

Sample Guidelines for Connectivity Problems

10. Create a GUI application that counts and displays the number of records present in a database table.
11. Create a simple GUI application that displays the records of a database table in a tabular format (using jTable) on the GUI form.
12. Create a simple GUI application that displays the records of a database table in a tabular format (using jTable) on the GUI form based on a criteria input by the user.
13. Create a simple GUI application to perform a calculation based on a value retrieved from database table and a value entered by the user in a GUI application.

Appendix 'B'

Swing Components:

Class	jButton
Swing Control	jButton1, jButton2, jButton3, ... (default)
Methods	getText (), setText ()
Properties	Background, Enabled, Font, Foreground, Text, Label
Class	JLabel
Swing Control	jLabel1, jLabel2, jLabel3, ... (default)
Methods	getText (), setText ()
Properties	Background, Enabled, Font, Foreground, Text
Class	JTextField
Swing Control	jTextField1, jTextField2, jTextField3, ... (default)
Methods	getText (), isEditable (), isEnabled (), setText ()
Properties	Background, Editable, Enabled, Font, Foreground, Text
Class	JRadioButton
Swing Control	jRadioButton1, jRadioButton2, jRadioButton3, .. (default)
Methods	getText (), setText (), isSelected (), setSelected ()
Properties	Background, Button, Group, Enabled, Font, Foreground, Label, Selected, Text
Class	JCheckBox
Swing Control	jCheckBox1, jCheckBox2, jCheckBox3, ... (default)
Methods	getText (), setText (), isSelected (), setSelected ()
Properties	Button Group, Font, Foreground, Label, Selected, Text

Class	J Button Group
Swing Control	J Button Group1, (default)
Methods	
Properties	Add
Class	JComboBox
Swing Control	jComboBox1, jComboBox2, jComboBox3, ... (default)
Methods	getSelectedItem (), setSelectedIndex (), setModel ()
Properties	Background, ButtonGroup, Editable, Enabled, Font, Foreground, Model, SelectedIndex, SelectedItem, Text.
Class	JList
Swing Control	jList1, jList2, jList3,... (default)
Methods	getSelectedValue ()
Properties	Background, Enabled, Font, Foreground, Model, SelectedIndex, SelectedItem, Selection Mode, Text
Class	JTable
Swing Control	jTable1, jTable2, jTable3, ... (default)
Methods	addRow (), getModel ()
Properties	model
Class	JOptionPane
Methods	showMessageDialog (), showInputDialog (), showConfirmDialog ()
Class	DefaultTableModel
Methods	getRowCount (), removeRow (), addRow, ()

Commonly used Methods

Class	Methods
Integer	parseInt (), toDouble (), toString ()
String	concat (), length (), substring (), toDouble (), toLowerCase (), toUpperCase (), trim ()
Double	parseDouble (), toString (), toInt ()
Math	pow (), round ()

Database Connectivity Mehtods

Class	Methods
Connection	createStatement (), close ()
DriverManager	getConnection ()
Statement	executeQuery ()
ResultSet	next (), first (), last (), getString ()
Exception	getMessage ()
System	exit ()

Note: The visual properties of any of the elements and Data connectivity methods (the properties/ methods, which are not highlighted in the above tables) will not be tested in the Theory examination but may be used by the student in the Practicals and Projects.

References

TEXTBOOKS:

1. **INFORMATICS PRACTICES (CLASS XI), CBSE**
2. **INFORMATICS PRACTICES (CLASS XII), CBSE**

Reference Books

Introduction to Computer System

1. Rajaraman, FUNDAMENTALS OF COMPUTERS 4th Edition, Prentice Hall of India.
2. Peter Norton, INTRODUCTION TO COMPUTER 4th Edition, Tata McGraw Hill

Introduction to Programming

1. Heiko Böck, The Definitive Guide to the NetBeans Platform 6.5, Apress

Relational Database Management System and SQL

1. Lerry Ulman, MYSQL Database, Pearson Education, 2008

Computer Network

1. A.S. Tanenbaum, Computer Network 4th Edition, Prentice Hall of India P. Ltd.
2. Williams Stalling, Data Communication and Networks 5th Edition, Prentice Hall of India P. Ltd.

Suggested Websites on e-Governance

- www.mit.gov.in
- www.esevaonline.com
- bhoomi.kar.nic.in
- aponline.gov.in
- www.chips.nic.in

Suggested Websites on e-Business

- www.salesforce.com
- www.zoho.com
- www.itcportal.com

Suggested Websites on e-Learning

- www.moodle.org
- www.atutor.ca
- www.w3schools.com
- portal.unesco.org

Appendix 'C'

Tentative Inventors and their salient contributions in the field of Information Technology

Name	Contribution / Field of Contribution
Alan Turing	Turing Machine
Andrew S. Tanenbaum	Operating Systems, MINIX
Bjarne Stroustrup	C++
Claude Shannon	Information Theory
Dennis Ritchie	C (Programming Language), UNIX
Edgar F. Codd	Formulated The Database Relational Model
George Boole	Boolean Logic
James Gosling	Jv
James Hendler	Semantic Web
John Hopcroft	Compilers
John von Neumann	Early Computers, Von Neumann Machine
Leonard Kleinrock	ARPANET, Queueing Theory, Packet Switching, Hierarchical Routing
Linus Torvalds	Linux Kernel, Git
Peter Wegner	Object-Oriented Programming, Interaction (Computer Science)
Raj Chandel	Hacking
Raj Reddy	Artificial Intelligence, Robotics
Richard Stallman	Gnu Project
Robert E. Kahn	TCP/IP
Sabir Bhatia	Hotmail
Seymour Cray	Cray Research, Supercomputer
Tim Berners-Lee	World Wide Web
Vinod Dham	Pentium Processor, AMD K6 Processor
Vinton Cerf	Internet, TCP/IP

Appendix 'C'

Contribution by Eminent Computer Scientists

S.No.	NameContribution / Field of Contribution
John Backus	FORTRAN, Backus-Naur form
Tim Berners-Lee	World Wide Web
George Boole	Boolean logic
Vinton Cerf	Internet, TCP/IP
Seymour Cray	Cray Research, supercomputer
Vinod Dham	Pentium processor, AMD K6 Processor
Edsger Dijkstra (programming),	algorithms, Goto considered harmful, semaphore
James Hendler	Semantic Web
John Hopcroft	compilers
Robert E. Kahn	TCP/IP
Brian Kernighan	Unix, the 'k' in AWK
Carl Kesselman	grid computing
Leonard Kleinrock	ARPANET, queueing theory, packet switching, hierarchical routing
Bjarne Stroustrup	C++
Gordon Moore	Moore's law
John von Neumann	early computers, von Neumann machine
Raj Reddy	AI
Dennis Ritchie	C (programming language), UNIX
Raj Chandel	Hacking
Claude Shannon	information theory
Richard Stallman	GNU Project
Andrew S. Tanenbaum	Operating systems, MINIX
Linus Torvalds	Linux kernel, Git
Alan Turing	Turing Machine
Jeffrey D. Ullman	compilers, databases, complexity theory
Peter Wegner	object-oriented programming, interaction (computer science)
Wiederhold	database management systems
Sabir Bhatia	Hotmail
Edgar F. Codd	formulated the database relational model
Christopher J. Date	proponent of database relational model

16. MULTIMEDIA AND WEB TECHNOLOGY (Code 067)

Learning Objectives:

1. To develop proficiency in Webpage Development.
2. To develop proficiency in creating dynamic Web Interface
3. To able to write server and client sides scripts and manage websites
4. To design a web page using Image, Audio and Video Editing tools
5. To understand the concept of Open Source Software.

Competencies

The student will develop proficiency in the following:

1. Managing a web-site with server/client side script.
2. Handling web based Multimedia content in Webpage.

Class XI (Theory)

Duration: 3 hours

Total Marks: 70

Unit No.	Unit Name	Periods			Marks		
		Th	Pr	Tot	Th	Pr	Total
1.	INTRODUCTION TO COMPUTER SYSTEMS	15	2	17	15	2	17
2.	WEB DEVELOPMENT	40	30	70	25	10	35
3.	WEB SCRIPTING	30	25	55	20	8	28
4.	MULTIMEDIA AND AUTHORIZING TOOLS	25	13	38	10	10	20
		110	70	180	70	30	100

(Theory)

Unit 1: Introduction to Computer Systems

Hardware Concepts:

Computer Organization (basic concepts): CPU, Memory (Primary and Secondary), I/O devices;

Memory Concepts:

Units: Byte, Kilo Byte (2¹⁰=1024 Byte), Mega Byte, Giga Byte, Tera Byte, Peta Byte, ExaByte, Zetta Byte, Yotta Byte

Primary Memory: Cache, RAM, ROM

Secondary Memory: Fixed and Removable Storage - Hard Disk Drive, CD/DVD Drive, Pen Drive, Blue Ray Disk, Flash Drive, Memory cards;

Input devices: Keyboard, Mouse, Light pen, Touch Screen, Graphics Tablet, Joystick, Microphone, OCR, Scanner, Smart Card reader, Barcode reader, Biometric sensor, Web Camera;

Output Devices: Monitor/Visual Display Unit (VDU), LCD screen, Television, Printer (Dot Matrix Printer, Desk jet/ Inkjet/ Bubble jet Printer, Laser Printer), Plotter, Speaker;

Note: During the lab sessions, it is advised to explore various hardware components available in a Computer Lab.

Software Concepts:

Types of Software: System Software, Utility Software and Application Software;

System Software: Operating System, Compiler, Interpreter and Assembler;

Operating System: Need for operating system, Functions of Operating System (Processor Management, Memory Management, File Management and Device Management), Types of operating system - Interactive (GUI based), Real Time and Distributed; Commonly used operating systems: UNIX, LINUX, Windows, Solaris, BOSS (Bharat Operating System Solutions); Mobile OS - Android, Symbian.

GUI Components:

General features, Elements of Desktop - Taskbar, Icon, Start button, Shortcuts, Folder, Recycle Bin, My Computer;

Start Menu: Program, Documents, Settings, Find/Search, Help, Run, ShutDown/Logoff, Customization of Taskbar, Start menu, Display properties (Wallpaper, Font Settings, Color Settings, Screen Savers);

Program Menu: Accessories - Calculator, Text editor, Image editor, Entertainments (Sound Recorder, Media Player);

Browsers: Mozilla Firefox, Google Chrome, Internet Explorer, Netscape Navigator;

Control Panel: Add new hardware; Add new software, Printer installation, Date/Time settings, Mouse and Regional Settings;

Illustration and practice of the following tasks using any one of the above Operating Systems:

- Opening/Closing Windows
- Creating/Moving/Deleting Files/Folders
- Renaming Files/Folders
- Switching between Tasks

Utility Software: Anti Virus, File Management tools, Compression tools and Disk Management tools (Disk Cleanup, Disk Defragmenter, Backup)

Application software: Office Tools - Word Processor, Presentation Tool, Spreadsheet Package, Database Management System; Domain specific tools - School Management System, Inventory Management System, Payroll System, Financial Accounting, Hotel Management, Reservation System and Weather Forecasting System

Unit 2: Web Page Development

WWW, Domain Names, URL, IP Address, Website, Web browser, Web Server, Web Hosting;

HTML

Introduction, Content creation, SGML, HTML, creating HTML document using a text editor, Saving HTML document, Editing a HTML document, Viewing HTML documents in a Web Browser, Switching between text editor and web browser windows to view changes made;

Web Page Authoring Using HTML:

Basic Concepts:

Concept of tags and attributes, Difference between Container tag and Empty tag;

Structural Tags of HTML:

<HTML>, <HEAD>, <TITLE>, <BODY>;

Attributes of <BODY> (BGCOLOR, BACKGROUND, LINK, ALINK, VLINK)

Inserting Breaks:

Line break
, Page break <P>; Attributes of <P> (ALIGN), Section break <HR>; Attributes of <HR> (WIDTH, ALIGN, SIZE, NOSHADE, COLOR)

Formatting Tags of HTML:

<SMALL>, <BIG>, , <I>, <U>, , <BLOCKQUOTE>, <PRE>, <SUB>, <SUP>, <STRIKE>, <ADDRESS>, Adding Comments in HTML (<!-- -->), Heading tag (<H1> to <H6>); Attributes of Heading tag (ALIGN),

 tag; Attributes of (SIZE, COLOR, FACE),

Creating Lists:

Ordered Lists: , ; Attributes of (TYPE - 1, I, A, a; START, VALUE); Unordered Lists : , (TYPE- disc, circle, square)

Definition List : <DL>, <DT>, <DD>

Creating Links:

Internal linking using <A NAME> and <A HREF>; External linking using <A HREF>; E-Mail linking using <A HREF>; Concept of URL; Absolute Links & Relative Links

Inserting Images:

Inserting inline images using ; Attributes of (SRC, ALIGN, WIDTH, HEIGHT, ALT, BORDER);

Adding Music:

Adding music using <A HREF> and <EMBED>; Attributes of <EMBED> (SRC, ALIGN, WIDTH, HEIGHT, LOOP, AUTOSTART, HIDDEN);

Creating Tables:

Creating Table using <TABLE>; Attributes of <TABLE> (BORDER, BGCOLOR, BACKGROUND, ALIGN, CELLSPACING, CELLPADDING, WIDTH, HEIGHT)

Creating rows and columns in a table using <TH>, <TR>, <TD>; Attributes of <TH>, <TR>, <TD> (ALIGN, VALIGN, COLSPAN, ROWSPAN);

Adding headings for a table using <CAPTION>; Attribute of <CAPTION>(ALIGN)

Creating Frames:

Dividing the window into two or more frames using <FRAME> and <FRAMESET>, Use of percentage dimensions and relative dimensions while dividing the window; use of <NOFRAMES>;

Attributes of <FRAMESET> (ROWS, COLS, BORDER, FRAMEBORDER);

Attributes of <FRAME> (SRC, NAME, FRAMEBORDER, HEIGHT, WIDTH, MARGINHEIGHT, MARGINWIDTH, SCROLLING, NORESIZE)

Forms:

Processing of data collection through a Form - written to a file, submitted to a database or emailed to someone;

Creating Forms using <FORM>, Attributes of <FORM> (NAME, ACTION, METHOD)

Creating Form Interface elements - single line text box, password box, file selection box, hidden box, checkbox, radio button, button, submit button, reset button using the <INPUT>; Attributes of <INPUT> applicable with different interface elements (NAME, SIZE, VALUE, ALIGN, MAXLENGTH, CHECKED, TYPE); multiline text area using <TEXTAREA>; Attributes of <TEXTAREA> (NAME, ROWS, COLS, WRAP); dropdown list or scroll list using <SELECT> and <OPTION>; Attributes of <SELECT> (NAME, SIZE, MULTIPLE/SINGLE)

Document Object Model

Concept and Importance of Document Object Model, Dynamic HTML documents;

Cascading Style Sheets

Introduction to Cascading Style Sheet (CSS): Creating inline, embedded and external cascading style sheets using <STYLE>, <DIV>, and <LINK>; Attribute of <DIV> and (STYLE); Attributes of <LINK> (REL, TYPE, HREF);

Font Properties:

FONT-FAMILY, FONT-STYLE, FONT-SIZE, FONT-VARIANT, FONT-WEIGHT and COLOR

Text Properties:

WORD-SPACING, LETTER-SPACING, TEXT-DECORATION, VERTICAL-ALIGN, TEXT-TRANSFORM; TEXT-ALIGN, TEXT-INDENT, LINE-HEIGHT

Background Properties:

BACKGROUND-COLOR, BACKGROUND-IMAGE, BACKGROUND-REPEAT

Margin Properties:

MARGINS (all values);

Padding Properties:

PADDING (all values);

Border Properties:

BORDER (all values);

Positioning: Absolute and Relative;

Additional Features: Assigning Classes;

XML-eXtensible Markup Language:

Introduction, Features, Advantages;

Structure of XML:

Logical Structure, Physical Structure;

XML Markup:

Element Markup (example: <foot>Hello</foot>), Attribute Markup (example: <!element.name property= "value">);

Naming Rules:

Naming rules for elements, attributes and descriptors;

Components of XML:

Tags, Elements, Root element, Attributes, Entities; Comments in XML;

Developing DTD:

Element Declaration in a DTD: <!ELEMENT elementname (content-type)>

Entity Declarations, Declaring Empty Elements, Container Elements, Unrestricted Elements, Attribute Declarations

Element Content Model

Element Occurrence Indicators: ?, *, +

Character Content: PCDATA (Parseable Character data) <!ELEMENT text(#PCDATA)>

Well Formed XML Documents, Valid XML Documents

Document Type Declaration (DTD) - Internal and External DTD

Validating an XML document using a DTD using Parsers;

Developing a DTD, Developing a DTD from XML Code, either automatically or manually;

Viewing XML in Internet Explorer, Viewing XML using the XML Data Source Object;

Unit 3: Web Scripting

VBScript

Introduction to client side scripting using <SCRIPT> tag,

VBScript Variables:

Declaring variable, Naming restrictions, Assigning value to variables, Scalar variables and 1-D Array, Importance of Variant Data type; VBScript Constants,

VBScript Operators:

VBScript Operators and Operator precedence;

Arithmetic Operators: +, - (Unary and Binary), *, /, \ (integer division), MOD, ^

Comparison Operators: <, >, <=, >=, <>, =

Logical Operators: AND, OR, NOT

String Operators: & and + (for concatenation)

Control Structures in VBScript:

Conditional statements:

If..Then.. Else...End if, Select Case;

Loops:

Entry controlled and Exit controlled loops; Do..Loop, While.. Wend, For..Next, For Each..Next;

Inbuilt Functions of VBScript

General Functions:

MsgBox function, Arguments of MsgBox function (Prompt, Buttons, Title), Return values of MsgBox function; InputBox function, Arguments of InputBox function (Prompt, Title, Default, Xpos, Ypos), Return values of InputBox function;

Conversion Functions:

Abs(), CBool(), CByte(), CInt(), CStr(), CSng(), CLng(), CDate()

String Manipulation Functions:

Ucase(), Lcase(), Len(), Left(), Right(), Mid(), LTrim(), RTrim(), Trim(), InStr()

Time & Date Functions:

Date(), Day(), Month(), Hour(), Minute(), Monthname(), Now()

VBScript Procedures and Functions(User Defined):

Sub procedures, Functions, passing parameters/arguments;

Creating Dynamic Interface using VBScript

Using VBScript with HTML form controls

Unit 4: Multimedia And Authoring Tools

Concept of Multimedia:

Picture/Graphics, Audio, Video; Digital Images and Digital Image Representation, Animation, Morphing

Image Formats:

TIFF, BMP, JPG/JPEG, GIF, PDF, PSD;

Applications:

Poster Design, Still pictures, colored layout, Designing of - Books, magazines brochures, children's literature, narrative text handling, scripts in Indian Languages, picture books, comics, illustrations with photographs, scientific illustrations, conceptual illustrations, handling of assignment for the market;

Image Scanning with the help of scanner:

Setting up Resolution, Size, File formats of images, Bitonal, Grey Scale and color options, preview the image

Graphic Tools:

Image Editing Software (Photoshop / Coreldraw), GIMP

Basic Concepts of Image Creation:

Introduction, Creating, Opening and saving files, Interface elements of the tool: Menus, Toolbox, Color control icons, Mode control icons, Window controls icons;

Image Handling:

Cropping, Adjusting Image Size, Adjusting the Size of the Work Canvas, Rotating selections, Scaling an object

Operations on Layers:

Adding new layers, Dragging and Pasting selected objects on to layers, Dragging layers between files, Viewing, Hiding, Editing, Moving, Copying, Duplicating, Deleting, Merging layers, Preserving layers, Using Adjustment layers;

Channels and Masks:

Channel palette, Showing and Hiding channels, Splitting channels in to separate image, Merging channels, Creating a quick mask, Editing masks using quick mask mode;

Painting and Editing:

Brushes palette, Brush shape, Creating and Deleting brushes, Creating Custom brushes, Setting Brush

options, Saving, Loading and Appending Brushes, Options Palette; Opacity, Pressure or exposure, Paint fade-out rate, Making, Adjusting, Moving, Copying, Extending, Reducing, Pasting and Deleting selections using selection tools, Softening the edges of a selection, Hiding a selection border

Sound:

Recording Sound using Sound Recorder (Capture), Sound capture through sound editing software (ex: Sound Forge), Sound editing, Noise correction, Effect enhancement; Importing audio files from external devices and saving them; Sound Quality: CD Quality, Radio Quality, Telephone Quality

Voice Recording Software:

Philips/Dragon, MIDI Player, Sound Recorder, Mono & Stereo

Sound File Format:

AIFF (Audio Input File Format from Apple Mac) , MIDI, WAV, MP3, ASF (Streaming format from Microsoft)

MULTIMEDIA AND WEB TECHNOLOGY (Code 067)

Class XI (Practical)

Duration: 3 Hours

Total Marks: 30

1. Hands on Experience

15

- A topic based website is to be developed by each student using various commands covered in HTML and VBScript.
- Web pages should be designed with following features:
 - ⌘ HTML Basic Tag (<HTML>/<HEAD>/<TITLE>/<BODY>//<I>/<U>/
/<HR>)
 - ⌘ Anchor/Image insertion/Linking
 - ⌘ Tables/Frame/Form
 - ⌘ CSS
 - ⌘ Buttons/Combo Box/Check Box/Text Box using VBScript
 - ⌘ XML Markup / Declarations / Element Content Model

2. Practical File

05

The practical file should be made on the following domain specific area (with supported documents and printouts)

- Make a web page for Crime against Poor Community and view it on the browser
- Link few more pages to the developed page, containing information about Crime and steps taken by Government. (Use HTML tags to make a Static web page)
- Use inline styling to change appearance of contents on the web page.
- Use Style sheets (embedding or linking) to change the appearance of all the pages developed in the above case.
- Enhance the above web site by providing data in table format and add images edited using the Image Editing Tool learnt.
- At this step of web page development add dynamic features such as adding time and current date to the web page using VBScript
- Collect user registration information through forms. Display selected user details using message box, saying thank you for registration. (Use VB Script)

3. Presentation based on research

02

It will be a group presentation based on a detailed study of at least two technology inventions in the field of Information Technology, which may include Inventor's name with country, out-of-box contributions, year of invention, characteristics, social impact and uses. A partial list of inventors is in the Annexure.

(NOTE: The project can be done in a group of 2-3 students)

4. Project

05

Knowledge domain: HTML, DHTML, CSS, VB Script, and Image Editing Software

Suggested topics:

1. Website of a student containing personal information about student such as email address, photograph, likes, dislikes, hobbies, class, school name, achievements, favorite restaurant, favorite tourist places, ultimate aim of life, message to mankind, role model.
2. Website of a School providing information of a school containing Moto of school, photograph of school, brief description of school, name of the principal, facilities and infrastructure, labs, sports, faculty and departments information, results and achievements of students.
3. Website of a Restaurant providing information about types of food items, brief description about each item with pictures, price list, and availability timings.
4. Website of a Travel Agency to provide the information about various tourist places, various modes of journey available, types of hotels available.
5. Your blog in Native language/English/any other language

Note:

- For developing the website collect real information from various sources.
- It is advised to break up the above-mentioned case studies into smaller modules as per coverage of the course.
- Teachers can provide alternative case studies also of similar kind.

5. Viva Voce

03

During the final practical examination, five oral questions will be asked from the syllabus covered in class XI and the project developed by the student(s).

MULTIMEDIA AND WEB TECHNOLOGY (Code 067)

Class XII (Theory)

Duration: 3 hours

Total Marks: 70

Unit No.	Unit Name	Periods			Marks		
		Th	Pr	Tot	Th	Pr	Tot
1	DATABASE CONCEPTS	10	10	20	05	5	10
2	NETWORKING AND OPEN SOURCE SOFTWARE	20	0	20	10	0	10
3	WEBPAGE DEVELOPMENT	50	35	85	40	15	55
4	MULTIMEDIA AND AUTHORING TOOLS	30	25	55	15	10	25
		110	70	180	70	30	100

Unit 1: Database Concepts

Introduction to database concepts and its need.

Database Terminology:

Data, Record/Tuple, Table, Database

Concept of Keys:

Candidate Key, Primary Key, Alternate Key, and Foreign Key;

Database Tool:

Using any tool, Creating and Saving Table, Defining Primary Key, Inserting and Deleting Column, Renaming Column, Inserting records, Deleting Records, Modifying Records, and Table Relationship

Unit 2: NETWORKING AND OPEN SOURCE SOFTWARE

Communication Technologies

Evolution of Networking: ARPANET, WWW, Internet, Interspace

Different ways of sending data across the network with reference to switching techniques (Circuit, Message and Packet switching)

Data Communication terminologies

Concept of Channel and Data transfer rate (bps, Kbps, Mbps, Gbps, Tbps)

Transmission media

Twisted pair cable, coaxial cable, optical fiber, infrared, radio link, microwave link and satellite link

Network devices

Modem, RJ11 and RJ45 connectors, Ethernet Card, Hub, Switch, REPEATER, Gateway

Network Topologies:

Bus, Star, Tree;

Network Types

PAN, LAN, WAN, MAN

Network Protocol

HTTP, TCP/IP, File Transfer Protocol (FTP), PPP, Remote Login (Telnet), Internet

Electronic mail protocols such as SMTP, POP3

Wireless/Mobile Communication protocol such as GSM, CDMA, GPRS, WLL, SMS, VOICE MAIL, EMAIL, Chat and Video Conferencing, VoIP

Mobile Telecommunication Technologies:1G, 2G and 3G

Wireless Protocols: Wi-Fi and WiMax

Network Security Concepts

Threats and prevention from Viruses, Worms, Trojan horse, Spams

Use of Cookies, Protection using Firewall;

India IT Act, Cyber Law, Cyber Crimes, Hacking, IPR issues(Copyright and Design).

Open Source Concepts:

Proprietary and Open Source Software, Freeware, Shareware, FLOSS/FOSS, GNU,FSF, OSI, W3C.

Common FOSS/FLOSS examples (e.g. Gnu/Linux, Firefox, OpenOffice, Linux, Mozilla web browser, Apache server, MySQL, Postgres, Pango, Tomcat, PHP, Python)

[Note: Teacher can introduce the students to these websites www.sourceforge.net, www.openrdf.org, www.opensource.org, www.linux.com, www.linuxindia.net, www.gnu.org.]

Multimedia Application:

Education (use of CAL tool), Entertainment ,Edutainment, Virtual Reality, Digital Libraries, Information Kiosks, Video on Demand, Web Pages Video phone, Video conferencing and Health care.

Unit 3: Web Page Development

Review Of HTML/DHTML, VBScript covered in Class XI.

Installation and Managing WEB-Server:

Internet Information Server (IIS) / Personal Web Server (PWS).

Active Server Pages (ASP):

Concept of ASP, features of ASP, other equivalent tools - JSP, PHP;

Constants:

String and Numeric;

Data types:

Integer, Floating Point (Single, Double), String, Date, Boolean, Currency, Variant, Object;

Variables:

Explicit and Implicit Declaration of variables

Operators:

Arithmetic: +, - (Unary and Binary), *, /, \ (integer division) mod, ^;

Comparison: <, >, <=, >=, <>, =;

Logical: AND, OR, NOT, XOR, EQV, IMP;

String Operator: & or + (for Concatenation);

Functions:

Conversion functions: Abs(), CBool(), CByte(), CInt(), CStr(), CSng(), CLng(), CDate();

String Manipulation Functions: UCase(), LCase(), Len(), Left(), Right(), Mid(), LTrim(), InStr(), RTrim(), Trim();

Time & Date Functions: Date(), Day(), Hour(), Minute(), Month(), Monthname(), Now();

Arrays:

Declaration and use of 1 dimensional arrays;

Controls:

If..Then, If..Then..Else..End If, If..Then, Else If..Then..Else..End If Select..Case..End Select,

For..Next, For Each.. Next, Do While..Loop, Do.. Loop While, Do Until.. Loop, Do..Loop Until;

Procedures and Functions:

Passing parameters/arguments;

Concept of object model structure

(client to server and server to client);

Objects:

Properties, Methods, Events, Setting Object properties, Retrieving Object properties, calling objects/methods;

Types of Objects:

Response, Request, Application, Session, Server, ASPError;

Response Object:

Write Method, AddHeader, AppendToLog, BinaryWrite, Using Shortcuts <%=value/expr%>, Controlling information: Buffer, Flush Clear, End;

Request Object:

Request Object Collection: QueryString, Form, ServerVariables, Cookies, ClientCertificate;

Server Variables:

HTTP_User_Agent, REMOTE_ADDER, REMOTE_HOST, SERVER_NAME;

Application :

Contents, Lock, Unlock, Remove, RemoveAll;

ASP Components:

AD Rotator, Content Rotator, Counter, Page Counter, Permission Checker;

Text Files:

Open, Read and display content from a text file;

Working on Database:

Connecting with Databases: Creation of DSN, using OLE DB

Inserting, Retrieving, Modifying/Updation of records from Tables in Databases using server objects (ADODB.Connection, ADODB.Recordset);

Unit 4: Multimedia and Authoring Tools**Movie File Formats:**

AVI, MPEG, SWF, MOV, DAT;

Embedding

Audio/Video on the web page;

Multimedia Authoring Using Macromedia Flash

Making of Simple Flash Movie, Setting Properties, Frame Rate, Dimensions, and Background Color;

Movie Frames:

Concept of Frame, Frame Buffer, and Frame Rate, Creating a Key Frame;

Scene:

Concept of Scene, Duplicate Scene, Add Scene, Delete Scene, and Navigating between Scenes;

Layers:

Concept of Layer, Layer Properties, Layer Name, Show/Hide/Lock layers, Type of Layer - Normal/ Guide/Mask, Outline Color, Viewing Layer as outline, Layer Height, Adding/deleting a layer;

Inserting Text Into the Frame, Inserting Graphical Elements into the frame, Converting Text/Graphics to Symbol, Inserting Symbol into the Frame, Setting Symbol Property (Graphics/Button/Movie), Inserting Blank Frame, Inserting Blank Key Frame, Inserting Key Frame into the Blank frame, Selecting all/Specific frames of a Layer, Copying/Pasting selected Frames;

Special Effects:

Motion Tweening, Shape Tweening, Color effect, Inserting Sound Layer;

Testing a Scene and Movie;

Import/Export (Movie/Sound and other multimedia objects);

Publishing:

Publishing A Flash Movie; Changing publish Settings; Producing SWF(Flash Movie) for a HTML page in any of the possible formats like GIF image, JPEG Image (*.jpg), PNG Image, Windows Projector (*.exe), Macintosh Projector (*.hqx), Quick Time (*.mov), Real Player (*.smil);

Testing with Publish Preview;

MULTIMEDIA AND WEB TECHNOLOGY (Code 067)

Class XII (Practical)

Duration: 3 Hours

Total Marks: 30

1. Hands on Experience

15

A website based on a particular topic has to be developed by each student using various commands covered in HTML, VBScript and ASP with at least 4 web pages.

Web page should be designed with following features.

- HTML Basic Tags (html/head/title/body/B/I/U/BR/HR)
- Functions
- Conditional and Control Statements
- Objects: Response/Request / Application/Session /Server /ASP error
- Image Editing using Photo Shop /Corel draw
- Merging layers /Moving and Copying Layers
- Use of Multimedia Authoring (Using Macromedia Flash)
- (Note: Output as Web page/Flash Movie/Windows Projector/Quick Time)

2. Practical File

05

The practical file should be made on the following domain specific area (with supported documents and printouts):

- Make a Simple web page containing almost all the tags of HTML and View that web page on the Browser.
- Develop a Home page for Income Tax department (Simple and Textual) and store it in the directory used for Web Services on the Web-Server.
- Enhance the home page by providing links to other sample pages (e.g. Income Tax Zone)
- Income Tax Detail Form for an individual, Income Tax Notification, Income Tax News etc.)
- Embed Time and Date on the home page.
- Further enhance the website by providing User Registration Page. Collect the user details and Display a new web page showing Thanks For Registration. Also write appropriate functions to validate form inputs.
- Give a login facility to the user with Anonymous name and maintain the session till the user logs out.
- For user log in attempts, maintain a visitor count.
- Change the login module of the web page and now connect it to the IncomeTax User database on the server. This is to be done to store the registration detail and facilitate login to the user.

- The login page is to be made in a way that it should also provide facility to change password, if user forget password.
- Store some of the created or edited sound files on the Web-Server and provide links to play it.
- Change the appearance of the web page using pictures at appropriate places (e.g. Logo of Income Tax Department, Photograph of Income Tax Building etc.)
- Visit websites (State Govt./ Local language newspaper) and get 5 different printouts in local language.

(Note: Student can also improve the case studies from class XI and enhance it further with database and multimedia support)

3. Project based on case study

05

Case Studies are to be divided into following parts:

Case study Part 1(Collection, Editing and Creation of Website Resources):

Create an electronic movie with various pictures, audio clipping, movie clippings, and factual text related to school / organisation;

- Introduction to 3D Animation (Using 3D Studio)
- Embedding video and audio in web pages.
- An introduction to interactive walk-through.
- Embedding walk-through into web pages.

Case Study Part 2(Development of Web Content with resources):

Case studies covered in class XI with database support with Login, Online Registration, Booking and/ or ordering facility.

Sample Case Study

(Note: Other similar type of case studies can also be used for the project work)

Mr. Verma is the CEO of copsi soft drinks (I) Ltd. His company is having a wide network of distributors for copsi branded soft drinks. With the increase in sales and distribution network, it is required to adopt a new technological intervention in the existing system. He wants that the company should have a global presence over the widely popular medium, called World Wide Web. Assume that you are appointed as the senior person of the development team. You are required to collect the company information and its current requirement. For your easiness we had collected the details of the company and are as follows:

The company Information:

Name of the Company: copsi soft drinks (I) Ltd.

Zone: East, West, North and South

Distributors: All over the world.

Mr. Verma said that the web site should be able to reflect company in terms of :

- Home Page
- Product & Promotion Page
- Distributor Login Page / Password Recovery Page
- Distributor Specific Details Page
- Registration Page for Distributor-ship
- Company News and Flashes
- Company Profile

Technical Details:

Web site Introduction is to be made in flash.

