

ENGLISH (CORE)

Code No. 301

(2022-23)

Background

Students are expected to have acquired a reasonable degree of language proficiency in English Language by the time they come to class XI, and the course aims, essentially, at promoting the higher-order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. But for another large group, the higher secondary stage may be a preparation for entry into the professional domain. The Core Course should cater to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

Competencies to be focused on:

The general objectives at this stage are to:

- listen and comprehend live as well as record in writing oral presentations on a variety of topics
- develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation on given topics
- perceive the overall meaning and organisation of the text (i.e., correlation of the vital portions of the text)
- identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- translate texts from mother tongue(s) into English and vice versa
- develop ability and acquire knowledge required in order to engage in independent reflection and enquiry
- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts) understand and respond to lectures, speeches, etc.
- write expository / argumentative essays, explaining or developing a topic, arguing a case, etc. write formal/informal letters and applications for different purposes

- make use of contextual clues to infer meanings of unfamiliar vocabulary
- select, compile and collate information for an oral presentation
- produce unified paragraphs with adequate details and support
- use grammatical structures accurately and appropriately
- write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.
- filling up of forms, preparing CV, e-mail messages., making notes from referencematerials, recorded talks etc.

The core course should draw upon the language items suggested for class IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:

- The use of passive forms in scientific and innovative writings.
- Convert one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries- uses based on semantic considerations.

A. Specific Objectives of Reading

Students are expected to develop the following study skills:

- skim for main ideas and scan for details
- refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's purpose and tone
- comprehend the difference between the literal and the figurative
- differentiate between claims and realities, facts and opinions, form business opinions on the basis of latest trends available
- comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text.
- Specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text.

Develop literary skills as enumerated below:

- respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc.
- understand and appreciate the oral, mobile and visual elements of drama. Identify the elements of style such as humour, pathos, satire and irony, etc.
- make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

B. Listening and Speaking

Speaking needs a very strong emphasis and is an important objective leading to professional competence. Hence, testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills.

Specific Objectives of Listening & Speaking

Students are expected to develop the ability to:

- take organized notes on lectures, talks and listening passages
- listen to news bulletins and to develop the ability to discuss informally a wideranging issues like current national and international affairs, sports, business, etc.
- respond in interviews and to participate in formal group discussions.
- make enquiries meaningfully and adequately and to respond to enquiries for the purpose of travelling within the country and abroad.
- listen to business news and to be able to extract relevant important information.
- to develop public speaking skills.

C. Specific Objectives of Writing

The students will be able to:

- write letters to friends, relatives, etc. to write business and official letters.
- open accounts in post offices and banks. To fill in railway/airline reservation forms.
- draft notices, advertisements and design posters effectively and appropriately
- write on various issues to institutions seeking relevant information, lodge complaints, express gratitude or render apology.
- write applications, fill in application forms, prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.
- write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.
- express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures
- draft papers to be presented in symposia.
- take down notes from talks and lectures.
- write examination answers according to the requirement of various subjects.
- summarise a text.

D. More About Reading

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purpose is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can learn, unlearn and relearn. If our children are in the habit of reading, they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them.

Consequently, they become independent thinkers capable of taking their own decisions in life rationally. Hence, a few activities are suggested below which teachers may use as a part of the reading project.

- Short review / dramatization of the story
- Commentary on the characters
- Critical evaluation of the plot, storyline and characters
- Comparing and contrasting the characters within the story, with other characters in stories by the same author or by different authors
- Extrapolating about the story read or life of characters after the story ends defending characters actions in the story
- Making an audio story out of the novel/text to be read aloud.
- Interacting with the author
- Holding a literature fest where students role-play as various characters to interact with each other
- Role playing as authors/poets/dramatists, to defend their works and characters
- Symposiums and seminars for introducing a book, an author, or a theme
- Creating graphic novels out of novel or short stories they read
- Dramatizing incidents from a novel or a story
- Creating their own stories
- Books of one genre to be read by the whole class.

Teachers may select books and e-books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child.

Teachers may later suggest books from other languages by dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a student's progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the book, giving a short quiz or a work sheet about the book/short story. A befitting mode of assessment may be chosen by the teacher.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations. The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role-play, dramatization, group discussion, writing, etc., although many such activities could be carried out without the preliminary use of textual material. It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionary, thesaurus, etc.) where necessary. Some pre-reading activity will generally be required, and the course books should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities. It is important to remember that students should be encouraged to interpret texts in different ways.

Group and pair activities can be resorted to when desired, although many useful language activities can be carried out individually. In general, teachers should encourage students to interact actively with texts and with each other. Oral activity (group discussion, etc.) should be encouraged.

**ENGLISH CORE
CODE NO. 301
CLASS – XI (2022-23)**

**Section A
Reading Skills**

Reading Comprehension through Unseen Passage **18 Marks**

I. One unseen passage to assess comprehension, interpretation inference and vocabulary. The passage may be factual, descriptive or literary.

II. One unseen **case-based** passage with verbal/visual inputs like statistical data, charts etc.

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

Multiple Choice Questions / Objective Type Questions will be asked. **(10+8 = 18 Marks)**

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

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

Section B

IV. Grammar **7 Marks**

i. Questions on Gap filling (Tenses, Clauses)

ii. Questions on re-ordering/transformation of sentences

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

V. Creative Writing Skills **16 Marks**

i. 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)**

- ii. Short writing task –**Poster** up to 50 words. One out of the two given questions to be answered. **(3marks:Format : 1 / Content : 1 / Expression : 1)**
- iii. Writing a Speech in 120-150 words based on verbal / visual cues related to some contemporary / age-appropriate topic.
- iv. Writing a Debate based on visual/verbal inputs in 120-150 words. The theme should be contemporary topical issues. One out of the two given questions to be answered. **(5 Marks: Format: 1 / Content: 2 / Expression: 2)**

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.

VI. Reference to the Context

- i. One Poetry extract out of two from the book **Hornbill** to assess comprehension, interpretation, analysis and appreciation. **(3x1=3 Marks)**
- ii. One Prose extract out of two from the book **Hornbill** to assess comprehension, interpretation, analysis and appreciation. **(3x1=3 Marks)**
- iii. One prose extract out of two from the book **Snapshots** to assess comprehension, interpretation and analysis. **(4x1=4 Marks)**

VII. Two Short answer type question (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)**

VIII. One Short answer type question, from the book **Snapshots**, to be answered in 40- 50 words. Questions should elicit inferential responses through critical thinking. Any 1 out of 2 questions to be done. **(3x1=3 Marks)**

IX. One Long answer type question, from **Prose/Poetry 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 student. Any 1 out of 2 questions to be done. **(1x6=6 Marks)**

X. One Long answer type question, based on the chapters from the book **Snapshots** to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done. **(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 2022-23 English

CORE XI (Code No. 301)

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

ENGLISH CORE
CODE NO. 301
CLASS – XII 2022-23

Section A
Reading Skills

Reading Comprehension through Unseen Passage

20 Marks

I. One unseen passage to assess comprehension, interpretation and inference. Vocabulary and inference of meaning will also be assessed. The passage may be factual, descriptive or literary.

(10x1=10

Marks)

II. One unseen **case-based** passage with verbal/visual inputs like statistical data, charts etc.

(10x1=10 Marks)

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

Multiple Choice Questions / Objective Type Questions will be asked.

Section B

III. Creative Writing Skills

20 Marks

The section has Short and Long writing tasks.

- i. Notice up to 50 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).
- ii. Formal/Informal Invitation and Reply up to 50 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).
- iii. 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).
- iv. 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 . **(5 Marks:** Format : 1 / Organisation of Ideas: 1/Content : 2 / Accuracy of Spelling and Grammar :1).

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.

IV. Reference to the Context

40 Marks

- i. One Poetry extract out of two from the book **Flamingo** to assess comprehension, interpretation, analysis and appreciation. **(6x1=6 Marks)**
 - ii. One Prose extract out of two from the book **Vistas** to assess comprehension, interpretation, analysis and appreciation. **(4x1=4 Marks)**
 - iii. One prose extract out of two from the book **Flamingo** to assess comprehension, interpretation and analysis. **(6x1=6Marks)**
- V.** Short answer type question (**from Prose and Poetry from the book Flamingo**), to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. Five questions out of the six given are to be answered. **(5x2=10 Marks)**
- VI.** Short answer type question, from **Prose (Vistas)**, to be answered in 40- 50 words. Questions should elicit inferential responses through critical thinking. Any 2 out of 3 questions to be done. **(2x2=4 Marks)**
- VII.** 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 student. Any 1 out of 2 questions to be done. **(1x5=5 Marks)**
- VIII.** One Long answer type question, based on the chapters from the book **Vistas**,to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done. **(1x5=5 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 2022-23
Code No. 301
English CORE XII

Section	Competencies	Total marks
Reading Skills	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.	20
Creative Writing Sills	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	20
Literature Text Books and Supplementary Reading Texts	Recalling, reasoning, critical thinking, appreciating literary convention, inference, analysis, creativity with fluency.	40
	TOTAL	80
	Assessment of Listening and Speaking Skills	10
	Internal Assessment <ul style="list-style-type: none"> • Listening • Speaking • Project Work 	5 5 10
	GRAND TOTAL	100

Guidelines for Internal Assessment

Classes XI-XII

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

Classes XI-XII Total Marks: 20

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

i. Activities:

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

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

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

A suggestive rubric is given below:

	1.	2.	3.	4.	5.
Interaction	<ul style="list-style-type: none"> • Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction 	<ul style="list-style-type: none"> • Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation 	<ul style="list-style-type: none"> • Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns 	<ul style="list-style-type: none"> • Interaction is adequately initiated and develop • Can take turn but needs little prompting 	<ul style="list-style-type: none"> • Can initiate & logically develop simple conversation on familiar topics • Can take turns appropriately
Pronunciation	<ul style="list-style-type: none"> • Insufficient accuracy in pronunciation; many grammatical errors • Communication is severely affected 	<ul style="list-style-type: none"> • Frequently unintelligible articulation • Frequent phonological errors • Major communication problems 	<ul style="list-style-type: none"> • Largely correct pronunciation & clear articulation except occasional errors • Some expressions cause stress without compromising with understanding of spoken discourse. 	<ul style="list-style-type: none"> • Mostly correct pronunciation & clear articulation • Can be clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> • Can pronounce correctly & articulate clearly • Is always comprehensible ; uses appropriate intonation

