

**ECONOMICS (Subject Code 030)**  
**CLASS - XII (2025-26)**

**Theory: 80 Marks**  
**Project: 20 Marks**

**3 Hours**

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

## **Part A: Introductory Macroeconomics**

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

What is Macroeconomics?

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

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

Aggregates related to National Income:

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

GDP Deflator, GDP and Welfare

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

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

Money creation by the commercial banking system.

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

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

Aggregate demand and its components.

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

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

Meaning of full employment and involuntary unemployment.

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

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

Government budget - meaning, objectives and components.

Classification of receipts - revenue receipts and capital receipts;

Classification of expenditure – revenue expenditure and capital expenditure.

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

## **Unit 5: Balance of Payments**

Balance of payments account - meaning and components;

Balance of payments – Surplus and Deficit

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

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

Managed Floating exchange rate system

## **Part B: Indian Economic Development**

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

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

Indian economic system and common goals of Five Year Plans.

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

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

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

Concepts of demonetization and GST

### **Unit 7: Current challenges facing Indian Economy**

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

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

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

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

### **Unit 8: Development Experience of India:**

A comparison with neighbours

India and Pakistan

India and China

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

## **Part C: Project in Economics**

#### **Prescribed Books:**

1. Statistics for Economics, NCERT
  2. Indian Economic Development, NCERT
  3. Introductory Microeconomics, NCERT
  4. Macroeconomics, NCERT
  5. Supplementary Reading Material in Economics, CBSE
- Note:** The above publications are also available in Hindi Medium.

**Suggested Question Paper Design**  
**Economics (Subject Code 030)**  
**Class XII (2025-26)**  
**March 2026 Examination**

**Marks: 80**

**Duration: 3 hrs.**

SN	Typology of Questions	Marks	Percentage
1	<b>Remembering and Understanding:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	32	40%
2	<b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	24	30%
3	<b>Analysing, Evaluating and Creating:</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	24	30%
<b>Total</b>		<b>80</b>	<b>100%</b>

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

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

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

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

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

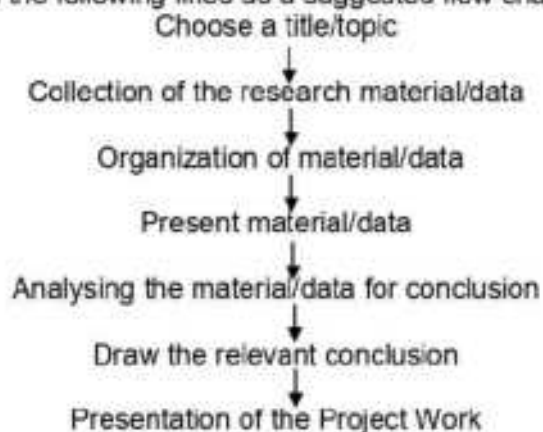
### **Role of the teacher:**

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

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

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

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



**Expected Checklist:**

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

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

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

**Marking Scheme:**

Marks are suggested to be given as –

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

**Suggestive List of Projects:**

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

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



**ENGLISH CORE**  
**CLASS – XII (2025-26)**

**Section A**  
**Reading Skills-22 Marks**

**I. Reading Comprehension through Unseen Passage**

**12+10 = 22 Marks**

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

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

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

**Section B**  
**Creative Writing Skills-18 Marks**

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



### Section C

#### Literature Text Book and Supplementary Reading Text- 40 Marks

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

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

## Prescribed Books

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

### Prose

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

### Poetry

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

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

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

## INTERNAL ASSESSMENT

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

**ENGLISH CORE**  
**QUESTION PAPER DESIGN**  
**CLASS- XII (2025-26)**

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

## GUIDELINES FOR INTERNAL ASSESSMENT

Classes XI-XII

Total Marks: 20

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.

**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)

## SUGGESTIVE RUBRICS

	1	2	3	4	5
<b>Interaction</b>	<ul style="list-style-type: none"> <li>• Contributions are mainly unrelated to those of other speakers</li> <li>• Shows hardly any initiative in the development of conversation</li> <li>• Very limited interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Contributions are often unrelated to those of the other speaker</li> <li>• Generally passive in the development of conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interaction adequately, makes however minimal effort to initiate conversation</li> <li>• Needs constant prompting to take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction is adequately initiated and developed</li> <li>• Takes turn but needs some prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates &amp; logically develops simple conversation on familiar topics</li> <li>• Takes turns appropriately</li> </ul>
<b>Fluency &amp; Coherence</b>	<ul style="list-style-type: none"> <li>• Noticeably/ long pauses; rate of speech is slow</li> </ul>	<ul style="list-style-type: none"> <li>• Usually fluent; produces simple speech</li> </ul>	<ul style="list-style-type: none"> <li>• Is willing to speak at length, however repetition is</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks without noticeable effort, with a little repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks fluently almost with no repetition &amp; minimal</li> </ul>

	<ul style="list-style-type: none"> <li>• Frequent repetition and/or self-correction this is all right in informal conversation</li> <li>• Links only basic sentences; breakdown of coherence evident</li> </ul>	fluently, but loses coherence in complex communication <ul style="list-style-type: none"> <li>• Often hesitates and/or resorts to slow speech</li> <li>• Topics partly developed; not always concluded logically</li> </ul>	noticeable <ul style="list-style-type: none"> <li>• Hesitates and/or self corrects; occasionally loses coherence</li> <li>• Topics developed, but usually not logically concluded</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction</li> <li>• Topics not fully developed to merit.</li> </ul>	hesitation Develops topic fully & coherently
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Frequent inaccurate pronunciation</li> <li>• Communication is severely affected</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently unintelligible articulation</li> <li>• Frequent phonological errors</li> <li>• Major communication problems</li> </ul>	<ul style="list-style-type: none"> <li>• Largely correct pronunciation &amp; clear articulation except occasional errors</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly correct pronunciation &amp; clear articulation</li> <li>• Is clearly understood most of the time; very few phonological errors</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounces correctly &amp; articulates clearly</li> <li>• Is always comprehensible</li> <li>• uses appropriate intonation</li> </ul>
<b>Vocabulary &amp; Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstrates almost no flexibility, and mostly struggles for appropriate words</li> <li>• Many Grammatical errors impacting communication</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on some of the topics, with limited vocabulary.</li> <li>• Frequent errors, but self-corrects</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on most of the topics with appropriate vocabulary</li> <li>• Minor errors that do not hamper communication</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expression</li> <li>• No grammatical errors</li> </ul>

### 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 individually or in pairs/ groups

b) Students 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? Can it be in the form of a narrative?

**d) Students 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 21<sup>st</sup> century critical thinkers.

**II. 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 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}**

**III. 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.

#### IV. 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:**

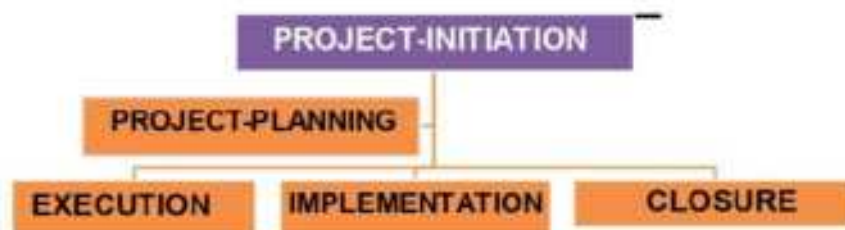
- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Students Action Plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires 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

#### V. Suggestive Timeline:

##### The FIVE Steps in Project Plan



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



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

CATEGORY	1	2	3	4	5
<b>TIME LIMIT</b>	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 mins	Student/ group adhered to the given time limit
<b>CONTENT/ SCRIPT/ QUESTIONNAIRE</b>	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
<b>CREATIVITY</b>	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 /effort seen/ considerable work done/ Creative and relevant costumes
<b>PREPAREDNESS</b>	Student/ group seems to be unprepared	Some visible preparedness but Rehearsal is lacking	Somewhat prepared, rehearsal is lacking	Good preparedness but need better rehearsal	Complete Preparedness /rehearsed presentation
<b>CLARITY OF SPEECH</b>	Lack of clarity in presentation many words mis-pronounced	Speaks clearly some words are mis-pronounced	Speaks clearly 90% of the time/ a few mis-pronounced words	Speaks clearly and distinctly 95% of time/ Few mis-pronounced words	Speaks clearly distinctly 95% of time/ fluency in pronunciation
<b>USE OF PROPS (Theatre/Role Play)</b>	Only 1/no relevant props used Very little use of facial expressions /body language, Does not generate much interest	1 to 2 relevant props used Little Use of facial expressions and body language	2 to 3 relevant props used Facial expressions and body language is used to try to generate some enthusiasm	3 to 4 relevant props used Facial expression and body language sometimes generate enthusiasm with the topic	4 to 5 relevant props used Facial expression and body language generate enthusiasm with the topic
<b>PORTFOLIO-PRESENTATION</b>	Inadequate & unimpressive	Somewhat suitable & convincing	Adequate & relevant	Interesting, enjoyable & relevant	Brilliant, creative& exceptional

**CLASS XII**  
**COURSE STRUCTURE**

**Book- Fundamental of Human Geography**

Chapter No.	Chapter Name	Weightage
Unit I		
1	Human Geography	3
Unit II		
2	The World Population Density Distribution and Growth	8
3	Human Development	
Unit III		
4	Primary Activities	19
5	Secondary Activities	
6	Tertiary and Quaternary Activities	
7	Transport, Communication and Trade	
8	International Trade	
Map Work (Based on identification of features on World Political Map)		5
Total		35

**Book-India People and Economy**

Chapter No.	Chapter Name	Weightage
<b>Unit I</b>		
1	Population Distribution Density Growth and Composition	5
<b>Unit II</b>		
2	Human Settlements	3

Unit III		
3	Land Resources and Agriculture	10
4	Water Resources	
5	Mineral And Energy Resources	
6	Planning and Sustainable Development in Indian Context	
Unit IV		
7	Transport and Communication	7
8	International Trade	
Unit V		
9	Geographical Perspective on selected issues and problems	5
Map Work (Based on locating and labelling on a political map of India)		5
Total		35

#### **Book- Geography Practical II**

<b>Chapter No.</b>	<b>Chapter Name</b>	<b>Weightage</b>
1	Data-its source and Compilation	18
2	Data Processing	
3	Graphical representation of Data	
4	Spatial Information Technology	7
<b>Practical Record Book and Viva Voce</b>		<b>5</b>
<b>Total</b>		<b>30</b>

## COURSE CONTENT - XII

<b>Book: Fundamentals of Human Geography</b>	
<b>Unit 1:</b>	<b>Chapter-1 Human Geography: Nature and Scope</b> <ul style="list-style-type: none"> <li>• Introduction to Human Geography</li> <li>• Approaches to study Human Geography Regional and Systematic Geography, Dualism</li> <li>• Nature of Human Geography</li> <li>• Naturalisation of Humans and Humanisation of Nature</li> <li>• Schools of thought in Human Geography</li> <li>• Fields and subfields of Human Geography</li> </ul>
<b>Unit 2:</b>	<b>Chapter- 2 The World Population Distribution, Density and Growth</b> <ul style="list-style-type: none"> <li>• Population-distribution and density</li> <li>• Factors influencing the distribution of population</li> <li>• Population Growth</li> <li>• Components of Population change</li> <li>• Demographic Transition</li> <li>• Population Control Measures</li> </ul> <b>Chapter- 3 Human Development</b> <ul style="list-style-type: none"> <li>• Human development - concept; selected indicators</li> <li>• Growth and Development</li> <li>• The four pillars of Human Development</li> <li>• Approaches to Human Development</li> <li>• Measuring Human Development- HDI, HPI and GNH</li> <li>• International comparisons</li> </ul>
<b>Unit 3:</b>	<b>Chapter- 4 Primary Activities</b> Concept and types: <ul style="list-style-type: none"> <li>• Hunting and Gathering, Pastoralism; Nomadic Herding, Commercial Livestock Rearing</li> <li>• Types of agriculture:               <ul style="list-style-type: none"> <li>❖ Primitive Subsistence</li> <li>❖ Intensive Subsistence</li> </ul> </li> <li>• Commercial Agriculture               <ul style="list-style-type: none"> <li>❖ Plantation Agriculture</li> <li>❖ Extensive Commercial Grain Cultivation</li> <li>❖ Mixed Farming</li> <li>❖ Dairy farming</li> <li>❖ Mediterranean Agriculture</li> <li>❖ Market Gardening and Horticulture</li> <li>❖ Cooperative Farming</li> <li>❖ Collective Farming</li> </ul> </li> <li>• Mining, factors affecting mining</li> <li>• Methods of Mining</li> </ul>



### **Chapter- 5 Secondary Activities**

- Manufacturing: Characteristics of Modern large-Scale Manufacturing
- Factors influencing industrial Location
- Classification of manufacturing Industries: On the basis of Size, Inputs /raw material, Output /Products and Ownership
- Concept of High tech Industry

### **Chapter- 6 Tertiary Activities**

- Tertiary activities-concept and types
- Trade and commerce: Retail and Wholesale trading Transport, Factors Affecting Transport;
- Communication
- Services
- People engaged in tertiary activities
- Tourism, Major tourist regions
- Tourist attractions - some examples from selected countries
- Medical Services for Overseas Patients in India
- Quaternary and Quinary activities-concept
- The Digital Divide

### **Chapter- 7 Transport and Communication**

- Transport
- Modes of Transportation:
- Land transport: Roadways, Highways, Road Density, Border Roads.
- Railways: Trans-continental Railways: Trans-Siberian, Trans Canadian, Australian Trans Continental,
- Water Transport: Important Sea Routes, Shipping Canals, Inland waterways
- Air transport: Inter-Continental air routes
- Pipelines
- Communications: Satellite Communications and Cyber Space- Internet

### **Chapter- 8 International Trade**

- History of International trade
- Why Does International Trade Exist?
- Basis of International Trade
- Balance of Trade
- Types of International Trade: Bilateral and Multi-lateral trade
- Case for Free Trade
- Concept of Dumping
- World Trade Organisation
- Regional Trade Blocs
- Concerns Related to International Trade
- Gateways of International trade: Ports
- Types of Port

<b>Book: India: People and Economy</b>	
<b>Unit 1:</b>	<b>Chapter- 1 Population Distribution, Density, Growth and Composition</b> <ul style="list-style-type: none"> <li>• Distribution of Population</li> <li>• Density of Population</li> <li>• Growth of population</li> <li>• Four distinct phases of population growth</li> <li>• Regional Variation in Population Growth</li> <li>• Population Composition: Rural – Urban Composition, Linguistic Composition, Religious Composition</li> <li>• Composition of Working Population</li> <li>• Promoting Gender Sensitivity through 'Beti Bachao–Beti Padhao' Social Campaign.</li> </ul>
<b>Unit 2:</b>	<b>Chapter- 2 Human Settlements</b> <ul style="list-style-type: none"> <li>• Rural settlements - types and distribution</li> <li>• Urban settlements - types, distribution</li> <li>• Evolution of Towns in India</li> <li>• Urbanisation in India</li> <li>• Functional Classification of Towns</li> <li>• Smart Cities Mission</li> </ul>
<b>Unit 3:</b>	<b>Chapter- 3 Land Resources and Agriculture</b> <ul style="list-style-type: none"> <li>• Land resources- general land use</li> <li>• Land use categories</li> <li>• Land-use Changes in India</li> <li>• Common Property Resources</li> <li>• Agricultural Land Use in India</li> <li>• Cropping Seasons in India</li> <li>• Types of Farming</li> <li>• Geographical conditions and distribution of major crops (Wheat, Rice, Tea, Coffee, Cotton, Jute, Sugarcane and Rubber);</li> <li>• Agricultural development in India</li> <li>• Growth of Agricultural Output and Technology</li> <li>• Problems of Indian Agriculture</li> </ul> <b>Chapter- 4 Water Resources</b> <ul style="list-style-type: none"> <li>• Water resources- Surface water and Groundwater Resources</li> <li>• Lagoons and Backwaters</li> <li>• Water Demand and Utilisation - irrigation, domestic, industrial and other uses;</li> <li>• Emerging Water Problems: Deterioration of Water Quality</li> <li>• Water Conservation and Management; Prevention of Water Pollution; Rain water harvesting and Watershed management</li> </ul> <b>Chapter- 5 Mineral and Energy Resources</b> <ul style="list-style-type: none"> <li>• Mineral Resources: Introduction and Types</li> </ul>

