IX	Motivation and Emotion	13	5
	<b>Total</b>	<b>140</b>	<b>70</b>
	<b>Practical</b>	<b>60</b>	<b>30</b>
	<b>Grand Total</b>	<b>200</b>	<b>100</b>

## COURSE STRUCTURE

<b>Unit I</b>	<p><b>What is Psychology?</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. What is Psychology?               <ul style="list-style-type: none"> <li>• Psychology as a Discipline</li> <li>• Psychology as a Natural Science</li> <li>• Psychology as a Social Science</li> </ul> </li> <li>3. Understanding Mind and Behaviour</li> <li>4. Popular Notions about the Discipline of Psychology</li> <li>5. Evolution of Psychology</li> <li>6. Development of Psychology in India</li> <li>7. Branches of Psychology</li> <li>8. Psychology and Other Disciplines</li> <li>9. Psychology in Everyday Life</li> </ol>	<b>22 Periods</b>
<b>Unit II</b>	<p><b>Methods of Enquiry in Psychology</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Goals of Psychological Enquiry               <ul style="list-style-type: none"> <li>• Steps in Conducting Scientific Research</li> </ul> </li> </ol>	<b>25 Periods</b>

	<ul style="list-style-type: none"> <li>• Alternative Paradigms of Research</li> </ul> <ol style="list-style-type: none"> <li>3. Nature of Psychological Data</li> <li>4. Some Important Methods in Psychology <ul style="list-style-type: none"> <li>• Observational Method</li> <li>• Experimental Method</li> <li>• Correlational Research</li> <li>• Survey Research</li> <li>• Psychological Testing</li> <li>• Case Study</li> </ul> </li> <li>5. Analysis of Data <ul style="list-style-type: none"> <li>• Quantitative Method</li> <li>• Qualitative Method</li> </ul> </li> <li>6. Limitations of Psychological Enquiry</li> <li>7. Ethical Issues</li> </ol>	
<b>Unit IV</b>	<p><b>Human Development</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Meaning of Development <ul style="list-style-type: none"> <li>• Life-Span Perspective on Development</li> </ul> </li> <li>3. Factors Influencing Development</li> <li>4. Context of Development</li> <li>5. Overview of Developmental Stages <ul style="list-style-type: none"> <li>• Prenatal Stage</li> <li>• Infancy</li> <li>• Childhood</li> <li>• Challenges of Adolescence</li> <li>• Adulthood and Old Age</li> </ul> </li> </ol>	<b>21 Periods</b>
<b>Unit V</b>	<p><b>Sensory, Attentional and Perceptual Processes</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Knowing the world</li> <li>3. Nature and varieties of Stimulus</li> <li>4. Sense Modalities <ul style="list-style-type: none"> <li>• Functional limitation of sense organs</li> </ul> </li> <li>5. Attentional Processes <ul style="list-style-type: none"> <li>• Selective Attention</li> <li>• Sustained Attention</li> </ul> </li> </ol>	<b>15 Periods</b>

	6. Perceptual Processes <ul style="list-style-type: none"> <li>• Processing Approaches in Perception</li> </ul> 7. The Perceiver         8. Principles of Perceptual Organisation         9. Perception of Space, Depth and Distance <ul style="list-style-type: none"> <li>• Monocular Cues and Binocular Cues</li> </ul> 10. Perceptual Constancies         11. Illusions         12. Socio-Cultural Influences on Perception	
<b>Unit VI</b>	<b>Learning</b> <i>The topics in this unit are:</i> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of Learning</li> <li>3. Paradigms of Learning</li> <li>4. Classical Conditioning           <ul style="list-style-type: none"> <li>• Determinants of Classical Conditioning</li> </ul> </li> <li>5. Operant/Instrumental Conditioning           <ul style="list-style-type: none"> <li>• Determinants of Operant Conditioning</li> <li>• Key Learning Processes</li> </ul> </li> <li>6. Observational Learning</li> <li>7. Cognitive Learning</li> <li>8. Verbal Learning</li> <li>9. Skill Learning</li> <li>10. Factors Facilitating Learning</li> <li>11. Learning Disabilities</li> </ol>	<b>16 Periods</b>
<b>Unit VII</b>	<b>Human Memory</b> <i>The topics in this unit are:</i> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of memory</li> <li>3. Information Processing Approach : The Stage Model</li> <li>4. Memory Systems : Sensory, Short-term and Long-term Memories</li> <li>5. Levels of Processing</li> <li>6. Types of Long-term Memory           <ul style="list-style-type: none"> <li>• Declarative and Procedural; Episodic and Semantic</li> </ul> </li> <li>7. Nature and Causes of Forgetting</li> </ol>	<b>15 Periods</b>

	<ul style="list-style-type: none"> <li>• Forgetting due to Trace Decay, Interference and Retrieval Failure</li> </ul> <p>8. Enhancing Memory</p> <ul style="list-style-type: none"> <li>• Mnemonics using Images and Organisation</li> </ul>	
<b>Unit VIII</b>	<p><b>Thinking</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of Thinking <ul style="list-style-type: none"> <li>• Building Blocks of Thought</li> </ul> </li> <li>3. The Processes of Thinking</li> <li>4. Problem Solving</li> <li>5. Reasoning</li> <li>6. Decision-making</li> <li>7. Nature and Process of Creative Thinking <ul style="list-style-type: none"> <li>• Nature of Creative Thinking</li> <li>• Process of Creative Thinking</li> </ul> </li> <li>8. Thought and Language</li> <li>9. Development of Language and Language Use</li> </ol>	<b>13 Periods</b>
<b>Unit IX</b>	<p><b>Motivation and Emotion</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of Motivation</li> <li>3. Types of Motives <ul style="list-style-type: none"> <li>• Biological Motives</li> <li>• Psychosocial Motives</li> </ul> </li> <li>4. Maslow's Hierarchy of Needs</li> <li>5. Nature of Emotions</li> <li>6. Expression of Emotions <ul style="list-style-type: none"> <li>• Culture and Emotional Expression</li> <li>• Culture and Emotional Labelling</li> </ul> </li> <li>7. Managing Negative Emotions</li> <li>8. Enhancing Positive Emotions</li> </ol>	<b>13 Periods</b>

<b>Practical (Projects, experiments, small studies, etc.) 30 marks</b>		<b>60 Periods</b>
The students shall be required to undertake <b>one project and conduct two experiments</b> . The project would involve the use of different methods of enquiry like observation, survey, interview, questionnaire, small studies related to the topics covered in the course (e.g. Human development, Learning, Memory, Motivation, Perception, Attention and Thinking). Experiments could focus on cause-and-effect relationship.		
<b>Practical Examination</b>		
• Practical (Experiments) file	05 Marks	
• Project File	05 Marks	
• Viva Voce (Project and experiments)	05 Marks	
• One experiment (05 marks for conduct of experiment and 10 marks for reporting)	15 Marks	
<b>Total</b>	<b>30 Marks</b>	

## Question Paper Design Psychology Class XI (2024-25)

### I. Theory

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

### II. Practical: 30 Marks

# PSYCHOLOGY (147) CLASS XII (THEORY) SYLLABUS (2024-25)

CLASS XII (2024-2025)

Theory Paper

3 Hours  
Marks: 70

Units	Topics	No. of periods	Marks
I	Variations in Psychological Attributes	25	13
II	Self and Personality	25	13
III	Meeting Life Challenges	20	9
IV	Psychological Disorders	25	12
V	Therapeutic Approaches	20	9
VI	Attitude and Social Cognition	13	8
VII	Social Influence and Group Processes	12	6
	<b>Total</b>	<b>140</b>	<b>70</b>
	<b>Practical</b>	<b>60</b>	<b>30</b>
	<b>Grand Total</b>	<b>200</b>	<b>100</b>

## COURSE CONTENT

<b>Unit I</b>	<b>Variations in Psychological Attributes</b> <i>The topics in this unit are:</i> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Individual Differences in Human Functioning</li> <li>3. Assessment of Psychological Attributes</li> <li>4. Intelligence</li> <li>5. Psychometric Theories of Intelligence, Information Processing Theory: Planning, Attention-arousal and Simultaneous successive Model of Intelligence, Triarchic Theory of Intelligence; Theory of Multiple Intelligences.</li> <li>6. Individual Differences in Intelligence</li> <li>7. Culture and Intelligence</li> <li>8. Emotional Intelligence</li> <li>9. Special Abilities: Aptitude: Nature and Measurement</li> <li>10. Creativity</li> </ol>	<b>25 Periods</b>
<b>Unit II</b>	<b>Self and Personality</b> <i>The topics in this unit are:</i> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Self and Personality</li> <li>3. Concept of Self</li> <li>4. Cognitive and Behavioural aspects of Self</li> </ol>	<b>25 Periods</b>

	<ol style="list-style-type: none"> <li>5. Culture and Self</li> <li>6. Concept of Personality</li> <li>7. Major Approaches to the Study of Personality <ul style="list-style-type: none"> <li>• Type Approaches</li> <li>• Trait Approaches</li> <li>• Psychodynamic Approach and Post Freudian Approaches</li> <li>• Behavioural Approach</li> <li>• Cultural Approach</li> <li>• Humanistic Approach</li> </ul> </li> <li>8. Assessment of Personality <ul style="list-style-type: none"> <li>• Self-report Measures</li> <li>• Projective Techniques</li> <li>• Behavioural Analysis</li> </ul> </li> </ol>	
<b>Unit III</b>	<p><b>Meeting Life Challenges</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature, Types and Sources of Stress</li> <li>3. Effects of Stress on Psychological Functioning and Health <ul style="list-style-type: none"> <li>• Stress and Health</li> <li>• General Adaptation Syndrome</li> <li>• Stress and Immune System</li> <li>• Lifestyle</li> </ul> </li> <li>4. Coping with Stress <ul style="list-style-type: none"> <li>• Stress Management Techniques</li> </ul> </li> <li>5. Promoting Positive Health and Well-being <ul style="list-style-type: none"> <li>• Life Skills</li> <li>• Positive Health</li> </ul> </li> </ol>	<b>20 Periods</b>
<b>Unit IV</b>	<p><b>Psychological Disorders</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Concepts of Abnormality and Psychological Disorders <ul style="list-style-type: none"> <li>• Historical Background</li> </ul> </li> <li>3. Classification of Psychological Disorders</li> <li>4. Factors Underlying Abnormal Behaviour</li> <li>5. Major Psychological Disorders</li> </ol>	<b>25 Periods</b>