A proper database is to be maintained for the distributor information.

Note:

For developing the above sites/movies collect the actual information from various sources.

It is advised to break up the above-mentioned case studies into smaller modules as per coverage of the course.

Teachers can provide alternative case studies also of similar kind.

4. Viva Voce

05

Five questions from topics covered in the curriculum

GUIDELINES FOR PROJECTS (Class XI and XII)

1. Preamble

- 1.1 The academic course in Multimedia And Web Technology includes one Project in each year. The Purpose behind this is to consolidate the concepts and practices imparted during the course and to serve as a record of competence.
- 1.2 A group of 2-3 students as team may be allowed to work on one project.

2. Project Content

- 2.1 Project for class XI can be selected from the topics mentioned in the syllabus or domains on the similar lines
- 2.2 Project for class XII should ensure the coverage of following areas of curriculum:
 - a. Web page development using HTML, CSS
 - b. DHTML, VBScript, ASP
 - c. Image Editing Software
 - d. Data Base Handling
 - e. Movie making and animation
 - f. Embedding sound and movie

Theme of the project can be selected from any topic mentioned in syllabus or domains on the similar lines.

Also students can work on the same project that they initiated in Class XI and upgrade the same.

SUGGESTED REFERENCE BOOKS / WEB RESOURCES

COMPUTER FUNDAMENTALS

1. Rajaraman, FUNDAMENTALS OF COMPUTERS, Prentice Hall of India.
2. Peter Norton, INTRODUCTION TO COMPUTER, Tata McGraw Hill

WEB PAGE DEVELOPMENT

1. Sybex, HTML Complete, BPB
2. Maccoy, MASTERING WEB DESIGNING, BPB
3. Russell, MASTERING ACTIVE SERVER PAGES, BPB
4. Sybex, ASPADO AND XML COMPLETE, BPB
5. Simon, VBSCRIPT Interactive Course: Waite Group, BPB

COMMUNICATION AND OPEN SOURCE CONCEPTS

1. A.S. Tanenbaum, COMPUTER NETWORK, Prentice Hall of India P. Ltd.
2. Williams Stalling, DATA COMMUNICATION AND NETWORKS, Prentice Hall of India P. Ltd.
3. Hancock, NETWORK CONCEPT AND ARCHITECTURES, BPB Publications.

Web References - www.opensource.org, www.w3schools.com

ANNEXURE

Tentative Inventors and their salient contributions in the field of Information Technology

Name	Contribution / Field of Contribution
Alan Turing	Turing Machine
Andrew S. Tanenbaum Bjarne Stroustrup	Operating Systems, MINIX C++
Claude Shannon	Information Theory
Dennis Ritchie	C (Programming Language), UNIX
Edgar F. Codd George Boole James Gusling James Hendler	Formulated The Database Relational Model Boolean Logic Jvl Semantic Web
John Hopcroft	Compilers
John von Neumann	Early Computers, Von Neumann Machine
Leonard Kleinrock Linus Torvalds Peter Wegner	ARPANET, Queueing Theory, Packet Switching, Hierarchical Routing Linux Kernel, Git Object-Oriented Programming, Interaction (Computer Science)
Raj Chandel	Hacking
Raj Reddy	Artificial Intelligence, Robotics
Richard Stallman Robert E. Kahn Sabir Bhatia Seymour Cray	Gnu Project TCP/IP Hotmail Cray Research, Supercomputer
Tim Berners-Lee	World Wide Web
Vinod Dham	Pentium Processor, AMD K6 Processor
Vinton Cerf	Internet, TCP/IP

17. ECONOMICS (Code No. 30)

Rationale

Economics is one of the social sciences, which has great influence on every human being. As economic life and the economy go through changes, the need to ground education in children's own experience becomes essential. While doing so, it is imperative to provide them opportunities to acquire analytical skills to observe and understand the economic realities.

At senior secondary stage, the learners are in a position to understand abstract ideas, exercise the power of thinking and to develop their own perception. It is at this stage, the learners are exposed to the rigour of the discipline of economics in a systematic way.

The economics courses are introduced in such a way that in the initial stage, the learners are introduced to the economic realities that the nation is facing today along with some basic statistical tools to understand these broader economic realities. In the later stage, the learners are introduced to economics as a theory of abstraction.

The economics courses also contain many projects and activities. These will provide opportunities for the learners to explore various economic issues both from their day-to-day life and also from issues, which are broader and invisible in nature. The academic skills that they learn in these courses would help to develop the projects and activities. The syllabus is also expected to provide opportunities to use information and communication technologies to facilitate their learning process.

OBJECTIVES

1. Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.
2. Realisation of learners' role in nation building and sensitivity to the economic issues that the nation is facing today.
3. Equipment with basic tools of economics and statistics to analyse economic issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage.
4. Development of understanding that there can be more than one views on any economic issue and necessary skills to argue logically with reasoning.

Class XI

Paper 1 **3 Hours** **100 Marks**

Units	Periods	Marks
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Part A : Statistics for Economics

1. Introduction	5	3
2. Collection, Organisation and Presentation of Data	25	12
3. Statistical Tools and Interpretation	64	30
4. Developing Projects in Economics	10	5
	<u>104</u>	<u>50</u>

Part B: Indian Economic Development

5. Development Policies and Experience (1947-90)	18	10
6. Economic Reforms since 1991	14	8
7. Current Challenges facing Indian Economy	60	25
8. Development experience of India-A comparison with neighbours	12	7
	<u>104</u>	<u>50</u>

Part A : Statistics for Economics

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

Unit 1: Introduction

5 Periods

What is Economics?

Meaning, scope and importance of statistics in Economics

Unit 2: Collection, Organisation and Presentation of data 25 Periods

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

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

Presentation of Data: Tabular Presentation and Diagrammatic Presentation of Data: (i) Geometric forms (bar diagrams and pie diagrams), (ii) Frequency diagrams (histogram, polygon and ogive) and (iii) Arithmetic line graphs (time series graph).

Unit 3: Statistical Tools and Interpretation

64 Periods

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

Measures of Central Tendency- mean (simple and weighted), median and mode

Measures of Dispersion - absolute dispersion (range, quartile deviation, mean deviation and standard deviation); relative dispersion (co-efficient of quartile-deviation, co-efficient of mean deviation, co-efficient of variation); Lorenz Curve: Meaning and its application.

Correlation - meaning, scatter diagram; Measures of correlation - Karl Pearson's method (two variables ungrouped data) Spearman's rank correlation.

Introduction to Index Numbers - meaning, types - wholesale price index, consumer price index and index of industrial production, uses of index numbers; Inflation and index numbers.

Some Mathematical tools used in Economics : Equation of a line, slope of a line, slope of a curve.

Unit 4: Developing Projects in Economics

10 Periods

The students may be encouraged to develop projects, which have primary data, secondary data or both. Case studies of a few organisations / outlets may also be encouraged. Some of the examples of the projects are as follows (they are not mandatory but suggestive):

- (i) A report on demographic structure of your neighborhood;
- (ii) Consumer awareness amongst households
- (iii) Changing prices of a few vegetables in your market
- (iv) Study of a cooperative institution: milk cooperatives

The idea behind introducing this unit is to enable the students to develop the ways and means by which a project can be developed using the skills learned in the course. This includes all the steps involved in designing a project starting from choosing a title, exploring the information relating to the title, collection of primary and secondary data, analysing the data, presentation of the project and using various statistical tools and their interpretation and conclusion.

Part B: Indian Economic Development

Unit 5: Development Policies and Experience (1947-90): 18 Periods

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

Common goals of Five Year Plans.

Main features, problems and policies of agriculture (institutional aspects and new agricultural strategy, etc.), industry (industrial licensing, etc.) and foreign trade.

Unit 6: Economic Reforms since 1991:

14 Periods

Need and main features - liberalisation, globalisation and privatisation;

An appraisal of LPG policies

Unit 7: Current challenges facing Indian Economy: 60 Periods

Poverty- absolute and relative; Main programmes for poverty alleviation: A critical assessment; Rural development: Key issues - credit and marketing - role of cooperatives; agricultural diversification; alternative farming - organic farming

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

Employment: Formal and informal, growth and other issues: Problems and policies.

Inflation : Problems and Policies

Infrastructure: Meaning-and Types: Case Studies: Energy and Health: Problems and Policies- A critical assessment;

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

Unit 8: Development Experience of India: 12 Periods

A comparison with neighbours

India and Pakistan

India and China

Issues: growth, population, sectoral development and other developmental indicators.

Class XII

Paper 1	3 Hours	100 Marks	
Units		Periods	Marks
Part A : Introductory Microeconomics			
1	Introduction	10	4
2.	Consumer Equilibrium and Demand	32	18
3.	Producer Behaviour and Supply	32	18
4.	Forms of Market and Price Determination	22	10
5.	Simple applications of Tools of demand and supply	8	-
		104	50
Part B : Introductory Macroeconomics			
6.	National Income and Related Aggregates	30	15
7.	Money and Banking	18	8
8.	Determination of Income and Employment	25	12
9.	Government Budget and the Economy	17	8
10.	Balance of Payments	14	7
		104	50

Part A : Introductory Microeconomics

Unit 1: Introduction

10 Periods

Meaning of microeconomics and macroeconomics

What is an economy? Central problems of an economy : what, how and for whom to produce; concepts of production possibility frontier and opportunity cost.

Unit 2: Consumer Equilibrium and Demand

32 Periods

Consumer's equilibrium – meaning of utility, marginal utility, law of diminishing marginal utility, conditions of consumer's equilibrium using marginal utility analysis.

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

Demand, market demand, determinants of demand, demand schedule, demand curve, movement along and shifts in the demand curve; price elasticity of demand - factors affecting price elasticity of demand; measurement of price elasticity of demand – (a) percentage-change method and (b) geometric method (linear demand curve); relationship between price elasticity of demand and total expenditure.

Unit 3: Producer Behaviour and Supply

32 Periods

Production function: Total Product, Average Product and Marginal Product.

Returns to a Factor.

Cost and Revenue: Short run costs - total cost, total fixed cost, total variable cost; Average fixed cost, average variable cost and marginal cost-meaning and their relationship.

Revenue - total, average and marginal revenue.

Producer's equilibrium-meaning and its conditions in terms of marginal revenue-marginal cost.

Supply, market supply, determinants of supply, supply schedule, supply curve, movements along and shifts in supply curve, price elasticity of supply; measurement of price elasticity of supply – (a) percentage-change method and (b) geometric method.

Unit 4: Forms of Market and Price Determination

22 Periods

Perfect competition - Features; Determination of market equilibrium and effects of shifts in demand and supply.

Other Market Forms - monopoly, monopolistic competition, oligopoly - their meaning and features.

Unit 5: Simple applications of Tools of demand and supply

8 Periods

(not to be examined)

Part B : Introductory Macroeconomics

Unit 6: National Income and related aggregates **30 Periods**

Some basic concepts: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment and depreciation.

Circular flow of income; 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 and Net Domestic Product (GDP and NDP) - at market price, at factor cost; National Disposable Income (gross and net), Private Income, Personal Income and Personal Disposable Income; Real and Nominal GDP. GDP and Welfare

Unit 7: Money and Banking **18 Periods**

Money – its 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).

Unit 8: Determination of Income and Employment **25 Periods**

Aggregate demand and its components.

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

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

Meaning of full employment and involuntary unemployment.

Problems of excess demand and deficient demand; measures to correct them - change in government spending, availability of credit.

Unit 9: Government Budget and the Economy **17 Periods**

Government budget - meaning, objectives and components.

Classification of receipts - revenue receipts and capital receipts; classification of expenditure - revenue expenditure and capital expenditure.

Measures of government deficit - revenue deficit, fiscal deficit, primary deficit: their meaning.

Fiscal Policy and its role (non evaluative topic)

Unit 10: Balance of Payments **14 Periods**

Balance of payments account - meaning and components; balance of payments deficit-meaning.

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

Determination of exchange rate in a free market.

Recommended textbooks

1. Indian Economic Development, Class XI, NCERT
2. Introductory Micro Economics, Class XII, NCERT
3. Macro Economics, Class XII, NCERT
4. Supplementary Reading Material in Economics, Class XII, CBSE

Note : The above publications are also available in Hindi Medium

18. BUSINESS STUDIES (Code No. 054)

Rationale

The courses in Business Studies and Accountancy are introduced at + 2 stage of Senior Secondary Education as formal commerce education is provided after first ten years of schooling. Therefore, it becomes necessary that instructions in these subjects are given in such a manner that students have a good understanding of the principles and practices bearing in business (trade and industry) as well as their relationship with the society.

Business is a dynamic process that brings together technology, natural resources and human initiative in a constantly changing global environment. To understand the framework in which a business operates, a detailed study of the organisation and management of business processes and its interaction with the environment is required. Globalisation has changed the way organizations transact their business.

Information Technology is becoming a part of business operations in more and more organisations. Computerised systems are fast replacing other systems. E-business and other related concepts are picking up fast which need to be emphasized in the curriculum.

The course in Business Studies will prepare students to analyse, manage, evaluate and respond to changes which affect business. It provides a way of looking at and interacting with the business environment. It recognizes the fact that business influences and is influenced by social, political, legal and economic forces. It allows students to appreciate that business is an integral component of society and develops an understanding of many social and ethical issues.

Therefore, to acquire basic knowledge of the business world, a course in Business Studies would be useful. It also informs students of a range of study and work options and bridges the gap between school and work.

Objectives

- To develop students with an understanding of the processes of business and its environment;
- To acquaint students with the dynamic nature and inter-dependent aspects of business;
- To develop an interest in the theory and practice of business, trade and industry;
- To familiarize students with theoretical foundations of the process of organizing and managing the operations of a business firm;
- To help students appreciate the economic and social significance of business activity and the social cost and benefits arising there from;
- To acquaint students with the practice of managing the operations and resources of business;
- To enable students to act more effectively and responsibly as consumers, employers, employees and citizens;
- To develop in students a business attitude and skills.
- To inculcate appropriate attitude and develop skills among students to pursue higher education, world of work including self employment.

Business Studies Syllabus

CLASS XI

One Paper

3 Hours

100 Marks

Units	Periods	Marks
Part A: Foundations of Business		
1. Nature and Purpose of Business	20	08
2. Forms of Business Organisations	24	12
3. Public, Private and Global Enterprises	20	08
4. Business Services	18	10
5. Emerging Modes of Business	10	06
6. Social Responsibility of Business and Business Ethics	12	06
	<u>104</u>	<u>50</u>
Part B: Finance and Trade		
7. Sources of business finance	28	14
8. Small Business	14	06
9. Internal Trade	28	12
10. International Business	12	08
11. Project Work	<u>22</u>	<u>10</u>
	<u>104</u>	<u>50</u>

A Part: Foundations of Business

(Periods 104)

Unit 1: Nature and purpose of business:

20 Periods

- Concept and characteristics of business.
- Business, profession and employment - distinctive features.
- Objectives of business - economic and social, role of profit in business
- Classification of business activities: Industry and Commerce.
- Industry - types: primary, secondary, tertiary.
- Commerce - trade: types (internal, external, wholesale and retail; and auxiliaries to trade: banking, insurance, transportation, warehousing, communication, and advertising.
- Business risks - nature and causes.

Unit 2: Forms of Business Organisations

(Periods 24)

- Sole Proprietorship- meaning, features, merits and limitations.
- Partnership- Features, types, merits and limitations of partnership and partners, registration of a partnership firm, partnership deed. Type of partners.
- Hindu Undivided Family Business: features.
- Cooperative Societies- features, types, merits and limitations.
- Company: private and public company -features, merits and limitations.
- Formation of a company- stages.
- Starting a business - basic factors.

Unit 3: Public, Private & Global Enterprises

(Periods 20)

- Private sector and public sector enterprises.
- Forms of public sector enterprises: features, merits and limitations of departmental undertakings, statutory corporation and Government Company.
- Changing role of public sector enterprises.
- Global enterprises, Joint ventures, Public Private Partnership - features

Unit 4: Business Services

(Periods 18)

- Banking: types of bank accounts- savings, current, recurring, fixed deposit and multiple option deposit account.
- Banking services with particular reference to issue of bank draft, banker's cheque (Pay order), RTGS (Real Time Gross Settlement) NEFT (National Electronic Funds Transfer), bank overdraft, cash credits and e- banking.
- Insurance: principles, concept of life, health, fire and marine insurance.
- Postal and telecom services: mail (UPC, registered post, parcel, speed post and courier) and other services.

Unit 5: Emerging Modes of Business

(Periods 10)

- E-Business - scope and benefits, resources required for successful e-business implementation, online transactions, payment mechanism, security and safety of business transactions.
- Outsourcing-concept, need and scope of BPO (business process outsourcing) and KPO (knowledge process outsourcing).

Unit 6: Social Responsibility of Business and Business Ethics (Periods 12)

- Concept of social responsibility.
- Case for social responsibility.
- Responsibility towards owners, investors, consumers, employees, government and community.
- Environment protection and business.
- Business ethics and elements.

Part B: Finance and Trade (Periods 104)

Unit 7: Sources of business finance (Periods 28)

- Concept of business finance.
- Owner's funds - equity shares, preference shares, GDR, ADR & IDR and retained earnings.
- Borrowed funds- debentures and bonds, loan from financial institutions, loans from commercial banks, public deposits, trade credit, ICD (inter corporate deposits).

Unit 8: Small Business (Periods 14)

- Small scale enterprise as defined by MSMED Act 2006 (Micro ,Small and Medium Enterprise Development Act)
- Role of small business in India with special reference to Rural Areas
- Government schemes and agencies for small scale industries: NSIC (National Small industries Corporation) and DIC (District Industrial Center) with special reference to rural, backward & hilly areas.

Unit 9: International Trade (Periods 28)

- Services rendered by a wholesaler and a retailer
- Types of retail trade- itinerant and small scale fixed shops
- Large scale retailers- departmental stores, chain stores, mail order business.
- Concept of automatic vending machine.
- Chambers of Commerce and Industry: basic functions
- Main documents used in internal trade: Performa invoice, invoice, debit note, credit note, LR(Lorry Receipt) and RR(Railway Receipt)
- Terms of Trade : COD (Cash on Delivery), FOB(Free on Board) ,CIF (Cost, Insurance and Freight), E&OE (Errors and Omissions Excepted)

Unit 10: International

(Periods 12)

- Concept and problems of international trade.
- Export import procedure and documents.
- Role of WTO

CLASS XII**One Paper****3 Hours****100 Marks****Unitwise Weightage**

Units	Periods	Marks
Part A : Principles and Functions of Management		
1. Introduction to Management	12	5
2. Principles of Management	12	6
3. Business Environment	10	5
4. Planning	12	6
5. Organizing	16	8
6. Staffing	14	6
7. Directing	16	8
8. Controlling	14	6
	104	50
Part B: Business Finance and Marketing		
9. Financial Management	22	12
10. Financial Markets	20	8
11. Marketing Management	30	14
12. Consumer Protection	16	6
Part C : Project	16	10
	104	50

Part A: Principles and Functions of Management**Unit I: Nature and significance of Management****(Periods 12)**

- Management - concept, objectives and importance
- Management as Science, Art and Profession.
- Levels of management
- Management functions - planning, organising, staffing, directing and controlling.
- Coordination - concept, characteristics and importance.

Unit 2: Principles of Management**(Periods 12)**

- Principles of Management - concept, nature and significance
- Fayol's principles of management
- Taylor's Scientific Management - principles and techniques

Unit 3: Management and Business Environment (Periods 10)

- Business Environment - concept and importance
- Dimensions of Business Environment - Economic, Social, Technological, Political and Legal
- Impact of Government policy changes on business with special reference to liberalization, privatization and globalisation in India.

Unit 4: Planning (Periods 12)

- Concept, importance and limitations
- Planning process
- Single use and Standing Plans - Objectives, Strategy, Policy, Procedure, Method, Rule, Budget and Programme.

Unit 5: Organising (Periods 16)

- Concept and importance.
- Organizing Process.
- Structure of organization - functional and divisional.
- Formal and informal organization.
- Delegation: concept, elements and importance.
- Decentralization: concept and importance.

Unit 6: Staffing (Periods 14)

- Concept and importance of staffing
- Staffing as a part of Human Resource Management
- Staffing process :
 - Recruitment - sources
 - Selection - process
- Training and Development - Concept and importance. Methods of training- on the job and off the job- Induction training, vestibule training, apprenticeship training and internship training.

Unit 7: Directing

(Periods 16)

- Concept and importance
- Elements of Directing
 - Supervision - concept, functions of a supervisor.
 - Motivation - concept, Maslow's hierarchy of needs; Financial and non-financial incentives.
 - Leadership - concept, styles - authoritative, democratic and laissez faire.
 - Communication - concept, formal and informal communication; barriers to effective communication, how to overcome the barriers.

Unit 8: Controlling

(Periods 14)

- Concept, nature and importance
- Relationship between planning and controlling
- Steps in the process of control

Part B : Business Finance and Marketing

Unit 9: Financial Management

(Periods 22)

- Concept and objectives of financial management.
- Financial decisions : investment, financing and dividend and factors affecting.
- Financial planning - concept and importance.
- Capital Structure - concept and factors affecting.
- Fixed and Working Capital - concept and factors affecting their requirements.

Unit 10: Financial Markets

(Periods 20)

- Financial Markets: concept and types.
- Money market and its instruments.
- Capital market and its types (primary and secondary).
- Stock Exchange - functions and trading procedure. Depository Services and Demat Account.
- Securities and Exchange Board of India (SEBI) - objectives and functions.

Unit 11: Marketing Management

(Periods 30)

- Marketing - concept and functions.
- Marketing management philosophies.
- Marketing Mix - concept
 - Product - concept, branding, labeling and packaging.

- Price - factors determining price.
- Physical distribution- concept, channels of distribution: types, choice of channels.
- Promotion -concept and elements; advertising- concept, role, objections against advertising, personal selling - concept and qualities of a good salesman, sales promotion - concept and techniques, public relations - concept and role.

Unit 12: Consumer Protection

(Periods 16)

- Concept and importance of consumer protection.
- Consumer Protection Act 1986
 - Meaning of consumer and consumer protection.
 - Rights and responsibilities of consumers
 - Who can file a complaint and against whom?
 - Redressal machinery.
 - Remedies available.
- Consumer awareness - Role of consumer organizations and NGO's

Unit 13: Project Work

(Periods 16)

19. ACCOUNTANCY (Code No. 055)

Rationale

The course in Accountancy is introduced at + 2 stage of Senior Secondary education, as formal commerce education is provided after first ten years of schooling. With the fast changing economic scenario and business environment in a state of continuous flux, elementary business education along with accountancy as the language of business and as a source of financial information has carved out a place for itself at the Senior Secondary stage. Its syllabus content should give students a firm foundation in basic accounting principles and methodology and also acquaint them with the changes taking place in the presentation and analysis of accounting information, keeping in view the development of accounting standards and use of computers.

Against this background, the course puts emphasis on developing basic understanding about the nature and purpose of the accounting information and its use in the conduct of business operations. This would help to develop among students logical reasoning, careful analysis and considered judgement. Accounting as an information system aids in providing financial information. The emphasis at Class XI is placed on basic concepts and process of accounting leading to the preparation of accounts for a sole proprietorship firm. Computerised accounting is becoming more and more popular with increasing awareness about use of computers in business. Keeping this in view, the students are exposed compulsorily to the basic knowledge about computers and its use in accounting in the same year.

In class XII, Accounting for Partnership Firms and Companies are to be taught as a compulsory part. Students will also be given an opportunity to understand further about Computerized Accounting System, as an optional course to Analysis of Financial Statements.

Objectives :

- To familiarize the students with accounting as an information system;
- To acquaint the students with basic concepts of accounting and accounting standards;
- To develop the skills of using accounting equation in processing business transactions;
- To develop an understanding about recording of business transactions and preparation of financial statements;
- To enable the students with accounting for reconstitution and dissolution of partnership firms;
- To enable the students to understand and analyse the financial statements; and
- To familiarize students with the fundamentals of computerized system of accounting.

Unit 3: Recording of Transactions (Periods 18)

- Accounting equation: analysis of transactions using accounting equation.
- Rules of debit and credit: for assets, liabilities, capital, revenue and expenses.
- Origin of transactions- source documents (invoice, cash memo, pay in slip, cheque), preparation of vouchers - cash (debit & credit) and non cash (transfer).
- Books of original entry: format and recording - Journal.
- Cash book: simple, cash book with bank column, petty cash book,
- Other books: purchases book, sales book, purchases returns book, sales returns book, bills receivable book, bills payable book and journal proper.

Unit 4: Preparation of Ledger, Trial Balance and Bank Reconciliation Statement (Periods 18)

- Ledger - format, posting from journal, cash book and other special purpose books, balancing of accounts.
- Trial balance: objectives and preparation
- Bank reconciliation statement: need and preparation. Corrected cash book balance.

Unit 5: Depreciation, Provisions and Reserves (Periods 16)

- Depreciation: concept, need and factors affecting depreciation; methods of computation of depreciation: straight line method, written down value method (excluding change in method)
- Accounting treatment of depreciation: by charging to asset account, by creating provision for depreciation/ accumulated depreciation account, treatment of disposal of asset.
- Provisions and reserves: concept, objectives and difference between provisions and reserves; types of reserves- revenue reserve, capital reserve, general reserve, specific reserves and secret reserves.

Unit 6: Accounting for Bills of Exchange (Periods 16)

- Bills of exchange and promissory note: definition, features, parties, specimen and distinction.
- Important terms : term of bill ,due date, days of grace, date of maturity, bill at sight, bill after date, discounting of bill, endorsement of bill, bill sent for collection, dishonor of bill, noting of bill , retirement and renewal of a bill, insolvency of acceptor.
- Accounting treatment of bill transactions

Unit 7: Rectification of Errors (Periods 14)

- Errors: types-errors of omission, commission, principles, and compensating; Their effect on Trial Balance.
- Detection and rectification of errors; preparation of suspense account.

Unit 8: Financial Statements of Sole proprietorship (Periods 24)

- Financial Statements: objective and importance.
- Trading and profit and loss account: gross profit, operating profit and net profit.
- Balance Sheet: need, grouping, marshalling of assets and liabilities.
- Adjustments in preparation of financial statements : with respect to closing stock, outstanding expenses, prepaid expenses, accrued income, income received in advance, depreciation, bad debts, provision for doubtful debts, provision for discount on debtors, manager's commission, abnormal loss, goods taken for personal use and goods distributed as free sample .
- Preparation of Trading and Profit and Loss Account and Balance Sheet of sole proprietorship.

Part B: Financial Accounting-II

Unit 9: Financial Statements of not-for-Profit Organizations (Periods22)

- Not-for-profit organizations: concept.
- Receipts and payment account: features.
- Income and expenditure account: features. preparation of income and expenditure account and balance sheet from the given receipt and payment account with additional information.

Unit 10: Accounts from Incomplete Records (Periods 14)

- Incomplete records: use and limitations.
- Ascertainment of profit/loss by statement of affairs method.

Unit 11: Computers in Accounting (Periods 22)

- Introduction to Computer and Accounting Information system { AIS }
- Application of computers in Accounting: automation of accounting process, designing accounting reports, MIS reporting, data exchange with other information systems.
- Comparison of accounting process in manual and computerized accounting highlighting advantages and limitations of automation.sourcing of accounting system: Readymade, customized and tailormade accounting system. Advantages and disadvantages of each option.

- > Accounting and database system
 - o Accounting and database Management system.
 - o Concept of entity and relationship: entities and relationships in an Accounting system: designing and creating simple tables, forms, and reports in the context of accounting system.

Unit 12: Project Work (Any One)

(Periods 22)

1. Collection of Source Documents, Preparation of Vouchers, Recording of Transactions with the help of vouchers.
2. Preparation of Bank Reconciliation Statement with the help of given Cash book and Pass book.
3. Project Work on any Windows based Accounting package: Installing & starting the package, setting up a new Company, Setting up account heads, voucher entry, viewing and editing data.

CLASS XII**One Paper****3 Hours****80 Marks**

Unit		Periods	Marks
Part A : Accounting for Partnership Firms and Companies			
1.	Accounting for Partnership Firms - Fundamentals	20	10
2.	Accounting for Partnership Firms - Reconstitution and Dissolution	52	25
3.	Accounting for Share Capital	38	18
4.	Accounting for Debentures	14	7
		124	60
Part B: Financial Statement Analysis			
5.	Analysis of Financial Statements	24	12
6.	Cash Flow Statement	20	8
7.	Project Work	42	20
	Unit 1 : Project File		4 marks
	Unit 2 : Written Test		12 marks (one hour)
	Unit 3 : Viva Voce'		4 marks
	OR		
		86	40
Part C: Computerized Accounting			
5.	Overview of Computerized Accounting System	12	4
6.	Accounting Applications of Electronic Spread sheet	24	6
7.	Using Computerized Accounting System	12	4
8.	Data Base Management System	12	6
9.	Practical Work	26	20
	Unit 1 : File		4 marks
	Unit 2 : Practical Examination		12 marks (one hours)
	Unit 3 : Viva Voce'		4 marks
		86	40

CLASS XII

PART A: Accounting for Partnership Firms and Companies

Unit 1. Accounting for Partnership firms - Fundamentals

- Partnership : features, Partnership deed.
- Provisions of the Indian Partnership Act 1932 in the absence of partnership deed.
- Fixed v/s fluctuating capital accounts, division of profit among partners, guarantee of profits, past adjustments (relating to interest on capital, interest on drawing, salary and profit sharing ratio), preparation of P&L Appropriation account.
- Goodwill: nature, factors affecting and methods of valuation - average profit, super profit, and capitalization

Unit 2. Accounting for Partnership firms - Reconstitution and Dissolution

- Change in the Profit Sharing Ratio among the existing partners - sacrificing ratio, gaining ratio. Accounting for revaluation of assets and re-assessment of liabilities and distribution of reserves and accumulated profits.
- Admission of a partner - effect of admission of a partner on change in the profit sharing ratio, treatment of goodwill (as per AS 26), treatment for revaluation of assets and re-assessment of liabilities, treatment of reserves and accumulated profits, adjustment of capital accounts and preparation of balance sheet
- Retirement and death of a partner: effect of retirement /death of a partner on change in profit sharing ratio, treatment of goodwill, treatment for revaluation of assets and re-assessment of liabilities, adjustment of accumulated profits and reserves. calculation of deceased partner's share of profit till the date of death. Preparation of deceased partner's capital account, executor's account and preparation of balance sheet
- Dissolution of partnership firms: types of dissolution of firm. Settlement of accounts - preparation of realization account, and other related accounts (excluding piecemeal distribution, sale to a company and insolvency of partner's firm) .

Unit 3. Accounting for share Capital

- Share and share capital : nature and types
- Accounting for share capital: issue and allotment of equity shares, private placement of shares, Public subscription of shares - over subscription and under subscription of shares; Issue at par and at premium and at discount, calls in advance and arrears, issue of shares for consideration other than cash.
- Accounting treatment of forfeiture and re-issue of shares.
- Disclosure of share capital in company's Balance Sheet only.

Unit 4. Accounting for Debentures

- Debentures: Issue of debentures at par, at premium and at discount. Issue of debentures for consideration other than cash, debentures as collateral security, interest on debentures
- Redemption of debentures : Lump sum, draw of lots and conversion.

PART B: Financial Statement Analysis

Unit5. Analysis of financial Statements

- Financial statements of a company: balance sheet of a company in the prescribed form with major headings and sub headings (as per schedule VI to the Companies Act 1956).
- Financial Statement Analysis: objectives and limitations.
- Tools for Financial Statement Analysis: comparative statements, common size statements, cash flow analysis, ratio analysis.
- Accounting Ratios: objectives and classification.
- Liquidity ratios: current ratio and quick ratio.
- Solvency Ratios: Debt to Equity Ratio, Total Asset to Debt Ratio, Proprietary Ratio, Interest Coverage Ratio.
- Activity ratios: Stock Turnover Ratio, Debtors Turnover Ratio, Creditors Turnover Ratio, Working Capital Turnover Ratio.
- Profitability Ratios : Gross Profit Ratio, Operating Ratio, Operating Profit Ratio, Net Profit Ratio and Return on Investment.

Unit 6. Cash Flow Statement

- Meaning, objectives and preparation (as per AS 3 revised) (Indirect Method)

Unit7. Project work

- Kindly refer to the Guidelines published by the CBSE.

OR

Part C: Computerised Accounting

Unit 5 Overview of Computerised Accounting System

- Introduction : Application in Accounting
- Features of Computerised Accounting System
- Structure of CAS
- Software Packages:
 - Generic

- Specific
- Tailored

Unit 6 Accounting Application of Electronic Spread Sheet

- Concept of Electronic Spreadsheet
- Features offered by Electronic Spreadsheet
- Application in Generating Accounting Information I
 - Payroll
- Data Presentation
 - Graphs, Charts and Diagrams

Unit 7 Using Computerized Accounting System

- Steps in installation of CAS, codification and Hierarchy of account heads, creation of accounts.
- Data : Entry, Validation and Verification
- Adjusting entries, preparation of balance sheet, profit and loss account with closing entries and opening entries
- Need and security features of the system

Unit 8 Database Management System (DBMS)

- Concept and Features of DBMS
- DBMS in Business Application
- Generating Accounting Information 1
 - Payroll
- Generating Accounting Information 2
 - Debtors and Creditors
 - Bank Reconciliation Statement
 - Asset Accounting
 - Inventory Accounting

Unit 9. Practical Work

- Please refer to the guidelines published by CBSE.

20. ENTREPRENEURSHIP (Code No. 066)

RATIONALE

Development of school curriculum is a dynamic process responsive to the society and reflecting the needs and aspiration of its learners. Fast changing society deserves changes in educational curriculum particularly to establish relevance to emerging socio-economic environment; to ensure equity of opportunity and participation and finally promoting concern for excellence. In this context the course on entrepreneurship aims at instilling and stimulating human urge for excellence by realizing individual potential for generating and putting to use the inputs, relevant to social prosperity and thereby ensure decent means of living for every individual.