	<ul style="list-style-type: none"> <li>• Major mineral belts of India</li> <li>• Distribution of Ferrous Minerals (Iron ore and Manganese), Non-Ferrous Minerals (Bauxite and Copper); Non-metallic minerals (Mica)</li> <li>• Energy Resources: Conventional sources (Coal, Petroleum and Natural gas) and non-conventional sources (Nuclear, Solar, Wind, Tidal and Wave and Geothermal and Bio energy)</li> <li>• Conservation of Mineral Resources</li> </ul> <p><b>Chapter - 6 Planning and Sustainable Development in Indian Context</b></p> <ul style="list-style-type: none"> <li>• Planning- Introduction</li> <li>• Target Area Planning: Hill Area Development Programme, Drought Prone Area Programme.</li> <li>• Concept of Sustainable Development</li> <li>• Case Studies –             <ol style="list-style-type: none"> <li>1. Integrated Tribal Development Project in Bharmaur* Region,</li> <li>2. Indira Gandhi Canal (Nahar) Command Area</li> </ol> </li> </ul>
<b>Unit 4:</b>	<p><b>Chapter- 7 Transport and Communication</b></p> <ul style="list-style-type: none"> <li>• Means of transport: Land (Road transport, Rail transport and Oil and Gas pipelines), Water transport (Inland waterways and Oceanic routes) and Air transport</li> <li>• Communication Networks- Personal and Mass Communication Systems</li> </ul> <p><b>Chapter- 8 International Trade</b></p> <ul style="list-style-type: none"> <li>• Changing Pattern of the Composition of India's Exports and Import</li> <li>• Direction of Trade</li> <li>• Sea Ports as Gateways of International Trade</li> <li>• Major Seaports of India along with their hinterlands.</li> <li>• Airports</li> </ul>
<b>Unit 5:</b>	<p><b>Chapter- 9 Geographical Perspective on Selected Issues and Problems</b></p> <ul style="list-style-type: none"> <li>• Environmental pollution- Introduction and types</li> <li>• Urban-waste disposal</li> <li>• Rural-Urban Migration: Case Study</li> <li>• Problems of Slums</li> <li>• Land degradation: Case study</li> </ul>
<b>Book- Geography Practical Part II</b>	
<p><b>Chapter- 1 Data – Its Source and Compilation</b></p> <ul style="list-style-type: none"> <li>• What is Data, Sources of data: Primary, Secondary and Unpublished sources.</li> <li>• Tabulation and Classification of Data</li> <li>• Grouping of Data</li> <li>• Frequency Polygon</li> </ul>	

## **Chapter- 2 Data Processing**

- Tabulating and processing of data
- Measures of Central Tendency: Mean, Median and Mode
- Comparison of Mean, Median and Mode

## **Chapter- 3 Graphical Representation of Data**

- Representation of data- General rules for drawing diagrams, graphs and maps, construction of line graphs, polygraphs, simple bar diagrams, line and bar diagram, Multiple bar, Compound bar, Pie diagram, Flowchart
- Thematic maps; Construction of Dot Map; Choropleth Map and Isopleth map

## **Chapter- 4 Spatial Information Technology**

Introduction to GIS; Advantages of GIS, Components of GIS, Spatial data formats, Sequence of GIS activities; Spatial data input, Entering attribute data, Data Linkages and matching, Spatial analysis: Overlay Analysis Operation and Buffer Operation

### **Map Work**

**Book: Fundamentals of Human Geography**

**(Map work on identification of features based on units I to III on the outline physical/political map of the World)**

<b>Chapter</b>	<b>Map item (Map present on official website of Govt. of India should be used)</b>
<b>Chapter 1-Human Geography</b>	Nil
<b>Chapter 2 The World Population Density Distribution and Growth</b>	Nil
<b>Chapter 3 Human Development</b>	Nil
<b>Chapter 4 Primary Activities</b>	Areas of subsistence gathering (Fig 4.2) Major areas of nomadic herding of the world (Fig 4.4) Major areas of commercial livestock rearing (Fig 4.6) Major areas of extensive commercial grain farming (Fig 4.12) Major areas of mixed farming of the World (Fig 4.14)
<b>Chapter 5-Secondary Activities</b>	Nil

<b>Chapter 6</b> Tertiary and Quaternary Activities	Nil
<b>Chapter 7</b> Transport Communication and Trade	<p><b>Terminal Stations of Transcontinental Railways</b> Trans-Siberian, Trans Canadian, Trans-Australian Railways</p> <p><b><u>Major Sea Ports</u></b>  <b>Europe:</b> North Cape, London, Hamburg  <b>North America:</b> Vancouver, San Francisco, New Orleans  <b>South America:</b> Rio De Janeiro, Colon, Valparaiso  <b>Africa:</b> Suez and Cape Town  <b>Asia:</b> Yokohama, Shanghai, Hong Kong, Aden, Karachi, Kolkata  <b>Australia:</b> Perth, Sydney, Melbourne</p> <p><b><u>Major Airports:</u></b>  <b>Asia:</b> Tokyo, Beijing, Mumbai, Jeddah, Aden  <b>Africa:</b> Johannesburg &amp; Nairobi  <b>Europe:</b> Moscow, London, Paris, Berlin and Rome  <b>North America:</b> Chicago, New Orleans, Mexico City  <b>South America:</b> Buenos Aires, Santiago  <b>Australia:</b> Darwin and Wellington</p> <p><b><u>Inland Waterways</u></b> Suez Canal, Panama Canal, Rhine waterways and St. Lawrence Seaways</p>
<b>Chapter 8</b> International Trade	Nil

### Map Work

**Book:** India People and Economy

(Map work on locating and labelling of features based on outline political/physical map of India.)

Chapter	Map item (Map present on official website of Govt. of India should be used)
<b>Chapter 1</b> -Population Distribution Density Growth and Composition	State with highest population density & state with lowest population density (2011)

<b>Chapter 2-Human Settlement</b>	Nil
<b>Chapter 3-Land Resources and Agriculture</b>	Leading producing states of the following crops: (a) Rice (b) Wheat (c) Cotton (d) Jute (e) Sugarcane (f) Tea and (g) Coffee
<b>Chapter 4-Water Resources</b>	Nil
<b>Chapter 5-Mineral And Energy Resources</b>	<b>Mines:</b> <ul style="list-style-type: none"> <li>• <b>Iron-ore mines:</b> Mayurbhanj, Bailadila, Ratnagiri, Bellary</li> <li>• <b>Manganese mines:</b> Balaghat, Shimoga</li> <li>• <b>Copper mines:</b> Hazaribagh, Singhbhum, Khetari</li> <li>• <b>Bauxite mines:</b> Katni, Bilaspur and Koraput</li> <li>• <b>Coal mines:</b> Jharia, Bokaro, Raniganj, Neyveli</li> <li>• <b>Oil Refineries:</b> Mathura, Jamnager, Barauni</li> </ul>
<b>Chapter 6-Planning and Sustainable Development in Indian Context</b>	Nil
<b>Chapter 7-Transport and Communication</b>	Nil
<b>Chapter 8-International Trade</b>	<ul style="list-style-type: none"> <li>• <b>Major Sea Ports:</b> Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia</li> <li>• <b>International Airports:</b> Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram &amp; Hyderabad.</li> </ul>
<b>Chapter 9-Geographical Perspective on selected issues and problems</b>	Nil

#### **Guidelines for External Assessment/ Geography Practical**

- A practical file must be prepared by students covering all the topics prescribed in the practical syllabus.
- The file should be completely handwritten with a cover page, index page and acknowledgment.
- All statistical diagrams and maps should be drawn neatly with appropriate headings, scale, index etc. Data to draw statistical diagrams can be taken from the NCERT textbook or Census.
- The practical file will be assessed both by the internal and external examiners at the time of CBSE practical examinations.
- A written exam of 25 marks will be conducted based on the above given practical syllabus on the day of the practical examination.

- Viva will be conducted based on **practical syllabus** only.
  - Written Exam - 25 Marks
  - Practical file- 02 Marks
  - Viva- 03 Marks

#### **CLASS XII**

##### **NCERT Prescribed Textbook**

- 1. Fundamentals of Human Geography**
- 2. India- People and Economy**
- 3. Practical work in Geography- Part II**

**Links for 2025-26 NCERT textbooks:**

- 1. <https://ncert.nic.in/textbook.php?legy1=0-8>**
- 2. <https://ncert.nic.in/textbook.php?legy2=0-9>**
- 3. <https://ncert.nic.in/textbook.php?legy3=0->**

##### **Note:**

1. The above textbooks are also available in Hindi medium.
2. Kindly refer to the latest editions of all NCERT Textbook



**CLASS XII  
COURSE STRUCTURE**

**Theory Paper**

S.No.	Part	Marks
1	Themes in Indian History Part-I	25
2	Themes in Indian History Part—II	25
3	Themes in Indian History Part—III	25
4	Map	05
	Total	80

**Note-**The Maps available in the website of Survey of India may be used.(<https://surveyofindia.gov.in/>)

Themes in Indian History		Part-I	25 Marks
Sr No.	Theme Title	Marks	
1	Bricks, Beads and Bones The Harappa Civilisation	25	
2	Kings, Farmers and Towns Early States and Economies (c.600 BCE 600 CE)		
3	Kingship, Caste and class Early Societies (c. 600 BCE600 CE)		
4	Thinkers, Beliefs and Buildings Cultural Developments (c. 600 BCE 600 CE)		
Themes in Indian History		Part-II	25 marks
5	Through the eyes of Travellers Perceptions of Society (c. tenth to seventeenth centuries)	25	
6	Bhakti-Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)		
7	An Imperial Capital – Vijayanagar (c. fourteenth to sixteenth centuries)		
8	Peasants, zamindars and the States Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries)		

Themes in Indian History		Part-III	25 marks
09	Colonialism and The Countryside Exploring Official Archives		25
10	Rebels and Raj 1857 Revolt and its Representations		
11	Mahatma Gandhi and the National Movement Civil Disobedience and Beyond		
12	Framing of the Constitution The Beginning of a New Era		
	Including Map work of the related Themes		05
	Theory Total		80
	Project Work		20
	<b>TOTAL</b>		<b>100</b>

**Note-**The Maps available in the official website of Govt., of India may be used

### CLASS XII COURSE CONTENT

Theme No. and Title	Learning outcome with specific competencies
<b>Themes in Indian History Part – I</b>	
<b>1</b>  <b>BRICKS, BEADS AND BONES</b> <b>The Harappan Civilisation</b>	<ul style="list-style-type: none"> <li>❖ Investigate, explore and interpret the early urban centres and social institutions.</li> <li>❖ State and deduce the multi-lateral aspects of Harappan civilisation to understand the first civilization of the world.</li> <li>❖ Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.</li> </ul>
<b>2</b>  <b>KINGS, FARMERS AND TOWNS</b> <b>Early States and Economies (c.600 BCE 600 CE)</b>	<ul style="list-style-type: none"> <li>❖ Critically evaluate and interpret major trends in the political and economic history of the subcontinent.</li> <li>❖ Decode inscriptional evidence.</li> <li>❖ Analyse inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>

<p><b>3</b></p> <p><b>KINSHIP, CASTE AND CLASS</b> Early Societies (c. 600 BCE 600 CE)</p>	<ul style="list-style-type: none"> <li>❖ Examine, analyse the issues of social history.</li> <li>❖ Analyse social norms in order to understand the perspectives of society given in the scriptures of ancient India.</li> <li>❖ Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata.</li> </ul>
<p><b>4</b></p> <p><b>THINKERS, BELIEFS AND BUILDINGS</b> Cultural Developments (c. 600 BCE 600 CE)</p>	<ul style="list-style-type: none"> <li>❖ Infer and compare the major religious developments in early India.</li> <li>❖ Elucidate the rich religious sculpture and infer the stories hidden in it.</li> <li>❖ Create a picture album of the Buddhist Sculpture.</li> </ul>
<p><b>Themes in Indian History Part—II</b></p>	
<p><b>5</b></p> <p><b>THROUGH THE EYES OF TRAVELLERS</b> Perceptions of Society (c. tenth to seventeenth centuries)</p>	<ul style="list-style-type: none"> <li>❖ Understand salient features of social histories described by the travellers and apply the learning in real life.</li> <li>❖ Elucidating the accounts of foreign travellers in order to understand the social political and economic life during the tenure of different rulers in the medieval period.</li> </ul>
<p><b>6</b></p> <p><b>BHAKTI–SUFI TRADITIONS</b> Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)</p>	<ul style="list-style-type: none"> <li>❖ Understand the religious developments.</li> <li>❖ Summarise the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period.</li> <li>❖ Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society.</li> </ul>
<p><b>7</b></p> <p><b>AN IMPERIAL CAPITAL: VIJAYANAGARA</b> (c. fourteenth to sixteenth centuries)</p>	<ul style="list-style-type: none"> <li>❖ Students will be able to Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India.</li> <li>❖ Analyse accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city.</li> <li>❖ Assess and appreciate the city planning, water management system, administration of the rulers.</li> </ul>

<p style="text-align: center;"><b>8</b> <b>PEASANTS, ZAMINDARS AND THE STATE</b> Agrarian Society and the Mughal Empire (c. sixteenth seventeenth centuries)</p>	<ul style="list-style-type: none"> <li>❖ Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period.</li> <li>❖ Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries.</li> <li>❖ Make a table and bring out the differences in the agrarian sector.</li> </ul>
<b>Themes in Indian History</b> <span style="float: right;"><b>Part—III</b></span>	
<p style="text-align: center;"><b>9</b> <b>COLONIALISM AND THE COUNTRYSIDE</b> Exploring Official Archives</p>	<ul style="list-style-type: none"> <li>❖ Evaluate the revenue systems introduced by the British to understand the economic aspects of colonization in India.</li> <li>❖ Analyse the colonial official records &amp; reports to understand the divergent interest of British and Indians.</li> <li>❖ Find solution to be taken to protect the peasants and artisans in this century.</li> </ul>
<p style="text-align: center;"><b>10</b> <b>REBELS AND THE RAJ</b> 1857 Revolt and its Representations</p>	<ul style="list-style-type: none"> <li>❖ Examine the events of 1857.</li> <li>❖ Correlate the Planning and coordination of the rebels of 1857 to infer its domains and nature.</li> <li>❖ Examine the momentum of the revolt to understand its spread.</li> <li>❖ Analyse how revolt created vision of unity amongst Indians.</li> <li>❖ Interpret visual images to understand the emotions portrayed by the nationalist and British.</li> </ul>
<p style="text-align: center;"><b>11</b> <b>MAHATMA GANDHI AND THE NATIONALIST MOVEMENT</b> Civil Disobedience and Beyond</p>	<ul style="list-style-type: none"> <li>❖ Understand the nationalist movement in chronological order.</li> <li>❖ Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership.</li> <li>❖ Debate on the significant contributions of Gandhi to understand his mass appeal for nationalism.</li> <li>❖ Explore the ways of interpreting historical source such as newspapers, biographies and autobiographies diaries, letters</li> </ul>
<p style="text-align: center;"><b>12</b> <b>FRAMING THE CONSTITUTION</b> The Beginning of a New Era</p>	<ul style="list-style-type: none"> <li>❖ Highlight the role of Constituent Assembly to understand functionalities in framing the constitution of India.</li> <li>❖ Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution</li> </ul>