	<ul style="list-style-type: none"> <li>• Anxiety Disorders</li> <li>• Obsessive-Compulsive and Related Disorders</li> <li>• Trauma-and Stressor-Related Disorders</li> <li>• Somatic Symptom and Related Disorders</li> <li>• Dissociative Disorders</li> <li>• Depressive Disorder</li> <li>• Bipolar and Related Disorders</li> <li>• Schizophrenia Spectrum and Other Psychotic Disorders</li> <li>• Neurodevelopmental Disorders</li> <li>• Disruptive, Impulse-Control and Conduct Disorders</li> <li>• Feeding and Eating Disorders</li> <li>• Substance Related and Addictive Disorders</li> </ul>	
<b>Unit V</b>	<p><b>Therapeutic Approaches</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Nature and Process of psychotherapy <ul style="list-style-type: none"> <li>• Therapeutic relationship</li> </ul> </li> <li>2. Types of Therapies <ul style="list-style-type: none"> <li>• Behaviour Therapy</li> <li>• Cognitive Therapy</li> <li>• Humanistic-Existential Therapy</li> <li>• Alternative Therapies</li> <li>• Factors contributing to healing in Psychotherapy</li> <li>• Ethics in Psychotherapy</li> </ul> </li> <li>3. Rehabilitation of the Mentally Ill</li> </ol>	<b>20 Periods</b>
<b>Unit VI</b>	<p><b>Attitude and Social Cognition</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Explaining Social Behaviour</li> <li>3. Nature and Components of Attitudes</li> <li>4. Attitude Formation and Change <ul style="list-style-type: none"> <li>• Attitude Formation</li> <li>• Attitude Change</li> <li>• Attitude-Behaviour Relationship</li> </ul> </li> <li>5. Prejudice and Discrimination</li> <li>6. Strategies for Handling Prejudice</li> </ol>	<b>13 Periods</b>

<b>Unit VII</b>	<b>Social Influence and Group Processes</b> <i>The topics in this unit are:</i> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature and Formation of Groups</li> <li>3. Type of Groups</li> <li>4. Influence of Group on Individual Behaviour <ul style="list-style-type: none"> <li>• Social Loafing</li> <li>• Group Polarisation</li> </ul> </li> </ol>	<b>12 Periods</b>
-----------------	---	-------------------

<b>Practical</b>	<b>30 Marks</b>	<b>60 Periods</b>
<p>A. Development of case profile: Using appropriate methods like interview, observation &amp; 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 the Practical examination, the student will be required to administer and interpret two psychological tests.</p> <p><b>Distribution of Marks:</b></p>		
<ul style="list-style-type: none"> <li>• Practical File and Case Profile</li> </ul>	10 Marks	
<ul style="list-style-type: none"> <li>• Viva Voce (Case Profile &amp; Two Practicals)</li> </ul>	05 Marks	
<ul style="list-style-type: none"> <li>• Two Practicals (5 marks for conduct of practicals and 10 marks for reporting)</li> </ul>	15 Marks	
<b>Total</b>	<b>30 Marks</b>	

## Question Paper Design Psychology Class XII (2024-25)

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

### II. Practical: 30 Marks

#### 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.

# PHYSICAL EDUCATION (153)

## CLASS XI (THEORY)

### SYLLABUS (2024-25)

UNIT NO.	UNIT NAME	NO. OF PERIODS (190 HRS)	THE WEIGHTAGE (MARKS) ALLOTTED
UNIT 1	Changing Trends & Career in Physical Education	15	04 + 04 <b>b*</b>
UNIT 2	Olympic Value Education	10	05
UNIT 3	Yoga	14	06+01 <b>b*</b>
UNIT 4	Physical Education & Sports for CWSN	13	04+03 <b>b*</b>
UNIT 5	Physical Fitness, Wellness	10	05
UNIT 6	Test, Measurements & Evaluation	15	08
UNIT 7	Fundamentals of Anatomy and Physiology in Sports	15	08
UNIT 8	Fundamentals of Kinesiology and Biomechanics in Sports	15	04+04 <b>b*</b>
UNIT 9	Psychology and Sports	13	07
UNIT 10	Training & Doping in Sports	14	07
PRACTICAL (LAB)#	Including 3 Practical	56	30
TOTAL	Theory 10 + Practical 3	134 + 56 = 190hrs	Theory 70 + Practical 30 = 100

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

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

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

	Adaptive Physical Education. 5. Role of various professionals for children with special needs (Counselor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist, and Special Educator)	Education <ul style="list-style-type: none"> <li>To make students aware of role of various professionals for children with special needs.</li> </ul>		<ul style="list-style-type: none"> <li>Identify possibilities and scope in adaptive physical education</li> <li>Relate various types of professional support for children with special needs along with their roles and responsibilities.</li> </ul>
<b>Unit 5</b>	<b>Physical Fitness, Wellness, and Lifestyle</b> 1. Meaning & importance of Wellness, Health, and Physical Fitness. 2. Components/Dimensions of Wellness, Health, and Physical Fitness 3. Traditional Sports & Regional Games for promoting wellness 4. Leadership through Physical Activity and Sports	<ul style="list-style-type: none"> <li>To make the students understand the Meaning &amp; importance of Wellness, Health, and Physical Fitness</li> <li>To make students aware of the Components/ Dimensions of Wellness, Health, and Physical Fitness</li> <li>To make students learn Traditional Sports &amp; Regional Games to promote wellness</li> <li>To develop Leadership qualities through Physical Activity and Sports in students</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>Explain wellness and its importance and define the components of wellness.</li> <li>Classify physical fitness and recognize its importance in life.</li> <li>Distinguish between skill-related and health-related components of physical fitness.</li> <li>Illustrate traditional sports and regional games to promote wellness.</li> </ul>
	5. Introduction to First Aid – PRICE	<ul style="list-style-type: none"> <li>To make students learn First Aid and its management skills</li> </ul>		<ul style="list-style-type: none"> <li>Relate leadership through physical activity and sports</li> <li>Illustrate the different steps used in first aid - PRICE.</li> </ul>
<b>Unit 6</b>	<b>Test, Measurement &amp; Evaluation</b> 1. Define Test, Measurements and Evaluation. 2. Importance of Test, Measurements and Evaluation in Sports. 3. Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site) 4. Somato Types (Endomorphy, Mesomorphy & Ectomorphy) 5. Measurements of health-related fitness	<ul style="list-style-type: none"> <li>To Introduce the students with the terms like test, measurement and evaluation along with its importance</li> <li>To Introducing them the methods of calculating BMI, Waist- hip ratio and Skin fold measurement.</li> <li>To make the students aware of the different somatotypes.</li> <li>To make the students learn the method to measure health-related fitness.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<b>After completing the unit, the student s will be able to:</b> <ul style="list-style-type: none"> <li>Define the terms test, measurement, and evaluation,</li> <li>Differentiate norm and criterion referenced standards,</li> <li>Differentiate formative and summative evaluation,</li> <li>Discuss the importance of measurement and evaluation processes,</li> <li>Understand BMI: A popular clinical standard and its computation</li> <li>Differentiate between Endomorphy, Mesomorphy &amp; Ectomorphy h describe the procedure of Anthropometric</li> </ul>

				Measurement
<b>Unit 7</b>	<b>Fundamentals of Anatomy, Physiology in Sports</b> 1. Definition and importance of Anatomy and Physiology in Exercise and Sports. 2. Functions of Skeletal System, Classification of Bones, and Types of Joints. 3. Properties and Functions of Muscles. 4. Structure and Functions of Circulatory System and Heart. 5. Structure and Functions of Respiratory System.	<ul style="list-style-type: none"> <li>The students will learn the meaning and definition &amp; identify the importance of anatomy, physiology, and kinesiology.</li> <li>Students will understand the main functions and Classification of Bone and the Types of Joints.</li> <li>The students will learn the Properties and Functions of Muscles.</li> <li>The students will learn the Structure and Functions of the Circulatory System and Heart.</li> <li>The students will learn the Structure and Functions of Respiratory System.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game - based learning and Expeditionary learning.</li> </ul>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the importance of anatomy and physiology.</li> <li>Recognize the functions of the skeleton.</li> <li>Understand the functions of bones and identify various types of joints.</li> <li>Figure out the properties and functions of muscles and understand how they work.</li> <li>Understand the anatomy of the respiratory system and describe it's working.</li> <li>Identify and analyses the layout and functions of Circulatory System.</li> </ul>
<b>Unit 8</b>	<b>Fundamentals Of Kinesiology And Biomechanics in Sports</b> 1. Definition and Importance of	<ul style="list-style-type: none"> <li>The students will learn the meaning and definition &amp; identify the importance of Kinesiology and Biomechanics in sports.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> </ul>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>Understand Kinesiology and Biomechanics with their</li> </ul>
	Kinesiology and Biomechanics in Sports. 2. Principles of Biomechanics 3. Kinetics and Kinematics in Sports 4. Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation 5. Axis and Planes – Concept and its application in body movements	<ul style="list-style-type: none"> <li>To make the students learn the principles of biomechanics.</li> <li>To make the students understand the concept of Kinetics and Kinematics in Sports</li> <li>To make the students learn about different types of body movements.</li> <li>To make the students understand the concept of Axis and Planes and its application in body movements.</li> </ul>	<ul style="list-style-type: none"> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	application in sports. <ul style="list-style-type: none"> <li>Explain biomechanical principles and their utilization in sports and physical education.</li> <li>Illustrate fundamental body movements and their basic patterns.</li> <li>Learn about the Axis and Planes and their application with body movements.</li> </ul>
<b>Unit 9</b>	<b>Psychology and Sports</b> 1. Definition & Importance of Psychology in Physical Education & Sports; 2. Developmental Characteristics at Different Stages of Development;	<ul style="list-style-type: none"> <li>The students will identify the definition and importance of Psychology in Physical Education and sports.</li> <li>The students will be able to differentiate characteristics of growth and development at different stages.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> </ul>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the role of Psychology in Physical Education and Sports</li> <li>Differentiate characteristics of growth and development at different stages.</li> </ul>

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

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

<b>PRACTICAL (Max. Marks 30)</b>	
Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*	6 Marks
Proficiency in Games and Sports (Skill of any one IOA recognized Sport/Game of Choice)**	7 Marks
Yogic Practices	7 Marks
Record File ***	5 Marks
Viva Voce (Health/ Games & Sports/ Yoga)	5 Marks

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

- **Practical-1:** Fitness tests administration. (SAI Khelo India Test)
- **Practical-2:** Procedure for Asanas, Benefits & Contraindication for any two Asanas for each lifestyle disease.
- **Practical-3:** Any one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also mention its Rules, Terminologies & Skills.