OBJECTIVES

- Acquiring Entrepreneurial Spirit and resourcefulness.
- Familiarization with various uses of human resource for earning dignified means of living.
- Understanding the concept and process of entrepreneurship - its contribution and role in the growth and development of individual and the nation.
- Acquiring entrepreneurial quality, competency and motivation
- Learning the process and skills of creation and management of entrepreneurial venture.

CLASS XI

THEORY

Total Marks: 70

Unit I: Entrepreneurship and Human Activities

30 Marks

A. Entrepreneurship

- Concept, Functions and need
- Entrepreneurship : Characteristics and Competency
- Relevance of Entrepreneurship to Socio-Economic Context: Generating National Wealth, Creating Wage and Self -Employment, Micro, Small and Medium Enterprises, Optimizing Human and Natural Resource, Collaboration to build enterprising Personality and Society.
- Process of Entrepreneurship Development.

B. Entrepreneurial Pursuits and Human Activities:

- Nature, Purpose and pattern of Human Activities: Economic and Non-Economic, Need for innovation.
- Rationale and Relationship of Entrepreneurial pursuits and Human Activities.

Unit II: Acquiring Entrepreneurial Values and Motivation 30 Marks

- Entrepreneurial Values, Attitude and Motivation-Meaning and concept.
- Developing Entrepreneurial Motivation and Competency - concept and process of Achievement Motivation, Self-efficacy, Creativity, Risk Taking, Leadership, Communication and Influencing Ability and Planning Action.
- Barriers to Entrepreneurship
- Progressive Policies and Institutional Networking

Unit III: Introduction to Market Dynamics 10 Marks

- Understanding a Market and Market Survey
- Competitive Analysis of the Market
- Patents, Trademarks, geographical Indicators of a nearby locality and Copyright

PRACTICAL 30 Marks

- I. A planned visit by students to any enterprise. With the help of a schedule/questionnaire the students will record observation regarding - the background of entrepreneur, reasons for selecting the entrepreneurial career, starting the enterprise, the type of enterprise, the process of setting this enterprise, products/services, production process, investment made and marketing practices followed, profit or loss, growth and development, problems faced, institutions/organisations which offer support and entrepreneur's level and type of satisfaction.
- II. Preparation of a brief report based on the observations made during study-visit to an enterprise.

CLASS XII

THEORY : Total marks:70

Unit I: Entrepreneurial Opportunities and Enterprise Creation 20 Marks

- * Sensing Entrepreneurial Opportunities
- * Environment Scanning
- * Market Assessment
- * Identification of Entrepreneurial Opportunities
- * Selection of an Enterprise
- * Steps in setting up of an Enterprise

Unit II: Enterprise Planning and Resourcing 20 Marks

- * Basic Qualities of a sound Enterprise
- * Feasibility Plan
- * Business Planning - Preparation of a Project Report

- * Its meaning, need, uses and objectives
- * Elements of a Project Report
- * Resource Assessment -Financial and Non - Financial
- * Mobilising Resources - Sources and Means of Funds, and Facilities.

Unit III: Enterprise Management

30 Marks

- (a) Concept of Enterprise Management and Responsibility of an Entrepreneur.
- (b) General management: Basic Management functions.
- (c) Organising/Production of goods and services - quality, quantity and flow of inputs
- (d) Managing Market:
 - Meaning, Functions of Marketing, Marketing Mix:
 - Product, Price, Place, Promotion (advertising and sales promotion)
- (e) Managing Finance-Financial Management and Planning - Sources of Long Term and Short Term Finances
 - * Determination of Cost, Income, Calculation of Profit/Loss.
- (f) Institution and Sources of Finance
- (g) Managing Growth and Sustenance -Affecting Change, growth sustaining activities, Modernisation, Expansion, Diversification and Substitution.
- (h) Entrepreneurial Discipline and Social Responsibility - Ecology, concern for workers and community, Adherence to Contract and Credits.

PRACTICAL

Introduction:

The main objective of the course in Entrepreneurship is to generate in the students initiative, self-reliance and enthusiasm so as to empower them to become entrepreneurs both in spirit and performance. A number of skills such as observation, evaluation, communication, resource mobilization and management, risk assessment ,team building etc. are also to be developed in the students. Leadership qualities, sensitivity to business ethics and adherence to a positive value system are the core issues that the course highlights while presenting different concepts related to entrepreneurship.

Such a course should necessarily have a strong experiential component in the form of practical work. The objectives of the practical work are:

- 1 To introduce the students to the world of business by developing in them the core skills and competencies required for an entrepreneur.
2. To develop in the students qualities such as leadership, self-confidence, initiative, facing uncertainties, commitment, creativity, people and team building, integrity and reliability.

3. To enable the students to acquire the skills and knowledge needed for conducting surveys, collecting, recording and interpreting data and preparing simple estimates of demand for products and services.
4. To guide the students to prepare a Project Report.
5. To equip the students with knowledge and skills needed to plan and manage an enterprise through case studies conducted and recorded by the students in different fields such as resource assessment, market dynamics, finance management, cost determination, calculation of profit and loss etc.
6. To instill in the students important values and entrepreneurial discipline.

FORMAT

Total marks: 30

1.	Project Report/Survey Report	10 Marks
2.	Viva-Voce on PW /SR	05 Marks
3.	Case Study	10 Marks
4.	Problem Solving	05 Marks
1.	Project Report/Market Survey Report	10 Marks

a) Project Report:

Preparation of a Project Report for an enterprise involving products/services

Students may be provided adequate guidance to choose a project based on their interests and availability of information and authentic inputs in the locality. The specimen proforma of project report given in the textbook may be used for preparing the report. However, mechanical preparation of the report by filling in the information in the proforma should be discouraged. Further, as the students will be required to appear for a Viva-voce on the basis of their projects, sufficient care should be taken by the students to prepare the report after studying the various aspects involved thoroughly. In a nutshell, the project report should lead to viable enterprise.

b) Market Survey Report

Market research is the process and technique of finding out who your potential customers are and what they want. The survey may be on products and services already available in the market or students may also conduct surveys for new products and services. The report of the survey should be organised under the following broad headings:

1. Objectives.
2. Methods and tools (interviews ,questionnaires etc.) to be used to collect information.
3. Records of data and information.
4. Analysis of data and information.
5. Interpretation and conclusion.

For example, a survey may be conducted to find out the choice of households in toiletry soap,

tooth paste etc. The data may be analysed to establish a pattern that may be useful to an entrepreneur.

Guidelines for assessment of Project Report / Survey Report

1. Presentation: Format, Clarity, Use of graphs, tables and other visuals, organisation, methodical recording of data and information and general neatness of execution. 5 marks
2. Originality and Creativity 3 marks
3. Authenticity of information and correctness of calculations and general feasibility of the project/ sustainability of conclusion drawn in the survey. 2 marks

2. Viva Voce on the Project /Market Survey Report 5 Marks

The questions should establish that the report is the original work of the student and that the student has a reasonably clear understanding of the work carried out by him/her.

Entrepreneurial qualities such as leadership, self-belief, creativity, originality, initiative etc. may also be assessed by asking a variety of questions related to the report.

3. Case Study 10 marks

A case study is a focused research on an organisation, enterprise, practice, behaviour or person undertaken to highlight an aspect that the study attempts to examine. For instance, a case study may be conducted on the pollution control methods being employed by an industry. Or a successful industrialist may be chosen as a subject of a case study to analyze and understand the strategies that the industrialist adopted :to achieve success.

Ideally, a case study should be conducted on subjects with the objectives of bringing to the fore beliefs, practices, strategies, values etc. that have made them what they are. Such studies help us to understand the way in which great minds think and operate. We may also conduct case studies on failures; why a company collapsed, how a service lost its market etc. From both the types of case study, we learn lessons; how to do something or how not to do something. They also provide valuable insight into the processes involved in an enterprise.

A few topics are suggested for carrying out case studies:

- i) Drawing a profile of a successful entrepreneur.
- ii) Studying a public sector undertaking and highlighting its success/failure, by analyzing the factors responsible.
- iii) Studying a small scale unit in the locality to bring out the procedures and processes adopted by the unit to become a feasible business venture.
- iv) A study of competition in business by choosing two or more rivals in the market and analyzing their strengths and weaknesses.
- v) Take the school itself for a case study and analyze any two aspects of the school plant for chalking out a plan of action: infrastructure, academics, co-curricular activities etc.
- vi) A case study on a thriving fast food shop/restaurant in your locality. What makes it so popular?

- vii) A case study on the ways in which a business unit has mobilised its financial resources.
- viii) A case study on the enterprise management techniques adopted by a business house.
- ix) A case study on the marketing strategies of a successful consumer durable company.
- x) A case study on the financial management of a Public Limited Company.
- xi) A case study on any Specialized Institution that supports and guides the establishment of a small scale unit.
- xii) Studying the balance sheets of two big private companies to assess their trade and credit worthiness.
- xiii) Studying the inventory management of a large manufacturing industry to ascertain the processes involved for optimizing cost.
- xiv) Carrying out a case study on an established industrial house/company to find out the value system of the company and how it fulfils its social commitment/obligations.
- xv) Carrying out a case study on an established industry to ascertain the processes followed to reduce/prevent pollution.
- xvi) Study on environment friendly companies and their contribution to preservation.

Assessment of Case Studies

- | | | |
|-----|--|---------|
| i) | Presentation: Format, accuracy, clarity, authenticity and general neatness | 7 marks |
| ii) | Analysis and Conclusions | 3 marks |

4. Problem Solving 5 marks

In this session, the students will be required to solve a problem in the form of a written test. The examiner may choose any problem related to the units in class XII Text Book and set it for the class. The problem may be in the following areas:

- a. How to scan the environment to establish the feasibility of a project.
- b. Given certain figures showing the consumption pattern of a product, drawing conclusions that have a bearing on similar products.
- c. Carrying out market assessment for a given product/service to ascertain the feasibility factor.
- d. Assessment of Working Capital.
- e. Calculation of total cost of production.
- f. Calculation of break-even point.
- g. Determining location of a manufacturing unit.
- h. Problems in inventory control (calculation of the Economic Order Quantity and carrying out ABC analysis).
- i. Applying Pricing methods to determine the price of a product or service.

- j. Applying promotion mix to plan a sales campaign for a product or service.
- k. Working out a simple budget for a given task or job.

Assessment of Answers

The examiner may prepare five problems which are solved by him/her before they are presented to the students. The student may choose anyone of the problems and solve it, showing the different steps/different reasons involved in the solution. If the problem does not involve actual calculations, it may not have anyone correct answer. So weightage should be given not only to the final answer but to the entire process of problem solving that the student has followed. Originality and innovative spirit should be rewarded. The students should not be penalized for spelling errors, grammatical mistakes etc. as long as the answer is coherent. Where definite formulas are involved, accuracy should be given due weightage.

LIST OF SUGGESTED REFERENCE BOOKS

01. Entrepreneurship - Class XI - C. B. S. E., Delhi.
02. Entrepreneurship - Class XII- C. B. S. E., Delhi.
03. Udyamita (in Hindi) by Dr. M M.P. Akhouri and
S.P.Mishra, pub. by National Institute for Entrepreneurship and Small Business Development (NIESBUD), NSIC-PATC Campus, Okhla.
04. Trainer's Manual on Developing Entrepreneurial Motivation, By M.M.P. Aukhori, S.P. Mishra and R. Sengupta, Pub. by (NIESBUD), NSIC-PATC Campus, Okhla.
05. Behavioral Exercises and games - manual for trainers, learning systems, by M. V. Despande, P. Mehta and M. Nandami.
06. Product Selection by Prof. H.N. Pathak, Pub. By (NIESBUD), NSIC-PATC Campus, Okhla.
07. Entrepreneurial Development - Dr. S. Moharana and Dr. C.R.Dash, Pub. by RBSA Publishers, Jaipur.
08. Entrepreneurial Development by S.S.Khanna, Published by S.Chand & Company Ltd., Ram Nagar, New Delhi.
09. Entrepreneurial Development by C.B. Gupta and N.P.Srinivasan, Publisher Sultan Chand & Sons, 1992.
10. Entrepreneurship Development - Principles, Policies and Programmes by P. Saravanavel, Publishers Ess Pee Kay Publishing House, Madras.
11. Entrepreneurship, Growth and Development, by Rashi Ali, Pub. by Chugh Publication and Strech Road, Civil Lines, Post Box No. 101, Allahabad-211991.
12. Entrepreneur and Entrepreneurship Development and Planning in India, by D.N.Mishra, pub. by Chugh Publication, Allahabad.

13. Aoudhogik Disha Nirdesh (in Hindi) Pub. by Centre for Entrepreneurship Development, M.P. (CEDMAP), 60, Jail Road, Jhangerbad, Bhopal-462008.
14. Entrepreneur, Industry and Self-employment Project, Part-1 and 2(in Hindi), Pub. by Centre for Entrepreneurship Development, M.P. (CEDMAP), 60 Jail Road, Jhangerbad, Bhopal-462008.
15. Small Scale Industry & Self-Employment Projects, Part-1 and 2 (in Hindi), Pub. by Centre for Entrepreneurship Development, M.P. (CEDMAP),60 Jail Road, Jhangerbad Bhopal.

Magazines

01. Udyamita Samachar Patra,(Monthly, Hind), Pub. by Centre for Entrepreneurship Development, M.P.(CEDMAP), 60 Jail Road, Jhangerbad, Bhopal-462008.
02. Science Tec. Entrepreneur (A Bi Monthly Publication), centre for Enterprenurship Development, M.P. (CEDMAP), 60 Jail Road, Jhangerbad , Bhopal -462008.
03. Laghu Udhyog Samachar.
04. Project Profile by DCSSI.
05. Project Profile by Pub. Centre for Enterpreeurship Development, M.P. (CEDMAP), 60 Jail . Road, Jhangerbad, Bhopal-462008.

21. HISTORY (Code No. 027)

Rationale

Through a focus on a series of critical historical issues and debates (class XI) or on a range of important historical sources (class XII), the students would be introduced to a set of important historical events and processes. A discussion of these themes, it is hoped, would allow students not only to know about these events and processes, but also to discover the excitement of doing history.

Objectives

- Effort in these senior secondary classes would be to emphasize to students that history is a critical discipline, a process of enquiry, a way of knowing about the past, rather than just a collection of facts. The syllabus would help them understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading their sources critically. They will appreciate how historians follow the trails that lead to the past, and how historical knowledge develops
- The syllabus would also enable students to relate/compare developments in different situations, analyze connections between similar processes located in different time periods, and discover the relationship between different methods of enquiry within history and the allied disciplines.
- The syllabus in class XI is organized around some major themes in world history. The themes have been selected so as to (i) focus on some important developments in different spheres - political, social, cultural and economic, (ii) study not only the grand narratives of development - urbanization, industrialization and modernization - but also to know about the processes of displacements and marginalization. Through the study of these themes students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.
- The treatment of each theme in class XI would include (a) an overview of the theme under discussion, (b) a more detailed focus on one region of study, (c) an introduction to a critical debate associated with the issue.
- In class XII the focus will shift to a detailed study of some themes in ancient, medieval and modern Indian history although the attempt is to soften the distinction between what is conventionally termed as ancient, medieval and modern. The object would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the course will be built on the knowledge that the students have acquired in the earlier classes.
- Each theme in class XII will also introduce the student to one type of source for the study of history. Through such a study students would begin to see what different types of sources can reveal and what they cannot tell. They would come to know how historians analyze these sources, the problems and difficulties of interpreting each type of source, 'and the way a larger picture of an event, a historical process, or a historical figure, is built by looking at different types of sources.

- Each theme for class XII will be organized around four subheads: (a) a detailed overview of the events, issues and processes under discussion, (b) a summary of the present state of research on the theme, (c) an account of how knowledge about the theme has been acquired, (d) an excerpt from a primary source related to the theme, explaining how it has been used by historians.
- While the themes in both these classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion.
- In the textbooks each theme would be located in a specific time and place. But these discussions would be situated within a wider context by (a) plotting the specific event within time-lines, (b) discussing the particular event or process in relation to developments in other places and other times.

Class XI

Paper One	Time: 3 hours	100 Marks	
Units	Periods	Marks	
1. Introduction to World History	8	-	
Section A: Early Societies	32	15	
2. Introduction	6		
3. From the beginning of time	14		
4. Early Cities	12		
Section B: Empires	40	25	
5. Introduction	6		
6. An empire across three continents	12		
7. Central Islamic lands	12		
8. Nomadic Empires	10		
Section C: Changing Traditions	44	25	
9. Introduction	6		
10. Three orders	12		
11. Changing cultural traditions	14		
12. Confrontation of cultures	12		
Section D: Paths to Modernization	46	25	
13. Introduction	8		
14. The Industrial Revolution	12		
15. Displacing indigenous People	12		
16. Paths to modernization	14		
Map work (units 1-16)	10	10	

Class XI: Themes in World History

Themes	Periods	Objectives
1. Introduction to World History (8) SECTION A: EARLY SOCIETIES		
2. Introduction (6)		
3. From the Beginning of Time (14) Focus: Africa, Europe till 15000 BC (a) Views on the origin of human beings. (b) Early societies. (c) Historians' views on present-day hunting-gathering societies.	<input type="checkbox"/>	<input type="checkbox"/> Familiarize the learner with ways of reconstructing human evolution. <input type="checkbox"/> Discuss whether the experience of present-day hunting-gathering people can be used to understand early societies.
4. Early Cities (12) Focus: Iraq, 3rd millennium BC (a) Growth of towns. (b) Nature of early urban societies. (c) Historians' Debate on uses of writing.	<input type="checkbox"/>	<input type="checkbox"/> Familiarize the learner with the nature of early urban centres. <input type="checkbox"/> Discuss whether writing is significant as a marker of civilization.
SECTION B: EMPIRES		
5. Introduction (6)		
6. An Empire across Three Continents (12) Focus: Roman Empire, 27 B.C to A.D 600. (a) Political evolution (b) Economic expansion (c) Religion (d) Late Antiquity. (e) Historians views on the institution of Slavery.	<input type="checkbox"/>	<input type="checkbox"/> Familiarize the learner with the history of a major world empire <input type="checkbox"/> Discuss whether slavery was a significant element in the economy.
7. Central Islamic Lands: (12) Focus: 7th to 12th centuries (a) Polity (b) Economy (c) Culture. (d) Historians viewpoints on the nature of the crusades.	<input type="checkbox"/>	<input type="checkbox"/> Familiarize the learner with the rise of Islamic empires in the Afro-Asian territories and its implications for economy and society. <input type="checkbox"/> Understand what the crusades meant in these regions and how they were experienced.
8. Nomadic Empires: (10) Focus: the Mongol, 13th to 14th century (a) The nature of nomadism. (b) Formation of empires. (c) Conquests and relations with other states. (d) Historians' views on nomadic societies and state formation.	<input type="checkbox"/>	<input type="checkbox"/> Familiarize the learner with the varieties of nomadic society and their institutions. <input type="checkbox"/> Discuss whether state formation is possible in nomadic societies.

Themes	Objectives
SECTION C: CHANGING TRADITIONS	
9. Introduction (6)	
10. Three Orders (12) Focus: Western Europe, 13th-16th century (a) Feudal society and economy: (b) Formation of states. (c) Church and Society. (d) Historian's views on decline of feudalism	<input type="checkbox"/> Familiarize the learner with the nature of the economy and society of this period and the changes within them. <input type="checkbox"/> Show how the debate on the decline of feudalism helps in understanding processes of transition.
11. Changing cultural traditions (14) Focus on Europe, 14th to 17th century'. (a) New ideas, and new trends in literature and arts. (b) Relationship with earlier ideas (c) The contribution of West Asia. (d) Historian's view points on the validity of the notion 'European Renaissance'.	<input type="checkbox"/> Explore the intellectual trends in the period. <input type="checkbox"/> Familiarize students with the paintings and buildings of the period <input type="checkbox"/> Introduce the debate around the idea of 'Renaissance'.
12. Confrontation of Cultures (12) Focus on the America 15th to 18th century. (1) European voyages of exploration. (b) Search for gold; enslavement, raids, extermination. (c) Indigenous people and cultures - the Arawaks, the Aztecs, the Incas. (c) The history of displacements. (d) Historian's view points on the slave trade,	<input type="checkbox"/> Discuss changes in European economy that led to the voyages. <input type="checkbox"/> Discuss the implications of the conquests for the indigenous people. <input type="checkbox"/> Explore the debate on the nature of the slave trade and see what this debate tells us about the meaning of these "discoveries".
SECTION D: PATHS TO MODERNIZATION	
13. Introduction (8)	
14. The Industrial Revolution. (12) Focus on England, 18th and 19th century. (a) Innovations and technological change (b) Patterns of growth. (c) Emergence of a working class. (d) Historians' viewpoints Debate, 'Was there an Industrial Revolution?'	<input type="checkbox"/> Understand the nature of growth in the period and its limits. <input type="checkbox"/> Initiate students to the debate on the idea of industrial revolution.

Themes		Objectives
<p>15. Displacing indigenous People. (12) Focus on North America and Australia, 18th-20th century, (a) European colonists in North America and Australia. (b) Formation of white settler societies. (c) Displacement and repression of local people, (d) Historians view points on the impact of European settlement on indigenous population.</p>		<ul style="list-style-type: none"> ❑ Sensitize students to the processes of displacements that accompanied the development of America and Australia. ❑ Understand the implications of such processes for the displaced populations.
<p>16. Paths to Modernization. (14) Focus on East Asia. Late 19th and 20th century. (a) Militarization and economic growth in Japan. (b) China and the Communist alternative. (d) Historians' Debate on meaning of modernization</p>		<ul style="list-style-type: none"> ❑ Make students aware that transformation in the modern world takes many different forms. ❑ Show how notions like 'modernization' need to be critically assessed.
17. Map Work on Units 1-15 (10)		

Class XII

Time: 3 hours

Paper One

Theory

Units	Periods (180)	Marks
Themes in Indian History Part-I Units 1 - 4	45	17
Themes in Indian History Part-II Units 5 - 9	55	22
Themes in Indian History Part-III Units 10 - 15	70	21
Two Long Answer Questions from Books I, II/II, III/I, III)		20
		80
Project Work		20

100

Class XII: Themes in Indian History		
Themes	Period (45)	Objectives
PART - I		
1. The Story of the First Cities: Harappan Archaeology.	(11)	<ul style="list-style-type: none"> ❑ Familiarize the learner with early urban centres as economic and social institutions. ❑ Introduce the ways in which new data can lead to a revision of existing notions of history. ❑ Illustrate how archaeological reports are analyzed and interpreted by scholars.
2. Political and Economic History: How Inscriptions tell a story.	(11)	<ul style="list-style-type: none"> ❑ Familiarize the learner with major trends in the political and economic history of the subcontinent. ❑ Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.
3. Social Histories: Using the Mahabharata	(12)	<ul style="list-style-type: none"> ❑ Familiarize the learner with issues in social history. ❑ Introduce strategies of textual analysis and their use in reconstructing social history.
4. A History of Buddhism: Sanchi Stupa	(11)	<ul style="list-style-type: none"> ❑ Discuss the major religious developments in early India. ❑ Introduce strategies of visual analysis and their use in reconstructing histories of religion.

Themes	Period (45)	Objectives
<p align="center">PART-II</p> <p>5. Agrarian Relations: The <i>Ain-i-Akbari</i> (11)</p> <p>Broad overview: (a) Structure of agrarian relations in the 16th and 17th centuries. (b) Patterns of change over the period.</p> <p>Story of Discovery: Account of the compilation and translation of <i>Ain-i-Akbari</i>.</p> <p>Excerpt: from the <i>Ain-i-Akbari</i></p> <p>Discussion: Ways in which historians have used the text to reconstruct history.</p>		<ul style="list-style-type: none"> ❑ Discuss developments in agrarian relations. ❑ Discuss how to supplement official documents with other sources.
<p>6. The Mughal Court: Reconstructing Histories through Chronicles (11)</p> <p>Broad Overview: (a) Outline of political history 15th-17th centuries. (b) Discussion of the Mughal court and politics.</p> <p>Story of Discovery: Account of the production of court chronicles, and their subsequent translation and transmission.</p> <p>Excerpts: from the <i>Akbarnama</i> and <i>Padshahnama</i>.</p> <p>Discussion: Ways in which historians have used the texts to reconstruct political histories.</p>		<ul style="list-style-type: none"> ❑ Familiarize the learner with the major landmarks in political history ❑ Show how chronicles and other sources are used to reconstruct the histories of political institutions.
<p>7. New Architecture: Hampi (11)</p> <p>Broad Overview: (a) Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. (b) Relationship between architecture and the political system..</p> <p>Story of Discovery: Account of how Hampi was found.</p> <p>Excerpt: Visuals of buildings at Hampi</p> <p>Discussion: Ways in which historians have analyzed and interpreted these structures.</p>		<ul style="list-style-type: none"> ❑ Familiarize the learner with the new buildings that were built during the time. ❑ Discuss the ways in which architecture can be analyzed to reconstruct history.
<p>8. Religious Histories: The Bhakti-Sufi tradition(11)</p> <p>Broad Overview: (a) Outline of religious developments during this period. (b) Ideas and practices of the Bhakti-Sufi saints.</p> <p>Story of Transmission: How Bhakti-Sufi compositions have been preserved.</p> <p>Excerpt: Extracts from selected Bhakti Sufi works.</p> <p>Discussion: Ways in which these have been interpreted by historians.</p>		<ul style="list-style-type: none"> ❑ Familiarize the learner with religious developments. ❑ Discuss ways of analyzing devotional literature as sources of history.

Themes	Periods	Objectives
<p>9. Medieval Society Through Travellers' Accounts (11)</p> <p>Broad Overview: Outline of social and cultural life as they appear in travellers' accounts.</p> <p>Story of their writings: A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote.</p> <p>Excerpts: from Alberuni, Ibn Batuta, Bernier.</p> <p>Discussion: What these travel accounts can tell us and how they have been interpreted by historians.</p>		<ul style="list-style-type: none"> ❑ Familiarize the learner with the salient features of social histories described by the travellers. ❑ Discuss how travellers' accounts can be used as sources of social history.
PART - III (70)		
<p>10. Colonialism and-Rural Society: Evidence from Official Reports (11)</p> <p>Broad overview : (a). Life of zamindars, peasants and artisans in the late 18 century (b) East India Company, revenue settlements and surveys. (c) Changes over the nineteenth century.</p> <p>Story of official records: An account of why official investigations into rural societies were under taken and the types of records and reports produced.</p> <p>Excerpts: From Firminger's Fifth Report, Accounts of Frances Buchanan-Hamilton, and Deccan Riots Report,</p> <p>Discussion: What the official records tell and do not tell, and how they have been used by historians.</p>		<ul style="list-style-type: none"> ❑ Discuss how colonialism affected Zamindars, peasants and artisans. ❑ Understand the problems and limits of using official sources for understanding the lives of people.
<p>11. Representations of 1857 (11)</p> <p>Broad Overview: (a) The events of 1857-58. (b) How these events were recorded and narrated.</p> <p>Focus: Lucknow.</p> <p>Excerpts: Pictures of 1857. Extracts from contemporary accounts.</p> <p>Discussion: How the pictures of 1857 shaped British opinion of what had happened.</p>		<ul style="list-style-type: none"> ❑ Discuss how the events of 1857 are being reinterpreted. ❑ Discuss how visual material can be used by historians
<p>12. Colonialism and Indian Towns: Town Plans and Municipal Reports (11)</p> <p>Broad Overview: The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th century.</p>		<ul style="list-style-type: none"> ❑ Familiarize the learner with the history of modern urban centres.

Themes	Periods	Objectives
<p>Excerpts: Photographs and paintings. Plans of cities. Extract from town plan reports. Focus on Kolkata town planning.</p> <p>Discussion: How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.</p>		<ul style="list-style-type: none"> ❑ Discuss how urban histories can be written by drawing on different types of sources.
<p>13. Mahatma Gandhi through Contemporary Eyes (13)</p> <p>Broad Overview: (a) The nationalist movement 1918 - 48, (b) The nature of Gandhian politics and leadership.</p> <p>Focus: Mahatma Gandhi in 1931.</p> <p>Excerpts: Reports from English and Indian language newspapers and other contemporary writings.</p> <p>Discussion: How newspapers can be a source of history.</p>		<ul style="list-style-type: none"> ❑ Familiarize the learner with significant elements of the nationalist movement and the nature of Gandhian leadership. ❑ Discuss how Gandhi was perceived by different groups. ❑ Discuss how historians need to read and interpret newspapers, diaries and letters as historical source.
<p>14. Partition through Oral Sources (12)</p> <p>Broad Overview: (a) The history of the 1940s; (b) Nationalism. Communalism and Partition.</p> <p>Focus: Punjab and Bengal.</p> <p>Excerpts: Oral testimonies of those who experienced partition.</p> <p>Discussion: Ways in which these have been analyzed to reconstruct the history of the event.</p>		<ul style="list-style-type: none"> ❑ Discuss the last decade of the national movement, the growth of communalism and the story of Partition. ❑ Understand the events through the experience of those who lived through these years of communal violence. ❑ Show the possibilities and limits of oral sources.
<p>15. The Making of the Constitution (12)</p> <p>Broad Overview: (a) Independence and the new nation state. (b) The making of the constitution. .</p> <p>Focus: The Constitutional Assembly debates.</p> <p>Excerpts: from the debates.</p> <p>Discussion: What such debates reveal and how they can be analyzed.</p>		<ul style="list-style-type: none"> ❑ Familiarize students with the history of the early years after independence. ❑ Discuss how the founding ideals of the new nation state were debated and formulated. ❑ Understand how such debates and discussions can be read by historians.
<p>16. Map Work on Units 1-15 (10)</p>		

Recommended text books :

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

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

22. POLITICAL SCIENCE (Code No 028)

Rationale

At the senior secondary level students who opt Political Science are given an opportunity to get introduced to the diverse concerns of a Political Scientist. At this level there is a need to enable students to engage with political processes that surround them and provide them with an understanding of the historical context that has shaped the present. The different courses introduce the students to the various streams of the discipline of political science: political theory, Indian politics and international politics. Concerns of the other two streams — comparative politics and public administration — are accommodated at different places in these courses. In introducing these streams, special care has been taken not to burden the students with the current jargon of the discipline. The basic idea here is to lay the foundations for a serious engagement with the discipline at the undergraduation stage.

Objectives:

INDIAN CONSTITUTION AT WORK

- Enable students to understand historical processes and circumstances in which the Constitution was drafted.
- Provide opportunity for students to be familiar with the diverse visions that guided the makers of the Indian Constitution.
- Enable students to identify the certain key features of the Constitution and compare these to other constitutions in the world.
- Analyse the ways in which the provisions of the Constitution have worked in real political life.

POLITICAL THEORY

- Develop the skills for logical reasoning and abstraction
- Inculcate attention to and respect for viewpoints other than one's own
- Introduce students to the different political thinkers in relation to a concept and in everyday social life
- Enable students to meaningfully participate in a concern of current political life that surrounds them
- Encourage the students to analyse any unexamined prejudices that one may have inherited.

CONTEMPORARY WORLD POLITICS

- Enable the students to expand their horizons beyond India and make sense of the political map of contemporary world.
- Familiarise the students with some of the key political events and processes in the post cold war era.
- Equip students to be conscious of the way in which global events and processes shape our everyday lives.

- Strengthen their capacity for political analysis by thinking of contemporary developments in a historical perspective.

POLITICS IN INDIA AFTER INDEPENDENCE

- Enable students to be familiar with some of the key political events and figures in the post-independence period.
- Develop skills of political analysis through events and processes of recent history.
- Develop their capacity to link macro processes with micro situations and their own life.
- Encourage the students to take a historical perspective of making sense of the contemporary India.

Class XI

One Paper

Time 3hrs.

Marks 100

Units	Periods	Marks
Part A: Indian Constitution at work		
1. Constitution : Why & How?	12	10
2. Rights in the Indian Constitution	12	
3. Election and Representation	10	10
4. Executive	10	
5. Legislature	10	10
6. Judiciary	10	
7. Federalism	10	10
8. Local Governments	10	
9. Constitution as a living document.	10	10
10. The Philosophy of the constitution	10	
	104	50
Part B: Political Theory		
11. Political Theory : An Introduction	10	10
12. Freedom	10	
13. Equality	10	10
14. Social Justice	12	
15. Rights	10	10
16. Citizenship	10	
17. Nationalism	10	10
18. Secularism	10	
19. Peace	10	10
20. Development	10	
	102	50

Course Content:

Part A: Indian Constitution at work

- 1. The Constitution : Why and How? 12 Periods**
Why do we need a constitution?
The authority of a Constitution
- 2. Rights in the Indian Constitution 12 Periods**
The Importance of Rights, Fundamental Rights in the Indian Constitution, Directive Principles of State Policy, Relationship between Fundamental Rights and Directive Principles
- 3. Election and Representation 10 Periods**
Elections and Democracy, Election System in India, Reservation of Constituencies, Free and Fair Elections, Electoral Reforms
- 4. Executive 10 Periods**
What is an Executive? Different Types of Executive. Parliamentary Executive in India, Prime Ministers and Council of Ministers. Permanent Executive : Bureaucracy,
- 5. Legislature 10 Periods**
Why do we need a Parliament? Two Houses of Parliament. Functions and Power of the Parliament, Legislative functions, control over executive. Parliamentary committees. Self-regulation.
- 6. Judiciary 10 Periods**
Why do we need an Independent Judiciary? Structure of the Judiciary, Judicial Activism, Judiciary and Rights, Judiciary and Parliament
- 7. Federalism 10 Periods**
What is Federalism? Federalism in the Indian Constitution, Federalism with a strong Central Government, conflicts in India's federal system, Special Provisions.
- 8. Local Governments 10 Periods**
Why do we need Local Governments? Growth of Local Government in India, 73rd and 74th Amendments, implementation of 73rd and 74th Amendments
- 9. Constitution as a Living Document 10 Periods**
Are Constitutions static? The procedure to amend the Constitution. Why have there been so many amendments? Basic Structure and Evolution of the Constitution. Constitution as a Living Document
- 10. The Philosophy of the Constitution 10 Periods**
What is meant by Philosophy of the Constitution? The Political philosophy of our Constitution, Procedural Achievements, Criticisms

Part B: Political Theory

- 11. Political Theory: An Introduction** **10 Periods**
What is Politics? What do we study in Political Theory? Putting Political Theory to practice. Why should we study Political Theory?
- 12. Freedom** **10 Periods**
The Ideal of Freedom. What is Freedom? Why do we need constraints? Harm principle. Negative and Positive Liberty
- 13. Equality** **10 Periods**
Significance of Equality. What is Equality? Various dimensions of Equality. How can we promote Equality?
- 14. Social Justice** **12 Periods**
What is Justice? Just Distribution. Justice as fairness. Pursuing Social Justice
- 15. Rights** **10 Periods**
What are Rights? Where do Rights come from? Legal Rights and the State. Kinds of Rights. Rights and Responsibilities
- 16. Citizenship** **10 Periods**
What is citizenship? Citizen and Nation, Universal Citizenship, Global Citizenship
- 17. Nationalism** **10 Periods**
Nations and Nationalism, National Self-determination, Nationalism and Pluralism
- 18. Secularism** **10 Periods**
What is Secularism? What is Secular State? The Western and the Indian approaches to Secularism. Criticisms and Rationale of Indian Secularism.
- 19. Peace** **10 Periods**
What is Peace? Can violence ever promote peace? Peace and the State. Different Approaches to the pursuit of peace. Contemporary challenges to peace.
- 20. Development** **10 Periods**
What is development? Criticism of the dominant. Development Model. Alternative conceptions of development.