**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.

S. No	Page No.	Part – I Maps
1	2	<b>Mature Harappan sites:</b> Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, Kot Diji.
2	3	<b>Mahajanapada and cities:</b> Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
3	33	<b>Distribution of Ashokan inscriptions:</b> <ul style="list-style-type: none"> <li>• Pillar inscriptions – Sanchi, Topra, Meerut Pillar and Kaushambi.</li> <li>• Kingdom of Cholas, Cheras and Pandyas.</li> </ul>
4	43	<b>Important kingdoms and towns:</b> <ul style="list-style-type: none"> <li>• Kushanas, Shakas, Satavahanas, Vakatakas, Guptas</li> <li>• Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha</li> </ul>
5	95	<b>Major Buddhist Sites:</b> Nagarjunakonda, Sanchi, Amaravati, Lumbini, Bharhut, Bodh Gaya, Ajanta
S. No	Page No.	Part II - Maps
6	174	Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli
7	214	<b>Territories under Babur, Akbar and Aurangzeb:</b> <ul style="list-style-type: none"> <li>• Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.</li> </ul>
S. No	Page No.	Part III - Maps
8	287	<b>Territories/cities under British Control in 1857:</b> Punjab, Sindh, Bombay, Madras Berar, Bengal, Bihar, Orissa, Surat, Calcutta, Patna, Allahabad
9	260	<b>Main centres of the Revolt of 1857:</b> Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh
10		<b>Important centres of the National Movement:</b> Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi

**Note-**The Maps available in the official website of Govt., of India may be used.

**CLASS XII**  
**QUESTION PAPER DESIGN**

Book	MCQ		SA		LA		Source Based		Map	Total	
	No of questions	MM	No of questions	MM	No of questions	MM	No of questions	MM		Theory	Internal
Part I	7	1	2	3	1	8	1	4		25	
Part II	7	1	2	3	1	8	1	4		25	
Part III	7	1	2	3	1	8	1	4		25	
Map									05	05	
Project										80	20
<b>Total</b>	<b>7x3=21</b>		<b>6x3=18</b>		<b>3x8=24</b>		<b>3x4=12</b>		<b>1x5=5</b>	<b>100 Marks</b>	

**WEIGHTAGE BASED ON COMPETENCIES**

Competencies	Marks	%
<b>Knowledge</b> Remembering previously learned material by recalling facts, terms, basic concepts, and answers.	21	26.25
<b>Understanding</b> demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	18	22.50
<b>Applying and Analyzing:</b> applying acquired knowledge, facts, techniques and rules and solving the problems.	24	30
<b>Formulating, Evaluating and Creating skills:</b> Examining, making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information and piling information	12	15
<b>Map skills</b>	05	6.25

**Note-**The Maps available in the official website of Govt., of India may be used

**INTERNAL ASSESSMENT**

**PROJECT WORK**

**MM-20**

**INTRODUCTION**

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

The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts.



The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidence to write history.

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

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

## **OBJECTIVES**

### **Project work will help students:**

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

## **GUIDELINES FOR 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.

**A FEW SUGGESTIVE TOPICS FOR CLASS XII PROJECTS**

1. The Indus Valley Civilization-Archaeological Excavations and New Perspectives
2. The History and Legacy of Mauryan Empire
3. "Mahabharat"- The Great Epic of India
4. The History and Culture of the Vedic period
5. Buddha Charita
6. A Comprehensive History of Jainism

7. Bhakti Movement- Multiple Interpretations and Commentaries.
8. The Mystical Dimensions of Sufism
9. Global Legacy of Gandhian Ideas
10. The Architectural Culture of the Vijayanagar Empire
11. Life of Women in the Mughal Rural Society
12. Comparative Analysis of the Land Revenue Systems Introduced by the Britishers in India
13. The Revolt of 1857- Causes; Planning & Coordination; Leadership, Vision of Unity
14. The Philosophy of Guru Nanak Dev
15. The Vision of Kabir
16. An Insight into the Indian Constitution
17. Comparative Study of Stupas and Pillar Edicts
18. Comparative Study of Mughal and Vijayanagar Architecture

(Projects are an imperative component in enhancing students learning with the related themes. In the research project, students can go beyond the textbook and explore the world of knowledge. They can conceptualise 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.

Kindly refer to the guidelines on project work for classes XI and XII given below: - One Project to be done throughout the session, as per the existing scheme.

**1. Steps involved in the conduct of the project:** Students may work upon the following lines as suggested:

1. Choose a Title/Topic
2. Need of the Study, Objective of the Study
3. Hypothesis
4. Content -Timeline, Maps, Mind maps, Pictures, etc. (Organization of Material/Data Present Material/Data)
5. Analysing the Material/Data for Conclusion
6. Draw the Relevant Conclusion
7. Bibliography

**2. Expected Checklist for the Project Work:**

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

### 3. Assessment of Project Work:

1. Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
2. The aspects of the project work to be covered by students can be assessed during the academic year.
3. 20 marks assigned for Project Work can be divided in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
April-July	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/ Need and objectives of the study, Hypothesis/ Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data	6
August - October	Planning and organization: forming an action plan, feasibility, or baseline study, Updating/ modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
November-January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
January - February	Final Assessment and VIVA by both Internal and External Examiners	External/ Internal Viva based on the project	4
TOTAL			20

### 4. Viva-Voce

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

# **CBSE | DEPARTMENT OF SKILL EDUCATION**

## **CURRICULUM FOR SESSION 2025-2026**

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### **ARTIFICIAL INTELLIGENCE (SUB. CODE - 843)**

#### **JOB ROLE: AI Assistant**

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#### **CLASS – XII**

#### **OBJECTIVES OF THE COURSE:**

Artificial Intelligence (AI) is a transformative field in computer science that focuses on creating intelligent systems capable of learning, adapting, and self-improving. These systems can process vast amounts of data with remarkable speed and accuracy, surpassing human capabilities in many domains. AI's impact extends across disciplines, offering innovative solutions to some of the world's most pressing challenges. From revolutionizing healthcare with advanced diagnostics and personalized treatments to enhancing agricultural practices and ensuring food security, AI has the power to reshape industries. It can improve access to quality education, and play a pivotal role in protecting and restoring our planet's ecosystems by cleaning our oceans, air, and water. The possibilities for leveraging AI to create a better future are boundless, provided we harness its potential responsibly and ethically.

#### **LEARNING OUTCOMES:**

By the end of this course, students will:

1. Develop an informed perspective on Artificial Intelligence (AI), enabling them to think critically about its implications for society and the world.
2. Understand the role of Python in AI development and its practical applications.
3. Harness the power of AI using no-code tools like Orange Data Mining to solve complex problems efficiently.
4. Comprehend the significance of Data Science Methodology in a Capstone Project to address real-world challenges.
5. Explore the fundamentals of computer vision and its applications in processing and analyzing digital images and videos, as well as its role in intelligent machines.
6. Delve into the diverse possibilities of Generative AI, including image generation, text synthesis, audio production, and video creation.
7. Understand the structure and components of neural networks, building a foundational knowledge of deep learning.
8. Appreciate the value of storytelling as a powerful tool to communicate ideas, insights, and solutions effectively in the context of AI.

#### **SCHEME OF UNITS:**

This course follows a structured sequence of instructional units designed to develop employability and vocational skills among students. These units are carefully crafted to integrate seamlessly with other educational subjects, fostering a holistic learning experience.

# CBSE | DEPARTMENT OF SKILL EDUCATION

## ARTIFICIAL INTELLIGENCE (SUBJECT CODE - 843)

CLASS – XII (SESSION 2025-2026)

Total Marks: 100 (Theory-50 + Practical-50)

	UNITS	NO. OF HOURS		MAX MARKS
PART A	<b>EMPLOYABILITY SKILLS</b>			
	Unit 1: Communication Skills-IV	15		2
	Unit 2: Self-Management Skills-IV	10		2
	Unit 3: ICT Skills-IV	15		2
	Unit 4: Entrepreneurial Skills-IV	10		2
	Unit 5: Green Skills-IV	10		2
	<b>TOTAL</b>	<b>60</b>		<b>10</b>
PART B	<b>SUBJECT SPECIFIC SKILLS</b>	<b>Th.</b>	<b>Prac.</b>	
	Unit 1: Python Programming – II*	6	18	(*to be evaluated in practicals only)
	Unit 2: Data Science Methodology: An Analytic Approach to Capstone Project	8	12	8
	Unit 3: Making Machines See	6	12	6
	Unit 4: AI with Orange Data Mining Tool*	4	18	(*to be evaluated in practicals only)
	Unit 5: Introduction to Big Data and Data Analytics	7	12	6
	Unit 6: Understanding Neural Networks	8	12	8
	Unit 7: Generative AI	6	12	7
	Unit 8: Data Storytelling	5	4	5
	<b>TOTAL</b>	<b>50</b>	<b>100</b>	<b>40</b>
PART C	<b>PRACTICAL WORK / PROJECT WORK</b>			
	Capstone Project + Project Documentation (As per the process given in “Project Guidelines”, on page 2 of <a href="#">CBSE IBM Projects Cookbook</a> ) <ul style="list-style-type: none"> <li>Capstone Project =15 Marks</li> <li>Project Documentation = 6 Marks</li> <li>Video= 4 Marks</li> </ul>			25
	Practical File			10
	Lab Test (Python and Orange Data Mining)			10
	Viva Voce (based on Capstone Project + Practical File)			5
	<b>TOTAL</b>			<b>50</b>
	<b>GRAND TOTAL (THEORY + PRACTICAL)</b>			<b>100</b>

(NOTE: \*marked units/portion is to be evaluated in practicals only)



## **DETAILED CURRICULUM/TOPICS FOR CLASS XII**

### **Part-A: EMPLOYABILITY SKILLS**

<b>S. No.</b>	<b>Units</b>	<b>Duration in Hours</b>
1.	Unit 1: Communication Skills-IV	15
2.	Unit 2: Self-management Skills-IV	10
3.	Unit 3: Information and Communication Technology Skills-IV	15
4.	Unit 4: Entrepreneurial Skills-IV	10
5.	Unit 5: Green Skills-IV	10
	<b>TOTAL</b>	<b>60</b>

**NOTE: The detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from the CBSE website.**

### **Part-B - SUBJECT SPECIFIC SKILLS**

#### **❖ Unit 1: Python Programming – II\***

❖ Unit 2: Data Science Methodology: An Analytic Approach to Capstone Project

❖ Unit 3: Making Machines See

#### **❖ Unit 4: AI with Orange Data Mining Tool\***

❖ Unit 5: Introduction to Big Data and Data Analytics

❖ Unit 6: Understanding Neural Networks

❖ Unit 7: Generative AI

❖ Unit 8: Data Storytelling

**(NOTE: \*marked units/portion is to be evaluated in practicals only)**

#### **UNIT 1: PYTHON PROGRAMMING - II \*(to be evaluated in practicals only)**

<b>SUB-UNIT</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY/PRACTICALS</b>
<ul style="list-style-type: none"> <li>Recap of NumPy library</li> <li>Recap of Pandas Library</li> <li>Importing and Exporting Data between CSV Files and DataFrames</li> <li>Handling missing value</li> <li>Linear Regression algorithm (**For Advanced Learners)</li> </ul>	<ul style="list-style-type: none"> <li>Apply the fundamental concepts of the NumPy and Pandas libraries to perform data manipulation and analysis tasks</li> <li>Import and export data between CSV files and Pandas Data Frames, ensuring data integrity and consistency.</li> </ul>	<ul style="list-style-type: none"> <li>Import and Export Data between CSV Files and DataFrames</li> <li>Implement Linear Regression algorithm on Google Colab or any Python IDE. (**For Advanced Learners)</li> </ul>

## UNIT 2: DATA SCIENCE METHODOLOGY: AN ANALYTIC APPROACH TO CAPSTONE PROJECT

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
<ul style="list-style-type: none"> <li>Introduction to Data Science Methodology</li> <li>Steps for Data Science Methodology</li> <li>Model Validation Techniques</li> <li>Model Performance-Evaluation Metrics</li> </ul>	<ul style="list-style-type: none"> <li>Integrate Data Science Methodology steps into the Capstone Project.</li> <li>Identify the best way to represent a solution to a problem.</li> <li>Understand the importance of validating machine learning models</li> <li>Use key evaluation metrics for various machine learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>Calculate MSE and RMSE values for the data given using MS Excel</li> <li>Calculate Precision, Recall, F1 score, and Accuracy from the given confusion matrix</li> <li>Python Code to Evaluate a Model (*to be evaluated in practicals only)</li> </ul>

## UNIT 3: MAKING MACHINES SEE

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
<ul style="list-style-type: none"> <li>How Machines See</li> <li>Working of Computer Vision</li> <li>Computer Vision Process</li> <li>Applications of Computer Vision</li> <li>Challenges of Computer Vision</li> <li>The Future of Computer Vision</li> <li>Working with OpenCV (**For Advanced Learners)</li> </ul>	<ul style="list-style-type: none"> <li>Explain computer vision and its significance in visual data analysis.</li> <li>Understand key stages of computer vision, including acquisition, preprocessing, feature extraction, and analysis.</li> <li>Identify real-world applications in fields like healthcare, surveillance, and autonomous vehicles.</li> <li>Analyze challenges such as ethics, privacy, and technical limitations.</li> <li>Explore future advancements and transformative potential of computer vision.</li> <li>Develop basic skills in using OpenCV and deploying machine learning models online.</li> </ul>	<ul style="list-style-type: none"> <li>Binary Art - Recreating Images with 0s and 1s</li> <li>Creating a Website Containing an ML Model</li> <li>Working with OpenCV to load, display and resize images (**For Advanced Learners)</li> </ul>



**UNIT 4: AI WITH ORANGE DATA MINING TOOL (\*to be evaluated in practicals only)**

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
<ul style="list-style-type: none"><li>• What is Data Mining?</li><li>• Introduction to Orange Data Mining Tool</li><li>• Beneficiaries of Orange data mining</li><li>• Getting started with Orange tool</li><li>• Components of Orange</li><li>• Default Widget Catalogue</li><li>• Key domains of AI with ORANGE DATA MINING TOOL</li></ul>	<ul style="list-style-type: none"><li>• Develop proficiency in utilizing the Orange Data Mining tool, enabling them to navigate its interface, employ its features, and execute data analysis tasks effectively.</li><li>• Demonstrate the ability to apply Orange in real-world scenarios across diverse domains of artificial intelligence, including data science, computer vision, and natural language processing (NLP), through hands-on projects and case studies.</li></ul>	<ul style="list-style-type: none"><li>• Load and visualize the Iris dataset using Scatter Plot and other widgets.</li><li>• Use classification widgets</li><li>• Evaluating the Classification Model with Orange</li><li>• Computer Vision with Orange</li><li>• Natural Language Processing with Orange</li></ul>

**UNIT 5: INTRODUCTION TO BIG DATA AND DATA ANALYTICS**

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
<ul style="list-style-type: none"><li>• Introduction to Big Data</li><li>• Types of Big Data</li><li>• Advantages and Disadvantages of Big Data</li><li>• Characteristics of Big Data</li><li>• Big Data Analytics</li><li>• Working on Big Data Analytics</li><li>• Mining Data Streams</li><li>• Future of Big Data Analytics</li></ul>	<ul style="list-style-type: none"><li>• Understanding Big Data, its types, advantages and disadvantages.</li><li>• Recognize the characteristics of Big Data.</li><li>• Explain the concept of Big Data Analytics and its significance.</li><li>• Analyze the future trends in the field of Big Data Analytics.</li><li>• Understanding the term Mining Data Streams.</li></ul>	<p>*Performing Big Data analytics with Orange Data mining tool. (*to be evaluated in practicals only)</p>

