

ANNUAL
CURRICULUM
PLAN

CLASS XII ARTS

(SESSION: 2015-16)

WHERE THE MIND IS WITHOUT FEAR

Where the mind is without fear and the head is held high

Where knowledge is free

Where the world has not been broken up into fragments

By narrow domestic walls

Where words come out from the depth of truth

Where tireless striving stretches its arms towards perfection

Where the clear stream of reason has not lost its way

Into the dreary desert sand of dead habit

Where the mind is led forward by thee

Into ever-widening thought and action

Into that heaven of freedom, my Father, let my country awake.

- Rabindranath Tagore

LIST OF HOLIDAYS

1. Good Friday	03.04.15	Friday
2. Dr. Ambedkar Jayanti	14.04.15	Tuesday
3. Buddh Purnima	04.05.15	Monday
4. Id –Ul- Fitr	18.07.15	Saturday
5. Independence Day	15.08.15	Saturday
6. Teej	17.08.15	Monday
7. Raksha Bandhan	29.08.15	Saturday
8. Janamashtami	05.09.15	Saturday
9. Id-Ul-Zuha	24.09.15	Thursday
10. Gandhi Jayanti	02.10.15	Friday
11. Dussehra	22.10.15	Thursday
12. Muharram	24.10.15	Saturday
13. Karwa Chauth	30.10.15	Friday
14. Haryana Day	01.11.15	Sunday
15. Diwali	11.11.15	Wednesday
16. Goverdhan Puja	12.11.15	Thursday
17. Bhai Duj	13.11.15	Friday
18. Guru Nanak Dev ji's Birthday	25.11.15	Wednesday
19. Christmas Day	25.12.15	Friday
20. Makar Sankranti	14.01.16	Wednesday
21. Republic Day	26.01.16	Monday
22. Maha Shivratri	07.03.16	Monday
23. Holi	24.03.16	Thursday

Note:

1. Summer Break: 17th May 2015 to 30th June 2015
2. Autumn Break: 18th October 2015 to 23rd October 2015
3. Winter Break: 1st January 2016 to 10th January 2016

Total Number of Working Days: 236

April: 23	Aug.: 21	Dec: 25
May: 23	Sept.: 23	Jan.: 14
June: 06	Oct.: 18	Feb.: 24
July: 24	Nov.: 19	March: 16

School Curriculum Goals

The Curriculum will adopt the following goals:

- to create a connect between learners' spiritual, ethical, social, cognitive, mental and physical growth and development;
- to nurture individuality and thus enhance one's innate potentials;
- to foster constitutional literacy and tolerance for different cultures;
- to develop scientific outlook and transformative competences, in order to meet the demands of changing society. The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective. Schools will accomplish such standards through the promotion of values based learning activities which emphasize humanity, practicality, individuality, inclusiveness, and modernity. Such activities involve collaborations between oneself and others, individuals and the community, as well as humans and nature.

To achieve this, we must guide our learners to achieve the following curriculum goals:

- To enhance self-awareness and explore innate potential;
- To develop creativity and the ability to appreciate art and showcase one's own talents;
- To promote capabilities related to goal setting, decision making and lifelong learning;
- To nurture assertive communication and interpersonal skills;
- To learn to be empathetic towards others, display dignity and respect to the opposite gender, to contribute for the community, and focus on preserving environment;
- To foster cultural learning and international understanding in an interdependent society;
- To strengthen knowledge and attitude related to livelihood skills;
- To acquire the ability to utilize technology and information for the betterment of humankind;
- To inspire the attitude of functional and participatory learning; and
- To develop abilities related to thinking skills and problem solving.

Main Pedagogical Outcomes for Curriculum Learning Areas:

- Learners use language to comprehend, acquire and communicate ideas and information and to interact with others.
- Learners identify, integrate and apply numerical and spatial concepts and techniques. They have clarity of concepts and are able to connect them to the real world.
- Learners understand and appreciate the physical, biological and technological world and have the knowledge, attitude, skills and values to make rational decisions in relation to it.
- Learners understand their cultural, geographical and historical milieus and have the

knowledge, attitude, skills and values necessary to bring about transformation for a better India.