Class XII

One Paper

Time : 3 Hours

Marks 100

Content	Periods	Marks
Part A: Contemporary World-Politics		
Units		
1. Cold War Era	14	
2. The End of bipolarity	12	14
3. US Hegemony in World Politics	12	
4. Alternative centres of Power	10	16
5. Contemporary South Asia	12	
6. International Organizations	12	10
7. Security in Contemporary World	10	
8. Environment and Natural Resources	10	10
9. Globalisation	12	
	104	50
Part B: Politics in India since independence		
10. Challenges of Nation-Building	12	
11. Era of One-Party Dominance	12	16
12. Politics of Planned Development	10	
13. India's External relations	12	6
14. Challenges to the Congress System	12	12
15. Crisis of the Democratic order	12	
16. Rise of Popular Movements	10	
17. Regional aspirations	10	16
18. Recent Developments in Indian Politics	12	
	102	50

COURSE CONTENTS

Periods

Part A: Contemporary World Politics

- 1. Cold War Era** **14**
Emergence of two power blocs after the second world war. Arenas of the cold war. Challenges to Bipolarity: Non Aligned Movement, quest for new international economic order. India and the cold war.
- 2. The End of Bipolarity** **12**
New entities in world politics: Russia, Balkan states and Central Asian states, Introduction of democratic politics and capitalism in post-communist regimes. India's relations with Russia and other post-communist countries.
- 3. US Hegemony in World Politics** **12**
Growth of unilateralism: Afghanistan, first Gulf War, response to 9/11 and attack on Iraq. Dominance and challenge to the US in economy and ideology. India's renegotiation of its relationship with the USA.
- 4. Alternative Centres of Power** **10**
Rise of China as an economic power in post-Mao era, creation and expansion of European Union, ASEAN. India's changing relations with China.
- 5. Contemporary South Asia in the Post-Cold War Era** **12**
Democratisation and its reversals in Pakistan and Nepal. Ethnic conflict in Sri Lanka, Impact of economic globalization on the region. Conflicts and efforts for peace in South Asia. India's relations with its neighbours.
- 6. International Organizations** **12**
Restructuring and the future of the UN. India's position in the restructured UN. Rise of new international actors: new international economic organisations, NGOs. How democratic and accountable are the new institutions of global governance?
- 7. Security in Contemporary World** **10**
Traditional concerns of security and politics of disarmament. Non-traditional or human security: global poverty, health and education. Issues of human rights and migration.
- 8. Environment and Natural Resources** **10**
Environment movement and evolution of global environmental norms. Conflicts over traditional and common property resources. Rights of indigenous people. India's stand in global environmental debates.
- 9. Globalisation** **12**
Economic, cultural and political manifestations. Debates on the nature of consequences of globalisation. Anti-globalisation movements. India as an arena of globalization and struggle against it.

Part B: Politics in India Since Independence

- 10. Challenges of Nation-Building** **12**
Nehru's approach to nation-building: Legacy of partition: challenge of 'refugee' resettlement, the Kashmir problem. Organisation and reorganization of states; Political conflicts over language.
- 11. Era of One-Party Dominance** **12**
First three general elections, nature of Congress dominance at the national level, uneven dominance at the state level, coalitional nature of Congress. Major opposition parties.
- 12. Politics of Planned Development** **10**
Five year plans, expansion of state sector and the rise of new economic interests. Famine and suspension of five year plans. Green revolution and its political fallouts.
- 13. India's External Relations** **12**
Nehru's foreign policy. Sino-Indian war of 1962, Indo-Pak war of 1965 and 1971. India's nuclear programme and shifting alliances in world politics.
- 14. Challenges to the Congress System** **12**
Political succession after Nehru. Non-Congressism and electoral upset of 1967, Congress split and reconstitution, Congress' victory in 1971 elections, politics of 'garibi hatao'.
- 15. Crisis of the Democratic Order** **12**
Search for 'committed' bureaucracy and judiciary. Navnirman movement in Gujarat and the Bihar movement. Emergency: context, constitutional and extra-constitutional dimensions, resistance to emergency. 1977 elections and the formation of Janata Party. Rise of civil liberties organisations.
- 16. Rise of New Social Movements** **10**
Farmers' movements, Women's movement, Environment and Development-affected people's movements. Implementation of Mandal Commission report and its aftermath.
- 17. Regional Aspirations** **10**
Rise of regional parties. Punjab crisis and the anti-Sikh riots of 1984. The Kashmir situation. Challenges and responses in the North East.
- 18. Recent Developments in Indian politics:** **12**
Participatory upsurge in 1990s. Rise of the JD and the BJP. Increasing role of regional parties and coalition politics. UF and NDA governments. Elections 2004 and UPA government.

Recommended text books:

1. Indian Constitution at Work, Class XI, Published by NCERT
2. Political Theory, Class XI, Published by NCERT
3. Contemporary World Politics, Class XII, Published by NCERT
3. Politics in India Since Independence, Class XII, Published by NCERT

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

23. GEOGRAPHY (Code No. 029)

Rationale

Geography is introduced as an elective subject at the senior secondary stage. After ten years of general education, students branch out at the beginning of this stage and are exposed to the rigours of the discipline for the first time. Being an entry point for the higher education, students choose geography for pursuing their academic interest and, therefore, need a broader and deeper understanding of the subject. For others, geographical knowledge is useful in daily lives because it is a valuable medium for the education of young people. Its contribution lies in the content, cognitive processes, skills and values that geography promotes and thus helps the students explore, understand and evaluate the environmental and social dimensions of the world in a better manner.

Since geography explores the relationship between people and their environment, it includes studies of physical and human environments and their interactions at different scales-local, state/region, nation and the world. The fundamental principles responsible for the varieties in the distributional pattern of physical and human features and phenomena over the earth's surface need to be understood properly. Application of these principles would be taken up through selected case studies from the world and India. Thus, the physical and human environment of India and study of some issues from a geographical point of view will be covered in greater detail. Students will be exposed to different methods used in geographical investigations.

Objectives

The course in geography will help learners:

- Familiarise themselves with the terms, key concepts and basic principles of geography;
- Search for, recognize and understand the processes and patterns of the spatial arrangement of the natural as well as human features and phenomena on the earth's surface;
- Understand and analyse the inter-relationship between physical and human environments and their impact;
- Apply geographical knowledge and methods of inquiry to new situations or problems at different levels-local, regional, national and global;
- Develop geographical skills, relating to collection, processing and analysis of data/information and preparation of report including maps and graphs and use of computers wherever possible; and
- Utilize geographical knowledge in understanding issues concerning the community such as environmental issues, socio-economic concerns, gender and become responsible and effective members of the community.

Part A: Fundamentals of Physical Geography

(Periods 75)

Class XI

One Theory Paper	3 Hours	70 Marks
Part A. Fundamentals of Physical Geography		35 (Marks)
Unit-1: Geography as a discipline		3
Unit-2: The Earth		5
Unit-3: Landforms		8
Unit-4: Climate		10
Unit-5: Water (Oceans)		4
Unit-6: Life on the Earth		3
Unit-7: Map work		2
Part B. India- Physical Environment		35 (Marks)
Unit-8: Introduction		3
Unit-9: Physiography		10
Unit-10: Climate, vegetation and soil		10
Unit-11: Natural hazards and Disasters		9
Unit-12: Map Work		3
Part C. Practical Work	3 Hours	30 Marks
Unit-1: Fundamentals of Maps		10
Unit-2: Topographic and Weather Maps		15
Unit-3 : Practical Record Book & Viva		5

Unit-1: Geography as a Discipline (Periods 3)

- Geography as an integrating discipline, as a science of spatial attributes;
- Branches of geography; importance of physical geography.

Unit-2: The Earth (Periods 10)

- Origin and evolution of the earth; Interior of the earth;
- Wegener's continental drift theory and plate tectonics;
- Earthquakes and volcanoes.

Unit-3: Landforms (Periods 18)

- Rocks: major types of rocks and their characteristics;
- Landforms and their evolution
- Geomorphic processes: weathering, mass wasting, erosion and deposition; soil-formation

Unit 4: Climate**(Periods 30)**

- Atmosphere- composition and structure; elements of weather and climate.
- Insolation-angle of incidence and distribution; heat budget of the earth-heating and cooling of atmosphere (conduction, convection, terrestrial radiation and advection); temperature-factors controlling temperature; distribution of temperature-horizontal and vertical; inversion of temperature.
- Pressure-pressure belts; winds-planetary, seasonal and local; air masses and fronts; tropical and extratropical cyclones.
- Precipitation-evaporation; condensation-dew, frost, fog, mist and cloud; rainfall-types and world distribution.
- World climates-classification (Koeppen and Thornthwaite), greenhouse effect, global warming and climatic changes.

Unit 5: Water (Oceans)**(Periods 8)**

- Hydrological Cycle.
- Oceans - distribution of temperature and salinity; movements of ocean water-waves, tides and currents; submarine reliefs.

Unit 6: Life on the Earth**(Periods 6)**

- Biosphere - importance of plants and other organisms; biodiversity and conservation; ecosystem and ecological balance.

Unit 7: Map work on identification of features based on the above units on the outline political map of the world.**Part B. India - Physical Environment****65 Periods****Unit 8: Introduction****(Periods 3)**

- Location-space relations and India's place in the world.

Unit 9: Physiography**(Periods 23)**

- Structure and Relief;
- Drainage systems: concept of watershed; the Himalayan and the Peninsular;
- Physiographic divisions.

Unit 10: Climate, Vegetation and Soil**(23 Periods)**

- Weather and climate — spatial and temporal distribution of temperature, pressure winds and rainfall, Indian monsoon: mechanism, onset and withdrawal, variability of rainfalls : spatial and temporal; Climatic types (Koeppen)

- Natural vegetation-forest types and distribution; wild life; conservation; biosphere reserves;
- Soils - major types (ICAR's classification) and their distribution, soil degradation and conservation.

Unit 11: Natural Hazards and Disasters: Causes, Consequences and Management (One case study to be introduced for each topic) (Periods 16)

- Floods, Clouds bursts and droughts
- Earthquakes and Tsunami
- Cyclones
- Landslides

Unit 12: Map Work of features based on above units for locating and labelling on the Outline Political map of India.

C. Practical Work (40 Periods)

Unit 1: Fundamentals of Maps (12 Periods)

- Maps -types; scales-types; construction of simple linear scale, measuring distance; finding direction and use of symbols.
- Latitude, longitude and time.
- Map projection- typology, construction and properties of projection : Conical with one standard parallel and Mercator's projection.

Unit 2: Topographic and Weather Maps (28 Periods)

- Study of topographic maps (1 : 50,000 or 1 : 25,000 Survey of India maps); contour cross section and identification of landforms-slopes, hills, valleys, waterfall, cliffs; distribution of settlements.
- Aerial Photographs: Types & Geometry-vertical aerial photographs; difference between maps & aerial photographs; photo scale determination.
- Satellite imageries, stages in remote sensing data-acquisition, platform & sensors and data products, (photographic & digital).
- Identification of physical & cultural features from aerial photographs & satellite imageries.
- Use of weather instruments: thermometer, wet and dry-bulb thermometer, barometer, wind vane, raingauge.
- Use of weather charts: describing pressure, wind and rainfall distribution.

Unit 3: Practical Record Book and Vivavoce'.

Class XII

One Theory Paper

3 Hours

70 Marks

A. Fundamentals of Human Geography

35 Marks

Unit 1: Human Geography	3
Unit 2: People	5
Unit 3: Human Activities	10
Unit 4: Transport, Communication & Trade	10
Unit 5: Human settlements	5
Unit 6: Map Work	2

B. India: People and Economy

35 Marks

Unit 7: People	5
Unit 8: Human Settlements	4
Unit 9: Resources and Development	12
Unit 10: Transport, Communication and International Trade	7
Unit 11: Geographical Perspective on selected issues and problems	4
Unit 12: Map Work	3

C. Practical Work

30 Marks

Unit 1: Processing of Data and Thematic Mapping	15
Unit 2: Field study or Spatial Information Technology	10
Unit 3: Practical Record Book and Viva Voce	5

CLASS XII

A. Fundamentals of Human Geography

(70 Periods)

35 Marks

Unit 1: Human Geography: Nature and Scope

Periods 3

Unit 2: People

Periods 15

- Population — distribution, density and growth
- Population change-spatial patterns and structure; determinants of population change;
- Age-sex ratio; rural-urban composition;
- Human development - concept; selected indicators, international comparisons

Unit 3: Human Activities

Periods 25

- Primary activities - concept and changing trends; gathering, pastoral, mining, subsistence agriculture, modern agriculture; people engaged in agricultural and allied activities - some examples from selected countries.
- Secondary activities-concept; manufacturing: types – household, small scale, large scale; agro based and mineral based industries; people engaged in secondary activities - some examples from selected countries.
- Tertiary activities-concept; trade, transport and communication; services; people engaged in tertiary activities - some examples from selected countries
- Quaternary activities-concept; knowledge based industries; people engaged in quaternary activities - some examples from selected countries

Unit 4: Transport, Communication and Trade

Periods 19

- Land transport - roads, railways; trans-continental railways.
- Water transport- inland waterways; major ocean routes.
- Air transport- Intercontinental air routes.
- Oil and gas pipelines.
- Satellite communication and cyber space.
- International trade-Bases and changing patterns; ports as gateways of international trade, role of WTO in International trade.

Unit 5: Human Settlements

Periods 8

- Settlement types - rural and urban; morphology of cities (case study); distribution of mega cities; problems of human settlements in developing countries.

Unit 6: Map Work on identification of features based on above units on the outline Political map of World.

Part B. India: People and Economy

70 Periods

Unit 7: People

Periods 12

- Population : distribution, density and growth; composition of population - linguistic, religious; sex, rural-urban and occupational– polulation change through time and regional variations;
- Migration: international, national-causes and consequences;
- Human development: selected indicators and regional patterns;
- Population, environment and development.

Unit 12: Map work on locating and labelling of features based on above units on outline political map of India **3 Marks**

C. Practical Work

Unit I : Processing of Data and Thematic Mapping **(Periods 20)**

- Sources of data.
- Tabulating and processing of data; calculation of averages, measures of central tendency, deviation and rank correlation;
- Representation of data- construction of diagrams: bars, circles and flowchart; thematic maps; construction of dot; choropleth and isopleth maps.
- Use of computers in data processing and mapping.

Unit II: Field Study or Spatial Information Technology **(Periods 10)**

Field visit and study: map orientation, observation and preparation of sketch; survey on any one of the local concerns; pollution, ground water changes, land use and land-use changes, poverty, energy issues, soil degradation, impact of floods and drought, catchment area of school, Market survey and Household survey (any one topic of local concern may be taken up for the study; observation and questionnaire survey may be adopted for the data collection; collected data may be tabulated and analysed with diagrams and maps).

OR

Spatial Information Technology

Introduction to GIS; hardware requirements and software modules; data formats; raster and vector data, data input, editing & topology building; data analysis; overlay & buffer.

Recommended text books:

1. Fundamentals of Physical Geography, Class XI, Published by NCERT
2. India, Physical Environment, Class XI, Published by NCERT
3. Practical Work in Geography, Class XI, Published by NCERT
4. Fundamentals of Human Geography, Class XII, Published by NCERT
5. India - People and Economy, Class XII, Published by NCERT
6. Practical Work in Geography, Class XII, Published by NCERT

Note : The above textbooks also available in Hindi medium.

24. PSYCHOLOGY (Code No. 037)

Psychology is introduced as an elective subject at the higher secondary stage of school education. As a discipline, psychology specializes in the study of experiences, behaviours and mental processes of human beings within a socio-cultural and socio- historical context. This course purports to introduce the learners to the basic ideas, principles and methods in psychology so as to enable them to understand themselves and their social world better. The emphasis is put on creating interest and exposure needed by learners to develop their own knowledge base and understanding.

The course deals with psychological knowledge and practices which are contextually rooted. It emphasizes the complexity of behavioural processes and discourages simplistic cause-effect thinking. This is pursued by encouraging critical reasoning, allowing students to appreciate the role of cultural factors in behaviour, and illustrating how biology and experience shape behaviour. The course while developing an appreciation of subjectivity, also focuses on multiplicity of worldviews.

It is suggested that the teaching - learning processes should involve students in evolving their own understanding. therefore, teaching of psychology should be based on the use of case studies, narratives, experiential exercises, analysis of common everyday experiences, etc.

The present effort at reforming and updating the syllabus is based on the feedback received from the teachers and students as well as some new educational and curricular concerns such as, the curriculum load, interdisciplinary approach, issues related to gender parity, concerns of special and marginalised groups, peace and environmental concerns, and inculcating citizenship values.

Objectives

1. To develop appreciation about human behaviour and human mind in the context of learners' immediate society and environment.
2. To develop in learners an appreciation of multidisciplinary nature of psychological knowledge and its application in various aspects of life.
3. To enable learners to become perceptive, socially aware and self -reflective.
4. To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.

Class XI (Theory)

One Theory Paper
Unitwise weightage

3 Hours

Marks : 70

Units	Marks
Foundations of Psychology	
I. Introduction to Psychology	08
II. Methods of Psychology	09
III. The Bases of Human Behaviour	08
IV. Human Development	07
V. Sensory and Perceptual Processes	08
VI. Learning	08
VII. Human Memory	08
VIII. Language and thought	07
IX. Motivation and Emotion	07
<hr/>	
Practicals (Projects, experiments, small studies)	30

Foundations of Psychology (90 Periods)

Unit I: Introduction to Psychology 08 Marks (16 Periods)

The unit seeks to help understanding and appreciating psychology as a discipline, its applications and relationships with other sciences through appropriate and interesting examples and analysis of everyday experiences.

Nature of psychology; Basic concepts: Person, States of Consciousness: Sleep and Wakefulness and altered States of Consciousness, Behaviour and Experience: Similarities and variations in psychological attributes; Evolution of the discipline of psychology; Developments in psychology in India; Psychology and other disciplines; Linkages across psychological processes. Emerging perspectives: evolutionary, cultural and positive psychologies.

Unit II: Methods of Psychology 09 Marks (20 Periods)

The objective of this unit is to familiarize with the methods of studying and understanding Qualitative method, psychological questions and issues.

Goals of psychological enquiry; Some important methods: Observation, Naturalistic, Experimental; Correlational study; Interview, Case study; Psychological tools: Tests, Questionnaires and gadgets; Qualitative Methods, Quantitative Analysis of data: Concepts and computation of the Measures of Central Tendency: Graphical Presentation of Data: Bar, Histogram, Polygon; Ethical issues in the study of psychological processes.

Unit III: The Bases of Human Behaviour 08 Marks (20 Periods)

This unit focuses on the role of biological and socio-cultural factors in the shaping of human behaviour and experience.

Evolutionary perspective on human behaviour; Biological and cultural roots; Nervous system and endocrine system: Structure and relationship of with behaviour and experience; Brain and behaviour, Role of Neurotransmitters in behaviour. Sleep and weakfulness. Genetic bases of behaviour; Culture and human behaviour: Socialization, Enculturation and Acculturation; Globalization; Diversity and pluralism in the Indian context.

Unit IV: Human Development 07 Marks (16 Periods)

This unit deals with variations in development and the developmental tasks across the life span.

Meaning of development; Factors influencing development; Contexts of development; Overview of developmental stages: Prenatal development, Infancy, Childhood, Adolescence (particularly issues of identity, health, social participation and moral development), Adulthood and Old age.

Unit V: Sensory and Perceptual Processes 8 Marks (20 Periods)

This unit aims at understanding how various sensory stimuli are received, attended to and given meaning.

Knowing the world; Nature of stimuli; Nature and functioning of sense modalities; Sensory Adaptation; Attention : Nature and determinants; Selective and sustained attention; Principles of perceptual organization; Role of perceiver , characteristics in perception; Pattern recognition; Perceptual phenomena : After images; Space Perception, Perceptual constancy, Illusions, Person perception; Socio-cultural influences on perception.

Unit VI : Learning 8 Marks (20 Periods)

This unit focuses on how human beings acquire new behaviour and how changes in behaviour take place.

Nature of learning and learning curve: Paradigms of learnings: Classical and Operant Conditioning, Observational Learning, Cognitive learning, Verbal learning, Concept learning, skill-learning; Factors facilitating learning; Transfer of learning: Types and Applications, Learning styles: Learning disabilities; Some Applications of learning principles.

Unit VII : Human Memory 8 Marks (20 Periods)

This unit deals with how information is received, stored, retrieved and lost. It will also discuss how memory can be improved.

Nature of memory; Information Processing Approach; Levels of processing; Memory systems - Sensory memory, Short-term memory, Long -term memory; Knowledge representation and organisation

in memory; Memory as a constructive process; memory and emotions; prospective memory; Nature and causes of forgetting; Enhancing memory; Brain and memory.

Unit VIII : Language and Thought **07 Marks** **(20Periods)**

This unit deals with thinking and related processes like reasoning, problem-solving, decision making and creative thinking and relationship between thought and language.

Building blocks of thinking: Thought and language: Nature and interrelationship; Stages of cognitive development: Introduction to the ideas of Piaget and Vygotsky, Development of language and language use; Reasoning: Problem-solving; Decision making; Creative thinking: Nature, process and development.

Unit IX: Motivation and Emotion **07 Marks** **(18 Periods)**

This unit focuses on why human beings behave as they do. It also deals with how people experience positive and negative events and respond to them.

Human existence and nature of motivation; Biological needs; Social and psychological motives: Achievement, Affiliation and Power, Maslow's hierarchy of needs; Emerging concepts: Competence, Self efficacy and Intrinsic Motivation; Nature of emotions; Physiological, cognitive and cultural bases of emotions; Expression of emotions; Positive emotions: Happiness, Optimism, Empathy and Gratitude; Development of positive emotions; Managing negative emotions such as anger and fear.

Practicals (Projects, experiments, small studies, etc.)30 Marks(60 Periods)

The students shall be required to undertake one project and conduct one experiments. The project would involve the use of different methods of enquiry and related skills. Practical would involve conducting experiments and undertaking small studies, exercises, related to the topics covered in the course (e.g. Human development, Learning, Memory, Motivation, Perception, Attention and Thinking).

- | | | |
|-------|--|----------|
| (i) | Practical (Experiments) file | 05 Marks |
| (ii) | Project File | 05 Marks |
| (iii) | Viva Voce (Project and experiments) | 05 Marks |
| (iv) | One experiment : (05 for conduct and 10 for reporting) | 15 Marks |

Class XII (Theory)

One Theory Paper
Unitwise weightage

Marks 70

Units	Marks
Psychology, Self and Society	
I. Intelligence and Aptitude	09
II. Self and Personality	10
III. Human Strengths and meeting the Life Challenges	07
IV. Psychological Disorders	10
V. Therapeutic Approaches and counselling.	07
VI. Attitude and Social Cognition	08
VII. Social Influence and Group Processes	07
VIII. Environmental and Social concerns	06
IX. Applied Psychology	06
Practicals (Psychological testing, Case Profile etc.)	30

Psychology, Self and Society

Unit I : Intelligence and Aptitude **09 Marks** **(20 Periods)**

The unit aims at studying how people differ with respect to intelligence and aptitude.

Individual differences in intelligence: Theories of Intelligence; Culture and Intelligence; Emotional intelligence; Aptitude: Nature and types: Assessment of psychological attributes: dynamic assessment.

Unit II : Self and Personality **10 Marks** **(24 Periods)**

This unit focuses on the study of self and personality in the context of different approaches in an effort to appraise the person. The assessment of personality will also be discussed.

Aspects of self: self concept: Self-esteem and Self-regulation; Culture and self; Personality: Concept; Approaches to Personality: Type and Trait, Psychodynamic, Humanistic, Behavioural and Cultural; Assessment of Personality: Self-report Measures, Behavioural Analysis, and Projective Measures.

Unit III : Human Strengths and Meeting Life Challenges **07 Marks** **(14 Periods)**

This unit deals with the nature of stress and how responses to stress depend on an individual's appraisal of stressors. Strategies to cope with stress will also be dealt with.

Human- environment relationship; Environmental effects on human behaviour. Noise, pollution, crowding, natural disasters, social issue: Aggression and Violence; Social Inequality and Poverty; Media and human values; Promoting pro-environmental behaviour, Human rights and citizenship; Peace.

Unit IX: Applied Psychology. 06 Marks (18 Periods)

This unit introduces some of the important areas of application of psychology.

Application of psychology to following areas :

1. Sports
2. Education
3. Communication
4. Organisation

Psychological testing Practicals 30 Marks (60 Periods)

The students shall be required to prepare one case profile and conduct 2 practicals related to the topics covered in the course. The case profile will include developmental history of the subject, using both qualitative (observation, interview) and quantitative (Psychological testing) approaches. Practicals would involve using standardised psychological assessment devices in different domains (e.g. intelligence, personality, aptitude, adjustment, attitude, self-concept, and anxiety).

Distribution of Marks:

- | | |
|---|----------|
| (i) Practical File | 05 Marks |
| (ii) Case Profile | 05 Marks |
| (iii) Viva Voice (Case profile and practical) | 05 Marks |
| (iii) Two practicals (5 for accurate conduct and 10 for reporting). | 15 Marks |

Recommended text books:

1. Psychology, Class XI, Published by NCERT
2. Psychology, Class XII, Published by NCERT
3. Supplementary Reading Material in Psychology for Classes XII and X (available on the CBSE website www.cbse.nic.in).

Note : The above text books and reading material are also available in Hindi medium.

25. SOCIOLOGY (Code No 039)

Rationale

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

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

- The syllabus proceeds with the assumption that gender as an organizing principle of society cannot be treated as an add on topic but is fundamental to the manner that all chapters shall be dealt with.
- The chapters shall seek for a child centric approach that makes it possible to connect the lived reality of children with social structures and social processes that sociology studies.
- A conscious effort will be made to build into the chapters a scope for exploration of society that makes learning a process of discovery. A way towards this is to deal with sociological concepts not as givens but a product of societal actions humanly constructed and therefore open to questioning.

Objectives

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

Class XI

3 Hours

One Paper Theory
Unitwise Weightage

Marks: 80

Units	Marks
A. Introducing Sociology	34
1. Society, Sociology and relationship with other social sciences	6
2. Basic Concepts	8
3. Social Institutions	10
4. Culture and Society	10
5. Practical Sociology : Methods & Techniques: Evaluated through Practical	
B. Understanding Society	46
6. Structure, Process and Stratification	10
7. Social Change	10
8. Environment and Society	10
9. Western Social Thinkers	8
10. Indian Sociologists	8

Class XI

Practical Examination

Max. Marks 20

Time allotted : 3hrs

Unitwise Weightage

A. Project (undertaken during the academic year at school level)	07 marks
i. Statement of the purpose	: 2 marks
ii. Methodology / Technique	: 2 marks
iii. Conclusion	: 3 marks
B. Viva - based on the project work	05 marks
C. Research design	08 marks
i. Overall format	: 1 mark
ii. Research Question/Hypothesis	: 1 mark
iii. Choice of technique	: 2 marks
iv. Detailed procedure for implementation of technique	: 2 marks
v. Limitations of the above technique	: 2 marks

A. INTRODUCING SOCIOLOGY **Marks**

Unit 1: Society & Sociology and Relationship with other social sciences **(Periods 22)**

- Introducing Society: Individuals and collectivities. Plural Perspectives
- Introducing Sociology: Emergence. Nature & Scope. Relationship to other disciplines

Unit 2: Basic Concepts **(Periods 22)**

- Social Groups
- Status and Role
- Social Stratification
- Social Control

Unit 3: Social Institutions **(Periods 24)**

- Family and Kinship
- Political and Economic Institutions

- Religion as a Social Institution
- Education as a Social Institution

Unit 4: Culture And Society (Periods 20)

- Culture. Values and Norms: Shared, Plural, Contested
- Socialization: Conformity, Conflict and the Shaping of Personality

Unit 5: Practical Sociology: Methods & Techniques (Periods 22)

- Tools and Techniques: Observation, Survey, Interview
- The Significance of Field Work in Sociology

B. UNDERSTANDING SOCIETY

Unit 6: Structure, Process and Stratification (Periods 22)

- Social Structure
- Social Processes: Cooperation, Competition, Conflict
- Social Stratification: Class, Caste, Race, Gender.

Unit 7: Social Change (Periods 22)

- Social Change: Types and Dimensions; Causes and Consequences.
- Social Order: Domination, Authority & Law; Contestation, Crime & Violence
- Village, Town & City: Changes in Rural & Urban Society

Unit 8: Environment And Society (Periods 18)

- Ecology and Society
- Environmental Crises and Social Responses

Unit 9: Western Social Thinkers (Periods 24)

- Karl Marx on Class Conflict
- Emile Durkheim on Division of Labour
- Max Weber on Bureaucracy

Unit 10: Indian Sociologists**(Periods 24)**

- G.S. Ghurye on Race and Caste 10 Marks
- D.P. Mukerji on Tradition and Change
- A.R. Desai on the State
- M.N. Srinivas on the Village

Class XII**One Paper Theory****3 Hours****Marks 80****Unitwise Weightage**

Units	2008
Indian Society	32
1. Introducing Indian Society	Non evaluative
2. Demographic Structure & Indian Society	6
3. Social Institutions-Continuity and change	6
4. Market as a Social Institution	6
5. Pattern of Social Inequality and Exclusion	6
6. Challenges of Cultural Diversity	8
7. Suggestions for Project Work	Non evaluative
Change and Development in Indian Society	48
8. Structural Change	6
9. Cultural Change	6
10. The Story of Democracy	6
11. Change and Development in Rural Society	6
12. Change and Development in Industrial Society	6
13. Globalization and Social Change	6
14. Mass Media and Communications	6
15. Social Movements	6

Practical Examination

Max. Marks 20

Time allotted : 3hrs

Unitwise Weightage

A. Project (undertaken during the academic year at school level)	07 marks
i. Statement of the purpose :	2 marks
ii. Methodology /Technique :	2 marks
iii. Conclusion :	3 marks
B. Viva - based on the project work	05 marks
C. Research design	08 marks
i. Overall format :	1 mark
i Research Question/Hypothesis :	1 mark
iii. Choice of technique :	2 mark
iv. Detailed procedure for implementation of technique :	2 mark
v. Limitations of the above technique :	2 mark

B & C to be administered on the day of the external examination

INDIAN SOCIETY

Marks 58

Unit 1: Introducing Indian Society

(Periods 10)

- Colonialism, Nationalism, Class and Community

Unit 2: Demographic Structure And Indian Society

(Periods 10)

- Rural-Urban Linkages and Divisions

Unit 3: Social Institutions: Continuity & Change

(Periods 14)

- Family and Kinship
- The Caste System

Unit 4: Market As A Social Institution

(Periods 10)

- Market as a Social Institution

Unit 5: Pattern of Social Inequality & Exclusion

(Periods 24)

- Caste Prejudice, Scheduled Castes and Other Backward Classes

- Marginalization of Tribal Communities
- The Struggle for Women's Equality
- The Protection of Religious Minorities
- Caring for the Differently Abled

Unit 6: The Challenges Of Cultural Diversity **(Periods 12)**

- Problems of Communalism, Regionalism, Casteism & Patriarchy
- Role of the State in a Plural and Unequal Society
- What We Share

Unit 7: Suggestions For Project Work **(Periods 18)**

B. CHANGE AND DEVELOPMENT IN INDIA

Unit 8: Structural Change **(Periods 10)**

- Colonialism, Industrialization, Urbanization.

Unit 9: Cultural Change **(Periods 12)**

- Modernization, Westernization, Sanskritisation, Secularization .
- Social Reform Movements & Laws

Unit 10 : The Story Of Democracy **(Periods 22)**

- The Constitution as an instrument of Social Change
- Parties, Pressure Groups and Democratic Politics
- Panchayati Raj and the Challenges of Social Transformation

Unit 11: Change And Development In Rural Society **(Periods 10)**

- Land Reforms, Green Revolution and Agrarian Society

Unit 12: Change And Development In Industrial Society

(Periods 14)

- From Planned Industrialization to Liberalization
- Changes in the Class Structure

Unit 13: Globalisation And Social Change

(Periods 12)

Unit 14: Mass Media And Communication Process

(Periods 12)

Unit 15: Social Movements

(Periods 22)

- Class-Based Movements: Workers, Peasants.
- Caste-Based Movements: Dalit Movement, Backward Castes, Trends in Upper Caste Responses.
- Women's Movements in Independent India.
- Tribal Movements.
- Environmental Movements.