## UNIT 6: UNDERSTANDING NEURAL NETWORKS

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
<ul style="list-style-type: none"><li>• Parts of a Neural Network</li><li>• Components of a Neural Network</li><li>• Working of a Neural Network</li><li>• Types of Neural Networks</li><li>• Future of Neural Networks and Societal Impact</li></ul>	<ul style="list-style-type: none"><li>• Explain the basic structure and components of a neural network.</li><li>• Identify different types of neural networks and their respective applications.</li><li>• Understand machine learning and neural networks through hands-on projects, interactive tools, and Python programming.</li></ul>	<ul style="list-style-type: none"><li>• Explore Machine Learning for Kids to create a neural network for identifying animals and birds.</li><li>• Build a TensorFlow model to convert Celsius to Fahrenheit (*to be evaluated in practicals only)</li><li>• Use Python Keras to create and train a neural network predicting Fahrenheit from Celsius. (**For Advanced Learners)</li><li>• Classification problem using TensorFlow playground</li></ul>

## UNIT 7: GENERATIVE AI

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
<ul style="list-style-type: none"><li>• Introduction to Generative AI</li><li>• Working of Generative AI</li><li>• Generative and Discriminative models</li><li>• Applications of Generative AI</li><li>• LLM- Large Language Model</li><li>• Future of Generative AI</li><li>• Ethical and Social Implications of Generative AI</li></ul>	<ul style="list-style-type: none"><li>• How Generative AI works.</li><li>• Differentiate between Generative AI and Discriminative AI and identify their use cases.</li><li>• Explore ethical, social, and legal concerns.</li><li>• Gain hands-on experience using AI tools to generate creative and analytical outputs, such as images, texts, and videos.</li><li>• Use the Gemini API to design and deploy a functional chatbot.</li></ul>	<ul style="list-style-type: none"><li>• Signing up for Canva Activity.</li><li>• Animaker's AI Video Generation tool.</li><li>• Use Google Gemini to craft prompts and generate text outputs.</li><li>• Explore ChatGPT for conversational text generation and creative tasks.</li><li>• Write Python code to initialize the Gemini API and create a chat bot. (**For Advanced Learners)</li></ul>

**UNIT 8: DATA STORYTELLING**

SUB-UNIT	LEARNING OUTCOMES	ACTIVITY/PRACTICALS
<ul style="list-style-type: none"><li>• Introduction to Storytelling</li><li>• Elements of a Story</li><li>• Introduction to Data Storytelling</li><li>• Why is Data Storytelling Powerful?</li><li>• Essential Elements of Data Storytelling</li><li>• Narrative Structure of a Data Story (Freytag's Pyramid)</li><li>• Types of Data and Visualizations for Different Data</li><li>• Steps to Create a Story Through Data</li><li>• Ethics in Data Storytelling</li></ul>	<ul style="list-style-type: none"><li>• Understand the benefits of storytelling.</li><li>• Appreciate the role of data storytelling in data analysis, data science, and AI.</li><li>• Learn to combine data, visuals, and narrative to present complex information effectively.</li><li>• Gain skills to draw meaningful insights from data stories.</li></ul>	<ul style="list-style-type: none"><li>• Create an effective data story using given data.</li></ul>

**\*\*Note- All portions under Advanced Learners are not to be evaluated in Theory or Practical Examinations.**

**(NOTE: \*marked units/portion is to be evaluated in practicals only)**

## **PART – C:**

### **1. Practical File:**

The following are to be included in the Practical File

1. Minimum 6 programs of Python.
2. Minimum 3 programs using Orange Data Mining tool.
3. Minimum 1 problem to create a Data Story using all steps of Data Storytelling.

### **Optional Programs-** for practical File

- Demonstration of train-test split in Linear Regression using Python.
- Chatbot using Google Gemini API.
- Orange Data Mining for Data Analytics.
- Classification problem using TensorFlow playground.
- Regression problem using TensorFlow playground.

**(snapshots to be attached)**

## **Sample programs for reference**

### **I. Python**

1. Write Python code to create a Pandas DataFrame using any sequence data type.
  - a) Display the DataFrame.
  - b) Display first 5 records.
  - c) Display last 10 records.
  - d) Display the number of missing values in the dataset.
2. Download dataset in the form of CSV from any public open-source website.
  - a) Read CSV File and convert it into Pandas DataFrame.
  - b) Perform statistical functions on the dataset to check the data, checking missing values, filling missing data etc.
3. Python Code to Evaluate a Model.

### **II. Orange Data Mining**

1. Perform step wise procedure of Data Visualization using the Orange Data Mining Tool.
2. Perform Classification with Orange Data Mining.
3. Evaluate the Classification Model with Orange.
4. Perform Image analytics using the Orange data mining tool.
5. Write down steps to visualize word frequencies with Word Cloud using the Orange Data Mining tool.

**Note: Snapshots of all the steps and outputs to be taken and pasted in the practical file.**

### **III. Data Storytelling (Sample)**

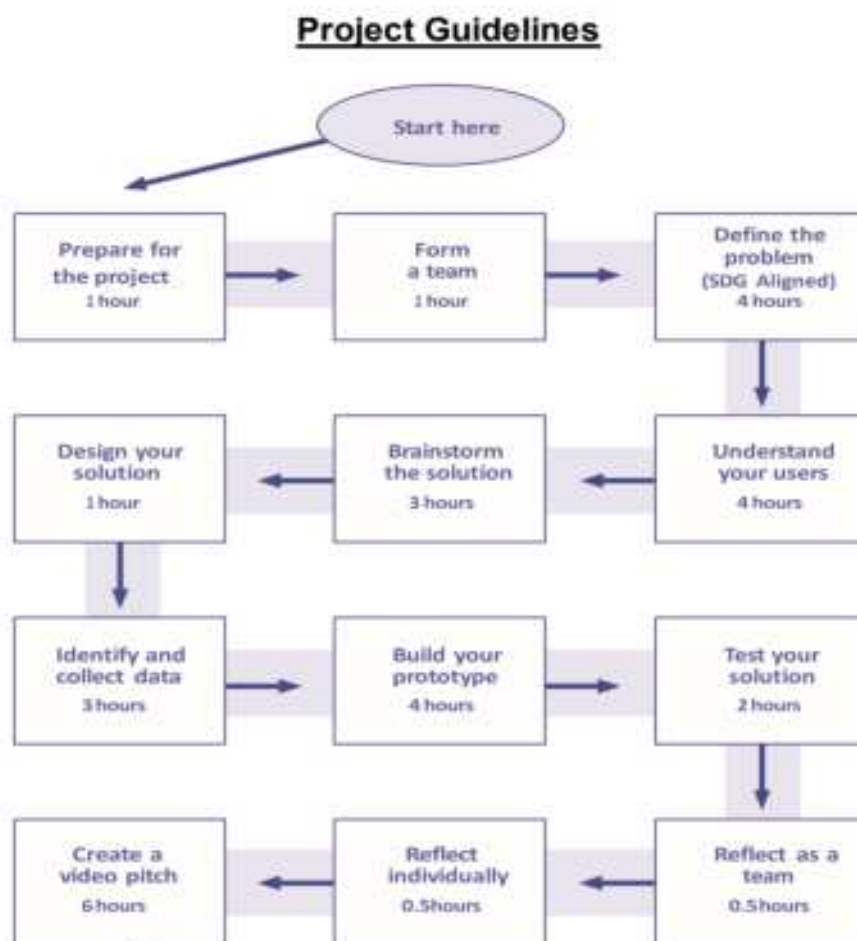
Using available data on student enrollment, attendance, and dropout rates, create a compelling data story that explores the impact of the Mid-Day Meal Scheme (MDMS) since its launch in 1995. Uncover trends, patterns, and correlations in the data to tell a story about how the implementation of the MDMS may have influenced dropout rates in the state over the years. Consider incorporating visualizations, charts, and graphs to effectively communicate your findings. Additionally, analyze any external factors or events that might have played a role in shaping these trends. Your goal is to provide a comprehensive narrative that highlights the relationship between the MDMS and student dropout rates in the state.

## 2. Capstone Project:

### Capstone Project Guidelines:

- In a group, minimum 3 and maximum 5 students are allowed.
- Their projects should be aligned with any of the SDGs.
- Students will complete their Capstone Project in Class XII and complete the project documentation.
- Video of the Capstone Project should be exactly of 3 minutes duration.
- The video will have the following components:
  - a. Problem statement
  - b. To which SDG the project is aligned to
  - c. AI concept/domains/algorithms used
  - d. Working of the project
  - e. Conclusion
  - f. Acknowledgement to the teacher

Please refer to the Project guidelines of [CBSE-IBM AI PROJECT COOKBOOK \(Page -2\)](#)



**Note for Educators:** Python or No code/low code platforms like Orange Data Mining tool can be chosen by the students for developing their Capstone Projects.

## LIST OF EQUIPMENTS/ MATERIALS:

The list given below is suggestive and an exhaustive list should be compiled by the teacher(s) teaching the subject. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

S. NO.	ITEM NAME, DESCRIPTION & SPECIFICATION
<b>A</b>	<b>HARDWARE</b>
1	Computer with latest configuration or minimum core I5 Processor or equivalent with minimum 8 GB RAM, 512 GB SSD, 17" LED Monitor, NIC Card, 3 button Mouse, Camera, 105 keys keyboard, speakers, mic, WiFi / Internet connectivity, Webcam, UPS, Dual Band Wireless Connectivity Min 100 Mbps and integrated graphic cards
2	Fire extinguisher
<b>B</b>	<b>SOFTWARE SPECIFICATIONS</b>
1	Any Operating System with antivirus activated
2	Python IDLE
3	Anaconda Navigator Distribution – Python IDE installed with software: NumPy, Pandas, Matplotlib, Scikit Learn)
4	Productivity Suite: Any (Google+ Suite recommended)
5	Orange Data Mining Tool

### Additional Recommendations:

- Ensure regular updates and maintenance for all installed software to benefit from bug fixes, security patches, and new features.
- Provide licenses for commercial software, such as MS Office, as per the school's requirements and budget.
- Encourage teachers and students to stay updated with the latest versions of the software and tools and provide resources for learning and support.
- Consider implementing version control systems (e.g., Git) to facilitate collaborative coding and project management.



## TEACHER'S/ TRAINER'S QUALIFICATIONS:

Qualification and other requirements for appointment of teachers/trainers for teaching this subject, on contractual basis should be decided by the State/ UT. The suggestive qualifications and minimum competencies for the teacher should be as follows:

Qualification	Minimum Competencies	Age Limit
Diploma in Computer Science/ Information Technology <b>OR</b> Bachelor Degree in Computer Application/ Science/ Information Technology (BCA, B.Sc. Computer Science/ Information Technology) <b>OR</b> Graduate with PGDCA OR DOEACCA Level Certificate. The suggested qualification is the minimum criteria. However higher qualifications will also be acceptable.	The candidate should have a minimum of 1 year of work experience in the same job role. <ul style="list-style-type: none"> <li>S/he should be able to communicate in English and local language.</li> </ul> S/he should have knowledge of equipment, tools, material, Safety, Health & Hygiene.	<ul style="list-style-type: none"> <li>18-37 years (as on Jan. 01 (year))</li> <li>Age relaxation to be provided as per Govt. rules</li> </ul>

Teachers/Trainers form the backbone of Skill (Vocational) Education being imparted as an integral part of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). They are directly involved in teaching of Skill (vocational) subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Teachers/ Trainers, Educational Qualifications, Industry Experience, and Certification/ Accreditation.

The State may engage Teachers/Trainers in schools approved under the component of scheme of Vocationalisation of Secondary and Higher Secondary Education under RMSA in following ways:

- (i) Directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC).

**OR**

- (ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF\*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

*The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organizations involved in education and training must meet in order to be accredited by competent bodies to provide government- funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers/ trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Teachers/Trainers, the State should ensure that a standardized procedure for selection of (Vocational) Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP. The State should ensure that the Teachers/ Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools. The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education. The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the (Vocational) Teachers/Trainers:

- Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- Make effective use of learning aids and ICT tools during the classroom sessions;
- Engage students in learning activities, which include a mix of different methodologies, such as project-based work, team work, practical and simulation-based learning experiences;
- Work with the institution's management to organise skill demonstrations, site visits, on job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- Identify the weaknesses of students and assist them in up-gradation of competency;
- Cater to different learning styles and level of ability of students;
- Assess the learning needs and abilities, when working with students with different abilities
- Identify any additional support the student may need and help to make special arrangements for that support;
- Provide placement assistance

Assessment and evaluation of (Vocational) Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the (Vocational) Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the (Vocational) Teachers/Trainers.

Following parameters may be considered during the appraisal process:

- Participation in guidance and counseling activities conducted at Institutional, District and State level;
- Adoption of innovative teaching and training methods;
- Improvement in result of vocational students of Class X or Class XII;
- Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
- Membership of professional society at District, State, Regional, National and International level;
- Development of teaching-learning materials in the subject area;
- Efforts made in developing linkages with the Industry/Establishments;
- Efforts made towards involving the local community in Vocational Education
- Publication of papers in National and International Journals;
- Organization of activities for promotion of vocational subjects;
- Involvement in placement of students/student support services.

**हिंदी (आधार)**  
**विषय कोड - 302**  
**कक्षा 12वीं (2025 -26)**  
**परीक्षा हेतु पाठ्यक्रम विनिर्देशन**

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

भारांक-80

निर्धारित समय - 03 घंटे

**वार्षिक परीक्षा हेतु भार विभाजन**

	<b>खंड-क (अपठित बोध)</b>	<b>18 अंक</b>
<b>1</b>	01 अपठित गद्यांश (लगभग 250 शब्दों का) पर आधारित बोध, चिंतन, विश्लेषण पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न, लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक x 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक x 01 प्रश्न = 01 अंक, लघूत्तरात्मक प्रश्न 02 अंक x 03 प्रश्न = 06 अंक)	<b>10 अंक</b>
<b>2</b>	01 अपठित पद्यांश (लगभग 100 शब्दों का) पर आधारित बोध, सराहना, सौंदर्य, चिंतन, विश्लेषण आदि पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक x 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक x 01 प्रश्न = 01 अंक, लघूत्तरात्मक प्रश्न 02 अंक x 02 प्रश्न = 04 अंक)	<b>08 अंक</b>
	<b>खंड- ख (अभिव्यक्ति और माध्यम पाठ्यपुस्तक के आधार पर )</b> <b>पाठ संख्या 3, 4, 5, 11, 12 तथा 13 पर आधारित</b>	<b>22 अंक</b>
<b>3</b>	दिए गए 03 अप्रत्याशित विषयों में से किसी 01 विषय पर आधारित लगभग 120 शब्दों में रचनात्मक लेखन (06 अंक x 01 प्रश्न)	<b>06 अंक</b>
<b>4</b>	<b>पाठ संख्या 3, 4, 5, 11 तथा 13 पर आधारित</b> (02 अंक x 04 प्रश्न= 08 अंक ) (लगभग 40 शब्दों में), (04 अंक x 02 प्रश्न = 08 अंक) (लगभग 80 शब्दों में) (विकल्प सहित)	<b>16 अंक</b>
	<b>खंड- ग (आरोह भाग - 2 एवं वितान भाग-2 पाठ्यपुस्तकों के आधार पर )</b>	<b>40 अंक</b>
<b>5</b>	पठित काव्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	<b>05 अंक</b>
<b>6</b>	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में)	<b>06 अंक</b>

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

निर्धारित पुस्तकें :

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

नोट - पाठ्यक्रम के निम्नलिखित पाठ हटा दिए गए हैं

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

कक्षा बारहवीं हेतु प्रश्नपत्र का विस्तृत प्रारूप जानने के लिए कृपया बोर्ड द्वारा जारी प्रतिदर्श प्रश्नपत्र देखें।

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**INFORMATICS PRACTICES**  
**Subject Code - 065**  
**Class XII (2025-26)**

1. **Prerequisite:** Informatics Practices – Class XI

2. **Learning Outcomes**

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

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

3. **Distribution of Marks and Periods**

Unit No	Unit Name	Marks
1	Data Handling using Pandas and Data Visualization	25
2	Database Query using SQL	25
3	Introduction to Computer Networks	10
4	Societal Impacts	10
	Project	-
	Practical	30
	<b>Total</b>	<b>100</b>

4. **Unit Wise syllabus**

**Unit 1: Data Handling using Pandas -I**

Introduction to Python libraries- Pandas, Matplotlib;

Data structures in Pandas - Series and Data Frames.