# PHYSICAL EDUCATION (153)

## CLASS XII (THEORY)

### SYLLABUS (2024-25)

UNIT NO.	UNIT NAME	NO. OF PERIODS (190 HRS)	THE WEIGHTAGE (MARKS) ALLOTTED
UNIT 1	Management of Sporting Events	15	05 + 04 <b>b*</b>
UNIT 2	Children and Women in Sports	12	07
UNIT 3	Yoga as Preventive measure for Lifestyle Disease	12	06+01 <b>b*</b>
UNIT 4	Physical Education & Sports for (CWSN)	13	04+04 <b>b*</b>
UNIT 5	Sports & Nutrition	12	07
UNIT 6	Test and Measurement in Sports	13	08
UNIT 7	Physiology & Injuries in Sport	13	04+04 <b>b*</b>
UNIT 8	Biomechanics and Sports	18	10
UNIT 9	Psychology and Sports	12	07
UNIT 10	Training in Sports	15	09
PRACTICAL (LAB)#	Including 3 Practical	55	30
<b>TOTAL</b>	<b>Theory 10 + Practical 3</b>	<b>135+55= 190hrs</b>	<b>Theory 70 + Practical 30 = 100</b>

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

## CLASS XII COURSE CONTENT

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

	<p>4. Intramural &amp; Extramural tournaments – Meaning, Objectives &amp; Its Significance</p> <p>5. Community sports program (Sports Day, Health Run, Run for Fun, Run for Specific Cause &amp; Run for Unity)</p>	<p>tournaments</p> <ul style="list-style-type: none"> <li>To teach them about the different types of community sports and their importance in our society.</li> </ul>		
Unit 2	<p><b>Children &amp; Women in Sports</b></p> <p>1. Exercise guidelines of WHO for different age groups.</p> <p>2. Common postural deformities-knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures.</p> <p>3. Women's</p>	<ul style="list-style-type: none"> <li>To make students understand the exercise guidelines of WHO for different age groups</li> <li>To make students aware of the common postural deformities</li> <li>To make students aware of women's sports participation in India and about the special conditions of women.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>Differentiate exercise guidelines for different stages of growth and development.</li> <li>Classify common postural deformities and identify corrective measures.</li> <li>Recognize the role and importance of sports participation of women in India.</li> <li>Identify special considerations relate to menarche and</li> </ul>
	<p>participation in Sports – Physical, Psychological, and social benefits.</p> <p>4. Special consideration (menarche and menstrual dysfunction)</p> <p>5. Female athlete triad (osteoporosis, amenorrhea, eating disorders).</p>	<ul style="list-style-type: none"> <li>To make students understand menarche and menstrual dysfunction among women athletes.</li> <li>To make them understand about female athlete triad.</li> </ul>		<p>menstrual dysfunction.</p> <ul style="list-style-type: none"> <li>Express female athlete triad according to eating disorders.</li> </ul>
Unit 3	<p><b>Yoga as Preventive measure for Lifestyle Disease</b></p> <p>1. <b>Obesity:</b> Procedure, Benefits &amp; Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana,</p>	<ul style="list-style-type: none"> <li>To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma.</li> <li>To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the asanas beneficial for different ailments and health problems.</li> <li>Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis</li> <li>Describe the procedure for performing a variety of asanas for maximal benefits.</li> </ul>

	<p>Ushtrasana, Suryabedhan pranayama.</p> <p>2. <b>Diabetes:</b> Procedure, Benefits &amp; Contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Suptavajarasana, Paschimottanasana, Ardha-Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati.</p> <p>3. <b>Asthma:</b> Procedure, Benefits &amp; Contraindications for Tadasana, Urdhwahastottanasana, UttanMandukasana, Bhujangasana,</p>			<p>* Distinguish the contraindications associated with performing different asanas.</p> <p>* Outline the role of yogic management for various health benefits and preventive measures.</p>
	<p>Dhanurasana, Ushtrasana, Vakrasana, Kapalabhati, Gomukhasana Matsyaasana, Anuloma-Viloma.</p> <p>4. <b>Hypertension:</b> Procedure, Benefits &amp; Contraindications for Tadasana, Katichakrasana, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, UttanMandukasana, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi-shodhanapranayam, Sitlipranayam.</p> <p>5. <b>Back Pain and Arthritis:</b> Procedure, Benefits &amp; Contraindications of</p>			

	Tadasan, Urdhawahastootansana, Ardh-Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrsana, Bhujandgasana, Gomukhasana, Bhadrasana, Makarasana, Nadi-Shodhana pranayama.			
<b>Unit 4</b>	<b>Physical Education and Sports for CWSN (Children with Special Needs - Divyang)</b> 1. Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics) 2. Concept of Classification and Divisioning in Sports. 3. Concept of Inclusion	<ul style="list-style-type: none"> <li>To make students understand the concept of Disability and Disorder.</li> <li>To teach students about the types of disabilities &amp; disorders, their causes, and their nature.</li> <li>To make them aware of Disability Etiquette.</li> <li>To make the students Understand the advantage of physical activity for</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>Value the advantages of physical activities for children with special needs</li> <li>Differentiate between methods of categorization in sports for CWSN</li> <li>Understand concepts and the importance of inclusion in sports</li> <li>Create advantages for Children with Special Needs through Physical Activities</li> </ul>
	in sports, its need, and Implementation; 4. Advantages of Physical Activities for children with special needs. 5. Strategies to make Physical Activities assessable for children with special needs.	CWSN. <ul style="list-style-type: none"> <li>To make the students aware of different strategies for making physical activity accessible for Children with Special Needs.</li> </ul>		<ul style="list-style-type: none"> <li>Strategies physical activities accessible for children with specialneeds</li> </ul>
<b>Unit 5</b>	<b>Sports &amp; Nutrition</b> 1. Concept of balanced diet and nutrition 2. Macro and Micro Nutrients: Food sources & functions 3. Nutritive & Non-Nutritive Components of Diet 4. Eating for Weight control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance, and	<ul style="list-style-type: none"> <li>To make the students understand the importance of a balanced diet</li> <li>To clear the concept of Nutrition – Micro &amp; Macro nutrients, Nutritive &amp; non-Nutritive Components of diet</li> <li>To make them aware of eating for weight loss and the results of the pitfalls of dieting.</li> <li>To understand food</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>Understand the concept of a balanced diet and nutrition. Classify Nutritive and Non-Nutritive components of the Diet</li> <li>Identify the ways to maintain a healthy weight</li> <li>Know about foods commonly causing food intolerance</li> <li>Recognize the pitfalls of dieting and food myths</li> </ul>

	Food Myths  5. Importance of Diet in Sports-Pre, During and Post competition Requirements	intolerance & food myths		
<b>Unit 6</b>	<b>Test &amp; Measurement in Sports</b> 1. Fitness Test – SAI Khelo India Fitness Test in school:  Age group 5-8 years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test  Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls).	<ul style="list-style-type: none"> <li>• To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General Motor Fitness Test.</li> <li>• To make students to determine physical fitness Index through Harvard Step Test/Rockport Test</li> <li>• To make students to calculate Basal Metabolic Rate (BMR)</li> <li>• To measure the fitness level of Senior Citizens through Rikli and Jones Senior Citizen Fitness Test.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-based instruction,</li> <li>▪ Technology-based learning,</li> <li>▪ Group learning,</li> <li>▪ Individual learning,</li> <li>▪ Inquiry-based learning,</li> <li>▪ Kinesthetic learning,</li> <li>▪ Game-based learning and</li> <li>▪ Expeditionary learning.</li> </ul>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>* Perform SAI Khelo India Fitness Test in school [Age group 5-8 years/ (class 1-3) and Age group 9-18yrs/ (class 4-12)</li> <li>* Determine physical fitness Index through Harvard Step Test/Rock- port Test</li> <li>* Compute Basal Metabolic Rate (BMR)</li> <li>* Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test</li> </ul>
	2. Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds $\times 100/5.5 \times$ Pulse count of 1-1.5 Min after Exercise.  3. Computing Basal Metabolic Rate (BMR)  4. Rikli & Jones - Senior Citizen Fitness Test <ul style="list-style-type: none"> <li>• Chair Stand Test for lower body strength</li> <li>• Arm Curl Test for upper body strength</li> <li>• Chair Sit &amp; Reach Test for lower body flexibility</li> <li>• Back Scratch Test for upper body flexibility</li> <li>• Eight Foot Up &amp; Go Test for agility</li> <li>• Six-Minute Walk Test for Aerobic Endurance</li> </ul>			

	5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping Half-Turn, Jumping full-turn)			
<b>Unit 7</b>	<b>Physiology &amp; Injuries in Sport</b> 1. Physiological factors determining components of physical fitness 2. Effect of exercise on the Muscular System 3. Effect of exercise on the Cardio-Respiratory System 4. Physiological changes due to aging 5. Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain & Strain;	<ul style="list-style-type: none"> <li>Understanding the physiological factors determining the components of physical fitness.</li> <li>Learning the effects of exercises on the Muscular system.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>* Recognize the physiological factors determining the components of physical fitness.</li> <li>* Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems.</li> <li>* Figure out the physiological changes due to ageing</li> <li>* Classify sports injuries with its Management.</li> </ul>
	Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted)	Injuries (Classification, Causes, and Prevention) <ul style="list-style-type: none"> <li>Understanding the Aims &amp; Objectives of First Aid</li> <li>Understanding the Management of Injuries</li> </ul>		
<b>Unit 8</b>	<b>Biomechanics and Sports</b> 1. Newton's Law of Motion & its application in sports 2. Types of Levers and their application in Sports. 3. Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports 4. Friction & Sports 5. Projectile in Sports	<ul style="list-style-type: none"> <li>Understanding Newton's Laws of Motion and their Application in Sports.</li> <li>Make students understand the lever and its application in sports.</li> <li>Make students understand the concept of Equilibrium and its application in sports.</li> <li>Understanding Friction in Sports.</li> <li>Understanding the concept of Projectile in sports.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>* Understand Newton's Law of Motion and its application in sports</li> <li>* Recognize the concept of Equilibrium and its application in sports.</li> <li>* Know about the Centre of Gravity and will be able to apply it in sports</li> <li>* Define Friction and application in sports.</li> <li>* Understand the concept of Projectile in sports.</li> </ul>

<b>Unit 9</b>	<b>Psychology and Sports</b>	<ul style="list-style-type: none"> <li>To make students understand Personality &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> </ul>	<b>After completing the unit, the students will be able to:</b>
	<ol style="list-style-type: none"> <li>Personality; its definition &amp; types (Jung Classification &amp; Big Five Theory)</li> <li>Motivation, its type &amp; techniques.</li> <li>Exercise Adherence: Reasons, Benefits &amp; Strategies for Enhancing it</li> <li>Meaning, Concept &amp; Types of Aggressions in Sports</li> <li>Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self-Talk, Goal Setting</li> </ol>	<p>its classifications.</p> <ul style="list-style-type: none"> <li>To make students understand motivation and its techniques.</li> <li>To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise.</li> <li>To make them aware of Aggression in sports and types.</li> <li>To make students understand Psychological Attributes in Sports.</li> </ul>	<ul style="list-style-type: none"> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<ul style="list-style-type: none"> <li>Classify different types of personality and their relationship with sports performance.</li> <li>Recognise the concept of motivation and identify various types of motivation.</li> <li>Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence.</li> <li>Differentiate between different types of aggression in sports.</li> <li>Explain various psychological attributes in sports.</li> </ul>
<b>Unit 10</b>	<b>Training in Sports</b>	<ul style="list-style-type: none"> <li>Making the students understand the concept of talent identification and methods in sports</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> </ul>	<b>After completing the unit, the students will be able to:</b>
	<ol style="list-style-type: none"> <li>Concept of Talent Identification and Talent Development in Sports</li> <li>Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle.</li> <li>Types &amp; Methods to Develop – Strength, Endurance, and Speed.</li> <li>Types &amp; Methods to Develop – Flexibility and Coordinative Ability.</li> <li>Circuit Training - Introduction &amp; its importance</li> </ol>	<ul style="list-style-type: none"> <li>Making the students Understand sports training and the different cycle in sports training.</li> <li>Making the students Understand different types &amp; methods of strengths, endurance, and speed.</li> <li>Making the students Understand different types &amp; methods of flexibility and coordinative ability.</li> <li>Making the students understand Circuit training and its importance.</li> </ul>	<ul style="list-style-type: none"> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<ul style="list-style-type: none"> <li>Understand sports training and the different cycle used in the training process.</li> <li>Understand different types &amp; methods to develop -strength, endurance, and speed in sports training.</li> <li>Understand different types &amp; methods to develop – flexibility and coordinative ability.</li> <li>Understand Circuit training and its importance.</li> </ul>

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

<b>PRACTICAL</b>	<b>(Max. Marks 30)</b>
Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*	6 Marks
Proficiency in Games and Sports (Skill of any one IOA recognized Sport/Game of Choice)**	7 Marks
Yogic Practices	7 Marks

Record File ***	5 Marks
Viva Voce (Health/ Games & Sports/ Yoga)	5 Marks

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

- **Practical-1:** Fitness tests administration. (SAI Khelo India Test)
- **Practical-2:** Procedure for Asanas, Benefits & Contraindication for any two Asanas for each lifestyle disease.
- **Practical-3:** Anyone one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also, mention its Rules, Terminologies & Skills.