Recommended textbooks

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

26. Philosophy (Code No. 040)

OBJECTIVES

Philosophy, a theoretical enterprise with practical applications, aims at understanding the nature and meaning of life and Reality. It is both a view of reality and a way of life. It is considered to be the mother of all branches of knowledge. The nature of Philosophy is that in it no answer is left unquestioned. It attempts to understand and explain the fundamental axioms and presuppositions which are taken for granted by all branches of knowledge. The +2 syllabus is designed to give the students a glimpse of the nature of problems and the way they are dealt with in its various branches- Logic, Ethics, Classical Indian Philosophy and Western Philosophy.

CLASS XI (THEORY)

One Theory Paper

Time: 3 Hours

100 Marks

Unitwise Weightage

Units	Marks
Scientific Method	
1. Methods of Natural and Social Sciences	10
2. Observation and Experiment	10
3. Science and Hypothesis	10
4. Mill's Methods of Experimental Inquiry	10
5. Nyaya Theory of Knowledge (General Survey)	10
Logic	
6. The nature and subject matter of logic	06
7. Terms and Propositions	15
Relation between Propositions	
8. Categorical Syllogism	10
9. Elements of Symbolic Logic	06
10. Buddhist Formal Logic	13

Unit 1 :	Methods of Natural and Social Sciences	20 Pds.
	Value of Science. Nature and aim of Scientific Methods: Difference between Scientific induction, and Induction by simple enumeration. Difference between methods of Natural Sciences and Social Sciences.	
Unit 2 :	Observation and Experiment	20 Pds.
	Their Differences; fallacies of observation.	
Unit 3 :	Science and Hypothesis	25 Pds.
	The place of hypothesis in scientific method. Formulation of relevant hypothesis. Formal conditions of valid hypothesis. Hypothesis and crucial experiments.	
Unit 4 :	Mill's methods of Experimental Inquiry	25 Pds.
	The method of agreement;	
	The method of difference;	
	The joint method of agreement and difference;	
	The method of concomitant variation;	
	The method of residue	
Unit 5 :	Nyaya Theory of Knowledge	30 Pds.
	General Survey – Prama, Pramana, Pramanya, Pratyaksa, Anumana, Upamana, Sabda	
	LOGIC	
Unit 6:	The nature and scope of logic	14 Pds.
	What is Logic? Use and application of Logic. Difference between Truth and Validity	
Unit 7 :	Terms and Propositions	30 Pds
	Definition of Term; Denotation and Connotation of Terms. Definition of Proposition and traditional classification of Propositions. Distribution of Terms.	
	Relation between Propositions	12 Pds.
	Traditional Square of Propositions	
Unit 8:	Categorical Syllogism	24 Pds.
	Its definition: Rules of valid syllogism and Fallacies.	
Unit 9 :	Elements of Symbolic Logic	14 Pds.
	Value of using symbols in Logic Basic Truth-tables.	

Unit 10 : Buddhist Formal Logic : Theory of Anuman**26 Pds.****Suggested reference:****A. English**

- | | |
|---------------------------------|------------------------------|
| 1. Bhola Nath Roy | Text-book of Inductive Logic |
| 2. Bhola Nath Roy | Text-book of Deductive Logic |
| 3. I.M. Copi | Introduction to Logic. |
| 4. S.C. Chatterjee | Nyaya Theory of Knowledge |
| 5. C. D. Bijalrav | Indian Theory of Knowledge |
| 6. S. R. Bhatt and Anu Mehrotra | Buddhist Epistemology |

B. हिन्दी

- | | |
|-----------------------|----------------------|
| 1. भोलानाथ राय | तर्कशास्त्र – आगमन |
| 2. भोलानाथ राय | तर्कशास्त्र – निगमन |
| 3. आई. एम. कोपी | तर्कशास्त्र से परिचय |
| 4. बद्रीनाथ सिंह | भारतीय प्रमाणमीमांसा |
| 5. ब्रह्ममित्र अवस्थी | भारतीय न्यायशास्त्र |
| 6. चक्रधर बिजलराव | भारतीय न्यायशास्त्र |

CLASS XII (THEORY)**Time: 3 Hours****100 Marks**

Units	Marks
A. INDIAN PHILOSOPHY	50
Unit 1 Nature and Schools of Indian Philosophy	
Some basic issues: <i>Rta; Karma; Four Purusārthas: Dharma, Artha, Kāma and Moksa</i>	(10)
Unit 2 Philosophy of Bhagavad Gitā	
<i>Karma Yoga (Anāsakta Karma/Niskāma Karma); Svadhrama; Lokasāṃgraha.</i>	(10)
Unit 3 Buddhism and Jainism	
Four Noble Truths and Eight-fold path; Theory of Dependent Origination; <i>Anekāntavāda and Syādvāda</i>	(10)
Unit 4 Vaiśeṣika and Sāṃkhya-Yoga:	
(i) Vaiśeṣika Theory of <i>Padārtha</i> ;	
(ii) Sāṃkhya Theory of <i>Puruṣa</i> and <i>Prakṛti</i> ;	
(iii) Yoga-The Eight-fold path.	(10)

Unit 5 Vedānta - Traditional and Modern

- (i) Śāṅkara's concept of *Brahman* and *Māyā*;
- (ii) Vivekananda's Practical Vedanta (10)

B. WESTERN PHILOSOPHY 40

Unit 6 Rationalism (Descartes, Spinoza, Leibniz) 10

Unit 7 Empiricism (Locke, Berkeley, Hume) 10

Unit 8 Kant's Critical Philosophy 10

Unit 9 The Causal Principle
Aristotle's theory of four-fold causation; Cause-effect relationship;
Theories of Causation : Entailment, Regularity and Succession. 10

C. Applied Ethics 10

- Unit 10 (a) Environmental Ethics: Study of Physical, Mental and Spiritual Environments.
(b) Professional Ethics: Legal, Medical, Media, Business.
(c) Philosophy of Education 10

Suggested References:

A. In English:

1. Chattarjee & Datta - Introduction to Indian Philosophy
2. M. Hiriyana - Essentials of Indian Philosophy
3. C. D. Sharma - Critical Survey of Indian Philosophy

In Hindi:

1. Chattarjee & Dutta - Bharatiya Darsana - Eka Parichaya
2. C. D. Sharma - Bhartiya Darsana Ka Samiksatmaka Sarveksana
3. D. D. Bijalwana - Bhartiya Darsana

(B) In English:

1. Will Durant - Story of Philosophy
2. Thilly & Wood - History of Western Philosophy
3. Y. Masih - Critical History of Western Philosophy

In Hindi:

1. B. N. Singh - Paschatya Darsana
2. C. D. Sharma - Paschatya Darsana
3. Y. Masih - Paschatya Darsana Ka Samiksatmaka Itihasa

(C) In English

S. R. Bhatt : Applied Philosophy, Value Theory and Business Ethics

27. CREATIVE WRITING AND TRANSLATION STUDIES

Code No. 069

I. Aims and Objectives of the course

a) Creative Writing

1. Understand literature as a creative act.
2. Understand the creative process involved in literary composition.
3. Understand different forms and techniques of literary composition such as types of prose, poetry and drama.
4. Appreciate the writers purpose, intended meaning, the attitudes and moods experienced and cultural appeal.
5. Formulate their emotional and intellectual response to literacy composition.
6. Understand multiplicity of meanings of a composition including indirect and figurative meaning.
7. Write original composition in prose, poetry and drama.

b) Translation Studies

To make learners :

1. Aware of the act of Translation
2. Understand the difficulty of translating across languages.
3. Equipped to translate simple text effectively.

c) Approach

This course is as much teacher centred as student centred. That implies the teacher herself/himself shall display in her interactions a degree of literary sensibility and sentivity.

- It is expected that teacher will:
- Articulate multiple meanings as an example of reading
- Draw the attention of students to indirect and figuratively expressed meanings
- Explain the features of different forms of literary composition.

It is also expected that learners develop a wholistic appreciation of literature in terms of Listening, speaking, reading and writing (LSRW).

Learners are to participate in the process of literature appreciation and treat their own responses with respect.

d) Methodology

Classroom discussions and a brief exposition of composition by students to cultivate the ability to express and reflect grounds of their response.

ACQUISITION OF LANGUAGE SKILLS

LISTENING

Listening and Speaking (Aural and Oral)

I. Objectives of Aural and Oral Skills involved in the conduct of the course are to develop the ability to :

- listen to different types of texts and appreciate the difference of forms, styles and purpose of a composition.
- listen to different discourses such as speeches, lectures and actively participate in ensuing discussions.
- listen to reports and other expository texts and extract relevant information.
- listen to poetry for understanding the features of language of poetry and the mode of expression of sentiments and emotions.
- take part in role-plays and enact different characters in drama.
- develop the art of public speaking.
- read poems aloud emotively

II. Approach to Listening Skills

The idea is to adopt practices that cultivate the ability to listen attentively and speak carefully. Learners are to be exposed to listen to actual/virtual types of literary composition.

READING

I. Objectives of Reading

To develop in the learners the ability to :

- use dictionaries, thesaurus and reference materials both actual and virtual
- read different kind of reading i.e. skimming, scanning and close reading.

- infer and understand the writer's attitude, bias, if any
- comprehend the difference between what is said and what is implied.
- differentiate between persuasion, exposition and imaginative expression.
- understand the cultural context of the work.
- identify different figures of speech.
- develop a personal response to the given text
- appreciate the special features of the language used in literary text
- identify the elements of style such as humour, pathos, satire and irony in the text
- explore and evaluate features of character, plot, setting etc.
- appreciate the oral, mobile and visual elements of drama.

II. Approach to Reading

Learners to be encouraged and trained to :

- relate what they read to their life experiences
- Comprehended, interpret and evaluate what they read
- Extend their vocabulary through sustained reading
- read a composition at different limits to arrive at different layers of meaning.

WRITING

I. Objectives of Writing

To train the learners :

- In oral responses to the questions based on text.
- different kinds of writings using appropriate vocabulary, language, length and style.
- to compare writings : reports, descriptions of people, places and processes.
- reports, autobiography, memoir, stories.
- reflective writing : using ideas and themes expressing one's view and using a persuasive writing style.
- travelogues and features using appropriate illustrations.

- to compare
 - essays on different themes.
 - simple stories in a narrative style.
 - simple dialogues on a given situation.
- to review a book or a film
- to deliver short speeches in an impressive or persuasive style.
- a diary or a journal entry.
- to expand an outline into a full composition
- poems using appropriate words
- to compose short poems of a given type.

II. APPROACH

An interactive, participative and a multiskill approach is to be adopted which integrates LSR as precursor to the act of writing.

CREATIVE WRITING AND TRANSLATION STUDIES

Code No : 069

Class XI

3 hours

One paper

100 Marks

Section-wise Weightage of the Paper

Section	Areas of Learning	Marks
A.	Reading Comprehension (Three unseen passages, prose and poetry)	20
B.	Creative Writing Skills	20
	Translation	20
C.	Textual	20
D	Portfolio Assessment (CCE - Internal)	20
	Total :	100

SECTION A

READING COMPREHENSION

20 Marks

40 period

Three unseen passages (including poems) with a variety of questions on different levels of comprehension (literal, interpretative and critical) including marks for vocabulary such as inferring and word formation. The total number of words in the three passages, including the poem or a stanza, would be about 1050-1100.

The unseen passages would be :

1. **Non-fictional prose**, an excerpt 250-300 words in length (for extracting information, inferring and interpreting, evaluating and word building) - 07 marks
2. **Fictional prose**, a very short story or an excerpt, 250-300 words in length (for interpretation, understanding character, responding to the text) - 07 marks
3. **A short poem or a few stanzas (about 15 lines)** (for understanding central idea, appreciation and personal response) - 06 marks

These **passages or poems** could be of any one of the following types:

- a) Autobiographies or reflective writing like essays or articles.
- b) Excerpts from narrative and fictional writing like stories, novels and plays.
- c) A short poem like a sonnet or a lyric, or a stanza from a ballad or a longer lyrical poem.

SECTION B

- i) **CREATIVE WRITING SKILLS** **20 marks**
40 periods

Four writing tasks as indicated below:

- a. Develop a **composition** of personal writing such as a diary entry, memoir or an autobiography **(200 words)** 6 marks
- b. Develop a **feature or a review** such as a travelogue, book or film review based on verbal or a visual input **(200 words)** 6 marks
- c. Developing an **original poem** such as a sonnet or a lyric or free verse based on a given idea or theme, visual input, an incident or event in life. 8 marks

- ii) **TRANSLATION** **20 Marks**
40 periods

- a. **Guided translation** i.e. a piece of translated text for completion based on the original text (prose or poetry) 04 marks
- b. **Open translation** of a prose piece **(100 words)** 08 marks
- c. **Open translation** of a short poem or a stanza 08 marks

SECTION C

- READER** **20 Marks**
60 periods

- a. **Four** questions of **three marks** each to be answered in **60-80 words** based on the understanding of the text. 12 marks
- b. **One** out of the **two open ended** essay topics to be answered in **200 words.** 08 marks

SECTION D

- PORTFOLIO ASSESSMENT** **20 Marks**
50 periods

The Reader has inbuilt suggestions and activities for the students' **Portfolio**.

20 marks have been allotted for the **Portfolio** wherein the following would be assessed:

- a. Ideas and their sequencing
- b. Applying the basic principles of the particular genre
- c. Use of correct and effective language
- d. Use of appropriate style
- e. Use of techniques and figures of speech.

Note : The Portfolio will consist of a compilation of all written submissions over the duration of the course. A minimum of 15 written assignments each of creative writing and translation would need to be submitted. The submission would include both the original and improved versions of assigned tasks reflective of gradual improvement.

The Portfolio will be evaluated according to the following criteria :

1. Regularity in submission of both class and home written assignments.
2. Quality of tasks with emphasis on creative and comprehensive application.
3. Average grades of all Creative Writing and Translation written tasks.
4. Oral Communication Skills and classroom transaction.

Conversation Skills will be tested as part of **Continuous Assessment**. The learners may be assessed for making relevant responses to the text, formulating a point of view and defending it. Learners will also be assessed for their ability to read aloud with adequate modulations, portions from stories, poems or plays. Dramatization would be another aspect which would be used for exercising their spoken skills.

NOTE : **The Portfolio can be monitored and moderated at any time by an expert nominated by the Board.**

Recommended Books :

- Reader :**
1. **Creative Writing & Translation Studies for Class XI published by CBSE.**
 2. **Srijan INCERT (Bylingual)**

CREATIVE WRITING AND TRANSLATION STUDIES

Code No. : 069

Class XII

3 hours

One paper

100 Marks

Section-wise Weightage of the Paper

Section	Areas of Learning	Marks
A.	Reading Comprehension (Three unseen passages, prose and poetry)	20
B.	Creative Writing Skills	20
	Translation	20
C.	Textual	20
D	Portfolio Assessment (CCE - Internal)	20
Total :		100

SECTION A

A. READING COMPREHENSION

20 Marks

40 periods

Three unseen passages (including poems) with a variety of questions on different levels of comprehension (literal, interpretative and critical) including marks for vocabulary such as inferring and word formation. The total number of words in the three passages, including the poem or a stanza, would be about **1050-1100**.

The unseen passages would be:

1. **Non-fictional prose**, an excerpt **400-450 words** in length (for extracting information, inferring and interpreting, evaluating and word attack) 07 marks
2. **Fictional prose**, a very short story or an excerpt, **300-350 words** in length (for interpretation, understanding character, responding to the test. 07 marks
3. **A short poem** or a few stanzas (about 15 lines) (for understanding central idea, appreciation and personal response) 06 marks

These **passages or poems** could be of any one of the following types:

1. Excerpts from expository or narrative writing like descriptions, reports, biographies, memoirs or autobiographies or reflective writing like essays or articles.
2. Excerpts from narrative and fictional writing like stories, novels and plays.
3. A short poem like a sonnet or a lyric, or a stanza from a ballad or a longer lyrical poem.

SECTION B

I. CREATIVE WRITING SKILLS 20 marks 40 periods

The following writing tasks are to be assigned and submitted

- a. Develop a **composition** of personal writing such as a diary entry, memoir or an autobiography **(200 words)** 6 marks
- b. Develop a **feature or a review** such as a travelogue, book or film review based on verbal or a visual input **(200 words)** 6 marks
- c. Develop an **original piece** of writing based on a given idea or theme, visual input, an incident or event in life. 8 marks

II. TRANSLATION 20 Marks 40 periods

The following tasks are to be assigned and submitted.

- a. **Guided translation** i.e. a piece of translated text for completion based on the original text **(prose or poetry)** 04 marks
- b. **Open translation** of a prose piece **(100 words)** 08 marks
- c. **Open translation** of a short poem or a stanza 08 marks

SECTION C

READER 20 Marks 60 periods

- a. **Four** questions out of five of three marks each to be answered in **60-80 words** based on the understanding of the text. 12 marks
- b. **One** out of the **two open ended** essay topics in **200 words**. 08 marks

SECTION D

PORTFOLIO ASSESSMENT 20 Marks 40 periods

The Reader has inbuilt suggestions and activities for the learner's Portfolio.

In Portfolio, 20 marks have been allotted for assessing the following :

- a. Ideas and their sequencing
- b. Applying the basic principles of the particular genre
- c. Use of correct and effective language
- d. Use of appropriate style
- e. Use of techniques and figures of speech.

Note : The Portfolio will consist of a compilation of all written submission over the duration of the course. A minimum of 15 written assignments each of creative writing and translation would need to be submitted. The submission would include both the original and improved versions of assigned tasks reflective of gradual improvement.

The Portfolio will be evaluated according to the following criteria :

1. Regularity in submission of both class and home written assignments.
2. Quality of tasks with emphasis on creative and comprehensive application.
3. Average grades of all Creative Writing and Translation written tasks.
4. Oral Communication Skills and classroom transaction.

Conversation Skills will be tested as part of '**Continuous Assessment**'. The students can be assessed for making relevant responses to the text, making a point of view and defending their point of view. Students will also be assessed for their ability to read aloud portions from stories, poems or plays. Dramatization would be another aspect which would be used for exercising their spoken skills.

NOTE : The Portfolio can be monitored and moderated at any time by an expert nominated by the Board.

Recommended Books :

Reader : Creative Writing and Translation Studies for Class XII published by CBSE.

Srijan II NCERT (Bilingual)

28. PHYSICAL EDUCATION

(Code No.048)

It covers the following:

I. Eligibility conditions for opting Physical Education as an elective subject II. Conditions for granting affiliation to the schools for offering Physical Education as an elective subject III. Theory syllabus for class XI (Part A & B) IV. Theory syllabus for class XII (Part A & B). V. Part C - Practical - Distribution of marks for the practical syllabus.

I. ELIGIBILITY CONDITIONS FOR OPTING PHYSICAL EDUCATION

The following category of students shall be permitted to opt the Physical Education:

- (i) Those granted permission to join the course should be medically fit to follow the physical education curriculum, theory and practical, prescribed by the Board.
- (ii) Those who have represented the school in the Inter School Sports & Games Competitions in any Game/Sport.
- (iii) The student should undergo the prescribed physical fitness test and secure a minimum of 40% score.

II. CONDITIONS FOR GRANTING AFFILIATION TO SCHOOLS FOR OFFERING PHYSICAL EDUCATION AS AN ELECTIVE SUBJECT.

Only those schools satisfying the following conditions will be permitted to offer physical education as a course of study at +2 stage as an elective subject:

- (i) The school should have adequate open space to accommodate at least 200 M track and play fields for minimum three games/sports.
- (ii) The teacher handling the elective programme of physical education should hold a Master Degree in Physical Education.
- (iii) The school should provide adequate funds for physical education and health education for purchase of equipments, books on physical education and also for the maintenance of sports facilities.

III. PHYSICAL EDUCATION

Class XI – Theory

Max.Marks 70

PART – A

UNIT I : CONCEPT OF PHYSICAL EDUCATION

- 1.1 Meaning and Definition of Physical Education, Its Aim and Objectives
- 1.2 Need and importance of Physical Education
- 1.3 Misconceptions about Physical Education & its Relevance in Inter Disciplinary Context
- 1.4 Philosophies of Physical Education - Idealism; Naturalism; Pragmatism and Humanism
- 1.5 Fundamental concepts of Biomechanics in Physical Education and Sports - Laws of Motion, Force, Friction and Projectiles

UNIT 2 : CAREER ASPECTS IN PHYSICAL EDUCATION

- 2.1 Physical Education as a Profession
- 2.2 Professional Ethics
- 2.3 Physical Education and Career Options
- 2.4 Avenues for Career Preparation
- 2.5 Self Assessment for Career Choices

UNIT 3 : HEALTH CONCEPTS OF PHYSICAL EDUCATION

- 3.1 Role of Physical Education Programme on Individual & Family
- 3.2 Community Health Programme
- 3.3 Effects of Alcohol, Tobacco and Drugs on Sports Performance
- 3.4 Life Style Management and Sports - Obesity, Hypertension and Stress

UNIT 4 : OLYMPIC MOVEMENT

- 4.1 Ancient Olympics (Before 1896)
- 4.2 Modern Olympics (After 1896)
- 4.3 Olympic Ideals and objectives

- 4.4 Values through Olympics Movement - Friendship, Solidarity, Fair Play and Free of Discrimination.
- 4.5 Olympic Symbols

UNIT 5 : SOCIOLOGICAL ASPECTS OF PHYSICAL EDUCATION

- 5.1 Meaning of Sociology
- 5.2 Concept of Sports Sociology and its Importance
- 5.3 Games & Sports as Man's Cultural Heritage
- 5.4 Socialization in Sports at Home, School & Community
- 5.5 Leadership through Physical Education Programmes

UNIT 6 : MEASUREMENTS IN SPORTS

- 6.1 Meaning and its Importance in Physical Education and Sports
- 6.2 Cross Weber Test (Contents & Administration)
- 6.3 Calculation of BMI
- 6.4 Calculation of Waist-Hip-Ratio
- 6.5 Rock Fort One mile Test
- 6.6 AAPER Physical Fitness Test (Content & Administration)
- 6.7 Measurement of Heart Rate (Resting & After Exercise)

UNIT 7 : PHYSIOLOGICAL ASPECTS OF PHYSICAL EDUCATION

- 7.1 Warming up - General & Specific and its Physiological basis
- 7.2 Functions and Effects of Exercise on Muscular & Skeletal Systems
- 7.3 Functions and Effects of Exercise on Respiratory & Circulatory Systems
- 7.4 Factors Affecting the Physical Fitness Components

UNIT 8 : CHANGING TRENDS IN PHYSICAL EDUCATION & SPORTS

- 8.1 Concept and Principles of Integrated Physical Education
- 8.2 Concept and Principles of Adapted Physical Education

- 8.3 Concept and Components of Occupational Health Hazards
- 8.4 Concept and Components of Health related fitness
- 8.5 Sports for All

Part B

Following sub topics related to any one Game/Sport of choice of student out of: Athletics, Badminton, Gymnastics, Judo, Skating, Swimming, Table Tennis, Taekwondo, Tennis, Yoga

UNIT 1

- 1.1 History of the Game/Sport
- 1.2 Latest General Rules of the Game/Sport
- 1.3 Specifications of Play Fields and Related Sports Equipments
- 1.4 Important Tournaments and Venues
- 1.5 Sports Personalities
- 1.6 Proper Sports Gear and its Importance

Unit 2

- 2.1 Fundamental Skills of the Game/Sport
- 2.2 Specific Exercises of Warm-up and Conditioning
- 2.3 Related Sports Terminologies
- 2.4 Sports Awards
- 2.5 Common Sports Injuries & its Prevention
- 2.6 CBSE Sports and its Organizational Set-up

IV. PHYSICAL EDUCATION

Class XII – Theory

Max.Marks 70

PART – A

UNIT 1 : PHYSICAL FITNESS & WELLNESS

- 1.1 Meaning & Importance of Physical Fitness & Wellness
- 1.2 Components of Physical Fitness & Wellness
- 1.3 Factors Affecting Physical Fitness & Wellness
- 1.4 Principles of Physical Fitness Development
- 1.5 Means of Fitness Development - Aerobic & Anaerobic, Games & Sports, Yoga and Recreational Activities

UNIT 2 : PLANNING IN SPORTS

- 2.1 Fixtures - Knock Out; League; Seeding and Bye
- 2.2 Intramurals And Extramurals
- 2.3 Formation Of Committees for Organizing Sports Events
- 2.4 Specific Sports Programmes - Health Runs; Run for Fun; Run for Unity; Run for Awareness; Run for Specific Causes.

UNIT 3 : SPORTS ENVIRONMENT

- 3.1 Meaning & Need for Sports Environment
- 3.2 Essential Elements of Positive Sports Environment
- 3.3 Role of Individual in Improvement of Sports Environment for Prevention of Sports Related Accidents
- 3.4 Role of Spectators and Media for Creating Positive Sports Environment

UNIT 4 : POSTURES

- 4.1 Meaning and Concept of Correct Postures - Standing And Sitting
- 4.2 Advantages of Correct Posture

- 4.3 Common Postural Deformities - Knock Knee; Flat Foot; Round Shoulders; Lordosis, Kyphosis, Bow Legs and Scolioses
- 4.4 Physical Activities as Corrective Measures

UNIT 5 : YOGA

- 5.1 Meaning & Importance of Yoga
- 5.2 Yoga as an Indian Heritage
- 5.3 Elements of Yoga
- 5.4 Role of Yoga in Sports - Asanas, Pranayam and Mediation

UNIT 6 : SPORTS AND NUTRITION

- 6.1 Balanced Diet
- 6.2 Elements of Diet
- 6.3 Components of Diet
- 6.4 Role of Diet on Performance

UNIT 7 : TRAINING METHODS

- 7.1 Meaning, Concept and Principles of Training
- 7.2 Methods of Flexibility Development
- 7.3 Methods of Strength Development - Isometric & Isotonic
- 7.4 Methods of Endurance Development - Continuous Method, Interval Training & Fartlek.
- 7.5 Methods of Speed Development
- 7.6 Circuit Training

UNIT 8 : PSYCHOLOGICAL ASPECTS OF PHYSICAL EDUCATION

- 8.1 Definition & Importance of Sports Psychology
- 8.2 Types and Techniques of Motivation
- 8.3 Developmental Characteristics at Different Stages of Growth

- 8.4 Adolescent Problems & its Management
- 8.5 Ethics in Sports
- 8.6 Anxiety and its Management

Part B

Following sub topics related to any one Game/Sport of choice of student out of: Basketball, Cricket, Football, Handball, Hockey, Kabaddi, Kho Kho, & Volleyball.

Unit 1

- 1.1 History of the Game/Sport
- 1.2 Latest General Rules of the Game/Sport
- 1.3 Specifications of Play Fields and Related Sports Equipments
- 1.4 Important Tournaments and Venues
- 1.5 Sports Personalities
- 1.6 Proper Sports Gear and its Importance

Unit 2

- 2.1 Fundamental Skills of the Game/Sport
- 2.2 Specific Exercises of Warm-up and Conditioning
- 2.3 Related Sports Terminologies
- 2.4 Sports Awards
- 2.5 Common Sports Injuries & its Prevention
- 2.6 SGFI & its Organizational Set-Up

V. PART 'C' - PRACTICAL

(For classes XI & XII)

Max.Marks 30

The Practical Syllabus has been divided into five parts & the marks allotted for each part are as follows:

(i)	Physical Fitness Test (Compulsory)	:	10 Marks
(ii)	Skill of Chosen Sport/Game	:	05 Marks
(iii)	Any Five Asanas	:	05 Marks
(iv)	Viva	:	05 Marks
(v)	Record Book(File)*	:	05 Marks

* Record Book (File) must include other than the details of Game/Sport of your choice the following:

- (i) BMI calculation of minimum ten Students
- (ii) AAHPHER Test Score of minimum ten Students

29. FASHION STUDIES (Code No. 053)

Preamble:

Fashion is dynamic and ever changing. It is one of the most powerful forces in our lives. It influences every facet of our lifestyle at a particular period in time e.g. the clothes we wear, the music we listen, the food we eat, where we go for holiday or the car we drive in etc.

Fashion is a big business and key driver for several industries e.g. apparel, accessories, textiles, automobiles etc.

The purpose of the course ‘Fashion Studies’ is to tell the students about the fundamentals of fashion design. Fashion Design as a profession includes the entire process of designing and producing fashion apparels from the fibre and yarn stage to the finished product. The course will give an overview of fashion design and elaborate on different aspects like elements of design, history of fashion, fabrics, understanding of the body, pattern development and garment construction.

Total marks Theory : 70 Periods 180

Practical : 30 Periods 60

CLASS XI

Unit - I : Introduction to Fashion Studies

10 Marks 30 Periods

Objectives of the course

- ✓ To learn appropriate fashion terminology
- ✓ To understand the fashion business
- ✓ To gain knowledge of the working and interrelationships of different industries and services that comprise fashion business
- ✓ To differentiate and appreciate the nuances of fashion terminology

Learning outcome

After finishing the Learners would be able to :

- ✓ use appropriate terminology used in fashion world
- ✓ understand the interrelationship in fashion business
- ✓ get the overview of fashion

Course content

- ✓ Fashion-definition of fashion in all its aspects.
- ✓ Style-the definition of style and differentiation from fashion.
- ✓ Trend-definition of the term, origin of trends and fashion.
- ✓ Similarities and differences between design, art and craft.
- ✓ The role of fashion professionals like designer, stylist, merchandiser and coordinator.

- ❖ Fashion Cycle, International Trade in Fashion.
- ❖ The various aspects of fashion business. designing, manufacturing and retailing scenarios for apparel.

Methodology of teaching : Participative Illustrated lectures with slides and visuals

Reference Text: Concept to consumer, by Gini Stephens Frigns
 Inside Fashion Business, by v. Jeanette A. Jarrow,
 Miriam Guerro, Beatrice Judelle

Unit. II: Introduction to Fabrics

20 Marks

50 Periods

Objectives of the course

- ✓ To initiate learners into the world of fabrics
- ✓ To introduce students to the origin and properties of natural, manmade and synthetic fibres and fabrics.
- ✓ To make students aware of spinning, weaving, knitting and bonding etc.
- ✓ To teach the students behavior of fabrics in terms of use and performance.
- ✓ To brief them about various finishes.

Learning outcome

After finishing the course, the learners would be able to :

- ✓ identify and differentiate between fabric varieties
- ✓ understand the various processes of fabric manufacturing
- ✓ understand the various kinds of finishes both of routine nature and special finishes that enhance performance and aesthetics of a fabric.

Course content

- ✓ Use of fabrics for various categories of apparel.
- ✓ the characteristics and properties of natural, synthetic and manmade fibres and blends.
- ✓ Conversion of fibres into yarns and novelty yarns, difference between thread and yarn.
- ✓ Conversion of yarns into fabrics using looms & knitting machines etc., illustrated through actual fabric samples.
- ✓ different type of routine fabric finish as : grey fabric to fully finished fabric.
- ✓ Performance finishes: Performance finishes and aesthetic finishes, enhancing properties of fabrics.
- ✓ Aesthetic finishes: Fabric finishes for value addition of the fabrics such as printing, embossing, dyeing etc.

- ✓ Product Cycle and the link between yarn, fabric and garment.

Teaching Methodology: Participative Illustrated lectures with slides and visuals along with actual fabric samples.

Reference Text: 'Textiles' by Sara Kadolph & Anna Langford
Essentials of Textiles, by Marjorie Joseph.

Unit - III: Elements of Design **20 Marks (Theory) 80 Periods**
15 Marks (Practical)

Objectives of the course:

- ✓ To introduce the learners to the basic elements of design
- ✓ To increase and build sensitivity to the forms around them
- ✓ To develop and initialise a design vocabulary, an essential tool for practicing as designers
- ✓ To create visual images with a greater variety of methods and materials to promote skill based learning.

Learning outcome

After finishing the course, the learners would be able to :

- ✓ demonstrate enhanced ability and sensitivity to elements of design
- ✓ use their developed ability to observe finer details around them
- ✓ develop basic design language
- ✓ relate the elements of design to understand design process for their projects

Course content

- ✓ Concept of design.
- ✓ **Elements of design** : Point, lines, colour, texture and forms.
- ✓ **Line** : as an important element of structure that determines the direction of visual interest in the context of a garment.
- ✓ Concept of 2D and 3D forms.
- ✓ **Colour** quality and intensity, relationship with other colours, textures and shapes.
- ✓ Selection of fabric for its appearance and texture- fibre, yarn, manufacturing technique, finish and colour.
- ✓ Texture :
- ✓ Concept of form : 2D and 3D forms
- ✓ Internatational among elements of a design.
- ✓ Principles of design : Rhythm, Balance, Unity, Harmony, Proportions.

Selection and purchase of fabric : its purpose, quality cost, reason, quantity required.

Teaching Methodology: Participative Illustrated lectures with slides, visuals and demonstrations wherever required.

Evaluation Criteria for Practicals

- Understanding of the assignment given
- Quality of the work submitted
- Daily assessment to be done after each student presents their work
- Marks would be given for level of improvement of work
- 10% marks to be given for punctuality, regularity and sincerity
- Timely completion of the project

Reference Text: 'Grafix' by Wolfganghageney

Repeat pattern-Peter Phillips, Gillian Bunce

Design Elements 2 -Richard Hora

Unit - IV : Elements of Garment Making 20 Marks (Theory) 80 Periods
15 Marks (Practical)

Objectives of the course

- ✓ To Introduce learners to garment making
- ✓ To make them familiar with sewing machine and its parts
- ✓ To make them familiar with use of other sewing aids
- ✓ To teach them basic hand and machine stitches
- ✓ To teach them simple machine operations

Learning outcome

After finishing the course, learners would be able to :

- ✓ work on the sewing machine
- ✓ rectify simple problems of the machine
- ✓ stitch different seams on the machine
- ✓ finish edges with hand stitches
- ✓ make gathers, pleats and tucks on the fabric

Course content

- ✓ Introduction to sewing machine, its various parts and functions along with other sewing aids.
- ✓ simple problems of sewing machine and its maintenance.
- ✓ straight and curved seams.
- ✓ Basic hand stitches - basting, hemming, back stitch, running stitch etc. with their end use.
- ✓ Basic machine seams plain seam French seam, flat fell, lapped etc.