Fluency & Coherence	1. <ul style="list-style-type: none"> Noticeably/ long pauses; rate of Speech is slow Frequent repetition and/or self- correction Links only basic sentences; breakdown of coherence evident 	2. <ul style="list-style-type: none"> Usually fluent; produces simple speech fluently, but loses coherence in complex communication Often hesitates and/or resorts to slow speech Topics partly developed; not always concluded logically 	3. <ul style="list-style-type: none"> Is willing to speak at length, however repetition is noticeable Hesitates and/or self corrects; occasionally loses coherence Topics mainly developed, but usually not logically concluded 	4. <ul style="list-style-type: none"> Speaks without noticeable effort, with a little repetition Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction Topics not fully developed to merit 	5. <ul style="list-style-type: none"> Speaks fluently almost with no repetition & minimal hesitation Develops topic fully & coherently
Vocabulary & Grammar	<ul style="list-style-type: none"> Demonstrates almost no flexibility, and mostly struggles for appropriate words Uses very basic vocabulary to express view-points. 	<ul style="list-style-type: none"> Communicates with limited flexibility and appropriacy on some of the topics Complex forms and sentence structures are rare; exhibits limited vocabulary to express new ideas 	<ul style="list-style-type: none"> Communicate s' with limited flexibility and appropriacy on most of the topics Sometimes uses complex forms and sentence structures; has limited vocabulary to describe/ express new points 	<ul style="list-style-type: none"> Can express with some flexibility and appropriacy on most of the topics Demonstrates ability to use complex forms and sentence structures most of the time; expresses with adequate vocabulary 	<ul style="list-style-type: none"> Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel and current events Frequently uses complex forms and sentence structures; has enough vocabulary to express himself/ herself

iii. Schedule:

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

Project Work + Viva: 10 Marks

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

I. Schedule:

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

II. Suggestions for Project Work:

- The Project can be inter-disciplinary in theme. The ideas/issues highlighted in the chapters/ poems/ drama given the prescribed books can also be developed in the form of a project. Students can also take up any relevant and age-appropriate theme.
- Such topics may be taken up that provide students with opportunities for listening and speaking.

Some suggestions are as follows:

a. Interview-Based research:

Example:

- Students can choose a topic on which to do their research/ interview, e.g. a student can choose the topic : “Evolving food tastes in my neighbourhood” or “Corona pandemic and the fallout on families.” Read the available literature.
 - The student then conducts interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/background.
 - The student will then write an essay/ write up / report etc. up to 1000 words on his/her research and submit it. He / She will then take a viva on the research project. The project can be done in individually or in pairs/ groups
- b.** Listen to podcasts/ interviews/radio or TV documentary on a topic and prepare a report countering or agreeing with the speakers. Write an 800 - 1000 words report and submit. Take a viva on the report.
- c.** Students create their own video/ Audio, after writing a script. Before they decide a format, the following elements can be taken into consideration:
- Theme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?
 - What are the elements that need to be part of the script?
 - Will the video/audio have an interview with one or more guests?
 - Would they prefer to improvise while chatting with guests, or work from a script?
 - What would be the duration?
 - How would they present the script/report to the teacher, e.g. Can it be in the form of a narrative?
- d. Write, direct and present a theatrical production, /One act play**
This will be a project which will be done as a team. It will involve planning, preparation and presentation. In short, various language skills will be utilised. There will be researching, discussion, writing the script, auditioning and ultimately producing the play. The project will end with a presentation and subsequently a viva. Teachers will be able to assess the core language skills of the students and help them grow as 21st century critical thinkers.

III. Instructions for the Teachers:-

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

IV. Parameters for Overall Assessment:-

1. Pronunciation:

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

2. Vocabulary:

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

3. Accuracy:

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

4. Communication:

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

5. Interaction:

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

6. Fluency:

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

V. Project-Portfolio/ Project Report

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

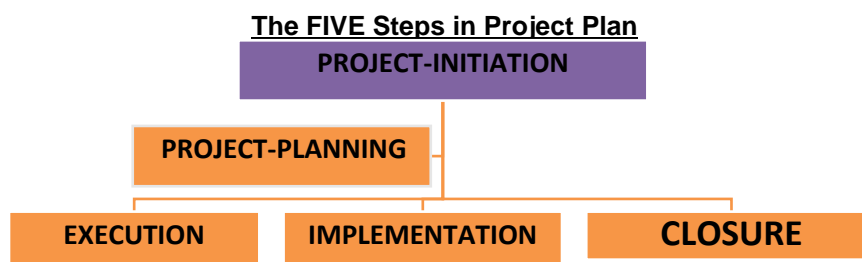
The Project-Portfolio may include the following:

- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Action plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires for interview, written assignments, essays, survey-reports and other material evidence of learning progress and academic accomplishment.
- The 800-1000 words essay/Script/Report.
- Student/group reflections.
- If possible, Photographs that capture the positive learning experiences of the student(s).
- List of resources/bibliography.

The following points must be kept for consideration while assessing the project portfolios:

- Quality of content of the project
- Accuracy of information
- Adherence to the specified timeline
- Content in respect of (spellings, grammar ,punctuation)
- Clarity of thoughts and ideas
- Creativity
- Contributions by group members
- Knowledge and experience gained

VI. Suggestive Timeline:



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

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

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

हिंदी (आधार) (कोड सं.- 302) कक्षा 11वीं-12वीं (2022 -23)

प्रस्तावना :

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

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

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

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

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

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

इस पाठ्यक्रम के अध्ययन से:

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

उद्देश्य :

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

शिक्षण-युक्तियाँ

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

संवाद जरूरी है। शिक्षार्थी अपनी शंकाओं और उलझनों को जितना ही अधिक व्यक्त करेंगे, उतनी ही ज्यादा स्पष्टता उनमें आ पाएगी।

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

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

श्रवण तथा वाचन परीक्षा हेतु दिशा-निर्देश

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

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

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

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

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

परीक्षकों के लिए अनुदेश :-

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

कौशलों के अंतरण का मूल्यांकन

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

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

परियोजना कार्य

विषय वस्तु

भाषा एवं प्रस्तुति

शोध एवं मौलिकता

कुल अंक 10

5 अंक

3 अंक

2 अंक

- हिन्दी भाषा और साहित्य से जुड़े विविध विषयों/ विधाओं / साहित्यकारों / समकालीन लेखन / साहित्यिक वादों / भाषा के तकनीकी पक्ष / प्रभाव / अनुप्रयोग / साहित्य के सामाजिक संदर्भों एवं जीवन मूल्य संबंधी प्रभावों आदि पर परियोजना कार्य दिए जाने चाहिए।
- सत्र के प्रारंभ में ही शिक्षार्थी को विषय चुनने का अवसर मिले ताकि उसे शोध, तैयारी और लेखन के लिए पर्याप्त समय मिल सके।
- वाचन - श्रवण कौशल एवं परियोजना कार्य का मूल्यांकन विद्यालय स्तर पर आंतरिक परीक्षक द्वारा ही किया जाएगा।**

परियोजना-कार्य

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

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

परियोजना का महत्व

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

परियोजना कार्य निर्धारित करते समय ध्यान देने योग्य बातें

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

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

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

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

- **हिंदी कविता में प्रकृति चित्रण (पाठ – उषा / बगुलों के पंख कविता)**
- विभिन्न कवियों की कविताओं का तुलनात्मक अध्ययन,
- भाषा शैली, विशेषताएँ
- वर्तमान के साथ प्रासंगिकता इत्यादि।
- **भारतीय ग्रामीण का जीवन (पाठ – पहलवान की ढोलक)**
 - आज़ादी से पहले, बाद में तथा वर्तमान में स्थिति
 - सुधार की आवश्यकताएँ
 - आपकी भूमिका/ योगदान/ सुझाव
- **समकालीन विषय**
 - कोविड -19 और हम
 - भूमिका – क्या है, क्यों है आदि का विवरण
 - विभिन्न देशों में प्रभाव
 - भारत के साथ तुलनात्मक अध्ययन
 - कारण और निवारण
 - आपकी भूमिका/ योगदान/ सुझाव

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

हिंदी (आधार) (कोड सं. 302) कक्षा -11वीं (2022 -23)
परीक्षा हेतु पाठ्यक्रम विनिर्देशन

- प्रश्न-पत्र दो खण्डों - खंड 'अ' और 'ब' का होगा।
- खंड 'अ' में 45 वस्तुपरक प्रश्न पूछे जाएँगे जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।
- खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे।

भारांक 100

निर्धारित समय 3 घंटे

खंड अ (वस्तुपरक प्रश्न)		
विषयवस्तु		भार
1	अपठित गद्यांश	15
अ	एक अपठित गद्यांश (अधिकतम 300 शब्दों का) (1 अंक x 10 प्रश्न)	10
ब	दो अपठित पद्यांशों में से कोई एक पद्यांश (अधिकतम 150 शब्दों का) (1 अंक x 5 प्रश्न)	05
2	पाठ्यपुस्तक अभिव्यक्ति और माध्यम की इकाई एक से पाठ संख्या 1 तथा 2 पर आधारित	05
	बहुविकल्पात्मक प्रश्न (1 अंक x 5 प्रश्न)	05
3	पाठ्यपुस्तक आरोह भाग - 1 से बहुविकल्पात्मक प्रश्न	10
अ	पठित काव्यांश पर पाँच बहुविकल्पी प्रश्न (1 अंक x 05 प्रश्न)	05
ब	पठित गद्यांश पर पाँच बहुविकल्पी प्रश्न (1 अंक x 05 प्रश्न)	05
4	पूरक पाठ्यपुस्तक वितान भाग-1 से बहुविकल्पात्मक प्रश्न	10
अ	पठित पाठों पर दस बहुविकल्पी प्रश्न (1 अंक x 10 प्रश्न)	10
खंड - ब (वर्णनात्मक प्रश्न)		
विषयवस्तु		भार
5	पाठ्यपुस्तक अभिव्यक्ति और माध्यम से सृजनात्मक लेखन और व्यावहारिक लेखन पाठ संख्या 1, 2, 9, 10, 14, 15 तथा 16 पर आधारित	20
1	दिए गए चार अप्रत्याशित विषयों में से किसी एक विषय पर लगभग 120 शब्दों में रचनात्मक लेखन (6 अंक x 1 प्रश्न)	05
2	औपचारिक पत्र लेखन। (5 अंक x 1 प्रश्न) (विकल्प सहित)	05
3	डायरी लेखन, कथा - पटकथा विषयों पर लेखन पर आधारित दो प्रश्न (3 अंक x 2 प्रश्न) (विकल्प सहित) (लगभग 60 शब्दों में)	06