# HINDUSTANI MUSIC MELODIC INSTRUMENTS (146)

## CLASS XI

### SYLLABUS (2024-25)

Total: 100 Marks

Theory

30 Marks

Time: 02 hours

Practical (External Assessment)

70 Marks

Time: 20-25 Minutes for each candidate

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

#### Distribution of Marks

S. No.	Value Points	Marks
1.	Parts and tuning of Instrument and questions regarding Instrument	05
2.	Alap, Jor, jhala with meend in any one choice Raga from the prescribed Ragas: <ul style="list-style-type: none"> <li>• Bihag</li> <li>• Bhimpalasi</li> <li>• Bhairavi</li> </ul>	10
3.	Choice Raga (MasitKhani Gat and Razakhani Gat	18
4.	Razakhani Gats with Todas and Jhala of Examiner's choice	12
5.	Identifying the Ragas	05+05=10
6.	Reciting the Thekas of Prescribed Talas with hand beats in Thah, digun,Chaugun, Teental, Chautala, Ektala	05+05=10
7.	Practical file	05

\*

\*Teachers will refer to the

distribution of Marks while examining the candidate for Practical Examination.

Theory

30 Marks

Periods – 60

70 Marks

Time: 02hours

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

S. No.	Units	No. of Periods (40)	Marks (30)
<b>Units 1</b>		08	06
1.1	Brief study of the following Nada, Shruti, Swara, Saptak, Thaata, jati, Laya, Tala.	03	
1.2	Brief study of the following Margi- Desi, Raga, Gat.	05	
<b>Unit 2</b>		06	06
2.1	Brief History of the following Dhrupad, Mastikhani and Razakhni Gat	06	
<b>Unit 3</b>		08	06
3.1	Brief study of Musical Elements in Natya Shastra	04	
3.2	Life sketch and Contribution of Tansen, V.N. Bhatkhande and V.D Paluskar	04	
<b>Unit 4</b>		08	06
4.1	Description of Prescribed Talas along with Tala Notation- in Thah, Dugun and Chaugan prescribed Talas: <ul style="list-style-type: none"> <li>• Teentala</li> <li>• Ektala</li> <li>• Chautala</li> </ul>	05	
4.2	Knowledge of the Structure of the Instrument opted for.	03	
<b>Unit 5</b>		10	06

5.1	Critical study of Prescribed Ragas along with Recognizing Ragas from phrases of Swaras and elaborating them. Excluding Rag Jaunpuri.	04	
5.2	Writing in Notation the Compositions of Prescribed Ragas: <ul style="list-style-type: none"> <li>• Bihag</li> <li>• Bhim</li> <li>• Palasi</li> <li>• Bhairavi</li> </ul>	06	

# PRACTICAL CLASS XI

Practical-100 periods

70 Marks

S. No.	Practical	No. of period (100)
1.	One Razakhani Gat with Alap, tala-badha Tana and Jhala in the following ragas Bihag, Bhimpalasi, Bhairavi.	45
2.	One Masit khani Gat with tanas in any one of the prescribed ragas	15
3.	Ability to do Aalap, Jod, Jhala in any one of the prescribed raga.	08
4.	Knowledge of structure of instrument opted for.	15
5.	Ability to recognize prescribed ragas from the passages of swaras sung or played by the examiner.	8
6.	Recitation of Thekas of Teentala, Chautala and Ektala with Dugun and Chaugun keeping tala with and beats.	09

# HINDUSTANI MUSIC MELODIC INSTRUMENTS (146)

## CLASS XII

### SYLLABUS (2024-25)

Total: 100 Marks

Theory 30 Marks

Time: 02 hours

Practical (External Assessment)

70 Marks

Time: 20-25 Minutes for each candidate

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

S. No.	Value Points	Marks
1.	Tuning of Instrument and questions regarding instrument	05
2.	Aalap, Jor, Jhala with Meend in one choice Raga from prescribed Ragas: <ul style="list-style-type: none"> <li>• Bhairav</li> <li>• Bageshri</li> <li>• Malkauns</li> </ul>	10+05=15
3.	One Choice Raga (Masitkhani Gat and Razakhani) from prescribed Ragas	15
4.	Razakhani Gat with Toda and Jhala of Examiner's choice	05
5.	One composition in Ektala or in Jhaptala.	05
6.	Identifying the prescribed Ragas.	05+05=10
7.	Reciting the Thekas of prescribed Talas with hand beats in Thah, Dugun and Chaugun: <ul style="list-style-type: none"> <li>• Jhaptala</li> <li>• Rupak</li> </ul>	05+05=10
8.	Practical File	05

\*  
External Examiner will refer to the

distribution of Marks while examining the candidate for Practical Examination.

**Theory****30 Marks****Periods - 40****Time: 02hours****70 Marks**

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

<b>S. No.</b>	<b>Units</b>	<b>No. of Periods</b>	<b>Marks</b>
<b>Units 1</b>		08	06
1.1	Brief study of the following Gram, Murchhana, Alankar, Alap, Tana.	03	
1.2	Brief study of the following Gamak, Meend, Kan, krintan, Zamzama, Ghaseet, Sut.	05	
<b>Unit 2</b>		05	06
2.1	Historical development of Time Theory of Ragas	05	
<b>Unit 3</b>		08	06
3.1	Detail study of the following Sangeet Ratnakar Sangeet Parijat	04	
3.2	Life sketch and Contribution of Inayat Khan, MushtaqAli Khan, Alauddin Khan	04	
<b>Unit 4</b>		09	06
4.1	Description of Prescribed Talas along with Tala Notation with Thah, Dugun, Tigun and Chaugun prescribed Talas: Jhaptala Rupak	04	
4.2	Tuning of the Instrument opted for.	05	
<b>Unit 5</b>		10	06
5.1	Critical study of Prescribed Ragas along with Recognizing Ragas phrases of Swaras and elaborating them	04	
5.2	Writing in Notation the Compositions of Prescribed Ragas: Bhairav, Bageshri, Malkauns	06	

# PRACTICAL

## CLASS XII

Practical –100 Periods

70 Marks

S. No	Topics	No. of periods (100)
1.	One Razakhani Gat in prescribed Ragas Bhairav Bageshri Malkauns with simple elaborations, Todas and Jhala.	45
2.	One Masitkhani Gat in prescribed Ragas with simple elaborations and a few Todas.	14
3.	Alaap, Jor, Jhala in any one of the prescribed ragas with ability to produce meend of minimum two swaras	08
4.	One composition in Ektala or in Jhaptala in any one of the prescribed ragas	08
5.	Ability to recite thekas of Jhaptal, Rupak with Dugun, keeping tala with hand beats.	08
6.	Ability to recognize the swaras of the prescribed Ragas sung or played by the examiner	10
7.	Tuning of instrument opted for.	07

# HINDUSTANI MUSIC VOCAL (145)

## CLASS XI

### SYLLABUS (2024-25)

Total: 100 Marks

30 Marks

Theory:

Time: 02 Hours

Practical:

70 Marks

Time: 20-25 Minutes for each candidate

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

#### Distribution of Marks

Sr. No.	Value Points	Marks
1	Choice Raga (Vilambit & Drut Khyal) any one of the following <ul style="list-style-type: none"> <li>• Bihag</li> <li>• Bhimpalasi</li> <li>• Bhairavi</li> </ul>	15
2	Examiner's Choice Ragas	12
3	1 Dhrupad with Dugun in any one of the prescribed Ragas	14
4	Devotional Song.	06
5	Ability to recognize the prescribed ragas from the phrases of swarasrendend by the examiner	08
6	Recitation of Thekas of prescribed Talas with Thah, Dugun, Chaugun: <ul style="list-style-type: none"> <li>• Teentala</li> <li>• Ektala</li> <li>• Chautala</li> </ul>	05+05=10
7	Practical File	05

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

Theory–40 Periods

30 Marks

Time: 02 hours

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

Sr. No.	Units	No. of Periods	Marks
<b>Unit 1</b>		<b>10</b>	
1.1	Brief of the following Nada, Shruti, Swar, Saptak, Thaata, Jati, Laya, Tala	04	06
1.2	Brief study of the following: Margi- Desi, Raga,	06	
<b>Unit 2</b>		<b>06</b>	
2.1	Brief History of the following Dhrupad, Khayal and Tarana	06	06
<b>Unit 3</b>		<b>08</b>	
3.1	Brief study of Musical Elements in Natya Shastra	04	06
3.2	Life sketch and contribution of Tansen, V.N. Bhatkhande and V.D. Paluskar	04	
<b>Unit 4</b>		<b>06</b>	
4.1	Description of Prescribed Talas along with Tala Notation with Thah, Dugun and Chaugun <ul style="list-style-type: none"> <li>• Teentala</li> <li>• Ektala</li> <li>• Chautala</li> </ul>	06	06
4.2	Knowledge of the Structure of Tanpura	04	
<b>Unit 5</b>		<b>10</b>	
5.1	Critical study of Prescribed Ragas along with Recognizing Ragas from phrases of Swaras and elaborating them excluding Raga Jaunpuri	04	06
5.2	<ul style="list-style-type: none"> <li>• Writing in notation the compositions of Prescribed Ragas Bihag</li> <li>• Bhimpalasi</li> <li>• Bhairavi</li> <li>• Raag Malkouns</li> </ul>	06	

# PRACTICAL CLASS XI

Practical -100

Periods:

70 Marks

Sr. No.	Topics	No. of periods
1.	One vilambit Khayal with simple elaborations and few tanas in any one of the prescribed Ragas.	18
2.	One Drut Khayal with simple elaboration and few tanas in the following Ragas- Bihag, Bhairavi and Bhimpalasi.	40
3.	One Dhrupad with Dugun in any one of the prescribed Ragas.	12
4.	One Devotional Songs.	10
5.	Ability to recognize the prescribed Ragas from the phrases of Swaras rendered by the Examiner.	05
6.	Recitation of the Thekas of Teentala, Chautala and Ektala with Dugun and Chaugun, keeping Tala with hand beats.	15

# HINDUSTANI MUSIC VOCAL (145)

## CLASS XII

### SYLLABUS (2024-25)

Total: 100 Marks

Theory:

30 Marks

Time: 02 hours

Practical (External Assessment)

70 Marks

Time: 25-30 Minutes for each candidate

1. Examiners are requested to ask the questions directly related to the syllabus.

#### Distribution of Marks

Sr. No.	Value Points	Marks
1.	Choice Raga (Vilambit and Drut Khayal) with simple elaborations in prescribed Ragas (anyone) Bhairav <ul style="list-style-type: none"> <li>• Bhairav</li> <li>• Bageshri</li> <li>• Malkauns</li> </ul>	10+8=18
2.	Examiner's Choice Ragas	10
3.	One Tarana and one Dhamar with dugun and Chaugun	8+8=16
6.	Identification of Ragas	06
7.	Reciting the Thekas of Prescribed Talas with hand beats with Thah and Dugun and Chaugun: <ul style="list-style-type: none"> <li>• Jhaptala</li> <li>• Rupak</li> <li>• Dhamar</li> </ul>	5+5=10
8.	Tuning of Tanpura and questions regarding it	5
9.	Practical file	5

\* External Examiner will refer to the distribution of marks while examining the candidate for practical examination

Theory- 60 periods

30 Marks

Time: 02 hours

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

Sr. No.	Units	No. of Periods	Marks
<b>Unit 1</b>		<b>08</b>	
1.1	Brief study of the following: - Alankar, Kan, Meend, Khatka, Murki, Gamak.	05	<b>06</b>
1.2	Brief study of the following Gram, Murchhana, Alap, Tana.	07	
<b>Unit 2</b>		<b>05</b>	
			<b>0</b>
2.1	Historical development of Time Theory of Ragas	05	<b>6</b>
<b>Unit 3</b>		<b>08</b>	
3.1	Detail study of the following Sangeet Ratnakar Sangeet Parijat	04	<b>06</b>
3.2	Life sketch and Contribution of Faiyaz Khan, Bade Ghulam Ali Khan, Krishna Rao, Shankar Pandit	04	
<b>Unit 4</b>		<b>09</b>	
4.1	Description of Prescribed Talas along with Tala Notation with Thah, Dugun, Tigun and Chaugun Jhaptala Rupak Dhamar	06	<b>06</b>
4.2	Tuning of Tanpura	03	
<b>Unit 5</b>		<b>10</b>	
5.1	Critical study of Prescribed Ragas along with recognizing Ragas from phrases of Swaras and elaborating them excluding Raga Shuddha Sarang	04	<b>06</b>
5.2	Writing in Notation the Compositions of Prescribed Ragas. <ul style="list-style-type: none"> <li>• Bhairav</li> <li>• Bageshri</li> <li>• Malkauns</li> </ul>	06	

# PRACTICAL CLASS XII

Practical: 100 periods

70 Marks

Sr. No.	Topics	No. of periods
1.	One Vilambit Khayal with simple elaborations and few Tanas in any two of the prescribed Ragas.	18
2.	One Drut Khayal with simple elaborations and few tanas in the following Ragas-Bhairav, Bageshri, and Malkauns.	42
3.	One Tarana and one Dhamar with dugun andchaugun in any one of the prescribed Ragas.	10
4.	Ability to recognize the Ragas from the Phrases of swaras rendered by the examiner.	10
5.	Recitation of the Thekas of Jhaptala, Rupak, and Dhamar with Dugun and Chaugun, keeping tala withhandbeats.	15
6.	Tuning of Tanpura.	05

**HINDUSTANI MUSIC PERCUSSION INSTRUMENTS (163)****CLASS XI  
SYLLABUS (2024-25)****TOTAL: 100 Marks****Theory:****30 Marks****Time: 02 hours****Practical:****70 Marks****Time: 20-25 Minutes for each candidate**

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

**DISTRIBUTION OF MARKS**

<b>Sr. No.</b>	<b>Value Points</b>	<b>Marks</b>
1.	Solo Performance with Peshkar,Uthan , Kayda, Rela, Tukra, Chakradar Paran.in Teentala or Aditala	10
2.	Talas of examiner's choice from the prescribed syllabus Teentala/Aditala/ Jhaptala/ Sultala	10
3.	Ability to perform Kayada or Rela ,ChakradarTukra / Paran, Stuti Paran/ Farmaishi Chakradar in Jhaptala or Sultala	10
4.	Adalaya Kayada / Rela with Palta in Teentala / Aditala	10
5.	Damadr and bedamdar Tihai in prescribed Talas	10
6.	Accompaniment of Eklata of chautala in different layas.	10
7.	Reciting of Tala and Composition with hand boats in different layas.	10

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

**Theory:****30 Marks****60 Periods****Time: 02 hours**

1. Questions to be set with internal choice covering the entire syllabus unit wise
2. Candidate has to attempt at least one question from each unit.

**Distribution of Marks**

<b>Sr. No.</b>	<b>Units</b>	<b>No. of Periods (40)</b>	<b>Marks</b>
<b>Unit 1</b>		<b>10</b>	
1.1	Description of the Talas prescribed for Class XI.	04	<b>06</b>
1.2	Description of the following: Kala ,Laya Sangeet	06	
<b>Unit 2</b>		<b>05</b>	<b>06</b>
2.1	Brief knowledge of Natyashastra with special reference to Awanaddh Vadya.	05	
<b>Unit 3</b>		<b>05</b>	<b>06</b>
3.1	Short life sketch of Kudau Singh, Nana Panse,	05	
<b>Unit 4</b>		<b>10</b>	<b>06</b>
4.1	Brief knowledge on Banaras Gharana	05	
4.2	Salient feature of Kudau Singh Gharana of Pakhawaj	05	
<b>Unit 5</b>		<b>10</b>	<b>06</b>
5.1	Ability to write in notation of the prescribed Talas and compositions in Thah (Barabar), Dugun, Chaugunlaya.	05	
5.2	Ability to do Tala Notation of compositions in prescribed Talas. Prescribed Talas: Teentala or Adi Tala Jhaptala or Sultala.	05	

**CLASS- XI****PRACTICAL-100 PERIODS****70 MARKS****COURSE STRUCTURE**

<b>Sr .No</b>	<b>Topics</b>	<b>No. of periods 100</b>
1.	Knowledge of Playing Thekas of Teentala or Adi Tala, Jhaptala or Sultala, Ektala or Chautala.	18
2.	Ability to play One Kayadas / Relas two Chakradar Tukras or Parans, two Sadharan Tukras or Paranin Jhaptala or Sultala	18
3.	Ability to play two advance Kayadas, oneRela, two Chakardar Tukras or Parans, in Teentala/Aditala	25
4.	Knowledge of playing Bedam Tihai in prescribed Talas	05
5.	Accompaniment of Vocal or Instrumental Music with Ektala or Chautala in different layas.	12
6.	Solo performance of 10-15 minutes in Teental/ Aditala.	12

# HINDUSTANI MUSIC PERCUSSION INSTRUMENTS (163)

## CLASS XII

### SYLLABUS (2024-25)

**Theory:**

**30 Marks**

**Time: 02 hours**

1. Questions to be set with internal choice covering the entire syllabus unit wise
2. Candidate has to attempt at least one question from each unit.

Distribution of Marks

No.	Units	No. of Periods 40	Marks 30
<b>Unit 1</b>		<b>08</b>	<b>06</b>
1.1	Short notes of the following Uthan.	03	
1.2	Comparative study of the following: Chautala-Ektala Jhaptala-Sultala	05	
<b>Unit 2</b>		<b>08</b>	<b>06</b>
2.1	Layakari and its varieties	05	
2.2	Brief description of Gharanas of Tabla or Pakhawaj	03	
<b>Unit 3</b>		<b>05</b>	<b>06</b>
3.1	History of Tabla	05	
<b>Unit 4</b>		<b>09</b>	<b>06</b>
4.1	Biographies of Pandit Kishan Maharaj, and Ustad Zakir Hussain	04	
4.2	Silent feature of style and biography Raja Chatrapati Singh, Guru Purushotam Das.	05	
<b>Unit 5</b>		<b>10</b>	<b>06</b>
5.1	Writing notation of the prescribed Talas and compositions	08	
5.2	Recognition of Talas from given portion of the Thekas and compositions. Prescribe Talas: Teentala or Adi tala, Rupak or Tevra	02	

<b>Theory:</b>	<b>TOTAL: 100 Marks</b>
<b>Time: 02 hours</b>	<b>30 Marks</b>
<b>Practical (External Assessment)</b>	<b>70 Marks</b>
<b>Time: 20-25 Minutes for each candidate</b>	

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

#### DISTRIBUTION OF MARKS

Sr. No.	Value Points	Marks
1.	Tuning of Instrument and questions regarding instrument	10
2.	Ability to perform choice Raga performance with Peshkar, Utham, Kayda, Rela, Tukra, Chakradar, Param and Gat in anyprescribed Talas: Teentala / Aditala Rupak / Tevra	20
3.	Tala of Examiner's choice from the prescribe syllabus	15
4.	Accompaniment of Ektala/chautal in viambit&DrutLaya	10
5.	Reciting of Tala and composition with hand beats in different layas	10
6	Practical file	5

- \* External examiner will refer to the distribution of marks while examining the candidate for practical examination.