- ✓ Fabric manipulation : Illustrative gathers, pleats and tucks etc.

Teaching Methodology: Illustrated lectures with slides, visuals and demonstrations where ever required.

Fashion Studies

Practicals

Class - XI Practical

- Exercises using elements of art like line, form, colour, texture, space etc. following the principles of design
- Exercises on colour wheel, value chart, intensity chart, colour schemes
- Exercises on hand stitches - basting, running, hemming, back stitch and its variations
- Seams - plain, French, lapped, flat fell, Hongkong, eased and top stitched
- Gathers, pleats and tucks
- End term project
- Viva voce and portfolio

Evaluation Criteria

- Understanding of the assignment given
- Quality of the work submitted
- Daily assessment to be done after each student presents their work
- Marks would be given for level of improvement of work
- 10% marks to be given for punctuality, regularity and sincerity
- Timely completion of the project

Reference Text: Encyclopaedia of Dressmaking, by Marshall Cavendish
Readers Digest book of Sewing, Encyclopedia of Sewing.

CLASS-XII

Unit - I: History of Fashion

15 Marks 40 Periods

Objectives of the course

- ✓ To give an overview of the history of fashion from ancient civilisation through the ages to the present.

- ✓ To emphasise on the socio-economic and political factors influencing clothing and fashion.

Learning outcome

After finishing the course, the learners would be able to :

- understand the history of fashion through the ages
- be aware of origin of various trends
- differentiate the style of apparel in different cultures
- appreciate the differences that some of the important events have made on fashion

Course content

- ❖ Theories of clothing - protection, adornment, identification and ritualistic.
- ❖ Concept of fashion
 - ✓ Body decoration, painting, scarification
 - ✓ Draping - Greco-Roman, Indian and other continents
 - ✓ Stitched garments - war uniforms, armours
 - ✓ Comparison of western and oriental war uniforms
- ❖ Influence of world wars on fashion - post war fashion in its most primitive sense became generalized to larger groups of people as society became organized in classes each having a different role in economic, social and intellectual development.
- ❖ Influence of industrial revolution-twentieth century has witnessed a new situation with industrial revolution where textiles and clothes traditionally custom made are now being mass produced.
- ❖ Automation and the various technical and scientific developments shaping the finest classless society many centuries.
- ❖ Evolution of Indian fashion in the present century.

Teaching Methodology: Participative Illustrated lectures with slides and visuals

Reference Text: Kaleidoscope of fashion, by Mehar Castilino
Ancient Indian Costume, by Roshan Alkazi

Unit - II. Basic Pattern Development 20 Marks (Theory) 80 Periods
15 Marks (Practical)

Objectives of the course

- ✓ To introduce students to the world of fashion designing through pattern development.
- ✓ To explain important skill that enable the designer to convert a design sketch into a three dimensional form.
- ✓ To develop basic blocks for bodice, sleeve and skirt.

- ✓ To understand and implement the concept of test fits and to convert paper patterns into muslin.

Learning outcome

After finishing the course, the learners would be able to :

- understand the basic skill of pattern making
- understand and appreciate the concept of fit and balance
- develop basic blocks from measurement charts
- test fit the pattern
- Develop patterns for simple designs using basic blocks

Course content

- ❖ Methods of measuring body and dress form.
- ❖ Relationship of sizes and measurements.
- ❖ Tools of pattern making.
- ❖ Common terms used in pattern development.
- ❖ Introduction to Pattern Development for womens wear - how patterns are made and developed, the importance of fit and balance and methods of achieving it.
- ❖ Basic bodice - developed from the standard measurement chart and test fitted on the dress form.
- ❖ Marking the important details such as darts, seam allowances, notches, grain lines etc.
- ❖ Marking of garment details i.e. Armholes, Necklines- V, U, round, boat, square.
- ❖ Develop basic sleeve block and set into the armhole of the basic bodice.
- ❖ Develop basic skirt block with one dart or two darts.
- ❖ Basic of collar development and drafting basic collars like Peter Pan and Chinese.
- ❖ Dart manipulation. the mechanism of shifting darts from one position to another or into a seam by slash and spread method.

Final product: Student will learn to develop patterns from basic blocks for simple designs for skirts and blouses.

Teaching Methodology: Participative Illustrated lectures with slides, visuals and demonstrations where ever required.

Evaluation Criteria

- Understanding of the assignment given
- Quality of the work submitted
- Daily assessment to be done after each student presents their work
- Marks would be given for level of improvement of work
- 10% marks to be given for punctuality, regularity and sincerity
- Timely completion of the project.

Practical to be assessed.

Reference Text Pattern making by Helen Armstrong
Pattern making for women's wear by Winifred Aldrich
Pattern making by Pamela Stringer.

Unit. III: Elements of Fashion **15 Marks** **40 Periods**

Objectives of the course

- ✓ To introduce students to the basic elements of fashion:
- ✓ To teach students about movement of fashion, fashion cycle, categories of clothing etc.
- ✓ To sensitise students about different items of garments in each category i.e. menswear, womenswear and chilrenswear
- ✓ To teach students the difference between high fashion and mass fashion
- ✓ To distinguish between custom made & ready to wear

Learning outcome

After finishing the course, the learners would be able to:

- > understand the elements of fashion
- > be aware of movement of fashion
- > understand the fashion cycle
- > know the various categories of menswear, womenswear and childrenswear
- > understand the difference between hi-fashion & mass fashion and custom made & ready to wear.

Course content

- ❖ Menswear, women's wear and kidswear
- ❖ Menswear - shirts, trousers, formal jackets, suit and sporty suit
- ❖ Womenswear-dresses, blouses, skirts, trousers, kameez, saris and blouses
- ❖ **Kids wear** - categories of children for <1 year - 15 years various garments like frocks, skirts, blouses, trousers, dungarees, jackets etc. highlighting the need of age group for which they are designed.
- ❖ Trims used for the fashion apparel
- ❖ Hi-fashion-custom and ready to wear, the fashion brand (National & International)
- ❖ Mass fashion-ready to wear, Mass RTW brands (National & International)

Teaching Methodology: **Illustrated lectures with slides and visuals.**

Reference Text: Concept to consumer by Gini Stephens Frings
Encyclopaedia of Fashion details

Unit - IV: Basics of Garment Making

**20 Marks (Theory) 80 Periods
15 Marks (Practical)**

Objectives of the course

- ✓ To assemble a garment
- ✓ To construct a bodice using different seams
- ✓ To make a placket for bodice opening
- ✓ To finish a neckline by both piping and facing
- ✓ To set in a sleeve in the arm hole
- ✓ To put gathers or pleats in the skirt and finish the waist with a waist band or attach a bodice.

Learning outcome

After finishing the course, the learners would be able to:

- join various parts of the garment and construct a complete garment
- finish a bodice
- set in the sleeve
- stitch a skirt

Course content

- Fabric types and selection of underlining, interfacing, inter-lining and lining.
- Marking methods and preparing fabric for cutting
- Pattern layout and cutting of special fabrics
- Assembling of bodice using different seams and appropriate finish for side seam and shoulder seams.
- Concept of slit and seam plackets. Various plackets and placement of fasteners on different parts of the garment.
- Appropriate neckline finishes with piping, bias facing and shaped facing. Importance and use of stay stitching.
- Sleeve attachment to the bodice by setting in the sleeve into armhole.
- Assembling of skirts, finishing gathers and pleats in a waistband.

Final product

Constructing a skirt and blouse using pattern template.

Teaching Methodology: Illustrated lectures with slides, visuals and demonstrations wherever required.

Evaluation Criteria

- Understanding of the assignment given

- Quality of the work submitted
- Daily assessment to be done after each student presents their work
- Marks would be given for level of improvement of work
- 10% marks to be given for punctuality, regularity and sincerity
- Timely completion of the project.

Reference Text: Encyclopaedia of dressmaking by Marshall Cavendish
 Readers Digest book of Sewing
 Encyclopaedia of Sewing

Class - XII Practicals

- Prepare draft and test fit according to the measurements of the dressform the following-womenswear basic block, sleeve block, skirt block, collars - Chinese and Peterpan
- Exercises on dart manipulation using slash and spread method

Garment stitching and finishing

- Darts
- Waist bands
- Pockets
- Placket - slit and seam
- Neckline finish
- Sleeve attachments
- Construction of garment - skirt and blouse using pattern templates
- End term project
- Viva voce and portfolio

Lab requirement for a batch of 30 students

Lab size - 35ft x 20 ft. (minimum)

AC environment

Item	Nos.
Industrial sewing machines with power (costs at least Rs. 4,500/- each)	30
Pattern making tables 5 ft x 4 ft (cork top)	8 (4 students/tab)
Dress forms (half) costs Rs. 8000/- each	30 (one per student)
Steam irons @ Rs. 1000/-	4
Ironing boards @ Rs. 500/-	4
Soft boards	All around the wall

Stools	30
White board	1
Black board	1

Approximate cost will be Rs. 5,00,000/-

Selection criteria of school

They should have ability to provide appropriate environment, space, equipment, machinery and maintenance, trained faculty, exclusive library for the course, willingness to upgrade facility and faculty.

30. FINE ARTS

A student may offer any one of the following courses:

(a) **Painting** (Code No. 049)

OR

(b) **Graphics** (Code No. 050)

OR

(c) **Sculpture** (Code No. 051)

OR

(d) **Applied Art-Commercial Art** (Code No. 052)

The following art terminologies for all the four subjects are prescribed only for reference and general enrichment.

1. Elements of Composition : Point, line, form, colour, tone, texture and space.
2. Principles of Composition : Unity, harmony, balance, rhythm, emphasis and proportion, abstraction and stylisation.
3. Drawing & Painting : Foreshortening, perspective, eye-level, fixed point of view, Vanishing point, ratio-proportion, sketching, proportion sketching, drawing, light & shade, painting from still-life, land- scape, anatomy, vertical, horizontal, two & three dimensional, transparent & opaque.

Materials : Paper (Cartridge, Handmade etc.), pencil, water, acrylic colours, tempera colours, poster colours, pastel colours, waterproof ink, canvas and hard-board.
4. Media of Composition : Collage, Mosaic, Painting, Mural, Fresco, Batik Tie & Dye.
5. Sculpture : Relief and round sculpture, modelling with clay, terra-cotta, carving in wood, stone, bronze casting, Plaster of Paris and metal welding.
6. Graphics : Linocut, relief printing, etching, Lithography, Silk screen printing letter press and offset printing.
7. Applied Art : Book cover design and illustration, cartoo, poster, advertisements for newspaper and magazine animation and printage processes., photography, computer graphic, hoarding and T.V.

8. Portfolio Assessment Method

Introduction : The Art Portfolio will consist of a compilation of all art work, from sketch to finished product. The submission would include both the original and improved versions of assigned tasks reflective of gradual improvement. Step by step development of the work will be assessed in all units.

Components of a Portfolio :

- Schedule of work
- Research Skills
- Resources and materials
- Connections with artists / art movements
- Art making skills
- Personal artist statement
- Studies (e. g. composition/techniques-medium)
- Picture of the final work (Reflective skills)
- Evaluation of final work (affective skills)
- any kind of personalized notes relation to art

Profile of Learners Growth

Values and Attitudes Rubric

The learner develops the ability to :

- Respect, appreciate and demonstrate an open mind towards the artistic expression of others
- Appears enthusiastic and willing to study artistic expressions from other cultures or regions of the world that are very different from own.
- Accept different forms and styles and tries to explore their meaning.
- Be sensitive towards other`s creations
- Be ready to research and transfer his/her learning to his / her own art
- Take initiative
- Be responsible for his/her own learning and progress
- Apply theoretical knowledge in practical contexts
- Possess information and communication technology skills
- Be resourceful and organize information effectively
- Listen effectively

PORTFOLIO ASSESSMENT FOR FINE ARTS MAY BE DONE ON THE BASIS OF FOLLOWING CRITERIA

Creativity

Candidates are required to produce evidence that demonstrates a creative approach to problem-solving. Evidence should also include the ability to interpret a given brief and original approaches to producing a solution. Sketchbooks, notebooks and relevant support material should form part of this evidence.

1. Drawing
2. Detailed Study - observation, record, analysis, interpreting a variety of subject.
3. Mood reflected
4. Follow-up of the Fundamentals of Visual Arts (Elements and Principles)
5. Message the artist wants to convey

Innovation

The knowledge gained with the help of case study (historical importance, great artist work). How the above has been understood in relation to the topic or the theme taken up by the student?

Technique

To foster creativity and self expression (basic understanding of colour concept and application in relation to colour and texture of the material used by the student). Size, details, proportion required according to the base used for the painting medium chosen according to their Art stream. Techniques studied from folk style, contemporary art or traditional art should be used while creating a new concept.

The learners :

- Discover their potential for creativity, self-expression and visual awareness through painting.
- Feel confident with the chosen medium as a means of communicating and generating ideas.
- Develop observation, recording, manipulation and application skills.
- Experiment with a range of media and techniques.
- Relate their work to other artists work and understand the historical context of this work.
- Understand the basic principles of colour.
- Develop critical awareness.

Execution of Work

- Highlight the method of work giving a historical study of the work.
- Originality in the presentation (paintings, sketches etc.)
- Demonstrate an understanding of basic colour principles, colour mixing and representation.
- Employ a variety of traditional and experimental techniques and processes

- Use a variety of media and materials
- Observe, record, analyse, interpret a variety of subjects, including :
 - the manufactured environment
 - the natural environment
 - the human figure
- Present evidence of personal enquiry and self expression
- Discuss and relate own work to recognized artists work
- Observe colour in other craft and design areas
- Make informed critical judgement on work in progress

Experimentation

A. Progressive Work

Candidates are required to show evidence of research carried out. It is expected that their skills will demonstrate evidence of process and the exploration of a wide range of subjects. An accepted standard of achievement using a range of media and material should be an integral part of the candidate's development.

B. Skills

Sound aesthetic judgement and organizational skills should be demonstrated in the process of work presented by a candidate.

C. Logical organization and collection of creations.

D. Critical evaluation and aesthetic judgement applied.

(A) PAINTING

(Code No. 049)

Introduction

The course in Painting at Senior Secondary stage as an elective subject is aimed to develop aesthetic sense of the students through the understanding of various important well known aspects and modes of visual art expression in India's rich cultural heritage from the period Indus valley to the present time. It also encompasses practical exercises in drawing and painting to develop their mental faculties of observation, imagination, creation and physical skills required for its expressions.

Objectives

(A) Theory (History of Indian Art)

The objective of including the history of Indian Art for the students is to familiarise them with the various styles and modes of art expressions from different parts of India. This would enrich their vision and enable them to appreciate and develop an aesthetic sensibility to enjoy the beauty of nature and life. The students will also have an opportunity to observe and study the evolution of its mutations and synthesis with other style and the rise of an altogether new style. The students should be made aware of art as a human experience. The teachers should be able to expose them to the wide range of artistic impressions, the media and the tools used. The history of Indian Art is a long one. Hence the students would be acquainted with brief glimpses of the development of Indian Visual Art as are required for concept formation. Examples included in the course of study are selected because of their aesthetic qualities and are intended purely as guidelines.

(B) Practicals

The purpose of introducing practical exercises :in Painting is to help and enable the students:

- To develop skill of using drawing and painting material (surface, tools and equipments etc.) effectively.
- To sharpen their observation skills through study of common objects and various geometrical and non-geometrical forms found in life and nature.
- To develop their skills to draw and paint these observations:
- To develop an understanding of Painting-Composition (The use of the elements and the principles of painting -composition);
- To create the forms and the colour schemes in imagination with an ability to express them effectively in drawing and painting;
- To express the different feelings and moods of life and nature in lines, forms and colours.

CLASS XI (THEORY)

One Theory Paper

Time: 2 Hours

40 Marks

Unitwise Weightage

Units	Marks
History of Indian Art	
1. Pre-Historic Rock Paintings and Art of Indus Valley	10
2. Buddhist, Jain & Hindu Art	15
3. Temple Sculpture. Bronzes and Artistic aspects of Indo- Islamic Architecture	15
Unit 1: Pre-historic Roack Paintings and Art of Indus Valley	12 Pds.

(2500 B.C. to 1500 B.C.)

1 A. Pre-Historic Rock-Paintings

Introduction

- (1) Period and Location
- (2) Study of following Pre-historic Paintings :
 - (i) A Roaring Animal, Bhimbethaka
 - (ii) Wizard's Dance, Bhimbethaka

B. Introduction

- (i) Period and Location.
- (ii) Extension: In about 1500 miles
 - (a) Harappa & Mohenjo-daro (Now in Pakistan)
 - (b) Ropar, Lothal, Rangpur, Alamgirpur, Kali Bangan, Banawali and Dhaula Veera (in India)

(2) Study of following

Sculptures and Terracottas:

- (i) Dancing girl (Mohenjo-daro)
Bronze, 10.5 x 5 x 2.5 cm.
Circa 2500 B.C.
(Collection: National Museum, New Delhi).
- (ii) Male Torso (Harappa)
Red lime Stone, 9.2 x 5.8 x 3 cms.
Circa 2500 B.C.
(Collection: National Museum, New Delhi).
- (iii) Mother Goddess (Mohenjo-daro) terracotta, 22 x 8 x 5 cm.
Circa 2500 B.C.
(Collection: National Museum New Delhi).

(3) **Study of following**

Seal:

- (i) Bull (Mohenjo-daro)
Stone (Steatite), 2.5 x 2.5 x 1.4 cm.
Circa 2500 B.C.
(Collection: National Museum, New Delhi).

(4) **Study of following :**

Decoration on earthen wares:

- (i) Painted earthen-ware (Jar) Mohenjo-daro
(Collection: National Museum, New Delhi).

Unit 2: Buddhist, Jain and Hindu Art

24 Pds.

(3rd century B.C. to 8th century A.D.)

(1) **General Introduction to Art during Mauryan, Shunga, Kushana Gandhara and Mathura style & Gupta period:**

(2) **Study of following Sculptures:**

- (i) Lion Capital from Sarnath (Mauryan period)
Polished sand stone,
Circa 3rd Century B.C.
(Collection: Sarnath Museum, U.P.)
- (ii) Chauri Bearer from Didar Ganj (Yakshi) (Mauryan period)
Polished sand stone
Circa 3rd Century B.C.
(Collection: Patna Museum, Bihar)
- (iii) Bodhisattva head from Taxila (Kushan period-Gindhara style)
Stone, 27.5 x 20 x 15c.m.
Circa 2nd Century A.D.
(Collection: National Museum, New Delhi)
- (iv) Seated Buddha from Katra Tila Mathura-(Kushan Period)-Mathura Style
Red-spotted Sand Stone, Circa 3rd Century AD.
Stone
(Collection: Govt. Museum, Mathura)
- (v) Seated Buddha from Sarnath (Gupta period)
Stone

Circa 5th century AD

(Collection: Sarnath Museum U.P.)

(vi) Jain Tirathankara (Gupta period)

Stone

Circa 5th Century A.D.

(Collection : State Museum, Lucknow U.P.)

(3) Introduction to Ajanta

Location, period, No. of caves, Chaitya and Vihara, Paintings and Sculptures, subject-matter and technique etc.

(4) Study of Following Painting & Sculpture:

(i) Padmapani Bodhisattva (Ajanta Cave No. I, Maharashtra)

Mural Painting

Circa 5th Century A.D.

(ii) Mara Vijay (Ajanta Cave No. 26)

Sculpture in stone.

Circa 5th Century A.D.

Unit 3: Temples Sculpture, Bronzes and Artistic aspects of Indo-Islamic Architecture 36 Pds.

(A) Artistic aspects of Indian Temple sculpture

(6th Century A.D. to 13th Century A.D.)

(1) Introduction to Temple Sculpture

(6th Century A.D. to 13th Century A.D.)

(2) Study of following Temple-Sculptures;

(i) Descent of Ganga (Pallava period, Mahabalipuram Tamilnadu),
Granite rock Circa 7th Century A.D.

(ii) Ravana shaking Mount Kailash (Rashtrakuta period, Ellora, Maharashtra)

Stone

8th Century A.D.,

(iii) Trimurti (Elephanta, Maharashtra)

Stone

Circa 9th Century A.D.

(iv) Lakshmi Narayana (Kandariya Mahadev Temple) (Chandela period,

Khajuraho, M.P.)

Stone

Circa 10th Century A.D.

- (v) Cymbal Player, Sun Temple (Ganga Dynasty, Konark, Orissa)

Stone.

Circa 13th Century A.D.

- (vi) Mother & Child (Vimal-Shah Temple, Solanki Dynasty, Dilwara, Mount Abu, Rajasthan)

White marble.

Circa 13th Century A.D.

(B) Bronzes :

12 Pds.

- (1) Introduction to Indian Bronzes
(2) Method of casting (solid and hollow)

(3) Study of following south Indian Bronzes:

- (i) Nataraj (Chola period Thanjavur Distt., Tamilnadu)

12th Century A.D.

(Collection: National Museum, New Delhi.)

- (ii) Devi (Uma) Chola Period

11th Century A.D.

(Collection: National Museum, New Delhi.)

(C) Artistic Aspects of the Indo-Islamic Architecture

12 Pds.

- (1) Introduction
(2) Study of following architectures:
(i) Qutab Minar, Delhi
(ii) Taj Mahal, Agra
(iii) Gol Gumbaj of Bijapur.

CLASS XI (Practical)

One Practical Paper

Time: 6 Hours (3+3)

60 Marks

Unitwise Weightage

Units	Marks
1. Nature and Object Study	20
2. Painting Composition	20
3. Portfolio Assessment	20

Unit 1: Nature and Object Study **60 Pds.**

Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers etc., are to be used. Geometrical forms of objects like cubes, cones, prisms, cylinders and sphere should be used. (20 Marks)

Unit 2: Painting Composition

- (i) Simple exercises of basic design in variation of geometric and Rhythmic shapes in Geometrical and Decorative designs colours to understand designs as organised visual arrangements. (10 Mark) 30 Pds.
- (ii) Sketches from Life and Nature (10 Mark) **30Pds.**

Unit 3: Portfolio Assessment

- (a) Record of the entire years' performance from sketch to finished product. (10 Marks)
- (b) Five selected Nature and object study exercises drawings in any media done during the session including minimum of two still life exercise. (5 Mark) **24 Pds.**
- (c) Two selected works of paintings done during the year (5 Mark) **24 Pds.**
These selected works prepared during the course by the candidates and certified by the school authorities as the work done in the school will be placed before the examiners for assessment.

- Note:**
1. The candidates should be given one hour-break after first three hours.
 2. The time-table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

CLASS XII (THEORY)

One Theory Paper

Time: 2 Hours

40 Marks

Unitwise Weightage

Units	Marks
History of Indian Art	
1. The Rajasthani and Pahari Schools of Miniature Painting	10
2. The Mughal and Deccan Schools of Miniature Painting	10
3. The Bengal School of Painting	10
4. The Modern Trends in Indian Art	10

Unit 1: The Rajasthani and Pahari Schools of Miniature Painting

(16th Century A.D. to 19th Century A.D.)

24 Pds.

A brief introduction to Indian Miniature Schools: Western-Indian, Pala, Rajasthani, Mughal, Central India, Deccan and Pahari.

(A) The Rajasthani School :

- (1) Origin and Development
- (2) Sub-Schools-Mewar, Bundi, Jodhpur, Bikaner, Kishangarh and Jaipur
- (3) Main features of the Rajasthani School
- (4) Study of the following Rajasthani Paintings:

Title	Painter	Sub-School
Maru-Ragini	Sahibdin	Mewar
Raja Aniruddha Singh Hara	Utkal Ram	Bundi
Chaugan Players	Dana	Jodhpur
Krishna on swing	Nuruddin	Bikaner
Radha (Bani- Thani)	Nihal Chand	Kishangarh
Bharat Meets Rama at Chitrakut	Guman	Jaipur

(B) **The Pahari School:**

- (1) Origin and development
- (2) Sub-Schools-Basohli, Guler, Kangra, Chamba and Garhwal
- (3) Main features of the Pahari School
- (4) Study of the following Pahari Paintings:

Title	Painter	Sub-School
Krishna with Gopis	Manaku	Basohli

Bharat Worshipping		
Charan_Padukas of Rama	Unknown	Guler
Cosmic Dance of Shiva	Unknown	Chamba
Nand, Yashoda and Krishna with Kinsmen going to Vrindavana	Nainsukh	Kangra
Radha and Krishna Looking into a Mirror	Unknown	Garhwal

Unit 2: The Mughal and Deccan Schools of Miniature Painting (16th Century AD to 19th Century A.D.) **24 Pds.**

(A) The Mughal School

- (1) Origin and development
- (2) Main features of the Mughal School
- (3) Study of the following Mughal Paintings:

Title	Painter	Period
Krishna Lifting Mount Goverdhana	Miskin	Akbar
Babur Crossing the River Sone	Jagnath	Akbar
Jahangir Holding the Picture of Madona	Abul Hassan	Jahangir
Falcon on a Bird-Rest	Ustad Mansoor	Jahangir
Kabir and Raidas	Ustad Faquirullah Khan	Shahjahan
Marriage Procession of Dara Shikoh	Haji Madni	Provincial Mughal (Avadh)

(B) The Deccan School

- (1) Origin and development
- (2) Main features of the Deccan School
- (3) Study of the following Deccan Paintings:

Title	Painter	Sub-School
Ragini Pathamsika	Painter	Ahmadnagar
Sultan Abdulla Qutb Shah	Unknown	Bijapur
Hazrat Nizamuddin Aaliya and Amrikusro	Unknown	Hyderabad
Dancers	Unknown	Hyderabad
Chand Bibi Playing Polo (Chaugan)	Unknown	Gol Konda

Unit 3: The Bengal School of Painting (Above mid of the 19th Century) 24 Pds.

- (A) (I) A. New Era in Indian Art-an introduction
B. Study of the following painting
(i) Rama Vanquishing the pride of the ocean-Raja Ravi Varma
- (2) Evolution of the Indian National Flag (First - 1906, Middle - 1921 and Final 1947 stages)
: Study of the form and the colour scheme
- (B) (1) Introduction to the Bengal School of Painting**
(i) Origin and development of the Bengal School of painting
(ii) Main features of the Bengal School of painting
- (2) Contribution of Indian artists in the struggle for National Freedom Movement**
- (3) Study of the following paintings of the Bengal school:**
(i) Journey's End - Abanindranath Tagore
(ii) Tiller of the Soil - Nandlal Bose
(iii) Rasa-Lila - Kshitindranath Majumdar
(iv) Radhika - M.A.R. Chughtai
(v) Meghdoot - Ram Gopal Vijaivargiya

Unit 4 The Modern Trends in Indian Art

Introduction

- (1) Study of the following work of Contemporary (Modern) Indian Art'**
- (a) Paintings**
(i) Magician-Gaganendranath Tagore
(ii) Mother and child-Jamini Roy
(iii) Three Girls-Amrita Sher Gil
(iv) Mother Tera-M.F. Hussain.
(v) Gossip-N.S. Bendre
(vi) Untitled-G.R. Santosh
- (b) Graphic-prints :**
(i) Whirl pool-Krishna Reddy
(ii) Children-Somnath Hore
(iii) Devi-Jyoti Bhatt
(iv) Of Walls-Anupam Sud
(v) Man, Woman and Tree K. Laxma Goud

Note: The time-table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

Guidelines for Evaluation of Practical,

1. Marking Scheme:

Part I: Nature and Object Study,

- | | | | |
|---------------------------------|----|---|----------|
| (i) Drawing (composition) | 10 | } | 20 marks |
| (ii) Treatment of media/colours | 05 | | |
| (iii) Overall impression | 05 | | |

Part II: Painting Composition

- | | | | |
|---|----|---|----------|
| (i) Compositional arrangement including emphasis on the subject | 10 | } | 20 marks |
| (ii) Treatment of media (colour) | 05 | | |
| (iii) Originality Creativity and overall impression | 05 | | |

Part III: Portfolio Assessment

- | | | | |
|---|----|---|----------|
| (a) Record of the entire years' performance from sketch to finished product | 10 | } | 20 marks |
| (b) Five selected Nature and object study exercises in any media including minimum of two still lives | 05 | | |
| (c) Two selected painting compositions prepared on the basis of life and nature | 05 | | |

2. Format of the Questions:

Part I: Nature and Object Study

Draw and paint the still-life of a group of objects arranged on a drawing board before you, from a fixed point of view (given to you), on a drawing paper of half imperial size in pencil/colours. Your drawing should be proportionate 'to the size of the paper. The objects should be painted in realistic manner with proper light and shade and perspective etc. In this study the drawing-board is not to be included.

Note: A group of objects to be decided by the external and internal examiners jointly as per instructions. The objects for Nature study and object study are to be arranged before the candidates.

Part II: Painting Composition :

Make a Painting-Composition on anyone of the following five subjects in any medium (Water/Pastel, Tempera, Acrylic) of your choice on a drawing-paper of half imperial size either horizontally or vertically. Your composition should be original and effective. Weightage will be given to a well composed drawing, effective use of media, proper emphasis on the subject matter and utilization of full-space.

Note: Any five subjects for Painting Composition are to be decided by the external and internal examiners jointly as per instructions and are to be mentioned here strictly just before the start of the examination for part II.

3. (A) Instructions for the selection of the objects for Nature and Object Study:

1. The examiners, are to select/decide two or three. suitable objects in such a way so that Natural and Geometrical forms may be covered in the group of objects:
 - (i) Natural-forms-large size foliage and flowers, fruits, and vegetables etc.
 - (ii) Geometrical forms made of Wood/Plastic/Paper/ Metal/Earthen etc. such as cube, cone, prism, cylinder and sphere.
2. Objects should be selected generally of large (suitable) size.
3. An object relating to nature, according to the season and location of the examination centre, must be included in the group of objects. The natural-objects should be purchased/arranged only on the day of the examination so that its freshness may be maintained.
4. Two draperies in different colours (one in dark and other in light tone) are also to be included for background and foreground, keeping in view the colours and tones of the objects selected.

(B) Instructions to decide the subjects for Painting-Composition:

1. The examiners, are to select/decide five subjects suitable for Painting-Composition.
2. The subjects should be so designed that the candidates may get clear-cut ideas of the subjects and they can exercise their imagination freely, because it is not important what you do, but how you do it.
3. The examiners are free to select/decide the subjects, but these should be according to the standard of Class XII and environment of the school/candidates.

Some identified areas of the subjects for Painting-Composition are given below, in which some more areas may also be added:

- (i) Affairs of family friends and daily life.'
- (ii) Affairs of family Professionals.
- (iii) Games and sports activities.
- (iv) Nature
- (v) Fantasy
- (vi) National, religious, cultural, historical and social events and celebrations.

4. General Instructions to the examiners :

1. Candidates should be given one hour break after first three hours.
2. Work of the candidates, for Parts I, II and III, pre to be evaluated on the spot jointly by the external and internal examiners.
3. Each work of Part I, II and III, after assessment is to be marked as "Examined" and duly signed by the external and internal examiners jointly.

Some Reference Books Suggested for Teachers (For Practical Portion) :

1. “Paint Still life” by Claretta White yet to be revised (Walter T. Foster Publication).
2. “Art of Drawing” Grumbacher Library Wook (Walter T. Foster Publication).
3. “On Techniques” By Leon Frank (Walter T. Foster Publication).
4. “More Trees” by Fredrick Gardner (Walter T. Foster Publication).
5. “How to Draw and Paint Textures of Animals” By Walter J. Wilweding (Water T. Foster Publication).
6. “How to Draw and Paint Animal Expressions” by Walter J. Wilweding (Walter T. Foster Publication).
7. “Art of the Pencil” by Borough Johnson (Sir ISAAC Pitman & Sons Ltd., New Delhi).
8. “Design for you” by Ethel Jane Beitler (John Wilary & Sons Ltd., New Delhi).
9. “Complete Book of Artist’s Techniques by Dr. Kurt Herbers, (Thomas and Hudson, London).

B. Graphics (Code No. 050)

Introduction

The Course in Graphics at Senior Secondary stage as an elective subject is aimed to develop aesthetic sense of the students through the understanding of various important, well known aspects and modes of Visual Art expression in India’s rich cultural heritage from the period of Indus Valley to the present time. It encompasses also a wider range of practical exercises in making ‘of Graphic prints for developing their mental faculties of observation, imagination creation and physical & technical skills.

Objectives

(A) Theory (History of Indian Art)

Note: As the syllabus of Graphics (Theory) is the same as that of Painting (Theory), its objectives are same.

(B) Practicals

The purpose of introducing practical exercises in Graphics is to help and enable to students to make simple compositions in monochrome and in colours through the various print-making techniques using methods and material specifically prescribed for adequate results. The students should be introduced to the subject by giving a short history of the print making techniques. They should be given exercises to inculcate respect for the tools and apparatus-used in the various processes including their maintenance and proper handling.

CLASS XI (THEORY)

One Theory Paper

Time: 2 Hours

40 Marks

Unitwise Weightage

Units	Marks
History of Indian Art	
1. Pre-Historic Rock-Paintings and Art of Indus Valley	10
2. Buddhist & Jain and Hindu Art	15
3. Temples Sculptures Bronzes and Artistic aspects of Indo- Islamic Architecture	15

Notes: The Syllabus of Graphics (Theory) for Class XI is the same as that of Painting (Theory) for class XI given earlier.

CLASS XI (PRACTICAL)

One Practical Paper

Time: 6 Hours (3+3)

70 Marks

Unitwise Weightage

Units	Marks
1. Relief Printing through Linocut/Woodcut/Paper-cardboard	40
2. Portfolio Assessment	20

Unit 1: To make Linocut/Woodcut/Paper-cardboard print on 1/4 Imperial sheet on a given subject **120**

Syllabus for Relief Printing (Linocuts/Woodcuts/Paper-cardboard Prints).