4	स्ववृत्त लेखन और रोजगार संबंधी आवेदन पत्र तथा शब्दकोश, संदर्भ ग्रंथों की उपयोगी विधि और परिचय पर आधारित तीन में से दो प्रश्न (2 अंक x 2 प्रश्न) (विकल्प सहित) (लगभग 40 शब्दों में)	04
6	पाठ्यपुस्तक आरोह भाग - 1	20
1	काव्य खंड पर आधारित तीन प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर (लगभग 60 शब्दों में) (3 अंक x 2 प्रश्न)	6
2	काव्य खंड पर आधारित तीन प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर (लगभग 40 शब्दों में) (2 अंक x 2 प्रश्न)	4
3	गद्य खंड पर आधारित तीन प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर (लगभग 60 शब्दों में) (3 अंक x 2 प्रश्न)	6
4	गद्य खंड पर आधारित तीन प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर (लगभग 40 शब्दों में) (2 अंक x 2 प्रश्न)	4
7	(अ) श्रवण तथा वाचन	10
	(ब) परियोजना कार्य	10
कुल अंक		100

प्रस्तावित पुस्तकें :

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

नोट - पाठ्यक्रम के निम्नलिखित पाठ हटा दिए गए हैं।

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

हिंदी (आधार) (कोड सं. 302) कक्षा – 12वीं (2022-23) परीक्षा हेतु पाठ्यक्रम विनिर्देशन

- प्रश्न-पत्र दो खण्डों - खंड 'अ' और 'ब' का होगा।
- खंड 'अ' में 45 वस्तुपरक प्रश्न पूछे जाएँगे जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।
- खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे।

भारांक 100

निर्धारित समय 3 घंटे

खंड अ (वस्तुपरक प्रश्न)		भार
विषयवस्तु		भार
1	अपठित गद्यांश	15
	अ एक अपठित गद्यांश (अधिकतम 300 शब्दों का) (1 अंक x 10 प्रश्न)	10
	ब दो अपठित पद्यांशों में से कोई एक पद्यांश (अधिकतम 150 शब्दों का) (1 अंक x 5 प्रश्न)	05
2	पाठ्यपुस्तक अभिव्यक्ति और माध्यम की इकाई एक से पाठ संख्या 3, 4 तथा 5 पर आधारित	05
	बहुविकल्पात्मक प्रश्न (1 अंक x 5 प्रश्न)	05
3	पाठ्यपुस्तक आरोह भाग – 2 से बहुविकल्पात्मक प्रश्न	10
	अ पठित काव्यांश पर पाँच बहुविकल्पी प्रश्न (1 अंक x 05 प्रश्न)	05
	ब पठित गद्यांश पर पाँच बहुविकल्पी प्रश्न (1 अंक x 05 प्रश्न)	05
4	पूरक पाठ्यपुस्तक वितान भाग-2 से बहुविकल्पात्मक प्रश्न	10
	अ पठित पाठों पर दस बहुविकल्पी प्रश्न (1 अंक x 10 प्रश्न)	10
खंड – ब (वर्णनात्मक प्रश्न)		भार
विषयवस्तु		भार
5	पाठ्यपुस्तक अभिव्यक्ति और माध्यम से जनसंचार और सृजनात्मक लेखन पाठ संख्या 3, 4, 5, 11, 12 तथा 13 पर आधारित	20
	1 दिए गए चार अप्रत्याशित विषयों में से किसी एक विषय पर लगभग 120 शब्दों में रचनात्मक लेखन (6 अंक x 1 प्रश्न)	06
	2 कहानी का नाट्यरूपांतरण / रेडियो नाटक / अप्रत्याशित विषयों पर लेखन पर आधारित दो प्रश्न (3 अंक x 2 प्रश्न) (विकल्प सहित) (लगभग 60 शब्दों में)	06
	3 पत्रकारिता और जनसंचार माध्यमों के लिए लेखन पर आधारित तीन में से दो प्रश्न (4 अंक x 2 प्रश्न) (विकल्प सहित) (लगभग 80 शब्दों में)	08
6	पाठ्यपुस्तक आरोह भाग – 2	20

1	काव्य खंड पर आधारित तीन प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर (लगभग 60 शब्दों में) (3 अंक x 2 प्रश्न)	6
2	काव्य खंड पर आधारित तीन प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर (लगभग 40 शब्दों में) (2 अंक x 2 प्रश्न)	4
3	गद्य खंड पर आधारित तीन प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर (लगभग 60 शब्दों में) (3 अंक x 2 प्रश्न)	6
4	गद्य खंड पर आधारित तीन प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर (लगभग 40 शब्दों में) (2 अंक x 2 प्रश्न)	4
7	(अ) श्रवण तथा वाचन	10
	(ब) परियोजना कार्य	10
कुल अंक		100

प्रस्तावित पुस्तकें :

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

नोट - पाठ्यक्रम के निम्नलिखित पाठ हटा दिए गए हैं

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

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

HINDUSTANI MUSIC VOCAL (Code – 034)
Examination Structure for Assessment (2022-23)
Class XI

Theory :
Time: 02 Hours

Practical :
Time: 20-25 Minutes for each candidate

Total: 100 Marks

30 Marks

70 Marks

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&DrutKhyal) any one of the following <ul style="list-style-type: none">• Bihagi• Bhim• Palasi• Bhairavi	15
2	Examiner's Choice Ragas	12
3	1 Drupad 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 swarasrended by the examiner	08
6	Recitation of Thekas of prescribed Talas with Thah, Dugun,Chaugun: <ul style="list-style-type: none">• Teentala• Ektala• Chautala	05+05=10
7	Practical File	05

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

HINDUSTANI MUSIC VOCAL (Code – 034)
Examination Structure for Assessment (2022-23)
Class XIII

Total: 100 Marks

Theory :

30 Marks

Time: 02 hours

Practical (External Assessment)

70 Marks

Time: 25-30 Minutes for each candidate

1. Examiners are requested to ask the questions directly related to the syllabus.

Distribution of Marks

Sr. No	Value Points	Marks
1.	Choice Raga (Vilambit and DrutKhayal) with simple elaborations in prescribed Ragas (anyone) Bhairav <ul style="list-style-type: none">• Bageshri• Shuddh• Sarang• Malkauns	10+6=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">• Jhaptala• Rupak• Dhamar	5+5=10
8.	Tuning of Tanpura and questions regarding it	5
9.	Practical file	5

* External Examiner will refer to the distribution of marks while examining the candidate for practical examination

HINDUSTANI MUSIC VOCAL (Code – 034)
Course Structure (2022-23) Class XI

Theory –40 Periods

30 Marks

Time: 02 hours

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

No.	Units	No. of Periods	Marks
Unit 1		10	
1.1	Brief of the following Nada, Shruti, Swar, Saptak, Thaata, Jati, Laya, Tala	04	06
1.2	Brief study of the following: Margi- Desi, Raga,	06	
Unit 2		06	
2.1	Brief History of the following Dhrupad, Khayal and Tarana	06	06
Unit 3		08	
3.1	Brief study of Musical Elements in Natya Shastra	04	06
3.2	Life sketch and contribution of Tansen, V.N. Bhatkhande and V.D.Paluskar	04	
Unit 4		06	
4.1	Description of Prescribed Talas along with Tala Notation with Thah, Dugun and Chaugun <ul style="list-style-type: none"> • Teentala • Ektala • Chautala 	06	06
4.2	Knowledge of the Structure of Tanpura	04	
Unit 5		10	
5.1	Critical study of Prescribed Ragas along with Recognizing Ragas from phrases of Swaras and elaborating them excluding Raga Jaunpuri	04	06
5.2	<ul style="list-style-type: none"> • Writing in notation the compositions of Prescribed Ragas Bihag • Bhimpalasi • Bhairavi 	06	

Class – XI

Practical -100

Periods :

70 Marks

S.No	Topics	No. of periods
1.	One vilambit Khayal with simple elaborations and few tanas in any one of the prescribed Ragas.	18
2.	One Drut Khayal with simple elaboration and few tanas in the following Ragas- bihag, Bhairavi and Bhimpalasi.	40
3.	One Dhrupad with Dugun in any one of the prescribed Ragas.	12
4.	One Devotional Songs.	10
5.	Ability to recognize the prescribed Ragas from the phrases of Swaras rendered by the Examiner.	05
6.	Recitation of the Thekas of Teentala, Chautala and Ektala with Dugun and Chaugun, keeping Tala with hand beats.	15

HINDUSTANI MUSIC VOCAL (Code – 034)
Course Structure (2022-23) Class XII

Theory-60periods

30 Marks

Time: 02 hours

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

No.	Units	No.of Periods	Marks
Units 1		08	
1.1	Brief study of the following :- Alankar, Kan, Meend, Khatka, Murki, Gamak.	05	06
1.2	Brief study of the following Gram, Murchhana, Alap, Tana.	07	
Unit 2		05	
			06
2.1	Historical development of Time Theory of Ragas	05	
Unit 3		08	
3.1	Detail study of the following Sangeet Ratnakar Sangeet Parijat	04	06
3.2	Life sketch and Cotributionof Faiyaz Khan, Bade Ghulam Ali Khan, Krishna Rao, Shankar Pandit	04	
Unit 4		09	
4.1	Description of Prescribed Talas along with Tala Notation with Thah, Dugun, Tigun and Chaugun Jhaptala Rupak Dhamar	06	06
4.2	Tuning of Tanpura	03	
Unit 5		10	
5.1	Critical study of Prescribed Ragas along with recognizing Ragas from phrases of Swaras and elaborating them excluding Raga Shuddha Sarang	04	06
5.2	Writing in Notation the Compositions of Prescribed Ragas. <ul style="list-style-type: none"> • Bhairav • Bageshri • Malkauns 	06	

HINDUSTANI MUSIC VOCAL (Code – 034)
Class XII

Practical : 100periods

70 Marks

S.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 with handbeats.	15
6.	Tuning of Tanpura.	05

HISTORY
CLASS XI-XII (2022-23)
(Code No. 027)

Rationale

Through a focus on a series of critical historical issues and debates (class XI) or on a range of important historical sources (class XII), the students would be introduced to a set of important historical events and processes. A discussion of these themes, it is hoped, would allow students not only to know about these events and processes, but also to discover the excitement of reading history. However, practical way of assessing whether the learning objectives have been actualized or not, can be ensured by the way of having stated outcomes. These outcomes have been enumerated against the learning objectives so that the concerned teachers and their students can adopt different kinds of constructive strategies and competency-based assessment techniques. It is also to be understood that the learning objectives and their outcomes are organically linked and complementary to each other.