**CLASS- XII****PRACTICAL-100 PERIODS****70 MARKS****COURSE STRUCTURES**

<b>Sr. No.</b>	<b>Topics</b>	<b>No. of Periods</b>
1.	Ability to Play Theka of Rupak on Tabla or Pakhawaj with simple elaborations.	15
2.	Three Kayda, OneRela, One Sadharan Tukra or Paran, One Chakradar Tukra or Paran, One Farmaichi Chakrader in prescribed Talas	20
3.	(a) Ability to play One Advance Kayadas/ Relas with two Paltas and Tihai, One simple Tukras, One Sadharan Chakradar Tukras or Parans, Two Damdar Tihais and one Paran in Rupak or Tevra Tala	20
4.	Recitation of the prescribed Talas and composition with Thah, Dugun and Chaugun Laya keeping Tala with hand beats.	18
5.	A few simple laggis in Dadra on Pakhawaj	6
6.	Knowledge of tuning of instrument opted for	05
7.	Solo performance of any one Tala of choice from the prescribed syllabus for 10-15 minutes	10
8.	Ability to accompaniment with Folk songs	3
9.	Ability to accompaniment with classical music – vocal	3

# LEGAL STUDIES (164)

## CLASS XI

### SYLLABUS (2024-2025)

S. No.	Units	Periods	Marks
1	Introduction to Political Institutions	40	15
2	Basic Features of The Constitution of India	40	15
3	Jurisprudence, Nature and Sources of Laws	40	15
4	Judiciary: Constitutional, Civil and Criminal Courts and Processes	40	20
5	Family Justice System	40	15
6	Project	20	20
	<b>Total</b>	<b>220</b>	<b>100</b>

#### CONTENT-

S. No.	Unit	Topics
<b>Unit 1</b>	<b>Introduction to Political Institutions</b>	
Chapter 1	Concept of State	i. What is a State? ii. The concept of State and Article 12 of the Indian Constitution iii. What is Government? iv. Emergence of the State from Society v. Definition of State vi. Theories on the Origin of State vii. Elements of a State viii. Role of a State
2	Forms and Organs of Government	i. Introduction to the Organs of Government ii. Forms of Government <ol style="list-style-type: none"> <li>a) Monarchy</li> <li>b) Aristocracy</li> <li>c) Dictatorship</li> <li>d) Democracy</li> </ol> iii. Main organs of Government and its functions <ol style="list-style-type: none"> <li>a) General Functions of Legislature as Organ of Government</li> <li>b) General Functions of Executive as Organ of Government</li> <li>c) General Functions of Judiciary as Organ of Government</li> </ol>

3	Separation of Powers	<ul style="list-style-type: none"> <li>i. Concept of Separation of Powers</li> <li>ii. Historical Background and Evolution of Montesquieu’s Doctrine of Separation of Powers                             <ul style="list-style-type: none"> <li>a) Montesquieu’s Doctrine of Separation of Powers</li> <li>b) Basic Features of the Doctrine of Separation of Powers as enunciated by Montesquieu</li> <li>c) Checks and Balances of Power</li> <li>d) Impact of the Doctrine</li> </ul> </li> <li>iii. Evaluation of The Doctrine of Separation of Powers                             <ul style="list-style-type: none"> <li>a) Key Benefits and Advantages of The Doctrine of Separation of Powers</li> <li>b) Defects of the Doctrine</li> </ul> </li> <li>iv. Separation of Powers In Practice                             <ul style="list-style-type: none"> <li>a) Separation of Powers in Britain</li> <li>b) Separation of Powers in the United States of America</li> <li>c) Separation of Powers in India</li> </ul> </li> </ul>
<p><b>Unit 2      Basic features of the Constitution of India</b></p>		
1	Salient Features of the Constitution of India	<ul style="list-style-type: none"> <li>i. Meaning of the term Constitution</li> <li>ii. Definition of the term Constitution</li> <li>iii. Historical Perspective of the Constitution of India</li> <li>iv. Salient Features of the Constitution of India                             <ul style="list-style-type: none"> <li>a) Modern Constitution</li> <li>b) Longhiest written Constitution</li> <li>c) Preamble to the Constitution</li> <li>d) Fundamental Rights; Directive Principles of State Policy; Fundamental Duties</li> <li>e) Constitutional Provision for Amendment of the Constitution of India</li> <li>f) Adult Suffrage</li> <li>g) Single Citizenship</li> <li>h) Independent Judiciary</li> <li>i) Emergency Provision</li> <li>j) Federal in form Unitary in character</li> <li>k) Division of Power- Centre- State Relations</li> <li>l) Schedules to the Constitution</li> </ul> </li> </ul>
2	Administrative law	<ul style="list-style-type: none"> <li>i. Background</li> <li>ii. Administrative Law and Constitutional Law: Key Differences</li> <li>iii. Reasons for Growth, Development and Study of Administrative law</li> <li>iv. Types of Administrative Actions</li> <li>v. Fundamental Principle of Administrative Law: Rule of Law</li> <li>vi. Droit System</li> </ul>

<b>Unit 3</b>		<b>Jurisprudence, Nature and Sources of Law</b>	
1	Jurisprudence, Nature and Meaning of Law	i.	Introduction
		ii.	Historical Perspective
		iii.	Schools of Law
		iv.	Function and Purpose of Law
2	Classification of Laws	i.	Classification of law based on Subject matter
		ii.	Classification of law based on Scope of Law
		iii.	Classification of law based on Jurisdiction
3	Sources of Laws	i.	Where does law come from? Custom as a Source of Law
		ii.	Importance of Custom as a Source of Law in India
		iii.	Judicial Precedent as a Source of Law
		iv.	Legislation as a Source of Law
4	Law Reform	i.	Need for Law Reform
		ii.	Law Reforms in India
		iii.	Recent Law Reforms in Independent India
5	Cyber Laws, Safety and Security in India	i.	Introduction
		ii.	Why do we need Cyber Laws?
		iii.	What is Cyber law?
		iv.	What is Cyber safety and Security?
		v.	What is Cyber-crime?
		vi.	Categories of Cyber-crime
		vii.	Cyber law in India
		viii.	Scope or Extent of The Information Technology Act, 2000 (IT Act)
		ix.	What was Section 66A IT Act, 2000?
<b>Unit 4</b>		<b>Judiciary: Constitutional, Civil and Criminal Courts and Processes</b>	
	Judiciary: Constitutional, Civil and Criminal Courts and Processes	i.	Introduction: Establishment of the Supreme Court and High Courts
		ii.	Constitution, Roles and Impartiality
		a)	Independence and Impartiality of the Supreme Court
		b)	Structure and Hierarchy of the Courts in India
		c)	The Civil Process and functioning of Civil Courts
		iii.	The Civil Court Structure
		a)	Common Legal Terminologies
		b)	Types of Jurisdictions
		c)	Res subjudice and Res judicata in Code of Civil Procedure, 1908

		<ul style="list-style-type: none"> <li>iv. Structure and Functioning of Criminal Courts in India                             <ul style="list-style-type: none"> <li>a) Types of Offences</li> <li>b) Criminal Investigations and First Information Report (FIR)</li> <li>c) Criminal Process- Investigation and Prosecution</li> <li>d) Doctrine of autrefois acquit and autrefois convict (i.e. previously acquitted and previously convicted)</li> <li>e) Function and Role of Police</li> </ul> </li> <li>v. Other Courts In India                             <ul style="list-style-type: none"> <li>a) Family Courts</li> <li>b) Administrative Tribunals</li> </ul> </li> </ul>
<b>Unit 5</b>	<b>Family Justice System</b>	
1	Institutional Framework- Marriage and Divorce	<ul style="list-style-type: none"> <li>i. Nature of Family Laws in India</li> <li>ii. Human Rights and Gender Perspective</li> <li>iii. Institutional Framework- Family Courts</li> <li>iv. Role of Women in the creation of Family Courts</li> <li>v. Role of Lawyers and Counselors in Family Courts</li> <li>vi. Role of Counselors and Gender Issues</li> <li>vii. Marriage and Divorce</li> </ul>
2	Child Rights	<ul style="list-style-type: none"> <li>i. Child Rights</li> <li>ii. Right to Education</li> <li>iii. Right to Health</li> <li>iv. Right to Shelter</li> <li>v. Child Labour</li> <li>vi. Sexual Abuse</li> <li>vii. Juvenile Justice</li> </ul>
3	Adoption	<ul style="list-style-type: none"> <li>i. Adoption</li> <li>ii. Minor custody and Guardianship</li> </ul>
4	Property, Succession and Inheritance	<ul style="list-style-type: none"> <li>i. Concept of Property: Joint Family Property and Separate Property</li> <li>ii. Inheritance and Succession</li> <li>iii. Intestate Succession</li> <li>iv. Rules relating to Intestate Succession</li> <li>v. Testamentary Succession</li> </ul>
5	Prevention of Violence against Women	<ul style="list-style-type: none"> <li>i. What is Domestic abuse / violence?</li> <li>ii. International Legal Framework</li> <li>iii. III. Laws in India on Prevention of Violence against Women</li> </ul>
<b>PROJECT WORK- One Project</b>		

## PROJECT GUIDELINES CLASS 11

### OBJECTIVES OF THE PROJECT:

The project work aims to enable students to:

- identify a legal problem and provide its remedy
- select relevant legal sources and conduct research
- analyze and distinguish between types of cases
- apply case laws and relevant statutory laws

**Students can opt for any ONE Project from the three topics given below:**

**Topic 1:** Students can prepare a research project addressing legal issues related to any topic from the textbook or around them that needs immediate redressal.

#### Some suggested topics-

- Uniform Civil Code
- Law reforms in India
- Juvenile Justice
- Death Penalty
- Any other course related topic

**OR**

**Topic 2-** Students can conduct research and draft a report on any recent legislation/ amendment that brought about a social change, for example: Consumer Protection Act, Information Technology Act, Right to Information Act etc.

To conduct research students can examine the conditions that give rise to need for law reform; the agencies of reform; mechanism of reform; assess the effectiveness of law reform in achieving just outcomes with regards to the issue.

### METHODOLOGY FOR TOPICS 1 & 2:

The project file should be at least 15 pages.

Steps: -

- Choose a topic
- Gather information from various sources
- Write a statement of purpose of the project
- Support it with research evidence
- Presentation of project should include headings
- List the sources

**OR**

**Topic 3-** Understanding the important elements of 'JUDICIAL DECISION'

### OBJECTIVES-

The project work aims to enable students to:

- identify a legal problem and provide its remedy
- select relevant legal sources and conduct research
- analyse and distinguish between types of cases
- apply case laws and relevant statutory laws
- understand parts of a judicial decision

### METHODOLOGY FOR TOPIC 3:

1. The student is required to select any 5 decided cases where in one case is of criminal nature, one is of civil nature, one is constitutional, one is related to international law and one is of student's choice (PIL if possible).
2. The research on the cases must include the following points:
  - a. Name of the case
  - b. Parties to the case
  - c. Nature of the case (Civil, Criminal or Constitutional)
  - d. Facts of the case and issues involved
  - e. Decision of the case
  - f. Citation of the case

### RUBRICS FOR ASSESSMENT

S. No.	Parameters for assessment	Marks
1	Preparation and presentation of file	5 marks
2	Research work	5 marks
3	Understanding and application of legal concept	5 marks
4	Viva	5 marks
<b>Total</b>		<b>20 marks</b>

# LEGAL STUDIES (164)

## CLASS XII

### SYLLABUS (2024-2025)

S. No.	Units	Periods	Marks
Unit 1	<b>Judiciary</b>	25	08
Unit 2	<b>Alternative Dispute Resolution in India (ADR)</b>	20	08
Unit 3	<b>Topics in Law- I (Business Laws)</b> Chapter 3 (A) - Law of Contract Chapter 3 (B) - Law of Torts Chapter 3 (C) - Law of Property Chapter 3 (D) - Intellectual Property Law	35	20
Unit 4	<b>Topics in Law- II (General Laws)</b> Chapter 4 (A) -Law and Sustainable Development Chapter 4 (B)- Forms of Legal Entities Chapter 4 (C) - Criminal Laws in India	35	10
unit 5	<b>Concept of Human Rights</b> Chapter 5 (A)-Human Rights in India Chapter 5 (B)-Human Rights Violations Complaint Mechanism (Quasi-Judicial Bodies)	30	10
Unit 6	<b>International Law</b>	20	08
Unit 7	<b>Legal Profession in India</b>	20	08
Unit 8	<b>Legal Services</b>	15	08
	<b>Project</b>	<b>20</b>	<b>20</b>
	<b>Total</b>	<b>220</b>	<b>100</b>