1. Introduction of the history of print making.
2. Printing methods and materials.
3. Characteristics of printing inks, solvents, and dyes.
4. Registration methods.
5. Simple, colour printing techniques.
6. Finishing of the Mounting and prints.

Unit 2: Portfolio Assessment

48 Pds.

- (a) Record of the entire years' performance from sketch to finished product (10 Marks)
- (b) The selected prints (either from Linocuts/Woodcuts/Paper-cardboard prints) prepared during the course by the candidate and certified by the school authorities as the work done in the school are to be placed before the examiners for assessment. (10 Marks)

Note: 1. The candidates should be given one hour break after first three hours.

2. The time-table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

CLASS XII (THEORY)

One Theory Paper

Time: 2 Hours

40 Marks

Unitwise Weightage

Units	Marks
History of Indian Art	
1. The Rajasthani and Pahari Schools of Miniature Painting	10
2. The Mughal and Deccan schools of Miniature Painting	10
3. The Bengal School of Painting	10
4. The Modern Trends in Indian Art	10

Note: The Syllabus of Graphics (Theory) for Class XII is the same as that of Painting (Theory) for class XII given earlier.

CLASS XII (PRACTICAL)

One Practical Paper

Time: 6 Hours (3+3)

60 Marks

Unitwise Weightage

Unit	Marks
1. Making of graphic-print through Serigraphy/Lithography/Etching and Engraving (Intaglio Process) techniques	40
2. Portfolio Assessment	20

**Unit 1: The students in the class are expected to opt for anyone of the following media depending upon the facilities available in their schools
120 Pds.**

(a) Serigraphy.

1. The history of stencils and silk screen.
2. Methods and materials.
3. The use and maintenance of the squeeze.
4. Sealing, registration for colour, work and preparation for printing.
5. Solvents for cleaning, use and characteristics of printing inks.
6. Finishing Mounting and the print.

OR

(b) Lithography 120 Pds.

1. Introduction: Short history and the methods and material used in producing lithographic prints.
2. The use and characteristics of the Litho stone/Zinc plates.
3. The use of lithographic chalks and ink (Tusche).
4. Preparing for printing and use of various chemicals inking and taking proofs.
5. Papers used in lithography and getting the final Print.
6. Finishing and mounting the print.

OR

(c) Etching and Engraving (Intaglio Process) 120 Pds.

1. Introduction to intaglio technique with a short history, methods and materials, Etching press.
2. Preparing the plate and laying the ground (Resist) and Inking.
3. Characteristics of different types of grounds.
4. Characteristics and use of various acids.
5. Colour etching, use of stencils and marks.
6. Finishing and mounting the prints.

Unit2: Portfolio Assessment 48Pds.

- (a) Record of the entire years' performance from sketch to finished product (10 Marks)
- (b) Three selected prints prepared during the course by the candidate and certified by the school authorities as works done in the school and to be placed before the external examiner for assessment. (10 Marks)

Note: The time table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

GUIDELINES FOR EVALUATION OF PRACTICAL

1. Marking Scheme:

Part I: Graphic-Composition (Print Making)

- | | | |
|---|----|----------|
| (i) Emphasis on the subject | 10 | |
| (ii) Handling on the material and technique of print-making | 10 | 40 marks |
| (iii) Composition and quality of print | 20 | |

Part II: Portfolio Assessment

- (a) Record of the entire years' performance from sketch to finished product. 10
- Three selected Prints (4+3+3 marks for 3 prints) 10

2. Format of the questions:

Part I: Graphic Composition (print-making) 50 marks

Choose one of the print-making medium available and taught in your school viz. serigraphy, lithography, etching and engraving.

Make a Graphic-Composition on anyone of the five subjects given below according to the possibility and suitability of the medium:

(Note: Any five suitable subjects for “Graphic-Composition (Print-making)” are to be decided by the internal and external examiners jointly in accordance with the instructions are to be mentioned here).

Make use of line, tone and texture, exploiting the medium fully to realize composition.

Print your composition in one or two colours.

Pay special attention to print quality and cleanliness. Submit two identical prints along with all the rough layouts as your final submission.

Size of the plate:

- | | |
|---------------------------|----------------|
| (i) Serigraphy | 30 cm x 20 cm. |
| (ii) Lithography | 30 cm x 20 cm. |
| (iii) Etching & engraving | 30 cm x 20 cm. |

3. Instructions to decide the subjects for Graphic-Composition (Print-making):

1. The external and internal examiners, jointly are to select/decide five subjects suitable for Graphic-Composition (Print-Making).
2. Each subject should be so designed that the candidate may get a clear-cut idea of the subject, however, any candidate can perceive a subject in his/her own way but Graphic quality must be maintained in the composition.
3. The examiners are free to select/decide the subjects, but these should be according to the standard of class XII and environment of the school/candidates.

Some identified areas of the subjects for Graphic-Composition (Print-making) are given below in which some more areas may be added, if needed:

- (i) Affairs of family, friends and daily life.
- (ii) Affairs of Professionals.
- (iii) Games & Sports Activities.
- (iv) Nature.
- (v) Fantasy.
- (vi) National, religious & cultural events and celebrations.
- (vii) Ideas-personal, social, local, provincial, national or international.

4. Instructions to the examiners

1. Candidates should be given one hour break after first three hours.
2. Work of the candidates for part I & II is to be evaluated on the spot by the external and internal examiners jointly.
3. Each work of parts I & II, after assessment, is to be marked as examined and duly signed by the external and internal examiners.

Some Reference Books Suggested for Teachers.

1. "The Techniques of Graphic Art", by H. Van Kruhingen.
2. "Print Making", Harvevy Daniels (Hamlym).
3. "Art is Manual for Silk Screen Print Making", by Heavy Shockler.
4. "Print Making today", by Jules Helles.
5. "Silk Screen Techniques", J.I. Biege Leison, Dover Publication, New York.
6. "Introducing Screen Printing", Anthony Kinsey Walson Guplill, New York.
7. "The Art and Craft of Screen Process Printing", Kosloff, All the Bruce Publishing Co., New York.
8. "Practical Screen Printing", Stephen Russ, Studio Vista Walson Auptill, New York.
9. "Artists Manual for Silk, Screen Print making", Harry Shekler, American Artist's Group' New York.
10. "Lithography", Vau Nostrav, Reinhold.
11. "Lithography for Artists", Standley Loues, Oxford University Press.
12. "Linocuts and Woodcuts", Michael Rothenstein Studio Vista, London.
13. "Relief Printing", Michael Rothenstein Studio Vista, London.
14. "Etching, Engraving and Intaglio Printing", Anthony Gross, Oxford University Press.
15. "The Art of Etching", E.S. Sumaden Gouslable, London.

(c) Sculpture (Code No. 051)

Introduction

The Course in Sculpture at Senior Secondary stage as an elective subject is aimed at developing aesthetic sense of the students through the under standing of various important, well known aspects and modes of Visual Art expression in India's rich cultural heritage from the period of Indus Valley to the-present time. It encompasses also a wide range of practical exercises in making of various sculptures for developing their mental faculties of observation, imagination and creation and the physical and technical skills.

Objectives

(A) THEORY (History of Indian Art)

Note: As the syllabus of Sculpture (Theory) is the same as that of Painting (Theory), its objectives are same.

(B) PRACTICALS

The purpose of introducing practical exercises in sculpture is to help and enable, the students to make sculptures. All assignments should be designed to understand problems of volume, weight, play of form in space etc., as against rendering on flat two dimensional. Adequate technical skills may be provided depending on the facilities available.

CLASS XI (THEORY)

One Theory Paper **Time: 2 Hours** **40 Marks**

Unitwise Weightage

Units	Marks
HISTORY OF INDIAN ART	
1. Pre-Historic Rock-Painting and Art of Indus Valley	10
2. Buddhist & Jain and Hindu Art	15
3. Temple Sculpture and South Indian Bronze and Artistic aspects of Indo-Islamic Architecture	15

Note: The Syllabus of Sculpture (Theory) for Class XI is the same as that of Painting (Theory) for Class XI given earlier.

CLASS XI (PRACTICALS)

One Practical Paper **Time: 6 Hours (3+3)** **60 Marks**

Unitwise Weightage

Units	Marks
1. Modelling in Relief (in clay or Plaster Paris)	20
2. Modelling in Round (in clay or plaster of Paris)	20
3. Portfolio Assessment	20

Unit 1: Modelling in Relief on given subjects from life and nature. **60 Pds.**

Unit 2: Modelling in Round on given subjects from life and nature. **60 Pds.**
Handling of clay and its techniques, pinching, coiling, rolling etc.

Unit 3: Portfolio Assessment **40 Pds.**

(a) Record the entire years' performance from to finished product (10 Marks)

(b) Four selected pieces of works prepared during the course by the candidate and certified by the school authorities as works executed in the school are to be placed before the examiners for assessment. (10 Marks)

Note: 1. The candidate should be given one hour break after first three hours.

2. The time table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

CLASS XII (THEORY)

One Theory Paper

Time: 2Hours

40 Marks

Unitwise Weightage

Units	Marks
History of Indian Art	
1. The Rajasthani and Pahari Schools of Miniature Painting	10
2. The Mughal and Deccan Schools of Miniature Painting	10
3. The Bengal School of Painting	10
4. The Modern Trends in Indian Art	10

Note: The Syllabus of Sculpture (Theory) for Class XII is the same as that of Painting (Theory) for Class XII given earlier.

CLASS XII (PRACTICAL)

One Paper

Time: 6 Hours (3+3)

60 Marks

Unitwise Weightage

Units	Marks
1. Modelling in Relief (Clay and Plaster of Paris)	20
2. Modelling in Round (clay and Plaster of Paris)	20
3. Portfolio Assessment	20

Unit 1: Modelling in Relief* **60 Pds.**

Unit 2: Modelling in Round* **60 Pds.**

Unit 3: Portfolio Assessment **48 Pds.**

- (a) Record of the entire years' performance from sketch to finished product (10 Marks)
- (b) Four pieces of Works prepared during the course selected by the candidate and certified by the school authorities as work executed in the school are to be placed before the examiners for assessment.

* Use of clay Composition in hollow for baking.

* Modelling of simplified human figures, birds, animals and plants in relief and round.

* Geometrical shapes like cube, cone, cylinder, etc., and their composition in relief as an exercise in design study of textures. Use of plaster of Paris. (10 Marks)

Note: 1. The candidate should be given one hour break after first three hours.

2. The time table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

GUIDELINES FOR EVALUATION OF PRACTICAL

1. Marking Scheme:

Part I: Modelling in Relief

- | | | |
|---|----|------------|
| (i) Composition including emphasis on the subject | 10 | } 20 Marks |
| (ii) Handling of media | 05 | |
| (iii) Creative approach & overall impression | 05 | |

Part II: Modelling in Round

- | | | |
|---|----|------------|
| (i) Composition including emphasis on the subject | 10 | } 20 Marks |
| (ii) Handling of media | 05 | |
| (iii) Creative approach and overall impression | 05 | |

Part III: Portfolio Assessment

- | | | |
|---|-----|------------|
| (a) Record of the entire years' performance from sketch to finished product | 10 | } 20 Marks |
| (b) Four works of Sculpture consisting of: | | |
| (i) One Sculpture in Relief (High Relief) | 2.5 | |
| (ii) One Sculpture in Relief (Low Relief) | 2.5 | |
| (c) Two Sculpture in round | 05 | |

2. Format of the questions:

Part I: Modelling in Relief:

Make a Sculpture in Relief (low/high) on anyone of the following five subjects, The size should be within 25 to 30 cm. (horizontally or vertically) and about 4 cm. in thickness from the board.

(Note: Any five suitable subjects for “Modelling in Relief” are to be decided by the external and internal examiners jointly in accordance with the instructions and are to be mentioned here).

Part II: Modelling in Round:

Prepare a Sculpture in round, in clay medium, on anyone of the following five subjects. The height should be within 25 to 30 cm. horizontally or vertically.

Note: Any five suitable subjects for “Modelling in Round” are to be decided in accordance with the instructions and are to be mentioned here strictly just before the start of the examination for Part II. ‘

3. Instructions to decide the subjects for Modelling in Relief and Round:

- (1) The examiners are to select/decide five subjects suitable for Modelling in Relief and five subjects for Modelling in round. The subjects for “Modelling in Round” are to be conveyed to the candidates strictly just before the start of the examination for Part II.
- (2) Each subject should be so designed that the candidate may get a clear-cut idea of the subject, however, a candidate can perceive a subject in his/her own way. Distortion of human/animal forms may be allowed.
- (3) Choice of high or low relief should remain open to the candidates.
- (4) The examiners are free to decide the subjects but they should be according to the standard of class XII and environment of the school/candidates. Some identified areas of the subjects for Modelling in Relief are given below in which some more areas may also be included:
 - (i) Nature Study;
 - (ii) Design, natural, decorative, stylized and geometrical:
 - (iii) Family, friends and daily life;
 - (iv) Birds and animals;
 - (v) Games and sports activities;
 - (vi) Religious, social and personal activities;
 - (vii) Cultural activities;
 - (viii) Ideas - Personal, social, local, provincial, national and international.

4. General instructions to the examiners:

1. Candidates should be given one hour break after first three hours.
2. Work of the candidates of Parts I, II and III, is to be evaluated on the spot by the external and internal examiners jointly.
3. Each work of Parts I, II and III, after assessment, is to be marked as examined and duly signed by the external and internal examiners.

Some Reference Books Suggested for Teachers:

1. “Indian Sculpture”, by Chintaman Kar.
2. “Exploring Sculpture”, by Jan Amdell Mills & Boon, London.
3. “The Technique of Sculpture”, John W. Mills, P.T. Patsford Ltd., London!
4. “A History Sculpture of the world”, Sheldon Cneey, Thame and Hudson, London.
5. “Form and Space”, Edward Their, Thomes and Hudson; London.
6. “Sculpture and Ideas”, Michael F. Andrews.
7. “Modern Sculpture”, Jean Selz, Heinemann, London. ‘
8. “Creative Carving”, (Material techniques appreciation), Dons Z. Meilach, Pritam Publishing.

(D) Applied Art (Code No. 052)

COMMERCIAL ART

Introduction

The Course in Applied Art (Commercial Art) at Senior Secondary Stage as an elective subject is aimed to develop aesthetic sense of the students through the understanding to various important, well known aspects and modes of Visual Art expression in India's rich cultural heritage from the period of Indus Valley to the present time. It encompasses also a wide range of practical exercises in Commercial Art for developing their mental faculties of observation, imagination, creation and physical and technical skills.

Objectives

(A) THEORY (History of Indian Art)

Notes: As the syllabus of Applied Art-Commercial Art (Theory) is the same as that of Painting (Theory), its objectives are same.

(B) PRACTICALS

The purpose of introducing practical exercises in Applied Art (Commercial Art) is to help and able the students to develop professional competence in making Model Drawing Lettering, layout Preparation and poster so that they can link their lives with productivity.

CLASS XI (THEORY)

One Theory Paper

Time: 2 Hours

40 Marks

Unitwise Weightage

Units	Mark
HISTORY OF INDIAN ART	
1. Pre-Historic Rock-Paintings and Art of Indus Valley	10
2. Buddhist & Jain and Hindu Art	15
3. Temple Sculpture Bronze and Artistic aspects of Indo-Islamic Architecture	15

Note : The Syllabus of Applied Art-Commercial Art (Theory) for Class 'XI is the same as that of Painting (Theory) for Class XI given earlier.

CLASS XI (PRACTICALS)

One Practical Paper

Time: 6 Hours (3+3)

60 Marks

Unitwise Weightage

Units	Mark
1. Drawing	20
2. Lettering and layout	20
3. Portfolio Assessment	20

Unit 1: Drawing 60 Pds.

Drawing from Still-Life and Nature, medium-pencil monochrome/colour.

Unit 2: (a) Lettering 60 Pds.

(i) Study of lettering of Roman and Devnagri Scripts

(ii) Identification of some Type=faces and their sizes

(b) Layout

Making a simple layout with lettering as the main component.

Unit 3: Portfolio Assessment 48 Pds.

(a) Record of entire years' performance from sketch to finished product (10)

(b) Five selected drawings in any media done during the year including minimum three lives. (05)

(c) Two selected works in chosen subject done during the year. (05)

Note: 1. The candidate should be given one hour break after first three hours.

2. The time table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

CLASS XII (THEORY)

One Theory Paper

Time: 2 Hour

40 Marks

Unitwise Weightage

Units	Marks
HISTORY OF INDIAN ART	
1. The Rajasthani and Pahari Schools of Miniature Painting	10
2. The Mughal and Deccan Schools of Miniature Painting	10
3. The Bengal School of Painting	10
4. The Modern Trends in Indian Art	10

Note: The Syllabus of Applied Art-Commercial Art (Theory) for ClassXII is the same as that of Painting (Theory) for Class XII given earlier.

CLASS XII (PRACTICAL)

One Practical Paper

Time: 6 Hours (3+3)

60 Marks

Unitwise Weightage

Units	Marks
1. Illustration	20
2. Poster	20
2. Portfolio Assessment	20

Unit 1:	Illustration	60 Pds.
	Study of techniques of Illustration on given subjects and simple situations supported by Drawing from life and outdoor sketching in different media suitable for printing.	
Unit 2:	Poster	60 Pds.
	Making a poster with specified data and slogan on a given subject in two or four colours.	
Unit 3:	Portfolio Assessment	48 Pds.
	(a) Record of the entire years performance from sketch to finished product	(10)
	(b) Five selected drawings in any media done during the year including minimum of two illustrations	(05)
	(c) Two selected posters in chosen subject	(05)

Note: The time table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

Guidelines for Evaluation of Practical

1. Marking Scheme:

Part I: Illustrations

- | | | |
|--|----|------------|
| (i) Composition including quality of drawing | 10 | } 20 marks |
| (ii) Emphasis on the subject with a specific situation | 05 | |
| (iii) Reproducing quality and overall impression | 05 | |

Part II: Poster

- | | | |
|---|----|------------|
| (i) Layout and Lettering | 10 | } 20 marks |
| (ii) Emphasis on the subject | 05 | |
| (iii) Proper colour scheme and overall impression | 05 | |

Part III: Portfolio Assessment

- | | | |
|--|----|------------|
| (a) Record of the entire years' performance from sketch to finished product | 10 | } 20 marks |
| (b) Five selected drawings in any media including minimum of two illustrations | 05 | |
| (c) Two selected posters in chosen subjects | 05 | |

2. Format of the questions:

Part I: Illustration

Make an illustration in black and white in any colour media on any one of the following five subjects with a specific situation.

Size of the illustration: 30 cm x 22 cm.

Note: Any five suitable subjects or illustration, decided by the external and internal examiners jointly in accordance with the instructions are to be mentioned here.

Part II: Poster

Prepare a poster-design with specified data and slogan in English/Hindi language, in three flat colours, on any one of the following five subjects. The designing of the poster should have balanced use of typography and illustration.

Size of the Poster-design: 1/2 imp size.

Note: Any five suitable subjects for poster design decided by the external and internal examiners jointly in accordance with the instructions and are mentioned here, strictly just before the start of the examination for Part II.

3. (A) Instructions to decide the subjects for illustration:

1. The examiners are to select/decide five suitable subjects.

2. Each subject should be given a specific situation, which is a main characteristic of an illustration.
3. Each subject should be so designed that the candidate may get a clear-cut idea of the subject and they can illustrate a specific situation based on given subject areas.
4. The examiners are free to decide the subjects but these should be according to the standard of the Class XII and environment of the school/candidates.

Some identified areas of the subjects for illustration are given below, in which some more areas may be added if needed.

Subject with a specific situation:

- (i) Family and friends in daily life.
- (ii) Professionals/professions.
- (iii) Games and sports.
- (iv) Nature.
- (v) National events and celebrations. :
- (vi) Religious events and festivals.
- (vii) Culture-Dance, Drama, Music and Art.

(B) Instructions to decide the subjects for Poster-design:

1. The examiners are to select/decide five subjects suitable for Poster-design.
2. Each subject should be given a specified data and slogan.
3. The data and slogan should be so framed/designed that the candidates may get a clear-cut idea of the subject.
4. The examiners must give the subjects data and slogan according to the standard of Class XII and environment of the School/candidates.

Some identified areas for poster-design are given below, in which some more areas/ subjects may be added.

1. For Advertisement on:

- (i) Excursion/Tourism
- (ii) Cultural activities.
- (iii) Community & Nature Development
- (iv) Ideas-Social, national and international.
- (v) Commercial products.

2. Instructions to the examiners:

1. Candidates should be given one hour break after first three hours.
2. Work of the candidates for Parts I, II & III is to be evaluated on the spot by the external and internal examiners jointly.
3. Each work of Parts I, II & III, after assessment, is to be marked as examined and signed by the external and internal examiners.

Some Reference Books Suggested for Teachers

1. Typolog-G.M. Rege, Bombay.
2. Kalatmak Lykhai, Published by D.A. V.P.
3. Figure Painting in Water Colour, Charles Reid Watson, Guptill Publication.
4. Walter T. Foster - Objective Drawing.
5. Walter T. Foster - Human Figure.
6. Walter T. Foster- Head Study.
7. Walter T. Foster - Animal Study.
8. Walter T. Foster - Landscape.
9. Applied Art Handbook - G.M. Rege, Bombay.

Some Reference Books for Theory portion of Painting, Graphics, Sculpture and Applied Art:

1. भारत की चित्रकला
राय कृष्णदास,
भारती भण्डार, लीडर प्रेस, इलाहाबाद (उ. प्र.)
2. नवीन भारतीय चित्रकला शिक्षण पद्धति
प्रो. रामचन्द्र शुक्ल,
किताब महल प्रा. लि, इलाहाबाद (उ. प्र.)
3. भारतीय चित्रांकन
डॉ. रामकुमार विश्वकर्मा,
बिशनलाल भार्गव एण्ड सन्स, कटरा, इलाहाबाद (उ. प्र.)
4. भारतीय चित्रकला का इतिहास
डॉ. अविनाश बहादुर वर्मा,
प्रकाश बुक डिपो, बरेली (उ. प्र.)
5. भारतीय कला और कलाकार
ई. कुमारिल स्वामी,
प्रकाशन विभाग, सूचना और प्रसारण मंत्रालय,
भारत सरकार, पटियाला हाउस, नई दिल्ली-110 001
6. भारतीय चित्रकला का बृहद इतिहास
वाचस्पति गैरोला,
चौखाम्मा संस्कृत प्रतिष्ठान, बंगलो रोड,
जवाहर नगर, दिल्ली. 100 007
7. रूपप्रद कला के मूलाधार
डॉ. शिवकुमार शर्मा एवं डा. रामावतार अग्रवाल,
लायल बुक डिपो, निकट गवर्नमेण्ट कालिज,
मेरठ (उ.प्र.)
8. कला विलास (भारतीय कला का विकास)
डॉ आर. ए. अग्रवाल
लायल बुक डिपो, निकट गवर्नमेण्ट कालिज,
मेरठ (उ. प्र.)
9. भारतीय चित्रकला
डॉ एस.एन. सक्सेना,
मनोरमा प्रकाशन, 299, मीरपुर कैण्ट,
कानपुर (उ. प्र.) 208004
10. भारतीय चित्रकला का विकास
डॉ. चिरंजीलाल झा,
लक्ष्मी कला कुटीर, नया गंज,
गाजियाबाद (उ. प्र.) 201001
11. कला के मूल तत्व
डॉ. चिरंजीलाल झा,
लक्ष्मी कला कुटीर, नया गंज,
गाजियाबाद (उ. प्र.) 201001
12. शिल्प कथा
नन्दलाल बसु,
साहित्य भवन लि., इलाहाबाद (उ. प्र.)

13. भारत का मूर्तिशिल्प
डॉ. चार्ल्स एल, फाबरी, राजपाल एण्ड सन्स,
कश्मीरी गेट, दिल्ली- 110 006
14. कला और कलम
भारतीय चित्रकला का आलोचनात्मक इतिहास
डॉ. गिर्राज किशोर अग्रवाल,
ललिता कला प्रकाशन, 27-ए, साकेत कालोनी,
अलीगढ़ (उ. प्र.) 202001
15. भारतीय मूर्तिकला परिचय
-do-
16. आधुनिक भारतीय चित्रकला
-do-
17. भारत की चित्रकला का संक्षिप्त इतिहास
डॉ. लोकेशचन्द्र शर्मा
गोयल पब्लिशिंग हाउस,
सुभाष बाजार, मेरठ (उ. प्र.)
ललित कला आकादमी, रवीन्द्र भवन,
कॉपरनिक्स मार्ग, (निकट मण्डी हाउस),
नई दिल्ली 110 001 तथा
ल.क.अ. के क्षेत्रीय कार्यालयों पर भी उपलब्ध
18. रवि वर्मा, अमृता शेरगिल, रामाकिंकर
हुसैन, हेब्बर, यामिनी राय, देवी प्रसाद
राय चौधरी, पर निबध (पत्रिका) तथा समकालीन
भारतीय कला
डॉ. वासुदेव शरण अग्रवाल,
पृथ्वी प्रकाशन, वाराणसी (उ. प्र.) 221005
19. भारतीय कला
प्राबनाथ मागो, नेशनल बुक ट्रस्ट इंडिया, नई दिल्ली
20. भारत की समकालीन कला – एक परिप्रेक्ष्य
By Dr. Anis Farooqi
21. Hindustan Masavri
Dr. Vasudev Sharan Agrawal
22. The Heritage of Indian Art
Dr. Vasudev Sharan Agrawal,
Banaras Hindu University
Publication, Varanasi (U.P.)
23. Studies in Indian Art
Percy Brown, YMCA Publishing
House, Massey Hall, Jai Singh Road
(Near Parliament Street)
New Delhi-110001.
24. Indian Painting
A.K. Coomaraswamy,
Dover Publication, Inc., New York.
25. History of Indian and Indonesian Art
C Civaramamurti, Lalit Kala Academi,
New Delhi-I 10001.
26. South Indian Bronzes
Dr. Charles L. Fabri, Affiliated
East-West Press Pvt. Ltd.,
C-57, Defense Colony,
New Delhi-110024.
27. Discovering Indian Sculpture,
A Brief History

28. Story of Indian Art
S.K. Bhattacharya,
Atma Ram & Sons, Kashmiri Gate,
Delhi-I 10006.
29. Panorama of Indian Painting
Publication Division, Ministry of
Information and Broadcasting Government
of India, Patiala House, Tilak Marg,
New Delhi-11 0001.
(Also available at P. D. Sales Emporia
throughout the country).
30. Glory of Indian Miniature
Dr. Daljeet, Mahindra Publications,
R-5/II, New Raj Nagar, Ghaziabad,
Utttar Pradesh -201002. .
31. Indian Painting
C. Civaramamurti, National Book Trust, India
A-5, Green Park, New Delhi-110016
32. Indian Artists through the ages
R.K. Chopra, R.K.C. Publications
H-49, Raghu Nagar, Pankha Road,
New Delhi-II 0045.
33. Contemporary Indian Artists
Geeta Kapoor,
Vikas Publishing House, Darya Ganj,
Delhi - 110002
34. Monographs on Amar Nath Sehgal.
Amrita Shergil, Abanindra Nath Tagore,
D.P. Roy Chowdhury, Dhanaj Bhagat,
Gaganendra Nath Tagore, K.K. Hebbar,
Krishna Reddy, M.F. Husain, Rabindra Nath
Tagore, Jamini Roy, P.V. Janakiram,
Lalit Kala Contemporary
Lalit Kala Akademi,
Rabindra Bhawan, Copernicus Marg,
(New Mandi House),
New Delhi-II 000 1.
35. Monographs, Portfolios and prints of
contemporary/Modern paintings and
sculptures which are included in the
course of study.
National Gallery of Modern Art
(Deptt. of Culture, Ministry of H.R.D.
Govt. of India): Jaipur House,
Near India Gate, New Delhi-110003.
36. Portfolios, books and prints of Paintings
and sculptures which are included in the
course of study
National Museum
(Deptt. of Culture, Ministry of H.R.D.)
Govt. of India), Janpath,
New Delhi-1 10011

37. Contemporary Art in India-A Perspective

Prof. P.N. Mago

National Book Trust of India,

New Delhi-110016

38. History of Indian Painting
(Volume-I to V)

Krishna Chaitanya, Abhinav Publications,

Hauzkhas, New Delhi

31. MUSIC

(Code Nos. 31 to 36)

The syllabus in the subject has been published separately in Senior School Curriculum Volume III.

32. DANCE

(Code No. 56 to 62)

The syllabus in the subject has been published separately in Senior School Curriculum Volume III.

33. HERITAGE CRAFTS

(Code No. 070)

AIMS AND OBJECTIVES

To impart an all round and holistic education that equips the Indian youth today to face challenges of a global and rapidly changing world, while preserving their own cultural assets, traditions and values this new subject area has been introduced for senior secondary level in schools with the following objectives :

- To understand the critical role of the crafts community and its integral relationship to the Indian society.
- To enable students to understand the relationship between economics, culture and aesthetics,
- To enable students to explore the linkages between environment, craft traditions and society through field studies,
- To develop a respect for the diversity of Indian craft traditions and to uphold the dignity of its practitioners by understanding the difficulties that they face,
- To introduce Indian culture through the crafts, so that school students appreciate the variety of skills and expressions of the Indian artist,
- To provide students a creative aesthetic experience of the unique visual and material culture of India and develop values of conservation, protection of the environment, resources and heritage of the country,
- To enable students to understand the relationship between tradition and contemporary trends, form and function, creator and consumer.
- To understand the processes of creating a craft object from start to finish,
- To equip students with the tools to extend craft traditions to wider applications through applied crafts.

SYLLABUS DESIGN: HERITAGE CRAFTS

CLASS XI

I THEORY

70 Marks

3 Hours

SECTION A

40 Marks

50 Periods

Unit 1- Introduction to Craft Traditions

5 Periods

4 Marks

- a) Learning about crafts
- b) History of craft traditions
- c) Crafts and Society

Unit 2 - Crafts Materials

15 Periods

12 Marks

2.2 Clay

- a) Clay and Pottery
- b) Terracotta
- c) Clay through the Ages

2.3 Stone

- a) Carvings in stone
- b) Sculptures through Ages
- c) Stone work
- d) Stone work and its use in contemporary architecture

2.4 Metal

- a) Metal work and blacksmith
- b) Lost wax process
- c) Bronze casting

Unit 3 - Crafts Processes

20 Periods

16 Marks

3.5 Jewellery

- a) Jewellery for different parts of a body
- b) Regional varieties of jewellery- its process
- c) Jewellery through the Ages

3.6 Natural Fibres

- a) Types of natural fibres
- b) Uses of natural fibres
- c) Bamboo and Bamboo Crafts processes

3.7 Paper crafts

- a) Paper and paper crafts
- b) Paper toys
- c) Papier mâche'

3.8 Textiles

- a) Textile weaving
- b) Material for textiles
- c) Textiles technique
- d) Embroidery Traditions in India

Unit IV - Composite Crafts

10 Periods

8 Marks

4.9 Painting

- a) Painting surfaces, techniques and materials
- b) Mural Tradition through the Ages
- c) Styles of painting in different parts of India

4.10 Theatre Crafts

- a) Story telling
- b) Masks
- c) Musical instruments

SECTION B

20 Marks 30pds

Field Studies: Documenting/ Exploring Crafts

- Anecdotal Experiential question
- Case Study based Question

SECTION C

10 Marks

Question based on the Craft chosen (Clay/ Stone/ Metal/ Jewellery/ Fiber/ Textile/ Painting/ Theatre/ Paper) for practice and innovation, on individual basis.

Note: Questions in section B and C above will be based on the practical part of the syllabus. Thus, the time allocation has not been done separately

II. PRACTICAL

30 Marks

(a) Field Studies: documenting/ exploring crafts

- Two short projects
- One long project

(b) Applied crafts

40 Periods

- Learning a craft
- Innovation in Design and Processes

CLASS XII

I THEORY

70 Marks

3 Hours

SECTION A

50 Periods

40 Marks

Unit - I Overview of the Past

15 Periods

10 Marks

1. Crafts in the Past
2. Colonial Rule and Crafts.
3. Gandhi and self sufficiency

Unit - II Crafts Revival

20 Periods

15 Marks

4. Handloom and Handicraft revival
5. Crafts Community Today
6. Production and Marketing

Unit - III Crafts Revival

15 Periods

15 Marks

7. Crafts Bazaars
8. Craft in the Age of Tourism
9. Design and Development

SECTION B

Field Studies: Documenting/ Exploring crafts

20 Marks

- Anecdotal Experiential question
- Case Study based Question

SECTION C

10 Marks

Question based on the Craft chosen (Clay/ Stone/ Metal/ Jewellery/ Fibre/ Textile/ Painting/ Theatre/ Paper) for practice and innovation, on individual basis. 30

Note: Questions in section B and C above will be based on the practical part of the syllabus. Thus time allocation has not been done separately.

II. PRACTICAL

30 Marks 60

(a) Field Studies: Documenting/ Exploring Crafts

180 Periods

- Two short projects
- One long project

(b) Applied Crafts **40 Periods**

- Learning a craft
- Innovation in Design and Processes

(Guidelines for Section B and C as well as Practical has been provided in the Work Book: Exploring Craft Traditions of India, prepared by NCERT for classes XI & XII)

Section-wise Weightage: Class XI - XII

Areas of Learning	Marks
Theory	70
Section A (Reader)	40
(i) Living Craft Traditions of India-Past, Present and Future - Class XII	
Section B	20
Field Studies	
Section C	10
A personal response question based on the Craft chosen (Clay/Stone/Metal/Jewelry/Fabric/Textile/Painting/Theatre/Paper)	
Practical	30
Exploring Craft Tradition of India XI-XII	
Field Studies: Exploring a Craft	10
Applied Crafts	20
- Learning a Craft	
- Innovation in design and processes	

Annual Examination:

THEORY: One paper **3 hours** **70 Marks**

SECTION A **40 Marks**

1. Short questions:

Based on Textbook (80-100 words).