Series: Creation of Series from – ndarray, dictionary, scalar value; mathematical operations; Head() and Tail() functions; Selection, Indexing and Slicing.

Data Frames: creation- from dictionary of Series, list of dictionaries, Text/CSV files, display; iteration; Operations on rows and columns; add, select, delete, rename; Head and Tail functions; Indexing using Labels, Boolean Indexing;

Importing/Exporting Data between CSV files and Data Frames.

### **Data Visualization**

Purpose of plotting; drawing and saving following types of plots using Matplotlib – line plot, bar graph, histogram

Customizing plots: adding label, title, and legend in plots.

## **Unit 2: Database Query using SQL**

Revision of database concepts and SQL commands covered in class XI

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

Text functions: UCASE ()/UPPER (), LCASE ()/LOWER (), MID ()/SUBSTRING ()/SUBSTR (),

LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM ().

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

DAYNAME ().

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

Querying and manipulating data using Group by, Having, Order by.

Working with two tables using equi-join

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

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

Network Devices: modem, hub, switch, repeater, router, gateway

Network Topologies: Star, Bus, Tree, Mesh.

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



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

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

#### **Unit 4: Societal Impacts**

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

E-waste: hazards and management.

Awareness about health concerns related to the usage of technology.

#### **Project Work**

The aim of the class project is to create tangible and useful IT application. The learner may identify a real-world problem by exploring the environment. e.g. Students can visit shops/business places, communities or other organizations in their localities and enquire about the functioning of the organization, and how data are generated, stored, and managed.

The learner can take data stored in csv or database file and analyze using Python libraries and generate appropriate charts to visualize.

Learners can use Python libraries of their choice to develop software for their school or any other social good.

Learners should be sensitized to avoid plagiarism and violation of copyright issues while working on projects. Teachers should take necessary measures for this. Any resources (data, image etc.) used in the project must be suitably referenced.

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

#### **Practical Marks Distribution**

S. No.	Unit Name	Marks
1	Programs using Pandas and Matplotlib	8
2	SQL Queries	7

3	Practical file (minimum of 15 programs based on Pandas, 4 based on Matplotlib and 15 SQL queries must be included)	5
4	Project Work (using concepts learned in class XI and XII)	5
5	Viva-Voce	5
	<b>TOTAL</b>	<b>30</b>

## 5. Suggested Practical List

### 5.1 Data Handling

1. Create a panda's series from a dictionary of values and a ndarray
2. Given a Series, print all the elements that are above the 75th percentile.
3. Create a Data Frame quarterly sales where each row contains the item category, item name, and expenditure. Group the rows by the category and print the total expenditure per category.
4. Create a data frame for examination result and display row labels, column labels data types of each column and the dimensions
5. Filter out rows based on different criteria such as duplicate rows.
6. Importing and exporting data between pandas and CSV file

### 5.2 Visualization

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

### 5.3 Data Management

1. Create a student table with the student id, name, and marks as attributes where the student id is the primary key.
2. Insert the details of a new student in the above table.
3. Delete the details of a student in the above table.
4. Use the select command to get the details of the students with marks more than 80.
5. Find the min, max, sum, and average of the marks in a student marks table.
6. Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by.
7. Write a SQL query to order the (student ID, marks) table in descending order of the marks.

# MASS MEDIA STUDIES (SUB. CODE 835)

## CLASS – XII (SESSION 2025-2026)

Total Marks: 100 (Theory-60 + Practical-40)

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
Part A	<b>Employability Skills</b>			
	Unit 1: Communication Skills-IV	10		2
	Unit 2: Self-management Skills-IV	10		2
	Unit 3: ICT Skills-IV	10		2
	Unit 4: Entrepreneurial Skills-IV	15		2
	Unit 5: Green Skills-IV	05		2
	<b>Total</b>	<b>50</b>		<b>10</b>
Part B	<b>Subject Specific Skills</b>	<b>Theory</b>	<b>Practical</b>	
	Unit 1: Selling / Marketing/ Exhibiting a Product through Advertising	30	20	17
	Unit 2: Introduction to the Production Process	30	40	17
	Unit 3: New Media	20	40	08
	Unit 4: Creative Contributions of the Key People	20	10	08
	<b>Total</b>	<b>100</b>	<b>110</b>	<b>50</b>
Part C	<b>Practical Work</b>			
	Practical Examination / Written Test	--		15
	Viva Voce	--		05
	<b>Total</b>	<b>--</b>		<b>20</b>
Part D	<b>Project Work/Field Visit/ Practical File/ Student Portfolio</b>			15
	Viva Voce			05
	<b>Total</b>	<b>--</b>		<b>20</b>
	<b>GRAND TOTAL</b>	<b>260</b>		<b>100</b>

## **DETAILED CURRICULUM/ TOPICS FOR CLASS XII**

### **PART-A: EMPLOYABILITY SKILLS**

<b>S. No.</b>	<b>Units</b>	<b>Duration in Hours</b>
1.	Unit 1: Communication Skills-IV	10
2.	Unit 2: Self-management Skills-IV	10
3.	Unit 3: Information and Communication Technology Skills-IV	10
4.	Unit 4: Entrepreneurial Skills-IV	15
5.	Unit 5: Green Skills-IV	05
<b>TOTAL DURATION</b>		<b>50</b>

**NOTE:** Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

### **Part-B – SUBJECT SPECIFIC SKILLS**

#### **UNIT-I: SELLING/MARKETING/EXHIBITING A PRODUCT THROUGH ADVERTISING**

##### **Chapter 1: Advertising concept & process**

1. Product
2. specifications
3. Targeting
4. buyers

##### **Chapter 2: Functions of Advertising**

1. Promotion of product
2. Drive sales
3. Build a brand identity
4. Increase the buzz

**Chapter 3: Types of advertising**

1. Print-newspapers, magazines, brochures, fliers, posters
2. OOH-billboards, kiosks, tradeshow events
3. Broadcast advertising - Radio, TV, digital Internet + mobile
4. In film' promos
5. Celebrity endorsements
6. Cross promotions
7. Merchandise
8. Games (Mobile and computer)
9. Covert advertising

**Chapter 4: Forms of Advertising**

1. Product Advertising
2. Institutional Advertising (Corporate)
3. Social Service – PSA Advocacy Advertising
4. Comparative Advertising Cooperative Advertising Direct Mail.
5. A Point-of-Purchase Advertising.
6. Informational Advertising.

**UNIT II: INTRODUCTION TO THE PRODUCTION PROCESS****Chapter 1: Film**

1. Pre- shooting stage.
2. Shooting Stage.
3. Post-shooting Stage.

**Chapter 2: TV**

1. Pre- shooting stage.
2. Shooting Stage.
3. Post-shooting Stage.

**Chapter 3: Print**

1. Planning, writing, editing, designing.

**Chapter 4. Radio**

1. Planning, recording, editing, transmission.

**Chapter 5. Internet**

1. Planning, Creating and delivering.

**UNIT III: NEW MEDIA****Chapter-1: Convergence and the New Possibilities of Communication**

Earlier models of communication

1. Internet as the meeting point of all the mass media.
2. Broadcasting
3. Mass communication model of a few transmitting to a vast number of receivers.
4. Gigantic organization.
5. Huge technical infra-structure
6. Large scale revenue.
7. The changed paradigm due to the Internet.
8. Empowering an individual to post data on the Internet.

9. Information, message in one medium triggering off activity in the others.
10. Many sources of the same information.
11. Distribution of the information between individuals on an unprecedented global scale.
12. Rapidity of opinion generation on a local, national and global scale.
13. The socio-political implications of the new information order.
14. The strengthening of democracy.
15. Emerging trends in Mass Communication

#### **UNIT IV: CREATIVE CONTRIBUTIONS OF THE KEY PEOPLE**

##### **Chapter 1: Film:**

1. Contributions made by Writer, Director, Producer, Actor, Cinematographer, Audiographer, Editor, Art Director, Music composer.

##### **Chapter 2: TV:**

1. Contributions made by Writer, Director, Producer, Actor, Cinematographer, Audiographer, Editor, Art Director, Music composer.

##### **Chapter 3: Print:**

1. Contributions made by Reporter, Sub-editor, Editor.

##### **Chapter 4: Radio:**

1. Contributions made by artist, speaker, interviewer, recordist, programme producer, station director.

##### **Chapter 5: Internet:**

1. Contributions made by writer, conceptualizer, editor, designer.

## **5. TEACHING ACTIVITIES**

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

### **CLASSROOM ACTIVITIES**

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

### **PRACTICAL WORK IN LABORATORY/WORKSHOP**

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the teacher to the Head of the Institution.



## **SKILL ASSESSMENT (PRACTICAL)**

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate. Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators. The same team of examiners will conduct the viva voce.

**Project Work** (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

**Student Portfolio** is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

**Viva voce** allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

## **6. ORGANISATION OF FIELD VISITS/EDUCATIONAL TOURS**

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

## **7. PRACTICAL GUIDELINES**

### **Portfolio Assessment:**

The Portfolio will consist of a compilation of all written submissions over the duration of the course. It is the sum total of the creative work executed by the student over the year. The Portfolio will consist of all written submissions over the duration of the course. The assignments would include written, project work and production output will be collected. The submission would include both the original and improved versions of assigned tasks reflective of gradual improvement.

Aims of the exercise of Portfolio are –

- To create a desire in the student to go beyond the text and class room learning
  - To inculcate in the student the spirit of research
  - To offer the scope for imaginative thinking
  - To develop the power of interpretation
  - To imbibe the notions of subjectivity and objectivity
- Objectives of the exercise of Portfolio are –

- The student begins to think independently and critically about the subject
- The student learns to develop his/her own themes
- The student learns to systematically gather facts and sift the data
- The student learns to use the data in a coherent and logical manner
- The student learns to follow one's imagination to create an original work
- The student learns the difference between analyzing someone else's work and creating one's own
- The student learns to develop distinct creative approaches to Fiction and Nonfiction
- The student learns to conceive and execute ideas that are medium-specific
- The student learns to identify upon his/her own strengths and weaknesses

#### **Assessment of the Portfolio-**

The basic guideline for Assessment of the Portfolio is to judge the student's individual growth along the aims and objectives stated above. Both quality and quantity of the work done cumulatively should receive equal consideration.

#### **PROJECT - NON-FICTION: STUDENTS WILL CONCEIVE, WRITE, DIRECT AND EDIT A NON-FICTION FILM PROJECT OF 3-5 MINUTES DURATION.**

##### **Guidelines**

In this, they will follow the film making process of going through the pre- production, production and post-production process. The idea will be submitted to the teacher first. It shall be discussed and approved. It is only after that, the student can undertake to do further research and writing of the script. The script shall be submitted along with the shooting schedule, the same will be approved by teacher and only after the clearance from the teacher will the shooting take place. Students will complete the project on video tape and submit it along as a video tape as well as in the DVD format with the docket containing all the paper work done by them.

1. Subjects of the films should be suitable for the audience of their own age group.
  2. Social issues like Gender issues, Environmental issues, Education, Health, Livelihood, Rights on disability, Access, Road Safety, documentaries on Historical monuments, Art and Craft can be chosen. Initial research is very important with regard to pre-production and production. Students must understand and read about media ethics and understand the sensitivity of the issue concerned. Students must take up issues which they closely relate to in their everyday lives and are able to work on within their academic concerns.
  3. Themes to illustrate facets of other arts could also be chosen. Issues relating to media could also be a domain. Students must understand their roots and cultural heritage which surrounds them. It is part of what they are. This consists of not just historical monuments; it surpasses subjects like rituals, traditional medicinal practices, folklore and anecdotes from their grandparents, about the city they live in, various performing arts and more.
  4. Portraits of personalities with respect to their contribution to life may also be chosen. People who have made a difference within their community, their role models, people they look up to, those who inspire them or have encouraged them, they could be their relative, teacher, a household help or anyone known to them.
  5. Basic Handycam video cameras and basic editing software like Adobe Premier or Windows Movie maker should suffice. Technical quality is important, but technological sophistication by itself will not carry much weight, as the purpose is to judge the overall programme making ability.
  6. The preparation is as important as the product and will carry half the percentage in the total assessment of the project.
  7. The time limit of 3-5 minutes is to be strictly observed. Anything drastically more or less in duration will negatively affect the assessment.
- These guidelines should be very clearly explained to the students and there should be no basic doubts about the approach in their minds.

## 8. LIST OF EQUIPMENT AND MATERIAL

### **\*CAMERA\***

1. One DSLR minimum 18 mega pixels, output 18-55mm and 70-300mm lens with external microphone connectivity.
2. One HD handycam video camera with external microphone connectivity. Video format MOV or MPEG4. OR One smart phone with external microphone connectivity.
3. One tripod.

### **\*MICROPHONE\***

1. One gun microphone with RCA output.
2. One lapel microphone with RCA output.
3. One mic for Radio studio multidirectional or unidirectional.

*(If school is not able to arrange microphone try to put subject closer to camera and in silence area for their byte and record dialogue and must off fan and air conditioner during without microphone shoot. These steps will help students to shoot without specific equipment.)*

### **\*LIGHTS\***

To create basic three-point lighting in any studio or classroom required lights are mentioned below-

- a. Two LED soft lights
- b. Two Baby spot lights
- c. Two flood Cool lights
- d. Multi 10 and multi 20 Reflectors silver and Gold or thermocol sheets.
- e. Light Cutter stands with black clothes.

*(If school is not capable for arranging lighting equipment so shoot is preferred in natural sunlight.)*

### **\*EDITING SYSTEM\***

1. One computer system windows or Mac. Software required FCP (final cut pro) or Adobe premiere pro, Adobe Photoshop, Adobe After effects, capture card, Graphics card sound card.

### **\*SCHOOL STUDIO SETUP\***

1. Green Chroma wall.
2. Teleprompter.
3. Monitor.

These are the basic requirements for any Television or Radio production.

A screening room equipped with a television set or projector and speakers for playback of video or screening images through a computer.