- Learners recognize the requirement of information, locate and resource it from a range of data available and evaluate, use and collaborate it with others.
- Learners identify, select, use technologies and are able to synthesize, innovate and discover newer technologies as required.
- Learners rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop more relevant patterns.
- Learners think laterally, critically, identify opportunity, challenge their potential and are open to challenges. They are aware of consequences and take ownership of their deeds.
- Learners interact harmoniously with people and cultures from across the globe and are tolerant and empathetic towards others.
- Learners involve themselves in cultural pursuits as well as appreciate, respect and acknowledge the artistic, cultural and intellectual work of others.
- Learners value and engage in practices that promote personal physical as well as mental and cognitive development and well-being.

EXAMINATION SCHEDULE

AUGUST EXAMINATION SCHEDULE

DATE	XII Arts
05.08.2015	Phy. Edu. Practical
07.08.2015	Gen Studies
10.08.2015	Political Science
12.08.2015	English
14.08.2015	Hindi
18.08.2015	Economics
22.08.2015	Physical Education

PRE-BOARD EXAMINATION SCHEDULE

DATE	XII Arts
07.12.2015	Physical Edu.
09.12.2015	Political Sci.
11.12.2015	English
14.12.2015	Economics
16.12.2015	Hindi
21.12.2015	Phy. Ed. Practical

OBJECTIVES

The general objectives at this stage are:

- to listen and comprehend live as well as record in writing oral presentations on a variety of topics.
- to develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose.
- to participate in group discussions, interviews by making short oral presentation on given topics.
- to perceive the overall meaning and organisation of the text (i.e., the relationships of the different “chunks” in the text to each other
- to identify the central/main point and supporting details, etc., to build communicative competence in various registers of English
- to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- to translate texts from mother tongue(s) into English and vice versa
- to develop ability and knowledge required in order to engage in independent reflection and enquiry

At the end of this stage learners will be able to do the following:

- Read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts)
- Understand and respond to lectures, speeches, etc.
- Write expository / argumentative essays, explaining or developing a topic, arguing a case, etc.
- write formal/informal letters and applications for different purposes
- Write items related to the workplace (minutes, memoranda, notices, summaries, reports etc. filling up of forms, preparing CV, e mail messages., making notes from reference materials, recorded talks etc. The core course should draw upon the language items suggested for class IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar: The use of passive forms in scientific and innovative writings. Converting one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries-uses based on semantic considerations.

Specific Objectives of Reading:

Students are expected to develop the following study skills:

- a. refer to dictionaries, encyclopaedia, thesaurus and academic reference material
- b. select and extract relevant information, using reading skills of skimming and scanning
- c. understand the writer's attitude and bias
- d. comprehend the difference between what is said and what is implied
- e. understand the language of propaganda and persuasion
- f. differentiate between claims and realities, facts and opinions
- g. form business opinions on the basis of latest trends available
- h. comprehend technical language as required in computer related fields
- i. arrive at personal conclusion and comment on a given text specifically
- j. develop the ability to be original and creative in interpreting opinion
- k. develop the ability to be logically persuasive in defending one's opinion
- l. making notes based on a text Develop literary skills as enumerated below:
 - personally respond to literary texts
 - appreciate and analyse special features of languages that differentiate literary texts from non-literary ones
 - explore and evaluate features of character, plot, setting, etc
 - understand and appreciate the oral, mobile and visual elements of drama
 - identify the elements of style such as humour, pathos, satire and irony, etc.
 - make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

Specific Objectives of Writing

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

ENGLISH CORE

SECTION A

Reading Comprehension

30 Marks

Reading Unseen Passages and Note making

Two unseen Passages with a variety of very short answer or MCQ questions to test comprehension, interpretation and inference. Vocabulary such as word formation and inference of meaning will also be tested.

The total length of the two passages will be between 1100-1200 words. The passage will include two of the following:

- Factual Passages, e.g. instructions, descriptions, reports.
- Descriptive passages involving opinion, e.g. argumentative, persuasive or interpretative text.
- Literary passages, e.g. extract from fiction, drama, poetry, essay or biography. A poem could be of 28-35 lines.
 - The passage can be literary, factual or discursive to test comprehensions. The length of the passage should be between 600-700 words.
 - A third passage of 400-500 words for note-making and abstraction

SECTION-B

Writing Skills

30 Marks

- Short Answer Questions, e.g. advertisement and notices, designing or drafting posters, writing formal and informal invitations and replies.
- Long Answer questions: Letters based on verbal/visual input.

Letter types include

- Business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies)
- Letters to the editor (giving suggestions on an issue or opinion on issue on public interest)
Application for a job

Very Long Answer Questions: Two compositions based on visual and / or verbal Output may be descriptive or argumentative in nature such as an article , a debate or a speech.