Four questions of 3 marks each (4x3) 12 marks

2. Long questions:

Three questions out of four based on textbook (100-120 words)

Three questions of five marks each (3x5) 15 marks

3. Definitions:

Five definitions out of six based on textbook in three to five sentences. Five definitions one mark each (1x5) 05 marks

4. Essay Type:

One essay type question out of two based on textbook (150-200 words) 08 marks

Section B

20 marks

5. A question based on the Field Study undertaken. Anecdotal documentation in a descriptive and a narrative style.
10 marks

6. Comparison and contrast of two or more craft forms based on a given case study.
10 marks

Section C

10 marks

Experience based analytical response of the craft chosen by the candidate (Clay/ Stone/ Metal/ Jewellery/ Fabric/ Textile/ Painting/ Theatre/ Paper)

PRACTICAL

3 hours

30 Marks

FIELD STUDIES: EXPLORING A CRAFT

10 marks

1. Project Work

05 marks

In this part of the course students will be required to do two short and one **detailed** projects in each class XI and XII. These projects are essentially experiential and analytical in nature.

Each student will prepare:

Two short assignments (10-15 pages each)

In the first instance students will study their immediate environment and learn about everyday crafts. They will prepare an assignment of crafts found at home, in their town/village and local artisans crafts communities.

The teachers may discuss the areas and topics related with the topics mentioned in the following paragraph, before starting the work and they may call a craftsperson or someone from the community who feels comfortable talking to the children and at the same time is well versed with the craft traditions specially of that region. Students may talk to people both producers and consumers, find out about different aspects of production and marketing or study the architecture of monuments, visit museums, study the artifacts (sculpture and painting and crafts) and work on the costumes, jewelry, the way of life etc. The assignments can have drawings, illustrations, photographs, maps etc. The students may choose any **two topics** from following areas for this short project:

- **Crafts in their own locality/home/state** to enable students to understand the design and function of craft traditions in their daily life.
- **Local Heritage in Museum/ monuments/ religious secular structures** to understand various craft skills involved in historic architecture/building/sculpture and painting.

- **Architecture prevalent in a region to study the variety of craft skills in contemporary building of homes, and other structures.**
- **Market/ shop/ mela/ haat to understand market forces.**

Note: Teacher to assess the two assignments out of 05 marks each and take the best out of the two for final assessment.

2. Exploring a Craft - Project Work

05 marks

One long term project on Exploring a Craft

This project will necessarily be a scientific, methodical documentation of a particular craft tradition prevalent in the region (class XI), which will have the following core issues in the background, related to theory.

- **Craft Traditions**
- **Philosophy and Aesthetics**
- **Materials, Processes and Techniques**
- **Environment & Resource Management**
- **Social Structures**
- **Economy and marketing**
- **International Examples**

Projects taken up for this subject may be divided into different stages of planning, execution and presentation. The projects may be taken up in a group of 4 to 6 students where they can work on a particular craft tradition. In class XI students may visit the crafts-persons in their own region whereas in class XII students may preferably take up crafts clusters of another region.

In the preparatory stage, students along with teachers can discuss about various crafts traditions practiced in the region, their history, distribution etc., collect all information available through various sources including library, internet and resource persons. To avail comprehensive data on various aspects of the crafts, students may develop an interview schedule and decide on number of crafts persons to be interviewed, which all places they will be visiting etc. Teachers must equip the students on interaction with crafts persons and other people from the community, type of language they should use, how to be polite with them and while handling their materials etc. Students can buy some of the objects from crafts persons, take photographs films after seeking their permission, make drawings, etc. which later on they can use in presentation or submission of project report.

After the completion of documentation, students could make presentation in school assembly/class in parent- teachers' meeting.

APPLIED CRAFTS

20 marks

This component will consist of a hands-on experience of creative work with a multi-disciplinary approach:

1. Learning a Craft

10 marks

Students can learn the basics of a chosen craft from a practising local artisan, such as pottery/weaving/drawing and work on its techniques, handling of materials and tools, experiment with colour, form, texture, rhythm, balance etc. They can then experiment with them, know about the traditional practices in that craft, the symbolism in them and the different points of views associated with it. The schools should have all the facilities required for practicing all the processes involved in a craft including working space, materials and tools. Schools may not have a teacher who is also an expert in all these crafts and in such a case, the schools should identify resource persons/craftspersons from the community, who can come to the school for demonstrations and students also can visit them.

Help can be sought from TRIFED, SPIC-MACY, CCRT and other such organizations which are trying to retain the cultural fabric of Indian Society.

2. Innovation in design and processes

10 marks

In this stage, students will develop their creative, innovation skills. They will choose one topic and translate theory into practice based on the interest and regional needs of India, like stone craft in parts of M.P., Tamil Nadu, Orissa, etc. where stone is easily available.

- Materials, Processes and Techniques

Experiment with eco-friendly packaging of different crafts,

- Environment & Resource Management

Recycling of materials,

Reducing hazards,

- Economy and marketing

Assisting a crafts person in proper methods of costing and pricing,

Studying consumer needs/ behavior and informing crafts person of changing market trends etc.

- International Examples

Creative contemporary uses of the craft in India and abroad

- Creating an Aesthetic Environment

Finally it is critical that students who undertake this course have an opportunity to use what they learn. Students will be asked to practically demonstrate how they will create an aesthetic environment at school, home, and community. They can redesign their classroom with crafts they have studied; they can design a notice board for the school, or decorate the principal's office. Periodically, students can display and organize exhibitions to show

the works and obtain feedback. Students can learn how their products can be creatively used in their individual and collective living.

Textbook

In all, there will be **three textbooks for classes XI and class XII**. One textbook each in both the years will be for theory, and one book giving guidelines/ addressing the schools, teachers and students about the practical components.

The theory textbooks for classes XI and XII will be a fully illustrated textbook giving photographs, sketches, maps, timelines, case studies etc. The class XI textbook of theory will introduce children with diverse traditions of the Indian crafts. Whereas the **class XII** textbook will address the six aspects of Craft Traditions: a. Philosophy and Aesthetics, b. Materials, Processes and Techniques, c. Environment & Resource Management d. Social Structures f. Economy and marketing g. International Examples. These aspects will be studied in light of the crafts traditions referred in class XI.

A work book which will be addressing the students as well as teachers and schools for conducting different activities in practicum, like the field studies and applied crafts will provide some samples of documentation methods/ formats based on which children can develop their own formats to conduct them. This will be a book for both years. It will also suggest what facilities the schools should provide for conducting these activities etc.

Teacher Qualifications:

- A. A Post Graduate in any Art Form, *Masters in Fine Arts (MFA) or Masters in Drawing or Painting*
- B. An exposure to at least one Craft even if in an unorganised sector.

In case a teacher does not have 'A' as above, an undertaking should be taken so that at least a 10 day training is done with the CCERT /Sanskriti /Crafts Museum/NCERT (DEAA).

Infrastructure:

Basic space and kiln, potter wheel and other equipments required for the specific craft being offered.

Recommended books:

1. Reader: Living Craft Traditions of India, Textbook for Class XI
(Published by NCERT)
2. Reader: Living Craft Traditions of India, Past, Present and future - Textbook for Class XII
(Published by NCERT)
3. Exploring the Craft Traditions of India, Class XI & XII.

34. GRAPHIC DESIGN (Code No. 071)

INTRODUCTION

Graphic design is the creative planning and execution of visual communication. One learns to create a combination of shapes and forms, words and images, in order to reproduce them on some flat surface (two dimensional - paper, cardboard, cloth, plastic, video, computer, or projection screen, on poster, billboard, or other signage) or in a three-dimensional form (fabricated or manufactured) in order to convey information to a targeted audience. All graphic designs has a purpose or function. Usually its purpose is commercial to explain aesthetically something - to express, inform and influence the thoughts and actions of its audience.

This subject introduces the student to the art intended to communicate information for advertising. The focus is on studying and using layout and design concepts used in the graphic design field. The students will employ both analog media (drawing with pencil and paper, etc.) and digital media - using up-to-date computer tools (graphics hardware and software - for drawing, painting, layout, typography, scanning, and photography).

1. **Creating Art:** Students know and apply the arts disciplines, techniques and processes to communicate the original or interpretive work.
2. **Art in Context:** Students demonstrate how elements of time and place influence the visual characteristics, content, purpose and message of words of art.
3. **Art as Inquiry:** Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

Graphic Design at senior secondary stage is an elective subject. Although there are no prerequisite qualifications for the subject the students should demonstrate basic skill and interest in the fields of art and design to opt this subject.

RATIONALE

Design is the process of selection where visual elements such as line, shape, volume, tone, texture, colour, form, format, space, and structure are used by students to express their ideas. Visual sensitivity and working knowledge of design elements would be developed by solving a series of problems and employing a variety of media and materials. The curricular area aims at enabling the students to develop their mental faculties of observation, imagination, and creation and develop skills and sensitivity towards the use of visual elements for an effective visual communication.

Design is an activity of problem solving for the well being of society and individuals. Today, in the world of information and communication every one has to communicate and get communicated by different groups of people through a wide variety of communication systems.

Graphic design course has a great potential in providing creative solutions to communication of complex phenomena of print media such as books, magazines and newspaper, through pictographic depictions or concept visualization. It can be traditionally applied in typography, cartooning (social, political and educational), and designing posters, book-covers, letters heads, news paper format, brochures, logo,

textile prints, or even jewellery. With the advent of personal computers and design software, graphic design is being utilized in electronic media. Often referred to as interactive design, it has unlimited applications in advertisements.

The career choices connected through this course may be seen as graphic designers working in print production as newsletters, posters, brochures, etc). Graphic designers combine text and images to communicate a message: sell a product or service, inform, or entertain.

The curriculum in Graphic Design focuses on creating intelligent and powerful visual communication. Students build a strong foundation for a graphic design career by learning design techniques, visual thinking, concept development, colour, composition and typography through case studies and hands on exercises. During the study, assignments will incorporate problem solving projects that relate to visual communication. The course includes introduction to computer as a tool to create, modify and present the visual messages creatively.

By opting Graphic Design as one of the Elective subjects at Senior Secondary level, the students will have various options to pursue their advanced studies in Graphic Design or the knowledge may be integrated with related curricular/ professional areas for vertical and horizontal mobility in their career.

COURSE OBJECTIVES

Study of Graphic Design will have a wider horizon in the field of art and will -

- Demonstrate artistic growth by executing a variety of images/ text as images, traditional and contemporary techniques that solve complex design problems using creative thinking and analytical skills.
- Develop and demonstrate the understanding and skillful use of the elements and principles of visual design (1. conceptual element, 2. visual element, 3. relational element and 4. practical or functional element).
- Gain skill to use digital tools as a powerful means of communication to create, modify and present the message.
- Study the works of contemporary artists, designers as well as the masters in the art field and discuss to enrich their vocabulary of design.
- Learn ways to apply aesthetic sensibilities into their works and explore ways to balance between formal theories with practical applications.

CORE CONTENT

The students will :

- Recognise how graphic design evolved in contemporary time.
- The concept of a layout and ways to create it.
- Practical styles of lettering/ fonts and their implications.
- Concept of a logo and methods of create it.
- The basics of two dimensional design including the elements and principles of art.
- Graphic Design and Implications of colour theory.

- Role of criticism in interpreting Graphics Design.
- Career options in graphics design.
- Use variety of tools and techniques in developing design.

The students will design and create a variety of projects, using traditional and electronic medium. Maintain good studio organization facilities in an appropriate working condition.

GRAPHIC DESIGN CLASS XI

A: THEORY	One Paper	3 Hours	70 marks	180 periods
UNIT - 1	Foundations of Graphic Design		20 marks	40 periods
UNIT - II	Graphic Design and Society		25 marks	70 periods
UNIT - III	Development of script		25 marks	70 periods
B: PRACTICAL			20 marks	60 periods
1.	Sketching and Drawing		10 Marks	
2.	Basic Design: Development of Aesthetic sensibility towards design		10 marks	
C: PORTFOLIO			10 marks	All year

CLASS XI: GRAPHIC DESIGN

A: THEORY	One Paper	3 Hours	70 marks
SECTION A:	Questions based on Reader		
SECTION B:	Questions based on Application of Design		
UNIT - 1: Foundations of Graphic Design	20 marks		
a.	Introduction to Graphic Design		
b.	Graphic Art, Design and Graphic Design		
c.	Elements and Principles of Graphic Design		
UNIT - II: Graphic Design and Society	25 marks		
a.	Indigenous Design and Culture		
b.	Indigenous Graphic Design Practices		
UNIT - III: Graphic Communication Techniques	25 marks		
a.	Development of script		
b.	Evolution in Reproduction (Reprography)		
c.	Movable Metal Type to Digital Imaging		

B: PRACTICAL	20 marks
1. Sketching and Drawing <ul style="list-style-type: none"> a. Sketching of natural and man-made objects and environment b. Construction Drawing c. Representational Drawing d. Simplification Drawing 2. Basic Design : Development of Aesthetic sensibility towards design <ul style="list-style-type: none"> a) 2-Dimensional Elements of Design <ul style="list-style-type: none"> i) Line ii) Shape iii) Form iv) Colours v) Repetition vi) Structure vii) Similarity viii) Gradation ix) Radiation x) Irregularity xi) Contrast xii) Concentration xiii) Texture xiv) Space 	10 marks
<ul style="list-style-type: none"> b) Calligraphy and Typography <ul style="list-style-type: none"> i) Anatomy ii) Type Families iii) Choosing a Font iv) Styling and Formatting v) Text as Image 	10 marks
C: PORTFOLIO	10 marks
1. Sketching and Drawing	

- About 100 sketches should be done in bound sketch book for submission	
2. Two - Dimensional Elements of Design a) Two monogram designs b) 1 invitation card and 1 letter head c) 2 posters on given subjects d) 2 signage on given subject e) 2 interpretive designs based on traditional motif (in two different media)	
3. Calligraphy and Typography a) 1 quotation in any chosen Typeface in any language. b) 1 slogan in any chosen Typeface in any language. c) (i) 1 design of the initials of ones name created in reverse of letter in a manner fit for printing. (ii) Produce the same design in relief printing.	
4. Project :- 1 project based on a prescribed visit to an assigned place	

CLASS XII: GRAPHIC DESIGN

A: THEORY	One Paper	3 Hours	70 marks	180 periods
UNIT - I Design Processes and Practices			15 marks	30 periods
UNIT - II Principles and Elements of Design			30 marks	100 periods
UNIT - III Media and Design			25 Marks	50 Periods
B: PRACTICAL			20 marks	60 Periods
1. Society and Articulation			5 Marks	15 Periods
2. Introduction to Design Based Software			5 Marks	15 Periods
3. Application of Design Based Software			5 Marks	15 Periods
4. Advanced Applications of Design Software			5 Marks	15 Periods
C: PORTFOLIO			10 marks	Throughout the year

CLASS XII: GRAPHIC DESIGN

A: THEORY	One Paper	3 Hours	70 Marks
SECTION A: Questions based on Reader			
SECTION B: Questions based on Application of Design			
UNIT - I Design Processes and Practices			15 Marks
1	Role of Design in Society a) Functions of Design b) Implications and Impact of Graphic Design c) Role of Graphic Designer d) Contemporary Graphic Design in India		
2	Graphic Design Processes a) Methodology of Graphic Design		
UNIT - II Principles and Elements of Design			30 Marks
3	Sketching & Drawing a) Introduction to Drawing : an aid in visual representation b) Types of drawing • Drawing from memory and imagination • Drawing from observation • Drawing from Dimensional information c) Virtues of drawing		
4	Colour a) Colours theories b) Colour wheel c) Colour Harmonies or colour Schemes d) Colour symbolism		
5	Fundamentals Visual Composition a) Introduction b) Principles and elements of Composition		
6	Typography a) Classification b) Anatomy of Font		

<ul style="list-style-type: none"> c) Features of a Font d) Text Formatting e) Multilingual Typography 	
<p>7 Principles of Layout Design</p> <ul style="list-style-type: none"> a) Theme and content b) Types of Layout c) Colours in Layout d) Copy and Type e) Design for Publication 	
UNIT - III Media and Design	25 Marks
<p>8 Digital Imaging and Printing</p> <ul style="list-style-type: none"> a) Types of Digital Images b) Digital image Editing c) Digital Printing 	
<p>9 Advertising Design</p> <ul style="list-style-type: none"> a) What is Media Planning 	
<p>10 Campaign Design</p> <ul style="list-style-type: none"> a) Kinds of Campaign b) Planning a Campaign c) Research & Data Collection d) Creative Aspects e) Developing a Concept f) Departments of an Advertising Agency 	
<p>11 Intergrated Methods of Advertising</p> <ul style="list-style-type: none"> a) Kinds of Events b) Public Relations c) Media d) Visual Communication an its Impact 	
<p>12 Graphic Design for Interactive Media</p> <ul style="list-style-type: none"> a) Basic concepts b) Types of Websites 	

c) The Website Development and Management Process d) Graphic Design Approach e) Designing Navigation	
B: PRACTICAL EXAMINATION 3 Hours	20 Marks
1. Prepare a rough layout on a given topic reflecting the ideas and concepts	5 Marks
2. Transforming of the same layout in digital format using desired software	15 Marks
C: PORTFOLIO WILL INCLUDE: a) One work from each chapter of Unit-2 b) Field visit Report/Documentation and creating theme-based design on the field study in five different advertisement media using appropriate software OR c) One complete sketch book of at least 150 sketches	10 marks

SCHEME OF EXAMINATION

THEORY PAPER	3 HOURS	70 Marks
SECTION A		
1	Four out of five short questions based on textbook (80-100 words). (four questions of 3 marks each (4x3))	12 marks
2	Long questions: Three questions out of four based on textbook (100-120 words) (Three questions of five marks each (3x5))	15 marks
3	Definitions: Five definitions out of six based on textbook in three to five sentences. (Five definitions one mark each (1x5))	05 marks
4	Essay Type : One essay type question out of two based on textbook (150-200 words) (One essay type question of 8 marks)	08 marks
SECTION B		
5	Four out of five short questions on drawing a design pattern based on the given input	30 marks 12 marks

6	Two questions out of three on designing a motif or a pattern based on (5+5)	10 marks
7	One question out of two on designing any of the following types (brochure/ logo/ letterhead/ book cover/ poster/ textile print/ jewellery)	08 marks
II	PRACTICAL EXAMINATION : 3 HOURS	20 marks
	Course as prescribed in syllabus	
III	Portfolio:	
	One sketch book of at least 150 sketches.	10 marks

PORTFOLIO AND PROJECT WORK

The portfolio would serve as an evidence in the skill to organise and use tools and techniques effectively by learners.

1. Portfolio will include

One work based on each chapter of unit-II

- Drawing
- Colour
- Design Principles
- Typography
- Layout.

2. Project work

- (a) Field study and report writing : Museums, melas, Festivals etc.
- (b) Digital Work : Creating a theme based design of the field study in 5 different advertisement media using desired software.

3. Sketching : 150 sketches of people, place, architecture, objects etc. in different drawing media.

Project Work:

Work Study: Study of works of any great/ known designer (national or international).

Note:

Yearly submission of portfolio consisting of selected works (min. no 20) produced during the year. The works should be rich in terms of material exploration and visual impact.

(Students will each develop a portfolio that reflects and intermediate to advanced level of artistic perception, expression, historic and cultural understanding, aesthetic valuing, and an ability to connect their artistic skills to many art related careers, and develop competencies in problem solving, communication, time management and resources. Students are expected to submit acceptable work at the end of academic year. If an assignment is considered unacceptable, the students will be asked to complete and resubmit their work.

35. Mass Media Studies (072)

Rationale

In the last two decades changes of phenomenal proportion have occurred in the mass media. The media have taken a quantum leap forward in terms of scale content and convergence. The media experience is an important part of globalization and civil society. The media have become an indispensable part of life on the national and local level. They have become an important factor in shaping young minds.

Objectives

- Introduction to the comprehensive understanding of the five principal mass media viz. Film, TV, Print, Radio and Internet.
- Introduction to the Evolution of Mass Media
- To understand how the content of mass media shapes our thoughts, vision, ethics and action.
- Analysis of the ways in which content is created in media
- To understand creative and technical processes involved in filmmaking, television production, newsprint, radio and the internet.
- Introduction to the organization of media and entertainment industries- the financial and commercial part
- To delineate the roles and responsibilities of creative, technical and administrative people in media
- To familiarize with the career options in media and entertainment industry.
- To analyze the vital importance of mass media in the functioning of a secular, liberal, democracies like India.
- To understand the Convergence of mass media as the futuristic trend opening up more and more exciting career and creative opportunities.

MASS MEDIA STUDIES XI-ACADEMIC ELECTIVE (072)

S No	UNITS	Marks	Periods
1	Introduction to Mass Communication	09	27
2	Understanding Fiction and Non Fiction	20	60
3	Evolution of the Media in India	15	45
4	Role of Advertising in Mass Communication	06	18
5	Introduction to the Production Process [Idea to Product-The Process]	10	30
6	Production Skills	20	60
7	Portfolio Assessment	20	—
00	240		

UNIT 1 INTRODUCTION TO MASS COMMUNICATION	Marks 09	27 Pds
• Definition and functions of Mass Media and Mass Communication	02	05
• Aspects of Mass Communication	02	06
• Impact of Mass Communication on psyche and society	01	03
• Barriers to Communication	01	03
• A brief history of Mass Media	03	10
UNIT 2 UNDERSTANDING FICTION AND NONFICTION	Marks 20	60 Pds
Understanding Fiction	10	30 Pds
• Story as a self content world	1	03
• Story as a subjective experience	1	02
• Content of a story	3	12
❖ Theme/subject		
❖ Plot, time and space		
❖ Characters		
• Techniques of story telling	2	05
❖ Description		
❖ Dialogue		
❖ Viewpoint-		
• Genre of a story	3	08
❖ Fable. Myth, Legend, Short Story		
UNDERSTANDING NON-FICTION	10	30 Pds
Print –		4 12
• News and reporting – the approaches and formats- news story, feature, article, interview		
Film and TV –	5	15
• Defining Non-fiction	1	02
The approaches to reality		
• Recording of an event/ occurrence/personality/issue	1	04
• Making a reportage of an event/ occurrence/personality/issue	1	04
• Documenting of an event/ occurrence/personality/issue involving research and bringing out different views	2	05

Reporting and documenting skills for Radio 1 03

UNIT 3 EVOLUTION OF THE MEDIA IN INDIA Marks 15 45 Pds

Cinema in India 5 15 Pds

- a. Hindi cinema
 - D G Phalke and silent era 1 03
 - Coming of sound, Studio era, Post-Independence era 2 06
- b. Satyajit Ray and Non-mainstream cinema 2 06

Television in India 5 15 Pds

- Doordarshan in the first phase of local stations and black and white transmission 1 03

SITE experiment

- Colour television, AASIAD 1982- SATELLITE TRANSMISSION[INSAT] 1 03
- Beginning of private producers working for Doordarshan—the age news programmes like The world This week and soap operas like Hum Log 1 03
- 1992The entry of private channels 1 03
- The spread of channels today 1 03

Development of print journalism in India 2 06Pds

Pre and post-independence Development of radio in India 2 06Pds

Pre and post-independence Evolution of the internet in India 1 03Pds

UNIT 4 ROLE OF ADVERTISING IN MASS COMMUNICATION Marks 6 18 Pds

- The need for advertising and Advertising as an engine of growth 1 03
- Types of advertising 3 09
[product services, classified, public services, industrial, corporate]
- Principles of advertising and Code of Advertising standards 2 06

UNIT 5 INTRODUCTION TO THE PRODUCTION PROCESS

[IDEA TO PRODUCT- THE PROCESS]

Marks 10 30 Pds

1. Film

- Pre- shooting stage 1 03
- Shooting Stage 1 03
- Post-shooting Stage 1 03

2. TV		
• Pre- shooting stage	1	03
• Shooting Stage	1	03
• Post-shooting Stage	1	03
3. Print	2	
Planning		02
Writing		02
Editing		01
Designing		01
4. Radio	1	
Planning and Recording		02
Editing and transmission		01
5. Internet		
Planning, creating and delivering	1	03

UNIT 6 PRODUCTION SKILLS **Marks 20** **60 Pds**

Fiction **Marks 10** **30**

• Developing an idea into a story through synopsis, treatment and screenplay	4	12
• Shooting/Recording	3	09
• Post-production	3	09

Non-Fiction **Marks 10** **30**

• Developing an idea into a script for a documentary through research	4	12
• Shooting/Recording	3	09
• Post-production	3	09

7. Portfolio **20**

Mass Media Studies XII- (072)

S No	UNITS	Marks	Periods
1	Understanding The Language of The Medium		
2	Evolution of the Media [Global]		
3	Convergence of the Media		
4	Selling/Marketing/Exhibiting a Product through Advertising		
5	Graphic Design and Multimedia Applications		
6	Production Skills (Project)	10	
7	Portfolio Assessment	10	
		100	240

Unit 1 - Understanding the Language of the Medium	Marks	Pds
	15	45
CHAPTER I Media Literacy	4	12
1. Introduction to Media Literacy		2
2. Introduction to Mass Media		3
3. Audience Theories		3
4. Media Ownership		1
5. Media Representation		2
6. Media & Violence		1
CHAPTER II Aspects of Film Language	4	12
1. The concept of mise en scene		4
2. Film Analysis-		
Short film – fiction- (5) Short film – non-fiction- (5) (4+4)		
OR		
Feature film –		8
CHAPTER III Content Analysis of TV programmes	4	12
The concept of a soap opera – Daily soap, Weekly soap, Genres of Soap Opera, Primary audience of each genre, The segmented nature of the audience		5
Gaze of the audience, concept of a flow, continuous interruption		1
Culture of Film based programmes		2
Culture of Music based programmes		2
Educational TV, Non-fiction on TV		2
CHAPTER IV Content Analysis of Radio programmes	1	3
News- the format, the language, frequency		1
Talks, magazine programmes – unidirectional nature, feedback with a time phase difference		
Dramas- the unique nature of radio plays		1
Interactive programmes- phone in, live interaction, music, experiences, memories as content of these programmes		1

CHAPTER V Content Analysis of Newspapers and Periodicals 1 3

Newspapers- a- The macro composition of a daily-various sections like the front page, edit page, sports page, business page b- the micro composition of a daily – proportion of visual and text, language, highlighting 2

Periodicals- a- The macro composition of a periodical-various sections like the cover page, cover story, features, columns, business page

b- the micro composition of a periodical – proportion of visual and text, language, highlighting 1

CHAPTER VI Features of the Internet 1 3

E mails – Personal, business communication between individuals and organizations, changing characteristics of the same.

Websites -Educational sites, Entertainment sites, Information sites, Social networking sites, Business sites

Blogs

Web Advertising

The changing nature of communication and perception of interpersonal and social communication due to the various developing possibilities of the Internet

UNIT 2 - EVOLUTION OF THE MEDIA [GLOBAL] 12 36 Pds

Chapter 1 The Evolution of International Cinema 4 12

The Silent Era[1895 to 1927]

- Primitives and Pioneers in UK, France and USA
- Establishment of Hollywood, D.W Griffith and Slapstick comedy
- Expressionism in Germany
- Socialist Realism in USSR

The Sound Era [1927 to the present day, transition from black and white to colour]]

- The British, American and European documentary movement
- Genres in Hollywood

- National and trans-national networks
- Live and recorded transmission
- Video and Cable Networks
- Satellite communication
- Evolution of Fiction and Nonfiction programmes
- Television as a part of the Internet

Chapter 3 The Evolution of Print Medium **2** **6**

- Journalism as a 17th and 18th century phenomenon
- Role of Industrial Revolution in the spread of print media
- Local newspapers, Chain of newspapers
- Some features of Journalism in Europe and America
- On line editions

Chapter 4 The Evolution of Radio **2** **6**

- Technically a combination of wireless and telegraph technology
- Bell, Marconi, Jagdish Chandra Bose, Tesla created the possibilities of transmission
- From Military use to the Civil one in the 1920s
- Establishment of BBC in 1922, also federal Commission in USA
- News and commercial messages
- By 1940 a universal and round the clock companion
- 1955 onwards the invention of the transistor making radio portable
- National /Regional Network: AM, FM, Stereo Broadcasts
- Radio as a part of web communication

Chapter 5 Evolution of the Internet **1** **3**

- The internet becomes a reality in the 1970s
- Till 1991, internet is limited to the military and industrial circles and is closed to others
- Development of WWW in 1991 opens up internet
- The phenomenal growth after that

UNIT 3- GRAPHIC DESIGN-MULTIMEDIA APPLICATIONS	20	60
Chapter 1 - Introduction to multimedia	3	9
Chapter 2- Text 3 9 Chapter 3 - Still image	2	6
Chapter 4 - Video Applications 3 9 Chapter 5 – Sound	3	9
Chapter 6 – Creating a Multimedia project	6	18
UNIT 4– CONVERGENCE OF THE MEDIA	11	33 Pds
Chapter 1 Independence and inter-convertibility of the media	6	18
Nature of audio-visual signals and messages-		
Optical/Electronic		
Live /Recorded		
Analogue/Digital		
Nature of media-		
Print- text Film – optical image-		
Television- electronic image –		
Radio- wireless communication-		
Accommodation of text, sound, image into Film		
Accommodation of Film into Television		
Internet as the meeting point of all the mass media		
Chapter 2 Convergence and the new possibilities of communication	5	15
Earlier models of communication –		
• Broadcasting-		
• Mass communication model of a few transmitting to a vast number of receivers-		
• Gigantic organization-		
• Huge technical infra-structure -		
• Large-scale revenue		

The changed paradigm due to the Internet-

- Empowering an individual to post data on the Internet
- Information, message in one medium triggering off activity in the others
- Many sources of the same information
- Distribution of the information between individuals on an unprecedented global scale
- Rapidity of opinion generation on a local, national and global scale
- The socio-political implications of the new information order
- The strengthening of democracy

UNIT 5 - PRODUCTION SKILLS

15

45

CHAPTER 1 A TOUR TO - THE WHISTLING WOODS INTERNATIONAL CAMPUS OR A TRAINING INSTITUTE/PRODUCTION CENTRE OR WITHIN THE SCHOOL CAMPUS] **OR**

CHAPTER 1 PROJECT – NON-FICTION Students will conceive, write, direct and edit a Non-fiction 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.

- Subjects of the films should be suitable for the audience of their own age group.
- The subjects could be chosen from the following Domains – **social issues** like relating to development, gender issues, environmental issues, education, health, and livelihood can be chosen. Themes to illustrate facets of **other arts** could also be chosen. Issues relating to **media** could also be a domain. Portraits of **personalities** in respect of their contributions to Life may also be chosen.
- 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 the overall programme making ability.

- The preparation is as important as the product and will carry half the percentage in the total assessment of the project.
- 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.

UNIT 6 - SELLING/MARKETING/EXHIBITING A PRODUCT

THROUGH ADVERTISING **7** **21**

The Case Study Approach

CHAPTER 1 PROFILE OF A PRODUCT 1 3

Product specifications

Targeted buyers

CHAPTER 2 THE TASK OF ADVERTISING 2 6

Promotion of product

Drive sales

Build a brand identity

Increase the buzz

CHAPTER 3 THE AVAILABLE MEDIA 2 6

Print -newspapers magazines brochures fliers posters

OOH -billboards kiosks tradeshow events

Broadcast advertising -Radio TV Digital Internet + Mobile

'In film' promos

Celebrity endorsements

Cross promotions

Merchandise

Games (Mobile and computer)

Covert advertising

CHAPTER 4 FORMS OF ADVERTISING 2 6

Product Advertising

Institutional Advertising (Corporate)

Social Service - PSA

Advocacy Advertising

Comparative Advertising

Cooperative Advertising

Direct Mail
Point-of-Purchase Advertising
Informational Advertising

7. Portfolio

20

Portfolio Assessment and Apprenticeship

Special features of 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.

10 marks have been allotted for the Portfolio.

Apprentice Program:

All students who take this course will have to mandatorily take **one week intensive training** at an institution which has been approved by CBSE. The week long intensive training will also have a **component of project work** which will be assessed by the examiners of the institution.

Guidelines for teacher training Preamble – The subject Mass Media Studies is new and a broad-spectrum one. Hence there are no specialized teachers available at the inception to teach the course. The teachers, who will have the initiative to undertake the responsibility of teaching, themselves would belong to various backgrounds. So the trainers are dealing with heterogeneous group as far as the educational backgrounds of the members of the group are concerned. These are the factors that have been taken into account while planning the content and teaching strategy. These are not to be considered as limiting factors, but important details.

CONTENT

The **READER** of the Course would form the main reference around which the course would be structured. It will be more of participatory workshop than a lectures dominant programme.

AIMS

- To explain the basic concept and key areas of the Curriculum
- To demonstrate the use of available resources and to create the new ones
- Demonstrate the various approaches such as case study, analysis, research, creation of a product from an abstract idea and more.
- To correlate the experience of various media as different dimensions of social life
- To bring awareness of the fact, that mass media offer scope to a variety of talents and skills

OBJECTIVES

After the successful completion of the course the teachers should be able to

- Understand the ideas behind each unit and their interrelationship.

- To locate the teaching resources within the familiar areas of information
- To guide the students to creatively execute their ideas
- To make the students realize the different realities of the media
- To develop a comprehensive perspective on mass media
- To induce the students to think positively about choosing a career in mass media.

Infrastructure Requirements in Schools

- Computers - an ideal ratio of 1 computer for every 5 students, with the following specifications:
 - PCs or iMacs (latest those purchased in 2009) with a minimum of 1GB RAM and 100 GB HDD with dual / quad core processors OR MacIntel processors (in the case of iMacs)
 - Appropriate editing / sound softwares. These will be freely available softwares, which WWI will select & recommend to the schools. These should be available at no cost or a minimal cost, if at all.
- The computers, ideally, should be on a UPS or a backup power so as to not damage them in case of power failures
- Handycams / Hand-held video cameras (Sony HC 96 or equivalent) with an ideal ratio of 1:10 (1 camera for every 10 students)
- A screening room equipped with a television set or projector and speakers for playback of video OR screening images through a computer.

Qualification for Faculty

- An M. A. in mass communication preferably with B.Ed.

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