## Physical Education (Subject Code 048)

Class XII (2025-26)

UNIT NO.	UNIT NAME	THE WEIGHTAGE (MARKS) ALLOTTED
UNIT 1	Management of Sporting Events	05 + 04 <b>b*</b>
UNIT 2	Children and Women in Sports	07
UNIT 3	Yoga as Preventive measure for Lifestyle Disease	06+01 <b>b*</b>
UNIT 4	Physical Education & Sports for (CWSN)	04+04 <b>b*</b>
UNIT 5	Sports & Nutrition	07
UNIT 6	Test and Measurement in Sports	08
UNIT 7	Physiology & Injuries in Sport	04+04 <b>b*</b>
UNIT 8	Biomechanics and Sports	10
UNIT 9	Psychology and Sports	07
UNIT 10	Training in Sports	09
PRACTICAL (LAB) <sup>#</sup>	Including 3 Practical	30
TOTAL	Theory 10 + Practical 3	Theory 70 + Practical 30 = 100

Note: b\*are the Concept based questions like Tactile diagram/data interpretation/case base study for visually Impaired Child



**CLASS XII**  
**COURSE CONTENT**

Unit No.	Unit Name & Topics	Specific Learning Objectives	Suggested Teaching Learning process	Learning Outcomes with specific competencies
<b>Unit 1</b>	<b>Management of Sporting Events</b>			<b>After completing the unit, the students will be able to:</b>
	1. Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling)	<ul style="list-style-type: none"> <li>To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the functions of Sports Event management</li> </ul>
	2. Various Committees & their Responsibilities (pre; during & post)	<ul style="list-style-type: none"> <li>To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out, League Tournaments, and Combination tournaments.</li> </ul>		<ul style="list-style-type: none"> <li>Classify the committees and their responsibilities in the sports event</li> </ul>
	3. Fixtures and their Procedures – Knock- Out (Bye & Seeding) & League (Staircase, Cyclic, Tabular method) and Combination tournaments	<ul style="list-style-type: none"> <li>To make the students understand the need for the meaning and significance of intramural and extramural tournaments</li> </ul>		<ul style="list-style-type: none"> <li>Differentiate the different types of tournaments.</li> <li>Prepare fixtures of knockout, league &amp; combination.</li> </ul>
	4. Intramural & Extramural tournaments – Meaning, Objectives & Its Significance	<ul style="list-style-type: none"> <li>To teach them about the different types of community sports and their importance in our society.</li> </ul>		<ul style="list-style-type: none"> <li>Distinguish between intramural and extramural sports events</li> </ul>
	5. Community sports program (Sports Day, Health Run, Run for Fun, Run for Specific Cause & Run for Unity)			<ul style="list-style-type: none"> <li>Design and prepare different types of community</li> </ul>

<b>Unit 2</b>	<b>Children &amp; Women in Sports</b>	<ul style="list-style-type: none"> <li>To make students understand the exercise guidelines of WHO for different age groups</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning</li> </ul>	<b>After completing the unit, the students will be able to:</b>
	1. Exercise guidelines of WHO for different age groups.	<ul style="list-style-type: none"> <li>To make students aware of the common postural deformities</li> </ul>		<ul style="list-style-type: none"> <li>Differentiate exercise guidelines for different stages of growth and development.</li> </ul>
	2. Common postural deformities- knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures.	<ul style="list-style-type: none"> <li>To make students aware of women's sports participation in India and about the special conditions of women</li> </ul>		<ul style="list-style-type: none"> <li>Classify common postural deformities and identify corrective measures.</li> </ul>
	3. Women's participation in Sports- Physical, Psychological, and social benefits.	<ul style="list-style-type: none"> <li>To make students understand menarche and menstrual dysfunction among women athletes.</li> </ul>		<ul style="list-style-type: none"> <li>Recognize the role and importance of sports participation of women in India.</li> </ul>
	4. Special consideration (menarche and menstrual dysfunction)	<ul style="list-style-type: none"> <li>To make them understand about female athlete triad.</li> </ul>		<ul style="list-style-type: none"> <li>Identify special considerations relate to menarche and menstrual dysfunction.</li> </ul>
	5. Female athlete triad (osteoporosis, amenorrhea, eating disorders)			<ul style="list-style-type: none"> <li>Express female athlete triad according to eating disorders</li> </ul>



Unit 3	<p><b>Yoga as Preventive measure for Lifestyle Disease</b></p> <p>1. <b>Obesity:</b> Procedure, Benefits &amp; Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottasana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama</p> <p>2. <b>Diabetes:</b> Procedure, Benefits &amp; Contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta-vajarasana, Paschimottasana, Ardha-Mastendrasana, Mandukasana</p>	<ul style="list-style-type: none"> <li>To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma.</li> <li>To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the asanas beneficial for different ailments and health problems.</li> <li>Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis</li> <li>Describe the procedure for performing a variety of asanas for maximal benefits.</li> <li>Distinguish the contraindications associated with performing different asanas.</li> <li>Outline the role of yogic management for various health benefits and preventive measures.</li> </ul>
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	<p>Gomukasana, Yogmudra, Ushtrasana, Kapalabhati</p> <p>3. <b>Asthma:</b> Procedure, Benefits &amp; Contraindicat ions for Tadasana, Urdhwahasto ttansan a, UttanManduk asan- a, Bhujangasana , Dhanurasana, Ushtrasana, Vakrasana, Kapalbhati, Gomukhasana Matsyaasana, Anuloma- Viloma</p> <p>4. <b>Hypertension</b> : Procedure, Benefits &amp; Contraindicati ons for Tadasana, Katichakransa n, Uttanpadasan a, Ardha Halasana, Sarala Matyasana, Gomukhasana , UttanManduka san-a, Vakrasana, Bhujangasana , Makarasana, Shavasana,</p>			
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	<p>Nadi-shodhanapranayam, Sitalpranayam</p> <p>5. <b>Back Pain and Arthritis:</b> Procedure, Benefits &amp; Contraindications of Tadasan, Urdhawahastootansana, Ardh-Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrasana, Bhujangasana, Gomukhasana, Bhadrasana, Makarasana, Nadi-Shodhana pranayama.</p>			
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<p><b>Unit 4</b></p>	<p><b>Physical Education and Sports for CWSN (Children with Special Needs - Divyang)</b></p> <ol style="list-style-type: none"> <li>1. Organization s promoting Disability Sports (Special Olympics; Paralympis; Deaflympics)</li> <li>2. Concept of Classification and Divisioning in Sports.</li> <li>3. Concept of Inclusion in sports, its need, and Implementation;</li> <li>4. Advantages of Physical Activities for children with special needs.</li> <li>5. Strategies to make Physical Activities assessable for children with special needs.</li> </ol>	<ul style="list-style-type: none"> <li>• To make students understand the concept of Disability and Disorder.</li> <li>• To teach students about the types of disabilities &amp; disorders, their causes, and their nature.</li> <li>• To make them aware of Disability Etiquette.</li> <li>• To make the students Understand the advantage of physical activity for CWSN.</li> <li>• To make the students aware of different strategies for making physical activity accessible for Children with Special Needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-based instruction,</li> <li>▪ Technology-based learning.</li> <li>▪ Group learning,</li> <li>▪ Individual learning,</li> <li>▪ Inquiry-based learning,</li> <li>▪ Kinesthetic learning,</li> <li>▪ Game-based learning and</li> <li>• Expeditionary learning</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Value the advantages of physical activities for children with special needs</li> <li>* Differentiate between methods of categorization in sports for CWSN</li> <li>* Understand concepts and the importance of inclusion in sports</li> <li>* Create advantages for Children with Special Needs through Physical Activities</li> <li>* Strategies physical activities accessible for children with specialneeds</li> </ul>
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<b>Unit 5</b>	<b>Sports &amp; Nutrition</b>  1. Concept of balanced diet and nutrition  2. Macro and Micro Nutrients: Food sources & functions  3. Nutritive & Non-Nutritive Components of Diet  4. Eating for Weight control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance, and Food Myths  5. Importance of Diet in Sports- Pre, During and Post competition Requirements	<ul style="list-style-type: none"> <li>• To make the students understand the importance of a balanced diet</li> <li>• To clear the concept of Nutrition – Micro &amp; Macro nutrients, Nutritive &amp; non-Nutritive Components of diet</li> <li>• To make them aware of eating for weight loss and the results of the pitfalls of dieting.</li> <li>• To understand food intolerance &amp; food myths</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning.</li> </ul>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>* Understand the concept of a balanced diet and nutrition. Classify Nutritive and Non- Nutritive components of the Diet</li> <li>* Identify the ways to maintain a healthy weight</li> <li>* Know about foods commonly causing food intolerance</li> <li>* Recognize the pitfalls of dieting and food myths</li> </ul>
<b>Unit 6</b>	<b>Test &amp; Measurement in Sports</b>  1. Fitness Test – SAI Khelo India Fitness Test in school;	<ul style="list-style-type: none"> <li>• To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General MotorFitness Test</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic</li> </ul>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>* Perform SAI Khelo India Fitness Test in school [Age group 5-8</li> </ul>

	<p>Age group 5-8 years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test</p> <p>Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit &amp; Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls).</p> <p>2. Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds <math>\times 100 / 5.5 \times</math> Pulse count of 1-1.5 Min after Exercise</p> <p>3. Computing Basal Metabolic Rate (BMR)</p> <p>4. Rikli &amp; Jones - Senior Citizen Fitness Test</p> <ul style="list-style-type: none"> <li>○ Chair Stand Test for lower body strength</li> <li>○ Arm Curl Test for upper body strength</li> </ul>	<ul style="list-style-type: none"> <li>• To make students to determine physical fitness Index through Harvard Step Test/Rockport Test</li> <li>• To make students to calculate Basal Metabolic Rate (BMR)</li> <li>• To measure the fitness level of Senior Citizens through Rikli and Jones Senior Citizen Fitness Test</li> </ul>	<p>learning,</p> <ul style="list-style-type: none"> <li>• Game-based learning and Expeditionary learning</li> </ul>	<p>years/ (class 1-3) and Age group 9-18yrs/ (class 4-12)</p> <ul style="list-style-type: none"> <li>* Determine physical fitness Index through Harvard Step Test/Rock- port Test</li> <li>* Compute Basal Metabolic Rate (BMR)</li> <li>* Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test</li> </ul>
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	<ul style="list-style-type: none"> <li>○ Chair Sit &amp; Reach Test for lower body flexibility</li> <li>○ Back Scratch Test for upper body flexibility</li> <li>○ Eight Foot Up &amp; Go Test for agility</li> <li>○ Six-Minute Walk Test for Aerobic Endurance</li> </ul> <p>5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping Half-Turn, Jumping full-turn)</p>			
<b>Unit 7</b>	<p><b>Physiology &amp; Injuries in Sport</b></p> <ol style="list-style-type: none"> <li>1. Physiological factors determining components of physical fitness</li> <li>2. Effect of exercise on the Muscular System</li> <li>3. Effect of exercise on the Cardio-Respiratory System</li> <li>4. Physiological changes due to aging</li> </ol>	<ul style="list-style-type: none"> <li>• Understanding the physiological factors determining the components of physical fitness.</li> <li>• Learning the effects of exercises on the Muscular system.</li> <li>• Learning the effects of exercises on Cardiovascular system.</li> <li>• Learning the effects of exercises on the Respiratory system.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Recognize the physiological factors determining the components of physical fitness.</li> <li>* Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems.</li> <li>* Figure out the physiological changes due to ageing</li> </ul>

	<p>5. Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain &amp; Strain Bone &amp; Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique &amp; Impacted)</p>	<ul style="list-style-type: none"> <li>• Learning the changes caused due to aging.</li> <li>• Understanding the Sports Injuries (Classification, Causes, and Prevention)</li> <li>• Understanding the Aims &amp; Objectives of First Aid</li> <li>• Understanding the Management of Injuries</li> </ul>		<ul style="list-style-type: none"> <li>• Classify sports injuries with its Management.</li> </ul>
<b>Unit 8</b>	<p><b>Biomechanics and Sports</b></p> <ol style="list-style-type: none"> <li>1. Newton's Law of Motion &amp; its application in sports</li> <li>2. Types of Levers and their application in Sports.</li> <li>3. Equilibrium – Dynamic &amp; Static and Centre of Gravity and its application in sports</li> <li>4. Friction &amp; Sports</li> <li>5. Projectile in Sports</li> </ol>	<ul style="list-style-type: none"> <li>• Understanding Newton's Laws of Motion and their Application in Sports.</li> <li>• Make students understand the lever and its application in sports.</li> <li>• Make students understand the concept of Equilibrium and its application in sports.</li> <li>• Understanding Friction in Sports.</li> <li>• Understanding the concept of Projectile in sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning.</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Understand Newton's Law of Motion and its application in sports</li> <li>* Recognize the concept of Equilibrium and its application in sports.</li> <li>* Know about the Centre of Gravity and will be able to apply it in sports</li> <li>* Define Friction and application in sports.</li> <li>* Understand the concept of Projectile in sports.</li> </ul>

<b>Unit 9</b>	<b>Psychology and Sports</b>  1. Personality; its definition & types (Jung Classification & Big Five Theory)  2. Motivation, its type & techniques.  3. Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it  4. Meaning, Concept & Types of Aggression s in Sports  5. Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self-Talk, Goal Setting	<ul style="list-style-type: none"> <li>• To make students understand Personality &amp; its classifications.</li> <li>• To make students understand motivation and its techniques.</li> <li>• To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise.</li> <li>• To make them aware of Aggression in sports and types.</li> <li>• To make students understand Psychological Attributes in Sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning</li> </ul>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>* Classify different types of personality and their relationship with sports performance.</li> <li>* Recognise the concept of motivation and identify various types of motivation.</li> <li>* Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence.</li> <li>* Differentiate between different types of aggression in sports.</li> <li>* Explain various psychological attributes in sports.</li> </ul>
<b>Unit 10</b>	<b>Training in Sports</b>  1. Concept of Talent Identification and Talent Development in Sports	<ul style="list-style-type: none"> <li>• Making the students understand the concept of talent identification and methods in sports</li> <li>• Making the students Understand sports</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning, Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> </ul>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>• understand the concept of talent identification and methods used</li> </ul>

	<p>2. Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle.</p> <p>3. Types &amp; Methods to Develop – Strength, Endurance, and Speed.</p> <p>4. Types &amp; Methods to Develop – Flexibility and Coordinative Ability.</p> <p>5. Circuit Training - Introduction &amp; its importance</p>	<p>training and the different cycle in sports training.</p> <ul style="list-style-type: none"> <li>• Making the students Understand different types &amp; methods of strengths,</li> <li>• endurance, and speed.</li> <li>• Making the students Understand different types &amp; methods of flexibility and</li> <li>• coordinative ability.</li> <li>• Making the students understand Circuit training and its importance</li> </ul>	<ul style="list-style-type: none"> <li>• kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning</li> </ul>	<p>for talent development in sports.</p> <ul style="list-style-type: none"> <li>• Understand sports training and the different cycle used in the training process.</li> <li>• Understand different types &amp; methods to develop - strength, endurance, and speed in sports training</li> <li>• Understand different types &amp; methods to develop – flexibility and coordinative ability.</li> <li>• Understand Circuit training and its importance</li> </ul>
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**GUIDELINES FOR INTERNAL ASSESSMENT  
(PRACTICAL/ PROJECTS ETC.)**

<b>PRACTICAL</b>	<b>(Max. Marks 30)</b>
Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*	6 Marks
Proficiency in Games and Sports (Skill of any one IOA recognized Sport/Game of Choice)**	7 Marks
Yogic Practices	7 Marks
Record File ***	5 Marks
Viva Voce (Health/ Games & Sports/ Yoga)	5 Marks

- \*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, (SAI Khelo India Test)
- **Practical-2:** Procedure for Asanas, Benefits & Contraindication for any two Asanas for each lifestyle disease.
- **Practical-3:** Any one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also, mention its Rules, Terminologies & Skills.