Objectives:

- Effort in these senior secondary classes would be to emphasize to students that history is a critical discipline, a process of enquiry, a way of knowing about the past, rather than just a collection of facts. The syllabus would help them to understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading their sources critically. They will appreciate how historians follow the trails that lead to the past, and how historical knowledge develops.
- The syllabus would also enable students store/relate/compare developments in different situations, analyze connections between similar processes located in different time periods, and discover the relationship between different methods of enquiry within history and the allied disciplines.
- The syllabus in class XI is organized around some major themes in the world history. The themes have been selected so as to (i) focus on some important developments in different spheres-political, social, cultural and economic, (ii) study not only the grand narratives of development-urbanization, industrialization and modernization-but also to know about the processes of displacements and marginalization. Through the study of these themes' students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.

- The treatment of each theme in class XI would include
 - an overview of the theme under discussion
 - a more detailed focus on one region of study
 - an introduction to a critical debate associated with the issue.
- In class XII the focus will shift to a detailed study of some themes in ancient, medieval and modern Indian history although the attempt is to soften the distinction between what is conventionally termed as ancient, medieval and modern. The object would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the course will be built on the knowledge that the students have acquired in the earlier classes.
- Each theme in class XII will also introduce the students to one type of source for the study of history. Through such a study, students would begin to see what different types of sources can reveal and what they cannot tell. They would come to know how historians analyze these sources, the problems and difficulties of interpreting each type of source, and the way a larger picture of an event, a historical process, or a historical figure, is built by looking at different types of sources.
- Each theme for class XII will be organized around four sub heads:
 - a detailed overview of the events, issues and processes under discussion
 - a summary of the present state of research on the theme
 - an account of how knowledge about the theme has been acquired
 - an excerpt from a primary source related to the theme, explaining how it has been used by historians.
- While the themes in both the classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion.
- In the text books each theme would be located in a specific time and place. But these discussions would be situated within a wider context by
 - plotting the specific event within time-lines
 - discussing the particular event or process in relation to developments in other places and other times.

**COURSE STRUCTURE
CLASS XI (2022-23)**

One-Theory Paper

**80Marks
3 Hours**

S.NO	THEMES	No. of Periods	Marks
1.	Introduction to World History	10	
Section A: Early Societies			
2.	Introduction	5	
3.	Writing and City Life	20	10
Section B: Empires			
4.	Introduction	5	
5.	An empire across three continents	20	10
6.	Nomadic Empires	20	10
Section C: Changing Traditions			
	Introduction	5	
7.	The Three Orders	20	10
8.	Changing Cultural Traditions	20	10
Section D: Paths to Modernization			
9.	Introduction	5	
10.	Displacing Indigenous People	20	10
11.	Paths To Modernization	20	15
165	MAP WORK OF THE RELATED THEMES	15	5
Total			80
Project work		25	20
Total		210	100 Marks

CLASS-XI: THEMES IN WORLD HISTORY

THEMES	LEARNING OBJECTIVES	LEARNING OUTCOMES
<p>Writing and City Life Focus: Iraq, 3rd millennium BCE</p> <ul style="list-style-type: none"> a) Growth of towns b) Nature of early urban societies c) Historians' Debate on uses of writing 	<ul style="list-style-type: none"> ● Familiarize the learner with the nature of early urban Centre's. ● Discuss whether writing is significant as a marker of civilization. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Compare and analyze the transformation from Neolithic to Bronze Age Civilization in order to understand the myriad spheres of human development. ● Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations. ● Analyze the outcomes of a sustained tradition of writing.
<p>An Empire across Three Continents Focus: Roman Empire, 27 BCE to 600 CE</p> <ul style="list-style-type: none"> a) Political evolution b) Economic Expansion c) Religion-culture foundation d) Late Antiquity e) Historians' view on the Institution of Slavery 	<ul style="list-style-type: none"> ● Familiarize the learner with the history of a major world empire ● Discuss whether slavery was a significant element in the economy. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture. ● Analyze the implications of Roman's contacts with the subcontinent Empires ● Examine the domains of cultural transformation in that period
<p>NOMADIC EMPIRES Focus: The Mongol, 13th to 14th century</p> <ul style="list-style-type: none"> a) The nature of nomadism b) Formation of empires c) Conquests and relations with other states d) Historians' views on nomadic societies and state formation 	<ul style="list-style-type: none"> ● Familiarize the learner with the varieties of nomadic society and their institutions. ● Discuss whether state formation is possible in nomadic societies. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Identify the living patterns of nomadic pastoralist society. ● Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler. ● Analyze socio-political and economic changes during the period of the descendants of Genghis Khan.

		<ul style="list-style-type: none"> ● Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan.
<p>The Three Orders. Focus: Western Europe 13th-16th century</p> <ol style="list-style-type: none"> Feudal society and economy Formation of state Church and society Historians' views on decline of feudalism 	<ul style="list-style-type: none"> ● Familiarize the learner with the nature of the economy and society of this period and the changes within them. ● Show how the debate on the decline of feudalism helps in understanding processes of transition. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society. ● Relate between ancient slavery and serfdom ● Assess the 14th century crisis and rise of the nation states.
<p>Changing Cultural Traditions Focus: Europe 14th-17th century</p> <ol style="list-style-type: none"> New ideas and new trends in literature and arts Relationship with earlier ideas The contribution of West Asia Historians' viewpoint on the validity of the notion 'European Renaissance' 	<ul style="list-style-type: none"> ● Explore the intellectual trends in the period. ● Familiarize students with the paintings and buildings of the period. ● Introduce the debate around the idea of 'Renaissance'. 	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> ● Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration. ● Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism. ● Compare and contrast the condition of women in the Renaissance period. ● Recognize major influences on the architectural, artistic, and literary developments in order to understand the facades of Renaissance. ● Critical analysis of the Roman Catholic Church by Martin Luther and Erasmus and their impact on later reforms. ● Evaluate the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformations

<p>Displacing Indigenous People Focus: North America and Australia, 18th to 20th century</p> <ul style="list-style-type: none"> a) European colonists in North America and Australia b) Formation of White Settler societies c) Displacement and repression of local people d) Historians' viewpoint on the impact of European settlement on indigenous population 	<ul style="list-style-type: none"> ● Sensitize students to the processes of displacements that accompanied the development of America and Australia. ● Understand the implications of such processes for the displaced populations. 	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> ● Recount some aspects of the history of the native people of America to understand their condition. ● To analyze the realms of settlement of Europeans in Australia and America. ● Compare and contrast the lives and roles of indigenous people in these continents
<p>Paths to Modernization Focus: East Asia, late 19th to 20th century</p> <ul style="list-style-type: none"> a) Militarization and economic growth in Japan b) China and the communist alternative c) Historians' Debate on the meaning of modernization <p>(NOTE- Keeping in view the importance of the themes i.e. Japan, China and Korea; it is advised that all must be taught in the schools)</p>	<ul style="list-style-type: none"> ● Make students aware that transformation in the modern world takes many different forms. ● Show how notions like 'modernization' need to be critically assessed. 	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> ● Deduce the histories of China and Japan from the phase of imperialism to modernization ● Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration. ● Analyze the domains of Japanese nationalism prior and after the Second World War. ● Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism. ● To analyze the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.
<p>Map Work on The Related Themes</p>		

COURSE STRUCTURE

CLASS XII (2022-23)

One Theory Paper

Max. Marks-80

Time:3 Hours

THEMES	Periods	Marks
Themes in Indian History Part-I		25
Theme 1 Bricks, Beads and Bones	15	
Theme 2 Kings, Farmers and Towns	15	
Theme 3 Kinship, Caste and Class	15	
Theme 4 Thinkers, Beliefs and Buildings	15	
Themes In Indian History Part-II		25
Theme 5 Through the Eyes of Travellers	15	
Theme 6 Bhakti –Sufi Traditions	15	
Theme 7 An Imperial Capital: Vijayanagar	15	
Theme 8 – Peasants, Zamindars and the State	15	
Themes In Indian History Part-III		25
Theme 10 Colonialism and The Countryside	15	
Theme 11 Rebels and the Raj	15	
Theme 13 Mahatma Gandhi and the Nationalist Movement	15	
Theme 15 Framing the Constitution	15	
Including Map Work of The Related Themes	15	5
Total		80
Project work	25	20
Total	220	100

COURSE CONTENT

Class XII: Themes in Indian History

Themes	NOTE- This is not an exhaustive list. For reflective teaching- learning process, explicit Learning Objectives and Outcomes can be added by teachers during the course-delivery for student's real learning.	
	Learning Objective	Learning Outcomes
<p style="text-align: center;">Part-I</p> <p>BRICKS, BEADS AND BONES</p> <p>The Harappan Civilization:</p> <p>Broad overview: Early urban centers</p> <p>Story of discovery: Harappan civilization</p> <p>Excerpt: Archaeological report on a major site</p> <p>Discussion: How it has been utilized by archaeologists/ historians</p>	<ul style="list-style-type: none"> ● Familiarize the learner with early urban centers as economic and social institution. ● Introduce the ways in which new data can lead to a revision of existing notions of history. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● State and deduce the multi-lateral aspects of Harappan civilization in order to understand the first civilization of the world. ● Develop an ability to use and analyze socio- economic, political aspects of Harappa <ul style="list-style-type: none"> ● Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.
<p>KINGS, FARMERS AND TOWNS: Early States and Economies (c. 600 BCE-600 CE)</p> <p>Broad overview: Political and economic History from the Mauryan to the Gupta period</p> <p>Story of discovery: Inscriptions and the Decipherment of the script. Shifts in the Understanding of political and economic history.</p> <p>Excerpt: Ashokan inscription and Gupta period land grant</p> <p>Discussion: Interpretation of inscriptions by historians.</p>	<ul style="list-style-type: none"> ● Familiarize the learner with major trends in the political and economic history of the subcontinent. ● Introduce inscrip-tional analysis and the ways in which these have shaped the understanding of political and economic processes. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Explain major trends in the 6th century BCE in order to understand the political and economic history of the subcontinent. ● Analyze inscrip-tional evidences and the ways in which these have shaped the understanding of political and economic processes.
<p>KINSHIP, CASTE AND CLASS</p> <p>Early Society Societies (C. 600 BCE-600 CE)</p> <p>Broad overview:</p> <p>Social Histories: Using the</p>	<ul style="list-style-type: none"> ● Familiarize the learners with issues in social history. ● Introduce the 	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> ● Analyze social norms in order to understand the perspectives of society given in the scriptures of