**Theory- 80 marks (One Paper)**

**Internal Assessment- Project Based Assessment- 20 marks**

**Contents-**

S. No.	Unit	Topics
<b>Unit 1</b>	<b>Judiciary</b>	<ul style="list-style-type: none"> <li>a) Structure, Hierarchy of Courts, and Legal Officers in India</li> <li>b) Constitution, Roles and Impartiality</li> <li>c) Appointments, retirement and removal of Judges</li> <li>d) Tribunals</li> <li>e) Courts and Judicial Review</li> </ul>
<b>Unit 2</b>	<b>Alternative Dispute Resolution in India (ADR)</b>	<ul style="list-style-type: none"> <li>a) Adversarial and Inquisitorial Systems</li> <li>b) Meaning and scope of ADR</li> <li>c) Arbitration</li> <li>d) Mediation</li> <li>e) Conciliation</li> <li>f) Lok Adalat</li> <li>g) Ombudsman</li> <li>h) Lokpal and Lokayukta</li> </ul>
<b>Unit 3</b>	<b>Topics in Law I (Business Laws)</b>	
Chapter 3 A	Law of Contract	<ul style="list-style-type: none"> <li>a) Introduction to Contracts</li> <li>b) Formation of Contract</li> <li>c) Intention to Contract</li> <li>d) Consideration</li> <li>e) Capacity to Contract</li> <li>f) Consent</li> <li>g) Types of Contracts</li> <li>h) Discharge of Contract</li> <li>i) Remedies in case of breach</li> </ul>
Chapter 3 B	Law of Torts	<ul style="list-style-type: none"> <li>a) Concept of law of Torts</li> <li>b) Sources of Law of Torts</li> <li>c) Intentional Tort</li> <li>d) Defamation</li> <li>e) Negligence</li> <li>f) Strict Liability</li> <li>g) Absolute Liability</li> </ul>
Chapter 3 C	Law of Property	<ul style="list-style-type: none"> <li>a) Types of Property</li> <li>b) Who can transfer property</li> <li>c) Essential of a valid transfer</li> <li>d) Types of Transfer- Sale, Lease, Exchange, Gift</li> </ul>

Chapter 3 D	Intellectual Property Law	<ul style="list-style-type: none"> <li>a) Meaning of Intellectual Property</li> <li>b) International Obligations that have shaped Indian IPR</li> <li>c) WIPO</li> <li>d) Copyright</li> <li>e) Patent</li> </ul>
		<ul style="list-style-type: none"> <li>f) Trademark</li> <li>g) Geographical Indication</li> <li>h) Design</li> </ul>
<b>Unit 4</b>	<b>Topics in Law II (General Laws)</b>	
Chapter 4 A	Law and Sustainable Development	<ul style="list-style-type: none"> <li>a) Introduction</li> <li>b) Initiatives under International Scenario</li> <li>c) Provisions under Indian Constitution</li> <li>d) Environment Protection Act, 1986</li> <li>e) Pollution Control Boards</li> </ul>
Chapter 4 B	Forms of Legal Entities	<p>Types of Legal Entities in India</p> <ul style="list-style-type: none"> <li>a) Sole Proprietorship</li> <li>b) Partnership</li> <li>c) Limited Liability Partnership</li> <li>d) Private Limited company</li> <li>e) Public Limited Company</li> <li>f) One Person Company</li> </ul>
Chapter 4 C	Criminal Laws in India	<ul style="list-style-type: none"> <li>a) Objectives of Criminal law</li> <li>b) Legislations for Criminal laws in India</li> <li>c) Distinction between Intention and Motive</li> <li>d) Stages of crime</li> <li>e) The Indian Evidence Act</li> <li>f) Admission and Confession</li> </ul>
<b>Unit 5</b>	<b>Concept of Human Rights</b>	
Chapter 5 A	Human Rights in India	<ul style="list-style-type: none"> <li>a) Introduction <ul style="list-style-type: none"> <li>1. Historical Context</li> </ul> </li> <li>b) Indian Constitutional framework on Human Rights and related Laws in India <ul style="list-style-type: none"> <li>1. The Preamble</li> <li>2. Fundamental Rights-Part III of the Constitution</li> <li>3. Directive Principles-Part IV- Articles 36-51</li> <li>4. Fundamental Duties- Part IV(A)- Article 51 A</li> </ul> </li> </ul>

Chapter 5 B	Human Rights Violations- Complaint Mechanism (Quasi-Judicial bodies)	<ul style="list-style-type: none"> <li>a) What are Quasi- Judicial Bodies?</li> <li>b) Various Human Rights Commissions               <ul style="list-style-type: none"> <li>1. National Human Rights Commission (NHRC)</li> <li>2. National Commission for Minorities</li> <li>3. National Commission for Women (NCW)</li> </ul> </li> <li>a) National Commission for Scheduled Castes and Scheduled Tribes</li> <li>b) National Commission for Protection of Child's Rights (NCPCR)</li> </ul>
<b>Unit 6</b>	<b>International Law</b>	<ul style="list-style-type: none"> <li>a) Introduction</li> <li>b) Historical Evolution of International Law</li> <li>c) What is International Law?</li> <li>d) Sources of International Law</li> <li>e) International Human Rights</li> <li>f) International Law &amp; Municipal Law</li> <li>g) International Law &amp; India</li> <li>h) Dispute Resolution</li> </ul>
<b>Unit 7</b>	<b>Legal Profession in India</b>	<ul style="list-style-type: none"> <li>a) The Advocate Act,1961</li> <li>b) Lawyers and Professional Ethics</li> <li>c) Advertising by Lawyers</li> <li>d) Liberalization and Globalization of legal profession</li> <li>e) Women and Legal Profession</li> <li>f) Legal Education in India, USA and UK</li> <li>g) Opportunities for Law Graduates</li> </ul>
<b>Unit 8</b>	<b>Legal Services</b>	<ul style="list-style-type: none"> <li>a) Brief history of Legal services</li> <li>b) Free Legal Aid under Criminal law</li> <li>c) Legal aid by the State</li> <li>d) Legal Aid under the Indian Constitution</li> <li>e) National Legal Services Authority (NALSA)</li> <li>f) Legal Services Authority Act,1987</li> <li>g) Legal Aid in context of social justice and Human Rights</li> </ul>
	<b>PROJECT WORK</b>	<b>Detailed Guideline given below for reference</b>

## PROJECT GUIDELINES for Class XII

### INTRODUCTION:

The student is required to do a project on 'Understanding Case Laws'

### OBJECTIVES:

The project work aims to enable students to:

- identify a legal problem and provide its remedy
- select relevant legal sources and conduct research
- analyse and distinguish between types of cases
- apply case laws and relevant statutory laws

**METHODOLOGY-:** The student is required to select any **3 decided cases** related to the curriculum where one must be civil in nature, one criminal and one constitutional in character.

The research on the cases must include the following points:

- Name of the case
- Parties to the case
- Citation to the case
- Bench
- Nature of the case (Civil, Criminal or Constitutional)
- Facts of the case and issues involved
- Decision of the case including Ratio Decidendi and Obiter Dicta

### Rubrics

Topic	Exceeding (76-100 percent)	Accomplished (61-75 percent)	Developing (34-60 percent)	Beginning 13 (15-33 percent)
<b>Presentation of all facts of the case</b>	<ul style="list-style-type: none"> <li>• All the relevant facts are presented clearly in a chronological, organized, logical and interesting sequence</li> <li>• The facts are supported with relevant evidence related to the case</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the crucial facts have been stated sequentially as per the happening of the case</li> </ul>	<ul style="list-style-type: none"> <li>• Some facts are stated but not in a sequential manner</li> </ul>	<ul style="list-style-type: none"> <li>• Only a few unrelated and irrelevant facts have been stated</li> </ul>

<p><b>Statement of Legal problem and prediction about outcome</b></p>	<ul style="list-style-type: none"> <li>• Legal problem has been precisely defined and unambiguously stated</li> <li>• Analysis of the legal problem has been done thoroughly and predicts clear outcome with logical reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Legal problem has been nearly correctly stated</li> <li>• Analysis of the legal problem predicts a near clear outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Legal problem has been vaguely conceived</li> <li>• Analysis of the Legal problem does not predict a clear outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Legal problem has not been identified clearly,</li> <li>• No analysis of the legal problem has been done to predict the outcome</li> </ul>
<p><b>Information gathering</b></p>	<ul style="list-style-type: none"> <li>• The information gathered in relation to the case is relevant and sufficient to encompass all crucial facts and all applicable laws</li> </ul>	<ul style="list-style-type: none"> <li>• The information gathered in relation to the case is relevant and sufficient to encompass only crucial facts without applicable laws</li> </ul>	<ul style="list-style-type: none"> <li>• The information gathered in relation to the case is relevant but insufficient to encompass all relevant facts and applicable laws</li> </ul>	<ul style="list-style-type: none"> <li>• The information gathered in relation to the case is insufficient</li> </ul>
<p><b>Establishing correlation in facts</b></p>	<ul style="list-style-type: none"> <li>• All of the crucial facts are well correlated to each other and presented in a logically persuasive manner</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the crucial facts have been stated and are correlated to each other and presented in a logically persuasive manner</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the stated facts are correlated to each other and presented in a logical manner</li> </ul>	<ul style="list-style-type: none"> <li>• The stated facts lack correlation and are not presented in a logically persuasive manner</li> </ul>

<p><b>legal analysis and reasoning</b></p>	<p>Legal analysis is done by organizing evidence to accentuate differences, or similarities related to case. Use superior inductive and deductive reasoning abilities and present analogy.</p>	<ul style="list-style-type: none"> <li>• Legal analysis is done by organizing some evidence but organization is less than effective. Shows less Logical reasoning (inductive deductive) than required.</li> </ul>	<ul style="list-style-type: none"> <li>• Legal analysis is done by organizing some evidences but organization is not effective.</li> </ul> <p>Logical reasoning (inductive – deductive) is missing.</p>	<ul style="list-style-type: none"> <li>• List some evidences but not able to organize it. Legal analysis is incoherent</li> </ul>
<p><b>Identification of decidendi and obiter dicta</b></p>	<ul style="list-style-type: none"> <li>• Ratio decidendi and Obiter dicta has been identified in a crystal clear terms</li> </ul>	<ul style="list-style-type: none"> <li>• Ratio decidendi and Obiter dicta has been little less clearly identified</li> </ul>	<ul style="list-style-type: none"> <li>• Ratio decidendi and Obiter dicta has been vaguely identified</li> </ul>	<ul style="list-style-type: none"> <li>• Ratio decidendi and Obiter dicta has not been identified</li> </ul>
<p><b>Reflections on the Case</b></p>	<ul style="list-style-type: none"> <li>• Corroborate alternative arguments with research and innovation. Question existing beliefs. Show inconsistencies in existing body of evidence to arrive at result. Analyse pros and cons of existing decision viz a viz alternative solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify connection between existing laws and their application in this case. Consider alternative arguments to affect the present outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse from a personal perspective why a particular action/decision has happened.</li> </ul>	<ul style="list-style-type: none"> <li>• repeats only what has happened in the case</li> </ul>