**PRESCRIBED TEXTBOOKS (CLASS XI & XII)**



CBSE Physical Education Class XI Text Book

[https://cbseacademic.nic.in/web\\_material/Manuals/PhysicalEducation11\\_2022.pdf](https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation11_2022.pdf)



CBSE Physical Education Class XII Text Book

[https://cbseacademic.nic.in/web\\_material/Manuals/PhysicalEducation12\\_2022.pdf](https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation12_2022.pdf)

**CLASS XII**  
**COURSE STRUCTURE**

<b>Chapter No.</b>	<b>Chapter Name</b>	<b>Marks Allotted</b>
<b>PART A-CONTEMPORARY WORLD POLITICS</b>		
<b>1</b>	The End of Bipolarity	6
<b>2</b>	Contemporary Centres of Power	6
<b>3</b>	Contemporary South Asia	6
<b>4</b>	International Organizations	6
<b>5</b>	Security in the Contemporary World	6
<b>6</b>	Environment and Natural Resources	6
<b>7</b>	Globalisation	4
	<b>PART A - Total</b>	<b>40</b>
<b>PART B-POLITICS IN INDIA SINCE INDEPENDENCE</b>		
<b>1</b>	Challenges of Nation-Building	6
<b>2</b>	Era of One-Party Dominance	4
<b>3</b>	Politics of Planned Development	2
<b>4</b>	India's External Relations	6
<b>5</b>	Challenges to and Restoration of the Congress System	4
<b>6</b>	The Crisis of Democratic Order	4
<b>7</b>	Regional Aspirations	6
<b>8</b>	Recent Developments in Indian Politics	8
	<b>PART B - Total</b>	<b>40</b>
	<b>TOTAL</b>	<b>80</b>



**CLASS XII  
COURSE CONTENT**

Chapter No. and Name	Learning Outcomes with Specific Competencies
<b>1. The End of Bipolarity</b> Topics to be focused: a) The Soviet System b) Gorbachev and the disintegration c) Causes and Consequences of disintegration of Soviet Union d) Shock Therapy and its Consequences e) New entities in world politics <ul style="list-style-type: none"> <li>Russia</li> <li>Balkan States</li> <li>Central Asian States</li> </ul> f) India's relations with Russia and other post-communist countries	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the basic features of the Soviet System.</li> <li>Discuss the background and outcome of disintegration of the Soviet Union.</li> <li>Examine the consequences of unipolar world</li> <li>Assess the features of Shock Therapy</li> <li>Probe into the recent happenings in the Post-Communist Countries.</li> <li>Trace the developments between India &amp; Russia</li> </ul>
<b>2. Contemporary Centres of Power</b> Topics to be focused: a) European Union b) Association of Southeast Asian Nations c) Rise of China as an economic power d) Japan and South Korea as emerging powers	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Compare and contrast the importance of European Union and ASEAN.</li> <li>Evaluate the extent of rise of Chinese economy and its impact on world politics.</li> <li>Summarise India's relations with China.</li> </ul>
<b>3. Contemporary South Asia</b> Topics to be focused: a) Military and Democracy in Pakistan and Bangladesh b) Monarchy and Democracy in Nepal c) Ethnic Conflict and Democracy in Sri Lanka d) India-Pakistan Conflicts e) India and its Neighbours f) Peace and Cooperation	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify &amp; locate the seven countries of the South Asian region.</li> <li>Appreciate the mixed record of democracy in the South Asian region.</li> <li>Examine the role of Political leaders</li> <li>Reflect upon the causes of various conflicts and movements in this region.</li> <li>Justify the creation of SAARC</li> <li>Understand the involvement of US and China in South Asia.</li> </ul>
<b>4. International Organizations</b> Topics to be focused: a) Meaning and importance of International Organisations b) Evolution of the UN c) Structure and function of International Organisations d) Principal Organs of UN	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define International Organisation</li> <li>Appreciate the role of United Nations and its agencies</li> <li>Reflect on the events taking place in the post-cold war era</li> <li>Understand the need for reforms in the United Nations</li> </ul>

<p>e) Reform of the UN after ColdWar  f) Reform of Structures, Processes and Jurisdiction of the UN  h) India and the UN Reforms  i) Key Agencies: IMF, World Bank, WTO, ILO, IAEA.  j) NGO: Amnesty International, Human Rights Watch.  g) Implications and Future of International Organisations</p>	
<p><b>5.Security in the Contemporary World</b>  Topics to be focused:  a) Meaning and Type of Security.  b) Traditional concept of Security  c) Non-tradition notions of Security.  d) New Sources of Threats  e) Cooperative Security  f) India's Security strategy</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise the causes of security threats</li> <li>• Enhance analytical skills to provide solutions to security concerns.</li> <li>• Develop critical thinking about the role of various stakeholders in ensuring security today.</li> </ul>
<p><b>6.Environment and Natural Resources</b>  Topics to be focused:  a) Environmental Concerns  b) Global Commons  c) Common but differentiated responsibilities  d) India's Stand on Environment Issues  f) Environmental Movements  g)Resource Geopolitics  e) Rights of Indigenous peoples</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Enlist and explain the facts related to global environmental issues</li> <li>• Recognise and understand the need to conserve critical resources  Demonstrate knowledge and appreciation towards India's responsibility in protecting environment</li> <li>• Realise the need to conserve resources and exhibit responsibility towards prudent use to facilitate sustainable development</li> <li>• Know about the nature of concerns of indigenous communities and understand how the governments of different countries respond to their plea</li> </ul>
<p><b>7.Globalisation</b>  Topics to be focused:  a) Concept of globalisation  b) Causes and Consequences of globalisation  c) India and globalization  d) Resistance to globalisation  e) India and resistance to globalisation</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the significance of Globalisation</li> <li>• Elucidate the political, economic, and cultural dimensions of Globalisation.</li> <li>• Critically evaluate the impact of globalisation on India.</li> <li>• Draw attention to resistance movements to Globalisation and envisage its future trends.</li> </ul>

## PART B-POLITICS IN INDIA SINCE INDEPENDENCE

<p><b>1. Challenges of Nation Building</b></p> <p>Topics to be focused:</p> <p>a) Challenges for the new Nation.</p> <ul style="list-style-type: none"> <li>• Three Challenges.</li> </ul> <p>b) Partition: Displacement and Rehabilitation.</p> <ul style="list-style-type: none"> <li>• Consequences of Partition.</li> </ul> <p>c) Integration of Princely States.</p> <ul style="list-style-type: none"> <li>• The problem</li> <li>• Government's approach</li> <li>• Hyderabad</li> <li>• Manipur</li> </ul> <p>d) Reorganisation of States.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyse the challenges which Independent India faced.</li> <li>• Describe the factors that led to the partition of India.</li> <li>• Explain the circumstances under which different princely states signed the Instrument of Accession.</li> <li>• Assess how language became the basis of reorganisation of the states.</li> <li>• Evaluate the role played by leaders in Nation Building.</li> </ul>
<p><b>2. Era of One-Party Dominance</b></p> <p>Topics to be focussed:</p> <p>a) Challenge of building democracy.</p> <p>b) Congress dominance in the first three general elections.</p> <ul style="list-style-type: none"> <li>• Nature of Congress dominance</li> <li>• Congress as social and ideological coalition.</li> <li>• Tolerance and management of Factions</li> </ul> <p>c) Emergence of opposition parties.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the sustenance of democratic politics in the country.</li> <li>• Evaluate the electoral politics post-Independence</li> <li>• Assess the dominance of the Indian National Congress from 1952 to 1967.</li> <li>• Evaluate the role of Opposition parties</li> </ul>
<p><b>3. Politics of Planned Development</b></p> <p>Topics to be focussed:</p> <p>a) Political contestation.</p> <ul style="list-style-type: none"> <li>• Ideas of Development.</li> <li>• Planning</li> <li>• Planning Commission</li> </ul> <p>b) The Early Initiatives</p> <ul style="list-style-type: none"> <li>• The First Five Year Plan.</li> <li>• Rapid Industrialisation.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the varied option considered by the government to balance growth and socio-economic justice.</li> <li>• Know the difference between Left and Right Ideology</li> <li>• Understand the need for the formation of the Planning Commission.</li> <li>• Appreciate the need for strategic long-term development programme and policies</li> </ul>
<p><b>4. India's External Relations</b></p> <p>Topics to be focussed:</p> <p>a) International Context</p> <p>b) The Policy of Non-Alignment.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise the significance of NAM</li> <li>• Interpret, compare and contrast multi-lateral aspects of Indo-China relationship</li> <li>• Demonstrate knowledge on Indo-Pak wars</li> </ul>

<ul style="list-style-type: none"> <li>• Nehru's role</li> <li>• Distance from two camps.</li> <li>• Afro Asian Unity</li> </ul> <p>c) Peace and conflict with China</p> <ul style="list-style-type: none"> <li>• The Chinese Invasion 1962</li> <li>• War and Peace with Pakistan</li> <li>• Bangladesh War 1971</li> </ul> <p>d) India's Nuclear Policy.</p>	<ul style="list-style-type: none"> <li>• Appreciate the steps taken by Indian government to develop military capacity</li> <li>• Reflect and introspect on the choices that the country must consider for the cause of development and peace building</li> </ul>
<p><b>5. Challenges to and Restoration of the Congress System</b></p> <p>Topics to be focused:</p> <p>a) Challenge of Political Succession</p> <ul style="list-style-type: none"> <li>• From Nehru to Shastri</li> <li>• From Shastri to Indira Gandhi</li> </ul> <p>b) Fourth General Election 1967</p> <ul style="list-style-type: none"> <li>• Context of the Election.</li> <li>• Non Congressism</li> <li>• Electoral Verdict</li> <li>• Coalitions</li> <li>• Defections</li> </ul> <p>c) Split in the Congress</p> <ul style="list-style-type: none"> <li>• Indira vs the Syndicate</li> <li>• Presidential Election 1969</li> </ul> <p>d) The 1971 Election and Restoration of Congress</p> <ul style="list-style-type: none"> <li>• The outcome and after Restoration</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the challenges of political succession after Nehru. Evaluate the opposition unity and the Congress split as a challenge to Congress dominance.</li> <li>• Compare and contrast the new Congress and the old Congress.</li> <li>• Summarise the initiatives taken by Indira Gandhi to overcome the challenges faced by her</li> <li>• Analyse the process of restoration of the Congress system</li> </ul>
<p><b>6. The Crisis of Democratic Order</b></p> <p>Topics to be focused:</p> <p>a) Background to Emergency.</p> <ul style="list-style-type: none"> <li>• Economic Context.</li> <li>• Gujarat and Bihar Movements</li> <li>• Conflict with Judiciary</li> </ul> <p>c) Declaration of Emergency</p> <ul style="list-style-type: none"> <li>• Crisis and response</li> <li>• Consequences</li> </ul> <p>c) Lessons of the Emergency.</p> <p>d) Politics after Emergency.</p> <ul style="list-style-type: none"> <li>• Lok Sabha Elections 1977</li> <li>• Janata Government</li> </ul> <p>d) Legacy</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the causes and consequences of Emergency</li> <li>• Examine the lessons of Emergency</li> <li>• Evaluate the rule of Janata Government</li> </ul>

<p><b>7. Regional Aspirations</b></p> <p>Topics to be focused:</p> <p>a) Region and the Nation</p> <ul style="list-style-type: none"> <li>• Indian Approach</li> <li>• Areas of Tension</li> <li>• Jammu and Kashmir</li> <li>• Roots of the Problem</li> <li>• External and Internal disputes</li> <li>• Politics since 1948</li> <li>• Insurgency and After</li> <li>• 2022 and Beyond</li> </ul> <p>b) Punjab</p> <ul style="list-style-type: none"> <li>• Political Context</li> <li>• Cycle of Violence</li> <li>• Road to Peace</li> </ul> <p>c) The Northeast</p> <ul style="list-style-type: none"> <li>• Demand for autonomy</li> <li>• Secessionist Movements</li> <li>• Movements against outsiders</li> <li>• Assam and National Integration</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the implications of regional demands.</li> <li>• Analyse the importance of integrity in India.</li> <li>• Appreciate the initiatives taken by the government in dealing with regional aspirations</li> </ul>
<p><b>8. Recent Developments in Indian Politics</b></p> <p><b>Topics to be focused</b></p> <p>a) Context of 1990s</p> <p>b) Era of Coalition</p> <ul style="list-style-type: none"> <li>• Alliance Politics</li> </ul> <p>c) Political rise of the Backward Classes</p> <ul style="list-style-type: none"> <li>• Mandal Implemented</li> <li>• Political Fallouts</li> </ul> <p>d) Communalism, Secularism and Democracy.</p> <ul style="list-style-type: none"> <li>• Ayodhya Dispute</li> <li>• Demolition and after</li> </ul> <p>e) Emergence of New Consensus</p> <p>f) Lok Sabha Elections 2004</p> <p>g) Growing Consensus</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand momentous changes taking place in the nation since 1989</li> <li>• Trace the rise and growth of BJP.</li> <li>• Identify the areas of growing consensus</li> </ul>

**Prescribed Books:**

1. Contemporary World Politics, Class XII, Published by NCERT
2. Politics in India since Independence, Class XII, Published by NCERT
3. Added Reference Material available with the document in the Annexure

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

**CLASS XI-XII**  
**QUESTION PAPER DESIGN**

S. No.	Competencies	Marks	Percentage
1	<b>Knowledge and Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts.	22	27.5%
2	<b>Understanding:</b> Understanding of facts and ideas by organizing, comparing, explaining, describing, and stating main ideas.	24	30%
3	<b>Applying:</b> Solve problems by applying acquired knowledge, facts to interpret a situation/ cartoon/ clippings/ sources/ Map	22	27.5%
4	<b>Analysis and Evaluation:</b> Classify, compare, contrast, or differentiate between pieces of information; organise and/ or integrate from a variety of sources; Examine, synthesize information into parts and identify motives or causes. Make inferences and find evidence to support generalizations.	12	15%
		80	100%

**Note:** Competency based questions for the examinations to be conducted in the academic year 2025-26 will be 50% in class XII.



### QUESTION PAPER DESIGN

Book	Objective Type 1(M)	SA Type I 2(M)	SA Type II (4M)	Passage/Map/ Cartoon based Questions(4M)	LA Type (6M)	Total Weightage
Contemporary World Politics	6	3	3	1	2	40
Politics in India since Independence	6	3	2	2	2	40
Project/Practical						20
<b>Total No. of Marks and Questions</b>	<b>12</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>80+20</b>

#### NOTE-

1. Question paper will be in five parts (A, B, C, D & E). There will be an internal choice in Part C and Part-E.
2. In order to assess different mental abilities of learners, question paper is likely to include questions based on passages, visuals such as maps, cartoons.
3. Map question can be given from any lesson of Book 2 (Politics in India since Independence); but weightage of lessons should remain unaltered. The Maps available in the official websites of Govt of India may be used.
4. Cartoon and passage-based questions can be asked from either textbook, but weightage of lessons should be maintained

**COURSE STRUCTURE**  
**CLASS XII (2025-2026)**  
**Theory Paper**

**Time : 3 Hours**

**Marks: 70**

Units	Topics	Marks
I	Variations in Psychological Attributes	13
II	Self and Personality	13
III	Meeting Life Challenges	9
IV	Psychological Disorders	12
V	Therapeutic Approaches	9
VI	Attitude and Social Cognition	8
VII	Social Influence and Group Processes	6
	<b>Total</b>	<b>70</b>