<p>Mahabharata Issues in social history, including caste, class, kinship and gender Story of discovery: Transmission and publications of the Mahabharata Excerpt: from the Mahabharata, illustrating how it has been used by historians. Discussion: Other sources for reconstructing social history.</p>	<p>strategies of textual analysis and their use in reconstructing social history.</p>	<p>ancient India.</p> <ul style="list-style-type: none"> ● Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata.
<p>THINKERS, BELIEFS AND BUILDINGS Cultural Developments (c. 600 BCE - 600 CE) Broad overview: A History of Buddhism: Sanchi Stupa A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Shaivism (Puranic Hinduism) b) Focus on Buddhism. Story of discovery: Sanchi stupa. Excerpt: Reproduction of sculptures from Sanchi. Discussion: Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism.</p>	<ul style="list-style-type: none"> ● Discuss the major religious developments in early India. ● Introduce strategies of visual analysis and their use in reconstructing the theories of religion. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Compare the distinct religious facets in order to understand the religious developments in ancient India ● Elucidate the rich religious sculpture and infer the stories hidden in it.
<p>Part-II THROUGH THE EYES OF TRAVELLERS Perceptions of Society (c. tenth to seventeenth century)</p>	<ul style="list-style-type: none"> ● Familiarize the learner with the salient features of social histories described by the travellers. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Identify the accounts of foreign travellers in order to

<p>Broad Overview: outlines of social and cultural life as they appear in traveller's account.</p> <p>Story of their writings: A discussion of where they travelled, what they wrote and for whom they wrote.</p> <p>Excerpts: from Al Biruni, Ibn Battuta, Francois Bernier.</p> <p>Discussion: What these travel accounts can tell us and how they have been interpreted by historians.</p>	<ul style="list-style-type: none"> • Discuss how traveller's accounts can be used as sources of social history. 	<p>understand the social political and economic life during the tenure of different rulers in the medieval period</p> <ul style="list-style-type: none"> • Compare and contrast the perspectives of Al Biruni, Ibn Battuta and Bernier towards Indian society.
<p>BHAKTI –SUFI TRADITIONS: Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)</p> <p>Broad overview:</p> <ol style="list-style-type: none"> Outline of religious developments during this period saints. Ideas and practices of the Bhakti-Sufi <p>Story of Transmission: How Bhakti-Sufi compositions have been preserved.</p> <p>Excerpt: Extracts from selected Bhakti-Sufi works.</p> <p>Discussion: Ways in which these have been interpreted by historians.</p>	<ul style="list-style-type: none"> • Familiarize the learner with the religious developments. • Discuss ways of analyzing devotional literature as sources of history. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Summarize the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period. • Comprehend the religious movement in order to establish unity, peace, harmony and brotherhood in society.
<p>AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries)</p> <p>Broad Over View: New Architecture: Hampi</p> <ol style="list-style-type: none"> Outline of new buildings 	<ul style="list-style-type: none"> • Familiarize the learner with the new buildings that were built during the time. Discuss the ways in 	<p>At the completion of this unit students will be able to:</p>

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

<p style="text-align: center;">Part-III</p> <p>COLONIALISM AND THE COUNTRYSIDE: Exploring Official Archives</p> <p>Broad overview:</p> <p>Colonialism and Rural Society: Evidence from Official Reports</p> <p>a) Life of zamindars, peasants and artisans in the late 18th century</p> <p>b). Permanent Settlement, Santhals and Paharias</p> <p>Story of official records: An account of why official investigations into rural societies were undertaken and the types of records and reports produced.</p> <p>Excerpts: From Fifth Report</p> <p>Discussion: What the official records tell and do not tell, and how they have been used by historians.</p>	<ul style="list-style-type: none"> ● Discuss how colonialism affected zamindars, peasants and artisans. ● Comprehend the problems and limits of using official sources for understanding the lives of the people 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Compare and contrast the revenue systems introduced by the British in order to understand the economic aspects of colonization in India. ● Analyze the colonial official records & reports in order to understand the divergent interest of British and Indians.
<p>REBELS AND THE RAJ: 1857 Revolt and its Representations-</p> <p>Broad overview:</p> <p>a. The events of 1857-58.</p> <p>b. Vision of Unity</p> <p>c. How these events were recorded and narrated.</p> <p>Focus: Lucknow</p> <p>Excerpts: Pictures of 1857. Extracts from contemporary accounts.</p> <p>Discussion: How the pictures of 1857 shaped British opinion of what had happened.</p>	<ul style="list-style-type: none"> ● Discuss how the events of 1857 are being interpreted. ● Discuss how visual material can be used by historians. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ▸ Correlate the planning and coordination of the rebels of 1857 to infer its domains and nature. ● Examine the momentum of the revolt to understand its spread. ▸ Analyze how revolt created vision of unity amongst Indians. ● Identify and interpret visual images to understand the emotions portrayed by the nationalist and British

<p>MAHATMA GANDHI AND THE NATIONALIST MOVEMENT: Civil Disobedience and Beyond</p> <p>Broad overview:</p> <ol style="list-style-type: none"> a. The Nationalist Movement 1918 -48. b. The nature of Gandhian politics and leadership. <p>Focus: Mahatma Gandhi and the three movements and his last days as “finest hours”</p> <p>Excerpts: Reports from English and Indian language newspapers and other contemporary writings.</p> <p>Discussion: How newspapers can be a source of history.</p>	<ul style="list-style-type: none"> ● Familiarize the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership. ● Discuss how Gandhi was perceived by different groups. Discuss how historians need to read and interpret newspapers diaries and letters as a historical so 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership. ● Analyze the significant contributions of Gandhiji to understand his mass appeal for nationalism. Analyze the perceptions and contributions of different communities towards the Gandhian movement. ● Analyze the ways of interpreting historical source such as newspapers, biographies and auto-biographies diaries and letters.
<p>FRAMING THE CONSTITUTION: The Beginning of a New Era</p> <p>Broad overview: The Making of the Constitution an overview:</p> <ol style="list-style-type: none"> a. Independence and then new nation state. b. The making of the Constitution <p>Focus: The Constituent Assembly Debates</p> <p>Excerpts: from the debates</p> <p>Discussion: What such debates reveal and how they can be analyzed.</p>	<ul style="list-style-type: none"> ● Discuss how the founding ideals of the new nation state were debated and formulated. ● Understand how such debates and discussions can be read by historians. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> ● Highlight the role of Constituent Assembly to understand functionalities in framing the constitution of India. ● Analyze how debates and discussions around important issues in the Constituent Assembly shaped our Constitution.

LIST OF MAPS

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

HISTORY -027
Class XI & XII (2022-23)
Project work

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, analyze it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.

OBJECTIVES

Project work will help students:

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

GUIDELINES TO TEACHERS

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

- The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- The 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.

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 CLASS XI PROJECTS

- 1) Facets of the Industrialization in sixteenth- eighteenth centuries.
- 2) Crusades: causes; rationale; events; outcomes; Holy Alliance
- 3) Ancient History in depth: Mesopotamia
- 4) Greek Philosophy and City States
- 5) Contributions of Roman Civilization

- 6) The spirit of Renaissance: Manifestation in art; Literature; Sculpture; Influence on Trading Community; Social Fabric; Philosophy; Political Values; Rational Thinking; Existentialism
- 7) Aspects of Development -South American States /Central American States
- 8) Different schools of thoughts- Realism: Humanism: Romanticism
- 9) Piecing together the past of Genghis Khan
- 10) Myriad Realms of Slavery in ancient, medieval, and modern world
- 11) History of Aborigines – America /Australia
- 12) Facets of Modernization – China /Japan/Korea

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

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

FEW SUGGESTIVE TOPICS FOR CLASS XII PROJECTS

1. The Indus Valley Civilization-Archeological 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

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

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

Note: Kindly refer to the guidelines on project work for classes XI and XII

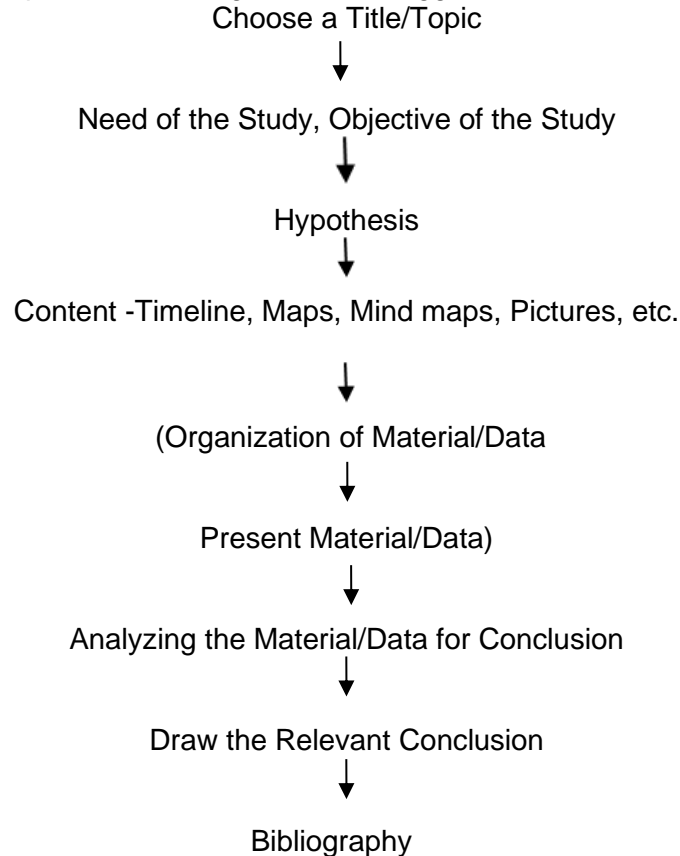
given below: -

Guidelines for History Project Work: 20 Marks

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 a suggested flow chart:



2. Expected Checklist for the Project Work:

- Introduction of topic/title
- Identifying the causes, events, 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 strategies suggested during 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.