# YOGA (165)

## CLASS XI

### SYLLABUS (2024-2025)

**Total Marks: 100 (Theory 50+Practical 50)**

	UNITS	NO. OF HOURS for Theory and Practical	MAX. MARKS for Theory and Practical
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills - III	13	2
	Unit 2: Self-Management Skills - III	07	2
	Unit 3: ICT Skills - III	13	2
	Unit 4: Entrepreneurial Skills - III	10	2
	Unit 5: Green Skills - III	07	2
	<b>Total</b>	<b>50</b>	<b>10</b>
<b>Part B</b>	<b>Subject Specific Skills</b>		
	Unit 1 – Introduction to Yoga and Yogic Practices - I	25	12
	Unit 2 – Introduction to Yoga Texts - I	40	12
	Unit 3 – Yoga for Health Promotion - I	40	16
	<b>Total</b>	<b>105</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Project	105	10
	Viva		05
	Practical File		15
	Demonstration of skill competency via Lab Activities		20
	<b>Total</b>		<b>105</b>
	<b>GRAND TOTAL</b>	<b>260</b>	<b>100</b>

# DETAILS OF THE UNITS OF CLASS XI

## Total Marks: 100 (Theory 50+ Practical 50)

### PART-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-III	13
2.	Unit 2: Self-Management Skills-III	07
3.	Unit 3: Information and Communication Technology Skills-III	13
4.	Unit 4: Entrepreneurial Skills-III	10
5.	Unit 5: Green Skills-III	07
	<b>TOTAL DURATION</b>	<b>50</b>

### Part-B – SUBJECT SPECIFIC SKILLS

- ❖ Unit 1 – Introduction to Yoga and Yogic Practices - I
- ❖ Unit 2 – Introduction to Yoga Texts - I
- ❖ Unit 3 – Yoga for Health Promotion – I

#### Unit 1 – Introduction to Yoga and Yogic Practices - I

- Yoga Etymology, definition, Aim, objective and misconception text
- Yoga origin, history and development
- Rules and regulations to be followed by yoga practitioners
- Introduction to Major schools of Yoga (Janan, Yoga Bhakti, Yoga Karma, Patanjali, Hatha)
- Introduction to yogic practices (Sukshama Vyayama, Surya Namaskar and Asanas)

#### Unit 2 – Introduction to Yoga Texts - I

- Introduction and study of Patanjali Yoga Sutra including memorization of selected Sutra
- Introduction and study of Bhagavad Gita including memorization of selected Slokas
- Introduction of Hata Pradpika.
- Introduction and study of Gheranda Samhita.

#### Unit 3 – Yoga for Health Promotion – I

- Brief introduction to human body
- Role of yoga for health promotion
- Yogic attitudes and practices
- Holistic approach of yoga towards the health and diseases
- Introduction to yoga diet and its relevance and importance in yoga Sadhana
- Dincharya and Ritucharya with respect of yogic lifestyle

# PRACTICAL GUIDELINES FOR CLASS XI

## **Assessment of performance:**

The two internal examiners, assigned for the conduct and assessment of Practical Examinations each in **Senior Secondary School Curriculum (Under NSQF)**. Question for the viva examinations should be conducted by two internal examiners. Question to be more of General nature, project work or the curriculum. Investigatory Project especially those that show considerable amount of effort and originality, on the part of the student, should get suitable high marks, while project of a routine or stereotyped nature should only receive MEDIOCRE marks.

## **Procedure for Record of Marks in the Practical answer-books:**

The examiner will indicate separately marks of practical examination on the title page of the answer- books under the following heads:

### **Project -10 marks**

Projects for the final practical is given below. Student may be assigned

### **Viva based on Project-05 marks**

The teacher conducting the final practical examination may ask verbal questions related to the project, if any, done by the student. Alternatively, if no project has been assigned to the students, viva may be based on questions of practical nature from the field of subject as per the Curriculum

### **Practical File-15 Marks**

Students to make a power point presentation / assignment / practical file / report. Instructor shall assign them any outlet to study the elements in Yoga.

Suggested list of Practical –

1. Practice of Sukshnavyayama
2. Practice of Surya Namaskar
3. Practice of Asanas
4. Practice of Halasana
5. Practice of Pawanmuktasana
6. Practice of Bhujangasana
7. Practice of Shalabhasana
8. Practice of Gomukhasana
9. Practice of Vakrasana
10. Practice of Ustrasana

11. Practice of Mandukasana
12. Practice of Sasankasana
13. Practice of Janusirasana
14. Practice of Virkshasana
15. Practice of Padhastasana
16. Practice of Nadi Shudhi
17. Practice of Dhyana Mudra
18. Meditation
19. Project on Patanjali Yoga Sutras
20. Yoga effect on Human Body
21. Steps of Sithaili Pranayama
22. Steps of Ujjayai Pranayam
23. Steps of Paschimottansana
24. Conducting Yoga project on common diseases Yoga sessions on suryanamaskar
25. Asanas board
26. Yoga for Weight loss
27. Improved Posture. Let's face it, all of us have slouched at some time or another
28. Increased flexibility of body through Yoga.
29. Practical Asana, Pranayama, Meditation, Mudras and Bandha

### **Demonstration of skill competency in Lab Activities -20 marks**

#### **Guidelines for Project Preparation:**

The final project work should encompass chapters on:

- a) Introduction,
- b) Identification of core and advance issues,
- c) Learning and understanding and
- d) Observation during the project period.

**YOGA (165)**  
**CLASS XII**  
**SYLLABUS (2024-2025)**  
**Total Marks: 100 (Theory 50+Practical 50)**

	UNITS	NO. OF HOURS for Theory and Practical	MAX. MARKS for Theory and Practical
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills-IV	13	2
	Unit 2: Self-Management Skills-IV	07	2
	Unit 3: ICT Skills-IV	13	2
	Unit 4: Entrepreneurial Skills-IV	10	2
	Unit 5: Green Skills-IV	07	2
	<b>Total</b>	<b>50</b>	<b>10</b>
<b>Part B</b>	<b>Subject Specific Skills</b>		
	Unit 1 – Introduction to Yoga and Yogic Practices – II	25	12
	Unit 2 – Introduction to Yoga Texts - II	40	12
	Unit 3 – Yoga for Health Promotion - II	40	16
	<b>Total</b>	<b>105</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Project	105	10
	Viva		05
	Practical File		15
	Demonstration of skill competency via Lab Activities		20
	<b>Total</b>		<b>105</b>
	<b>GRAND TOTAL</b>	<b>260</b>	<b>100</b>

# DETAILS OF THE UNITS OF CLASS XII

## Total Marks: 100 (Theory 50+ Practical 50)

### PART-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration (in Hours)
1.	Unit 1: Communication Skills- IV	13
2.	Unit 2: Self-management Skills- IV	07
3.	Unit 3: Information and Communication Technology Skills-IV	13
4.	Unit 4: Entrepreneurial Skills- IV	10
5.	Unit 5: Green Skills- IV	07
	<b>TOTAL DURATION</b>	<b>50</b>

### PART-B – SUBJECT SPECIFIC SKILLS

- ❖ Unit 1 – Introduction to Yoga and Yogic Practices – II
- ❖ Unit 2 – Introduction to Yoga Texts - II
- ❖ Unit 3 – Yoga for Health Promotion – II

#### UNIT 1 – INTRODUCTION TO YOGA AND YOGIC PRACTICES – II

- Shatkarma meaning, purpose and their significance in yoga sadhana
- Yogasana - meaning, principal and their health benefit.
- Introduction to Pranayama and Dhyana and their health benefits.
- Identify career opportunities in Yoga

#### UNIT 2 – INTRODUCTION TO YOGA TEXTS - II

- Concepts of Aahara (Diet) according yogic text.
- Significance of Hath Yoga practices in Health promotion.
- Concept of mental health well-being according to patanjali Yoga
- Yogic practice of Patanjali yoga: Bahiranga and Antranga Yoga
- Concept of healthy living style in Bhagavad Gita
- Importance of subjective experience in daily yoga practice

#### UNIT 3 – YOGA FOR HEALTH PROMOTION - II

- Introduction to first aid and CPR
- Yogic management of stress and its consequences
- Yogic prevention of common diseases
- Yoga and personality development

## PRACTICAL GUIDELINES FOR CLASS XII

### **Assessment of performance:**

The two internal examiners, assigned for the conduct and assessment of Practical Examinations each in **Senior Secondary School Curriculum (Under NSQF)**. Question for the viva examinations should be conducted by two examiners (one internal and one external). Question to be more of General nature, project work or the curriculum. Investigatory Project especially those that show considerable amount of effort and originality, on the part of the student, should get suitable high marks, while project of a routine or stereotyped nature should only receive MEDIOCRE marks.

### **Procedure for Record of Marks in the Practical answer-books:**

The examiner will indicate separately marks of practical examination on the title page of the answer- books under the following heads:

#### **Project – 10 marks**

Projects for the final practical is given below. Student may be assigned

#### **Viva based on Project - 05 marks**

The teacher conducting the final practical examination may ask verbal questions related to the project, if any, done by the student. Alternatively, if no project has been assigned to the students, viva may be based on questions of practical nature from the field of subject as per the Curriculum

#### **Practical File - 15 Marks**

Students to make a power point presentation / assignment / practical file / report. Instructor shall assign them any outlet to study the elements in Yoga.

#### **Suggested list of Practical –**

1. Repetition of Asana of class XI
2. Practice of Tadasana
3. Practice of ArdhaChakrasana
4. Practice of Katichakrasana
5. Practice of Dandasana
6. Practice of Bhadrasana
7. Practice of Padamasana
8. Practice of Vajrasana
9. Practice of Utanmandukasana
10. Practice of kakasana
11. Practice of Parvatasana

12. Practice of Makrasana
13. Practice of Uttanpadasana
14. Practice of Setubandhasana
15. Practice of Vipritkarniasana
16. Practice of Saral matsyasana
17. Practice of Shavasana
18. Repetition of Pranayam of class XI
19. Practice of Jalandhar and Uddayan Bandh
20. Repetition of Mudras of class XI
21. Practice of breath Meditation and OM Dhyan

### **Demonstration of skill competency in Lab Activities -20 marks**

#### **Guidelines for Project Preparation:**

The final project work should encompass chapters on:

- a. Introduction,
- b. Identification of core and advance issues,
- c. Learning and understanding and
- d. Observation during the project period.