**COURSE CONTENT**

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

	<ul style="list-style-type: none"> <li>• Type Approaches</li> <li>• Trait Approaches</li> <li>• Psychodynamic Approach and Post Freudian Approaches</li> <li>• Behavioural Approach</li> <li>• Cultural Approach</li> <li>• Humanistic Approach</li> </ul> <p>8. Assessment of Personality</p> <ul style="list-style-type: none"> <li>• Self-report Measures</li> <li>• Projective Techniques</li> <li>• Behavioural Analysis</li> </ul>
<b>Unit III</b>	<p><b>Meeting Life Challenges</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature, Types and Sources of Stress</li> <li>3. Effects of Stress on Psychological Functioning and Health <ul style="list-style-type: none"> <li>• Stress and Health</li> <li>• General Adaptation Syndrome</li> <li>• Stress and Immune System</li> <li>• Lifestyle</li> </ul> </li> <li>4. Coping with Stress <ul style="list-style-type: none"> <li>• Stress Management Techniques</li> </ul> </li> <li>5. Promoting Positive Health and Well-being <ul style="list-style-type: none"> <li>• Life Skills</li> <li>• Positive Health</li> </ul> </li> </ol>
<b>Unit IV</b>	<p><b>Psychological Disorders</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Concepts of Abnormality and Psychological Disorders <ul style="list-style-type: none"> <li>• Historical Background</li> </ul> </li> <li>3. Classification of Psychological Disorders</li> <li>4. Factors Underlying Abnormal Behaviour</li> <li>5. Major Psychological Disorders <ul style="list-style-type: none"> <li>• Anxiety Disorders</li> <li>• Obsessive-Compulsive and Related Disorders</li> <li>• Trauma-and Stressor-Related Disorders</li> <li>• Somatic Symptom and Related Disorders</li> <li>• Dissociative Disorders</li> <li>• Depressive Disorder</li> <li>• Bipolar and Related Disorders</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>● Schizophrenia Spectrum and Other Psychotic Disorders</li> <li>● Neurodevelopmental Disorders</li> <li>● Disruptive, Impulse-Control and Conduct Disorders</li> <li>● Feeding and Eating Disorders</li> <li>● Substance Related and Addictive Disorders</li> </ul>
<b>Unit V</b>	<p><b>Therapeutic Approaches</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Nature and Process of psychotherapy <ul style="list-style-type: none"> <li>● Therapeutic relationship</li> </ul> </li> <li>2. Types of Therapies <ul style="list-style-type: none"> <li>● Behaviour Therapy</li> <li>● Cognitive Therapy</li> <li>● Humanistic-Existential Therapy</li> <li>● Alternative Therapies</li> <li>● Factors contributing to healing in Psychotherapy</li> <li>● Ethics in Psychotherapy</li> </ul> </li> <li>3. Rehabilitation of the Mentally Ill</li> </ol>
<b>Unit VI</b>	<p><b>Attitude and Social Cognition</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Explaining Social Behaviour</li> <li>3. Nature and Components of Attitudes</li> <li>4. Attitude Formation and Change <ul style="list-style-type: none"> <li>● Attitude Formation</li> <li>● Attitude Change</li> <li>● Attitude-Behaviour Relationship</li> </ul> </li> <li>5. Prejudice and Discrimination</li> <li>6. Strategies for Handling Prejudice</li> </ol>
<b>Unit VII</b>	<p><b>Social Influence and Group Processes</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature and Formation of Groups</li> <li>3. Type of Groups</li> <li>4. Influence of Group on Individual Behaviour <ul style="list-style-type: none"> <li>● Social Loafing</li> <li>● Group Polarisation</li> </ul> </li> </ol>

**Practical****30 Marks**

- A. Development of case profile:  
Using appropriate methods like interview, observation & psychological tests.
- B. Test administration:  
Students are required to administer and interpret five psychological tests related to various psychological attributes like intelligence, aptitude, attitude, personality, etc.
- C. In the Practical examination, the student will be required to administer and interpret two psychological tests.

**Distribution of Marks:**

• Practical File and Case Profile	10 Marks
• Viva Voce (Case Profile & Two psychological tests)	05 Marks
• Two tests (5 marks for conducting the tests and 10 marks for reporting)	15 Marks
<b>Total</b>	<b>30 Marks</b>

**QUESTION PAPER DESIGN  
CLASS – XII (2025-26)**

**I. Theory : 70 Marks**

<b>Time: 3 Hours</b>		<b>Maximum Marks: 70</b>	
<b>S. No.</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>% Weightage</b>
1	<b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	35	50%
2	<b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	25	35%
3	<b>Formulating, Analysing, Evaluating and Creating:</b> Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of	10	15%

	ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions		
	<b>Total</b>	<b>70</b>	<b>100%</b>

## II. Practical: 30 Marks

**COURSE STRUCTURE**  
**CLASS XII (2025-26)**

**Time: 3 Hours**

**Max. Marks: 80**

Units		Marks
<b>A</b>	<b>Indian Society</b>	
	1. Introducing Indian Society	Non- evaluative
	2. The Demographic Structure of Indian Society	10
	3. Social Institutions: Continuity and Change	10
	5. Patterns of Social Inequality and Exclusion	10
	6. The Challenges of Cultural Diversity	10
	7. Suggestions for Project Work	Non- evaluative
		<b>40</b>
<b>B</b>	<b>Social Change and Development in India</b>	
	8. Structural Change	5
	9. Cultural Change	5
	11. Change and Development in Rural Society	10
	12. Change and Development in Industrial Society	10
	15. Social Movements	10
		<b>40</b>
<b>Total</b>		<b>80</b>

**COURSE CONTENT**

<b>A.</b>	<b>INDIAN SOCIETY</b>	<b>40 Marks</b>
Unit 1	<b>Introducing Indian Society</b> Colonialism, Nationalism, Class and Community ( <b>Non- evaluative</b> )	
Unit 2	<b>The Demographic Structure of the Indian Society</b> <ul style="list-style-type: none"> <li>Theories and concepts in demography</li> <li>Rural-Urban Linkages and Divisions</li> <li>Population Policy in India</li> </ul>	



Unit 3	<b>Social Institutions: Continuity and Change</b> <ul style="list-style-type: none"> <li>• Caste and the Caste System</li> <li>• Tribal Communities</li> <li>• Family and Kinship</li> </ul>	
Unit 5	<b>Patterns of Social Inequality and Exclusion</b> <ul style="list-style-type: none"> <li>• Social Inequality and Social Exclusion</li> <li>• Systems justifying and perpetuating Inequality - Caste, Tribe, the Other Backward Classes</li> <li>• Adivasi Struggles</li> <li>• The Struggle for Women's Equality and Rights</li> <li>• The struggles of the Differently Abled</li> </ul>	
Unit 6	<b>The Challenges of Cultural Diversity</b> <ul style="list-style-type: none"> <li>• Cultural communities and the nation state</li> <li>• Regionalism in the Indian context</li> <li>• The Nation state and religion related issues and identities</li> <li>• Communalism, secularism and the nation state</li> <li>• State and Civil Society</li> </ul>	
Unit 7	<b>Suggestions for Project Work</b>	
<b>B.</b>	<b>SOCIAL CHANGE AND DEVELOPMENT IN INDIA</b>	<b>40 Marks</b>
Unit 8	<b>Structural Change</b> Understanding Colonialism, Industrialization, Urbanization	
Unit 9	<b>Cultural Change</b> <ul style="list-style-type: none"> <li>• Social Reform Movements</li> <li>• Different Kinds of Social Change: Sanskritisation, Westernisation, Modernization, Secularization</li> </ul>	
Unit 11	<b>Change and Development in Rural Society</b> <ul style="list-style-type: none"> <li>• Agrarian Structure: Caste &amp; class in Rural India</li> <li>• Land Reforms, Green Revolution and Emerging Agrarian society</li> <li>• Green revolution and its social consequences</li> <li>• Transformation in Rural Society</li> <li>• Circulation of labour</li> <li>• Globalization, Liberalization and Rural Society</li> </ul>	

Unit 12	<b>Change and Development in Industrial Society</b> <ul style="list-style-type: none"> <li>• From Planned Industrialization to Liberalization</li> <li>• How people find Jobs</li> <li>• Work Processes: How work is carried out, working conditions, home based work, Strikes and Unions</li> </ul>
Unit 15	<b>Social Movements</b> <ul style="list-style-type: none"> <li>• Concept of Social Movements</li> <li>• Theories and Classification of Social Movements</li> <li>• Environmental Movements</li> <li>• Class-Based Movements: Workers, Peasants</li> <li>• Caste-Based Movements: Dalit Movement, Backward Class/Castes, Trends in Upper Caste Responses</li> <li>• Tribal Movements</li> <li>• Women's Movements in Independent India</li> </ul>

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

**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**  
**QUESTION PAPER DESIGN**  
**CLASS XII (2025-26)**

S. No.	Competencies	Total Marks	Weightage (%)
<b>1</b>	<b>Knowledge &amp; Understanding</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	<b>30</b>	<b>37.5%</b>
<b>2</b>	<b>Application of Knowledge and Concepts</b> 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.	<b>32</b>	<b>40%</b>
<b>3</b>	<b>Formulate, Analyse , Evaluate &amp; Create</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	<b>18</b>	<b>22.5%</b>
	<b>Total</b>	<b>80</b>	<b>100%</b>

**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:

## **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. \*\*\*\*\*

### PROJECT WORK: 20 MARKS

The teacher will assess the progress of the project work in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
<b>April -July</b>	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.	<b>5</b>
<b>August - October</b>	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.	<b>6</b>
<b>November - January</b>	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.	<b>5</b>
<b>January- February</b>	<b>Final Assessment and VIVA by both Internal and External Examiners</b>	External/ Internal Viva based on the project	<b>4</b>
		<b>TOTAL</b>	<b>20</b>



# **CBSE | DEPARTMENT OF SKILL EDUCATION**

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## **CURRICULUM FOR SESSION 2025-2026**

### **YOGA (SUBJECT CODE - 841)**

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#### **CLASS – XII**

#### **COURSE OVERVIEW:**

In view of today's global problems, the course of yoga is compulsory, as mental and physical stress is increasing everywhere, students will benefit from this course. Just as the word yoga means to connect, the students will also have loyalty and engagement towards their duty towards society and our society will move towards a positive thinking.

WHO has also emphasized the role of yoga in prevention therapy. For this reason, the popularity of yoga will increase globally.

Yoga is a new topic for the international community, which is why the world is trying to understand yoga more. For this reason, yoga has very good opportunities internationally.

#### **OBJECTIVES OF THE COURSE:**

Following are the main objectives of this course.

- To enable the student to have good health.
- To practice mental hygiene.
- To possess emotional stability.
- To integrate moral values.
- To attain higher level of consciousness.

#### **SALIENT FEATURES:**

- Yoga course is cost effective.
- Another very important feature for this course is that students of all category can do this course very easily

## **LIST OF EQUIPMENT AND MATERIALS:**

The items required for the course are as follows:

### **Teaching/Training Aids:**

- Computer (optional)
- Sutra Neti
- Rubber Neti
- Jalneti
- Jalneti pot
- Vastra Dhoti
- Soap
- Tratak stand
- Candle
- Yoga Mat

## **CAREER OPPORTUNITIES:**

- Yoga teacher
- Yoga therapist
- Resource officer in yoga
- Yoga instructor
- Naturopathy Doctor

## **VERTICAL MOBILITY:**

After, following career options are available in field:

- Paramedical physiotherapist
- Fitness trainer
- Aerobic or Zumba trainer

## **CURRICULUM:**

This course is a planned sequence of instructions consisting of Units meant for developing employability and skills competencies of students of Class XII opting for the subject along with other subjects.

**YOGA (SUBJECT CODE - 841)**  
**CLASS – XII (SESSION 2025-2026)**  
**Total Marks: 100 (Theory - 50 + Practical - 50)**

	UNITS	NO. OF HOURS for Theory and Practical	MAX. MARKS for Theory and Practical
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills-IV	13	2
	Unit 2: Self-Management Skills-IV	07	2
	Unit 3: ICT Skills-IV	13	2
	Unit 4: Entrepreneurial Skills-IV	10	2
	Unit 5: Green Skills-IV	07	2
	<b>Total</b>	<b>50</b>	<b>10</b>
<b>Part B</b>	<b>Subject Specific Skills</b>		
	Unit 1 – Introduction to Yoga and Yogic Practices – II	25	12
	Unit 2 – Introduction to Yoga Texts - II	40	12
	Unit 3 – Yoga for Health Promotion - II	40	16
	<b>Total</b>	<b>105</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Project	105	10
	Viva		05
	Practical File		15
	Demonstration of skill competency via Lab Activities		20
	<b>Total</b>	<b>105</b>	<b>50</b>
	<b>GRAND TOTAL</b>	<b>260</b>	<b>100</b>

## DETAIL OF THE UNITS OF CLASS - XII

**Total Marks: 100 (Theory - 50 + Practical - 50)**

### **PART-A: EMPLOYABILITY SKILLS**

S. No.	Units	Duration (in Hours)
1.	Unit 1: Communication Skills- IV	13
2.	Unit 2: Self-management Skills- IV	07
3.	Unit 3: Information and Communication Technology Skills-IV	13
4.	Unit 4: Entrepreneurial Skills- IV	10
5.	Unit 5: Green Skills- IV	07
	<b>TOTAL DURATION</b>	<b>50</b>

**Note: - The detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from CBSE website**

### **PART-B – SUBJECT SPECIFIC SKILLS**

- ❖ Unit 1 – Introduction to Yoga and Yogic Practices – II
- ❖ Unit 2 – Introduction to Yoga Texts - II
- ❖ Unit 3 – Yoga for Health Promotion – II

#### **UNIT 1 – INTRODUCTION TO YOGA AND YOGIC PRACTICES – II**

- Shatkarma meaning, purpose and their significance in yoga sadhana
- Yogasana - meaning, principal and their health benefit.
- Introduction to Pranayama and Dhyana and their health benefits.
- Identify career opportunities in Yoga

#### **UNIT 2 – INTRODUCTION TO YOGA TEXTS - II**

- Concepts of Aahara (Diet) according yogic text.
- Significance of Hath Yoga practices in Health promotion.
- Concept of mental health well-being according to patanjali Yoga
- Yogic practice of Patanjali yoga: Bahiranga and Antranga Yoga
- Concept of healthy living style in Bhagavad Gita
- Importance of subjective experience in daily yoga practice

#### **UNIT 3 – YOGA FOR HEALTH PROMOTION - II**

- Introduction to first aid and CPR
- Yogic management of stress and its consequences
- Yogic prevention of common diseases
- Yoga and personality development

## **PRACTICAL GUIDELINES FOR CLASS - XII**

### **Assessment of performance:**

The two internal examiners, assigned for the conduct and assessment of Practical Examinations each in **Senior Secondary School Curriculum (Under NSQF)**. Question for the viva examinations should be conducted by two examiners (one internal and one external). Question to be more of General nature, project work or the curriculum. Investigatory Project especially those that show considerable amount of effort and originality, on the part of the student, should get suitable high marks, while project of a routine or stereotyped nature should only receive MEDIOCRE marks.

### **Procedure for Record of Marks in the Practical answer-books:**

The examiner will indicate separately marks of practical examination on the title page of the answer-books under the following heads:

#### **Project – 10 marks**

Projects for the final practical is given below. Student may be assigned

#### **Viva based on Project - 05 marks**

The teacher conducting the final practical examination may ask verbal questions related to the project, if any, done by the student. Alternatively, if no project has been assigned to the students, viva may be based on questions of practical nature from the field of subject as per the Curriculum

#### **Practical File - 15 Marks**

Students to make a power point presentation / assignment / practical file / report. Instructor shall assign them any outlet to study the elements in Yoga.

### **Suggested list of Practical –**

1. Repetition of Asana of class XI
2. Practice of Tadasana
3. Practice of ArdhaChakrasana
4. Practice of Katichakrasana
5. Practice of Dandasana
6. Practice of Bhadrasana
7. Practice of Padamasana
8. Practice of Vajrasana
9. Practice of Utanmandukasana
10. Practice of kakasana
11. Practice of Parvatasana
12. Practice of Makrasana
13. Practice of Uttanpadasana
14. Practice of Setubandhasana
15. Practice of Vipritkarniasana
16. Practice of Saral matsyasana
17. Practice of Shavasana
18. Repetition of Pranayam of class XI
19. Practice of Jalandhar and Uddayan Bandh
20. Repetition of Mudras of class XI
21. Practice of breath Meditation and OM Dhyan

### **Demonstration of skill competency in Lab Activities -20 marks**

#### **Guidelines for Project Preparation:**

The final project work should encompass chapters on:

- a. Introduction,
- b. Identification of core and advance issues,
- c. Learning and understanding and
- d. Observation during the project period.