3. Assessment of Project Work:

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the academic year.
- 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 Collection.	6
August - October	Planning and organization: forming an action plan, feasibility, or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
November - January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project.	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
January/ February	Final Assessment and VIVA by both Internal and External Examiners	External/ Internal Viva based on the project	4
		TOTAL	20

4. Viva-Voce

- At the end, 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. *****

PHYSICAL EDUCATION (048)

Class XI (2022–23)

Theory

Max. Marks 70

Unit I Changing Trends & Career in Physical Education

- Concept, Aims & Objectives of Physical Education
- Changing Trends in Sports- playing surface, wearable gears and sports equipment, technological advancements
- Career Options in Physical Education
- Khelo-India and Fit-India Program

Unit II Olympism

- Ancient and Modern Olympics
- Olympism – Concept and Olympics Values (Excellence, Friendship & Respect)
- Olympics - Symbols, Motto, Flag, Oath, and Anthem
- Olympic Movement Structure - IOC, NOC, IFS, Other members

Unit III Yoga

- Meaning & Importance of Yoga
- Introduction to Ashtanga Yoga
- Introduction to Yogic Kriyas (Shat Karma)

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

- Concept of Disability and Disorder
- Types of Disability, its causes & nature (Intellectual disability, Physical disability)
- Aim & Objective of Adaptive Physical Education
- Role of various professionals for children with special needs (Counsellor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist & Special Educator)

Unit V Physical Fitness, Health and Wellness

- Meaning and Importance of Wellness, Health and Physical Fitness
- Components/Dimensions of Wellness, Health and Physical Fitness
- Traditional Sports & Regional Games for promoting wellness

Unit VI Test, Measurement & Evaluation

- Concept of Test, Measurement & Evaluation in Physical Education & sports.
- Classification of Test in Physical Education and Sports.
- Test administration guidelines in physical education and sports

Unit VII Fundamentals of Anatomy, Physiology in Sports

- Definition and Importance of Anatomy and Physiology in exercise and sports
- Functions of Skeletal system, classification of bone and types of joints.
- Function and Structure of Circulatory system and heart.
- Function and Structure of Respiratory system.

Unit VIII Fundamentals of Kinesiology and Biomechanics in Sports

- Definition and Importance of Kinesiology and Biomechanics in sports
- Principles of Biomechanics
- Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation
- Axis and Planes – Concept and its application in body movements

Unit IX Psychology & Sports

- Definition & Importance of Psychology in Physical Education & Sports
- Adolescent Problems & Their Management
- Team Cohesion and Sports

Unit X Training and Doping in Sports

- Concept and Principles of Sports Training
- Training Load: Over Load, Adaptation, and Recovery
- Concept of Doping and its disadvantages

Practical

Max. Marks 30

- | | |
|---|---------|
| 01. Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)* | 6 Marks |
| 02. Proficiency in Games and Sports
(Skill of any one IOA recognised Sport/Game of Choice)** | 7 Marks |
| 03. Yogic Practices | 7 Marks |
| 04. Record File *** | 5 Marks |
| 05. Viva Voce (Health/ Games & Sports/ Yoga) | 5 Marks |

* Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, Body Composition, Muscular strength & Endurance, Range of Motion or Flexibility)

**CWSN (Children With Special Needs – Divyang): Bocce/Boccia , Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.

**Children With Special Needs can also opt any one Sport/Game from the list as alternative to Yogic Practices. However, the Sport/Game must be different from Test - ‘Proficiency in Games and Sports’

***Record File shall include:

- ❖ Practical-1: Labelled diagram of 400 M Track & Field with computations.
- ❖ Practical-2: Describe Changing Trends in Sports & Games in terms of changes in Playing surface, Wearable gears, Equipment, Technological advancements.
- ❖ Practical-3: Labelled diagram of field & equipment of any one IOA recognised Sport/Game of choice.

PHYSICAL EDUCATION (048)

Class XII (2022–23)

Theory

Max. Marks 70

Unit I Management of Sporting Events

- Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling)
- Various Committees & their Responsibilities (pre; during & post)
- Fixtures and its Procedures – Knock-Out (Bye & Seeding) & League (Staircase & Cyclic)

Unit II Children & Women in Sports

- Common Postural Deformities - Knock Knee; Bow Legs; Flat Foot; Round Shoulders; Lordosis, Kyphosis, and Scoliosis and their corrective measures
- Special consideration (Menarche & Menstrual Dysfunction)
- Female Athletes Triad (Osteoporosis, Amenorrhea, Eating Disorders)

Unit III Yoga as Preventive measure for Lifestyle Disease

- Obesity: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama.
- Diabetes: Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta-vajarasana, Paschimottanasana, Ardha-Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati.
- Asthma: Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansana, UttanMandukasana, Bhujangasana, Dhanurasana, Ushtrasana, Vakrasana, Kapalabhati, Gomukhasana Matsyaasana, Anuloma-Viloma.
- Hypertension: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, UttanMandukasana, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi-shodhanapranayam, Sitlipranayam.

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

- Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics)
- Advantages of Physical Activities for children with special needs.
- Strategies to make Physical Activities assessable for children with special needs.

Unit V Sports & Nutrition

- Concept of balance diet and nutrition
- Macro and Micro Nutrients: Food sources & functions
- Nutritive & Non-Nutritive Components of Diet

Unit VI Test & Measurement in Sports

- Fitness Test – SAI Khelo India Fitness Test in school:
 - Age group 5-8 yrs/ 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 (Abdominal Partial Curl Up, Push-Ups for boys, Modified Push-Ups for girls).
- Computing Basal Metabolic Rate (BMR)

- Rikli & Jones - Senior Citizen Fitness Test
 - I. Chair Stand Test for lower body strength
 - II. Arm Curl Test for upper body strength
 - III. Chair Sit & Reach Test for lower body flexibility
 - IV. Back Scratch Test for upper body flexibility
 - V. Eight Foot Up & Go Test for agility
 - VI. Six Minute Walk Test for Aerobic Endurance

Unit VII Physiology & Injuries in Sports

- Physiological factors determining components of physical fitness
- Effect of exercise on Muscular System
- Effect of exercise on Cardio-Respiratory System
- Sports injuries: Classification (Soft Tissue Injuries -Abrasion, Contusion, Laceration, Incision, Sprain & Strain; Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted)

Unit VIII Biomechanics & Sports

- Newton's Law of Motion & its application in sports
 - Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports
- Friction & Sports
- Projectile in Sports

Unit IX Psychology & Sports

- Personality; its definition & types (Jung Classification & Big Five Theory)
- Meaning, Concept & Types of Aggressions in Sports
- Psychological Attributes in Sports – Self Esteem, Mental Imagery, Self Talk, Goal Setting

Unit X Training in Sports

- Concept of Talent Identification and Talent Development in Sports
- Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle.
- Types & Method to Develop – Strength, Endurance and Speed
- Types & Method to Develop – Flexibility and Coordinative Ability

Practical

Max. Marks 30

01. Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)* 6 Marks
02. Proficiency in Games and Sports
(Skill of any one IOA recognised Sport/Game of Choice)** 7 Marks
03. Yogic Practices 7 Marks
04. Record File *** 5 Marks
05. Viva Voce (Health/ Games & Sports/ Yoga) 5 Marks

* Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, Body Composition, Muscular strength & Endurance, Range of Motion or Flexibility)

**CWSN (Children With Special Needs – Divyang): Bocce/Boccia , Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.

**Children With Special Needs can also opt any one Sport/Game from the list as alternative to Yogic Practices. However, the Sport/Game must be different from Test - 'Proficiency in Games and Sports'

***Record File shall include:

- ❖ Practical-1: Fitness tests administration.
- ❖ Practical-2: Procedure for Asanas, Benefits & Contraindication for any two Asanas for each lifestyle disease.
- ❖ Practical-3: Anyone one IOA recognised Sport/Game of choice. Labelled diagram of Field & Equipment. Also mention its Rules, Terminologies & Skills.

POLITICAL SCIENCE (Code No. 028)
(2022-23)

Rationale

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

Competencies and Outcomes:

1. Indian Constitution at Work:

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

1.2 Outcomes: The students will:

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

2. Political Theory:

2.1 Competency: Understanding, critically evaluating and applying political theory

2.2 Outcomes: After the course the students will:

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

3. Contemporary World Politics:

3.1 Competency: Understanding, analyzing the Contemporary World Politics

3.2 Outcomes: After the course the students will:

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

4. Politics in India after Independence:

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

4.2 Outcomes: After the course the students will:

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

POLITICAL SCIENCE (028)
Class XI (2022-23)

Total Marks = 100(80+20)

A.Theory

Max Marks: 80

Time: 3 hrs.

Part A: Indian Constitution at Work

Units	Contents	Marks
1	Constitution	12
2	Election and Representation	10
3	The Legislature	
4	The Executive	08
5	The Judiciary	
6	Federalism	10
7	Local Governments	
	Total	40

Part B: Political Theory

Units	Contents	Marks
8	Political Theory: An Introduction	04
9	Liberty	10
10	Equality	
11	Justice	08
12	Rights	
13	Citizenship	10
14	Nationalism	
15	Secularism	08
	Total	40

B. Project Work:

20 Marks

Grand Total = 100 Marks

COURSE CONTENT

Part A: Indian Constitution at Work

- 1. Constitution** **28 Periods**
Constitution: Why and How, The Making of the Constitution, Fundamental Rights and Duties, Directive Principles of State Policy, constitutional Amendments.
- 2. Election and Representation** **12 Periods**
Elections and Democracy, Election System in India, Electoral Reforms.
- 3. Legislature** **16 Periods**
Why do we need a Parliament? Unicameral / Bicameral Legislature. Functions and Power of the Parliament, Parliamentary committees. Parliamentary Officials: Speaker, Deputy Speaker, Parliamentary Secretary.
- 4. Executive** **16 Periods**
What is an Executive? Different Types of Executive. Parliamentary Executive in India, Prime Minister and Council of Ministers. Permanent Executive: Bureaucracy.
- 5. Judiciary** **16 Periods**
Why do we need an Independent Judiciary? Structure of the Judiciary, Judicial Review, Judicial Activism, Judicial Overreach.
- 6. Federalism** **14 Periods**
What is Federalism? Evolution & Growth of the Indian Federalism: Quasi Federalism, Cooperative Federalism & Competitive Federalism.
- 7. Local Governments** **12 Periods**
Why do we need Local Governments? Growth of Local Government in India, 73rd and 74th Amendments, Working and Challenges of Local Governments.

Part B: Political Theory

- 8. Political Theory: An Introduction** **08 Periods**
What is Politics? Politics V/s Political Theory, Importance of Political Theory.
- 9. Liberty** **12 Periods**
Liberty V.s Freedom, Negative and Positive Liberty.
- 10. Equality** **12 Periods**
What is Equality? Significance of Equality. Various dimensions of Equality. How can we promote Equality?
- 11. Justice** **14 Periods**
What is Justice? Different dimensions of Justice, Distributive Justice.
- 12. Rights** **14 Periods**
What are Rights? Where do Rights come from? Legal Rights and the State. Kinds of Rights. Human Rights.
- 13. Citizenship** **12 Periods**
What is citizenship? Citizen and Citizenship, Citizen and Nation, Global Citizenship

14. Nationalism**16 Periods**

Nations and Nationalism, Variants of Nationalism, Nationalism, Pluralism and Multiculturalism.

15. Secularism**18 Periods**

What is Secularism? What is Secular State? The Western and the Indian perspectives to Secularism. Salient Features of Indian Secularism.

Prescribed Books:

1. Indian Constitution at work, Class XI, Published by NCERT
2. Political Theory, Class XI, Published by NCERT
3. Reference Material available with the document

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

Question Paper Design (2022-23) POLITICAL SCIENCE (CODE NO. 028) CLASS XI	
TIME: 3 Hours	Max. Marks: 80
S.No.	Competencies
1	Demonstrative Knowledge + Understanding (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information) (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)
2	Knowledge / Conceptual Application (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example or solve a problem)
3	Formulation Analysis, Evaluation and Creativity Analysis & Synthesis- classify, compare, contrast, or differentiate between different pieces of information; organize and/or integrate unique pieces of information from a variety of sources; includes map interpretation

Project Work: 20 Marks

<u>Details of Project Work</u>
<ol style="list-style-type: none"> 1. The Project work will be implemented for 20 Marks. 2. Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work. 3. For class XII, the evaluation for 20 marks project work should be done jointly by the internal as well as the external examiners. 4. The project can be individual/pair/group of 4-5 each. The Project can be made on the topics given in the syllabus of a particular class. 5. The suggestive list of activities for project work is as follows: - Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc. 6. The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.

POLITICAL SCIENCE (Code No. 028)

Class XII (2022-23)

Time: 3 hrs.

Max. Marks: 80

Part A: Contemporary World Politics

Units	Contents	Marks
1	The End of Bipolarity	8
2	New Centres of Power	12
3	Contemporary South Asia	
4	United Nations and its Organizations	10
5	Security in Contemporary World	
6	Environment and Natural Resources	10
7	Globalization	
	Total	40

Part B: Politics in India since Independence

Units	Contents	Marks
1	Challenges of Nation-Building	08
2	Planned Development	
3	India's Foreign Policy	08
4	Parties and Party System in India	12
5	Democratic Resurgence	
6	Regional Aspirations	12
7	Indian Politics: Recent Trends and Development	
	Total	40

COURSE CONTENTS

Part A: Contemporary World Politics		
1.	The End of Bipolarity Disintegration of Soviet Union, Unipolar World, Middle East Crisis – Afghanistan, Gulf War, Democratic Politics and Democratization – CIS and the 21 st Century (Arab Spring).	22 Periods
2	New Centres of Power Organizations: European Union, ASEAN, SAARC, BRICS. Nations: Russia, China, Israel, India, Japan and South Korea.	18 Periods
3	Contemporary South Asia Conflicts and efforts for Peace Democratization in South Asia: Pakistan, Nepal, Bangladesh, Sri Lanka, Maldives.	18 Periods
4	United Nations and its Organizations Principal Organs, Key Agencies: UNESCO, UNICEF, WHO, ILO, Security Council and the Need for its Expansion.	10 Periods
5	Security in Contemporary World Security: Meaning and Type; Terrorism.	12 Periods
6	Environment and Natural Resources Environmental Movements, Global Warming and Climate Change, Conservation of Natural Resources.	12 Periods
7	Globalization Globalization: Meaning, Manifestation and Debates.	12 Periods
Part B: Politics in India since Independence		
1	Challenges of Nation-Building Nation and Nation Building. Sardar Vallabh Bhai Patel and Integration of States. Nehru's approach to nation-building; Legacy of partition: challenge of 'refugee' Resettlement, the Kashmir problem. Political conflicts over language. Linguistic Organisation of States.	16 Periods
2	Planned Development Changing nature of India's Economic Development Planning Commission and Five Year Plans, National Development Council, NITI Aayog.	08 Periods
3	India's Foreign Policy Principles of Foreign Policy; India's Changing Relations with Other Nations: US, Russia, China, Israel; India's Relations with its Neighbours: Pakistan, Bangladesh, Bhutan, Nepal, Sri Lanka and Myanmar; India's Nuclear Programme.	20 Periods
4	Parties and Party System in India One Party Dominance, Bi-Party System, Multi-Party Coalition System.	30 Periods
5	Democratic Resurgence Jaya Prakash Narayan and Total Revolution, Ram Manohar Lohia and Socialism, Pandit Deendayal Upadhyaya and Integral Humanism, National Emergency, Democratic Upsurges – Participation of the Adults, Backwards and Youth.	
6	Regional Aspirations Rise of regional parties. Punjab Crisis. The Kashmir Issue, Movements for Autonomy.	36 Periods
7	Indian Politics: Recent Trends and Development Era of Coalitions, National Front, United Front, United Progressive Alliance (UPA) – I & II, National Democratic Alliance (NDA) I, II, III & IV, Issues of Development and Governance.	

Prescribed Books:

- Contemporary World Politics, Class XII, Published by NCERT
- Politics in India since Independence, Class XII, Published by NCERT
- Reference Material available with this document.

Note:

- The above textbooks are also available in Hindi and Urdu versions.

POLITICAL SCIENCE (CODE NO. 028)
CLASS XII

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

Project Work: 20 Marks

Details of Project Work

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

Guidelines for Subject having Project Work: 20 Marks

(Political Science)

One Project to be done throughout the session, as per the existing scheme.

1. The objectives of the project work:

Objectives of project work are to enable learners to:

- ☑ probe deeper into personal enquiry, initiate action and reflect on knowledge and skills, views etc. acquired during the course of class XI-XII.
- ☑ analyse and evaluate real world scenarios using theoretical constructs and arguments
- ☑ demonstrate the application of critical and creative thinking skills and abilities to produce an independent and extended piece of work
- ☑ follow up aspects in which learners have interest
- ☑ develop the communication skills to argue logically

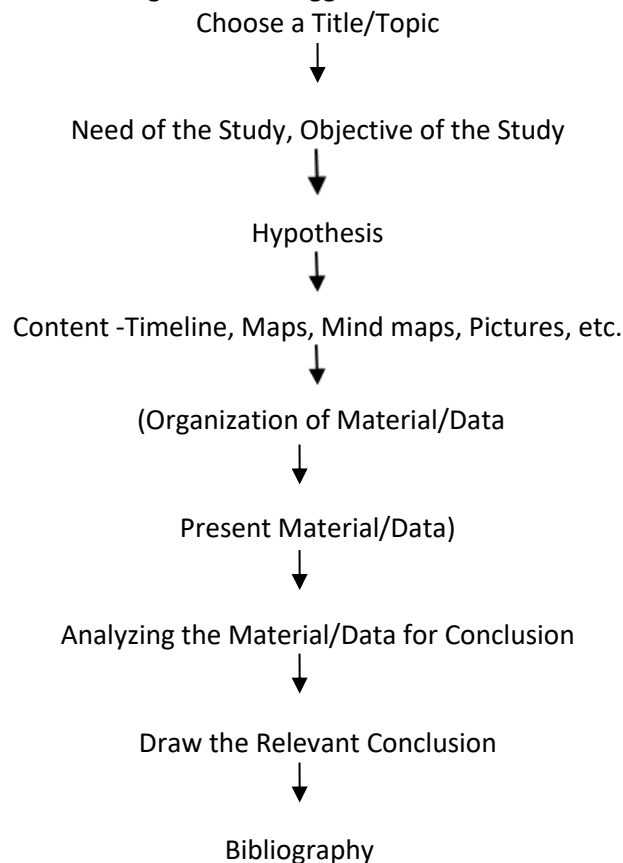
2. Role of the teacher:

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

- ☑ help each learner select the topic 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 must understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same;
- ☑ ensure that the 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.
- ☑ prepare the learner for the presentation of the project work.
- ☑ arrange a presentation of the project file.

3. Steps involved in the conduct of the project:

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



4. Expected Checklist for the Project Work:

- ☐ Introduction of topic/title
- ☐ Identifying the causes, events, 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 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.

5. Assessment of Project Work:

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the academic year.
- 20 marks assigned for Project Work can be divided in the following manner:

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 Collection.	6
August - October	Planning and organization: forming an action plan, feasibility, or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
November - January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project.	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
January/ February	Final Assessment and VIVA by both Internal and External Examiners	External/ Internal Viva based on the project	4
		TOTAL	20

6. Suggestive Topics:

Students can choose any topic related to the syllabus.

- Assessment will be done by external examiner in coordination with internal examiner and the date of Project Assessment will be fixed by CBSE in the month of February/March 2023.

7. 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 own original work.

☑ In case of any doubt, authenticity should be checked and verified.

SOCIOLOGY
CLASS XI-XII (2022-23)
(Code No. 039)

Rationale

Sociology is introduced as an elective subject at the senior secondary stage. The syllabus is designed to help learners to reflect on what they hear and see in the course of everyday life and develop a constructive attitude towards society in change; to equip a learner with concepts and theoretical skills for the purpose. The curriculum of Sociology at this stage should enable the learner to understand dynamics of human behavior in all its complexities and manifestations. The learners of today need answers and explanations to satisfy the questions that arise in their minds while trying to understand social world. Therefore, there is a need to develop an analytical approach towards the social structure so that they can meaningfully participate in the process of social change. There is scope in the syllabus not only for interactive learning, based on exercises and project work but also for teachers and students to jointly innovate new ways of learning.

- Sociology studies society. The child's familiarity with the society in which she /he lives in makes the study of Sociology a double edged experience. At one level Sociology studies institutions such as family and kinship, class, caste and tribe religion and region- contexts with which children are familiar of, even if differentially. For India is a society which is varied both horizontally and vertically. The effort in the books will be to grapple overtly with this both as a source of strength and as a site for interrogation.
- Significantly the intellectual legacy of Sociology equips the discipline with a plural perspective that overtly engages with the need for defamiliarization, to unlearn and question the given. This interrogative and critical character of Sociology also makes it possible to understand both other cultures as well as relearn about one's own culture.
- This plural perspective makes for an inbuilt richness and openness that not too many other disciplines in practice share. From its very inception, Sociology has had mutually enriching and contesting traditions of an interpretative method that openly takes into account 'subjectivity' and causal explanations that pay due importance to establishing causal correspondences with considerable sophistication. Not surprisingly its field work tradition also entails large scale survey methods as well as a rich ethnographic tradition. Indeed Indian Sociology, in particular has bridged this distinction between what has often been seen as distinct approaches of Sociology and Social Anthropology. The syllabus provides

ample opportunity to make the child familiar with the excitement of field work as well as its theoretical significance for the very discipline of Sociology.

- The plural legacy of Sociology also enables a bird's eye view and a worm's eye view of the society the child lives in. This is particularly true today when the local is inextricably defined and shaped by macro global processes.
- The syllabus proceeds with the assumption that gender as an organizing principle of society cannot be treated as an add on topic but is fundamental to the manner that all chapters shall be dealt with.
- The chapters shall seek for a child centric approach that makes it possible to connect the lived reality of children with social structures and social processes that Sociology studies.
- A conscious effort will be made to build into the chapters a scope for exploration of society that makes learning a process of discovery. A way towards this is to deal with sociological concepts not as givens but a product of societal actions humanly constructed and therefore open to questioning.

Objectives

- To enable learners to relate classroom teaching to their outside environment.
- To introduce them to the basic concepts of Sociology that would enable them to observe and interpret social life.
- To be aware of the complexity of social processes.
- To appreciate diversity in Indian Society and the world at large.
- To build the capacity of students to understand and analyze the changes in contemporary Indian society.

COURSE STRUCTURE CLASS XI (2022-23)

One Theory Paper Time: 3 Hours

Max. Marks: 80

Units		No. of periods	Marks
A	Introducing Sociology		
	1. Sociology, Society and its relationship with other Social Science disciplines	18	10
	2. Terms, concepts and their use in Sociology	16	10
	3. Understanding Social Institutions	20	12
	4. Culture and Socialization	16	12

	Total	70	44
B	Understanding Society		
	7. Social Change and Social order in Rural and Urban Society	20	12
	9. Introducing Western Sociologists	20	12
	10. Indian Sociologists	20	12
	Total	60	36
	Total	130	80
	Project Work	40	20

COURSE CONTENT

A.	INTRODUCING SOCIOLOGY	44 Marks
Unit 1	Sociology, Society and its Relationship with other Social Sciences <ul style="list-style-type: none"> • Introducing Society: Individuals and collectivities. Pluralities and Inequalities among societies. • Introducing Sociology: Emergence. Nature and Scope. • Relationship with other Social Science disciplines 	18 Periods
Unit 2	Terms, Concepts and their use in Sociology <ul style="list-style-type: none"> • Social Groups and Society • Social Stratification • Status and Role • Society & Social Control 	16 Periods
Unit 3	Understanding Social Institutions <ul style="list-style-type: none"> • Family, Marriage and Kinship • Work & Economic Life • Political Institutions • Religion as a Social Institution • Education as a Social Institution 	20 Periods
Unit 4	Culture and Socialization <ul style="list-style-type: none"> • Defining Culture • Dimensions of Culture • Socialization • Agencies of Socialisation 	16 Periods

	&Sociology	
B.	UNDERSTANDING SOCIETY	36 Marks
Unit 7	Social Change and Social Order in Rural and Urban Society <ul style="list-style-type: none"> • Social Change: Types, Causes and Consequences • Social Order: Domination, Authority and Law; Contestation, Crime and Violence • Concepts: Village, Town and City • Social Order and Social Change in Rural and Urban Areas 	20 Periods
Unit 9	Introducing Western Sociologists <ul style="list-style-type: none"> • The Context of Sociology • Karl Marx on Class Conflict • Emile Durkheim : Division of Labour in society • Max Weber: Interpretive Sociology, Ideal Type & Bureaucracy 	20 Periods
Unit 10	Indian Sociologists <ul style="list-style-type: none"> • G.S. Ghurye on Caste and Race • D.P. Mukherjee on Tradition and Change • A.R. Desai on the State • M.N. Srinivas on the Village 	20 Periods

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

SOCIOLOGY (Code No. 039)
QUESTION PAPER DESIGN
CLASS XI (2022-23)

S. No.	Competencies	Total Marks	% Weight age
1	<p>Knowledge & understanding</p> <p>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	30	37.5%
2	<p>Application of Knowledge and Concepts</p> <p>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p> <p>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p>	32	40%
3	<p>Formulate, Analyse , Evaluate & Create</p> <p>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p>	18	22.5%
	Total	80	100%

**COURSE STRUCTURE
CLASS XII (2022-23)**

One Theory Paper Time: 3 Hours

Max. Marks: 80

Units		No. of periods	Marks
A	Indian Society		
	1. Introducing Indian Society	0	Non-evaluative
	2. The Demographic Structure of Indian Society	10	10
	3. Social Institutions: Continuity and Change	12	10
	5. Patterns of Social Inequality and Exclusion	18	10
	6. The Challenges of Cultural Diversity	22	10
	7. Suggestions for Project Work	10	Non-evaluative
		Total	40
B	Social Change and Development in India		
	8. Structural Change	8	5
	9. Cultural Change	12	5
	11. Change and Development in Rural Society	10	10
	12. Change and Development in Industrial Society	12	10
	15. Social Movements	18	10
		Total	40
	Total	132	80

COURSE CONTENT

A.	INDIAN SOCIETY	40 Marks
Unit 1	Introducing Indian Society <ul style="list-style-type: none"> • Colonialism, Nationalism, Class and Community (Non-evaluative) 	0 Periods
Unit 2	The Demographic Structure of the Indian Society <ul style="list-style-type: none"> • Theories and concepts in demography 	10 Periods

	<ul style="list-style-type: none"> • Rural-Urban Linkages and Divisions • Population Policy in India 	
Unit 3	Social Institutions: Continuity and Change <ul style="list-style-type: none"> • Caste and the Caste System • Tribal Communities • Family and Kinship 	12 Periods
Unit 5	Patterns of Social Inequality and Exclusion <ul style="list-style-type: none"> • Social Inequality and Social Exclusion • Systems justifying and perpetuating Inequality - Caste, Tribe, the Other Backward Classes • Adivasi Struggles • The Struggle for Women's Equality and Rights • The struggles of the Differently Aabled 	18 Periods
Unit 6	The Challenges of Cultural Diversity <ul style="list-style-type: none"> • Cultural communities and the nation state • Regionalism in the Indian context • The Nation state and religion related issues and identities • Communalism, secularism and the nation state • State and Civil Society 	22 Periods
Unit 7	Suggestions for Project Work	10 Periods
B.	SOCIAL CHANGE AND DEVELOPMENT IN INDIA	40 Marks
Unit 8	Structural Change <ul style="list-style-type: none"> • Understanding Colonialism, Industrialization, Urbanization 	8 Periods
Unit 9	Cultural Change <ul style="list-style-type: none"> • Social Reform Movements • Different Kinds of Social Change: Sanskritisation, 	12 Periods

	Westernization, Modernization, Secularization	
Unit 11	<p>Change and Development in Rural Society</p> <ul style="list-style-type: none"> • Agrarian Structure : Caste & class in Rural India • Land Reforms, Green Revolution and Emerging Agrarian society • Green revolution and its social consequences • Transformation in Rural Society • Circulation of labour • Globalization, Liberalization and Rural Society 	10 Periods
Unit 12	<p>Change and Development in Industrial Society</p> <ul style="list-style-type: none"> • From Planned Industrialization to Liberalization • How people find Jobs • Work Processes: How work is carried out, working conditions, home based work, Strikes and Unions 	12 Periods
Unit 15	<p>Social Movements</p> <ul style="list-style-type: none"> • Concept of Social Movements • Theories and Classification of Social Movements • Environmental Movements • Class-Based Movements: Workers, Peasants 	18 Periods

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

Prescribed Books:

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

SOCIOLOGY (Code No. 039)
QUESTION PAPER DESIGN
CLASS XII (2022-23)

S. No.	Competencies	Total Marks	% Weight age
1	Knowledge & understanding Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	30	37.5%
2	Application of Knowledge and Concepts Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	32	40%
3	Formulate, Analyse , Evaluate & Create Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	18	22.5%
	Total	80	100%

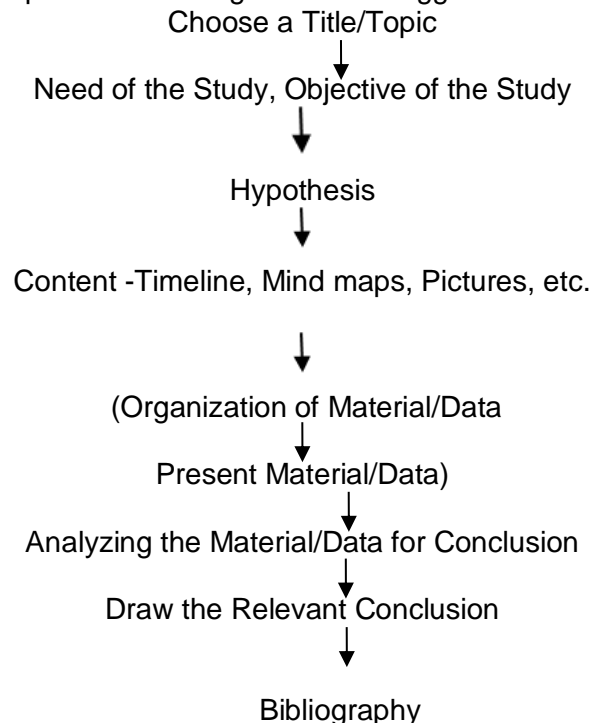
Note: Kindly refer to the guidelines on project work for class XI and XII given below: -

Guidelines for Sociology Project Work: 20 Marks

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 a suggested flow chart:



2. Expected Checklist for the Project Work:

- Introduction of topic/title
- Identifying the causes, events, 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 strategies suggested during 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.

3. Assessment of Project Work:

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the academic year.
- 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 Collection.	5
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.	6
November - January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project.	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
January/ February	Final Assessment and VIVA by both Internal and External Examiners	External/ Internal Viva based on the project	4
		TOTAL	20

4. Viva-Voce

- At the end, 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. *****