SECTION-C

Literature Textbooks and Long Reading Text

40 Marks

Flamingo and Vistas

- Very Short Answer Questions- Based on an extract from poetry to test comprehension and appreciation.
- Short Answer Question-Based on Prose and poetry from both the texts.
- Long Answer Question-Based on texts to test global comprehension and extrapolation beyond the texts to bring out the key messages and values.

- **Long Answer Question** – Based on texts to test global comprehension along with analysis and extrapolation.
- **Long Answer Question** – Based on theme, plot and incidents from the prescribed novels.
- **Long Answer Question** – Based on understanding appreciation, analysis and interpretation of the character sketch.

Prescribed Books:

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

Note: Long answer questions based on values can be given in the writing section or in the literature section.

Textbooks

Name of the lessons deleted

Flamingo

1. Poets and Pancakes
2. The Interview
3. A Road Ride Stand (Poetry)

Vistas

4. The Third Level
5. Journey to the End of the Earth

Long Reading Texts

The Novels are:

- Silas Marner
- The Invisible Man

Author

George Eliot
H. G. Wells

QUESTION PAPER DESIGN

Time: 3 Hours

ENGLISH CORE XII CODE-301

Marks: 100

Typology	Typology of questions/ learning outcomes	MCQ 1 mark	VSAQ 1 mark	Short answer Question 3 marks	Short answer Question 4 marks	Long Answer-I 80-100 words 5 marks	Long Answer-2 Question 120-150 words 6 marks	Very long answer 150-200 words (HOTS) 10 marks	Total Marks	Overall %
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting appreciating. Literary conventions and vocabulary, summarising and using appropriate format.	6	16	1	---	1	---	---	30	30
Writing Skills	Reasoning, appropriacy of style and tone, using appropriate format and fluency inference, analysis, evaluation and creativity.	--	---	---	1	---	1	2	30	30
Literary Textbooks And long reading text	Recalling, reasoning, appreciating a literary conventions , inference , analysis, evaluation, creativity with fluency	---	4	4	---	---	4	---	40	40
TOTAL		6x1=6	20x1=20	5x3=15	1x4=4	1x5=5	5x6=30	2x10=20	100	100

ANNUAL SYLLABUS BREAK UP

APRIL

Flamingo	:	Ch. 1	The Last Lesson
		P-1	My mother at Sixty Six
Vistas	:	Ch. 1	The Tiger King
Novel	:	The Invisible Man by H. G. Wells (Group Discussion)	
Writing Skills	:	Notice, Advertisement	

MAY

Flamingo	:	Ch. 2	Lost Spring
		P-2	An Elementary School Classroom in a Slum
Vistas	:	Ch. 2	The Enemy
Novel	:	The Invisible Man by H. G. Wells (Group Discussion)	
Writing Skills	:	Invitation, Letter Writing (Formal)	

JUNE

Flamingo	:	Ch. 3	Deep Water
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JULY

Flamingo	:	Ch. 4	The Rattrap
Vistas	:	Ch. 3	Should Wizard Hit Mommy?
Flamingo	:	P-3	Keeping Quiet
Writing Skills	:	Poster Making and Article Writing	
Novel	:	The Invisible Man by H. G. Wells (Group Discussion)	

AUGUST

REVISION FOR AUGUST EXAMINATION

SEPTEMBER

Flamingo	:	Ch. 5	Indigo
Flamingo	:	P-4	A thing of Beauty
Novel	:	The Invisible Man by H. G. Wells (Group Discussion)	
Writing Skills	:	Speech, Debate	
Vistas	:	Ch.4	On the Face of it
Vistas	:	Ch.5	Evans tries an O level

OCTOBER

Flamingo	:	Ch. 6	Going Places
Flamingo	:	P- 5	Aunty Jenifer's Tiger
Vistas	:	Ch. 6	Memories of Childhood
Writing Skills	:	Applications for Job, Article Writing, Speech Writing	
Novel	:	The Invisible Man by H. G. Wells (Group Discussion)	

NOVEMBER

REVISION FOR PRE-BOARD EXAMINATION

DECEMBER

PRE-BOARD EXAMINATION

EXAMINATION SYLLABUS

AUGUST EXAMINATION

Section	Content
Flamingo	Ch. 1 The Last Lesson Ch. 2 Lost Spring Ch. 3 Deep Water Ch. 4 The Rattrap
Poetry	P-1 My mother at Sixty Six P-2 An Elementary School Classroom in a Slum P-3 Keeping Quiet
Vistas	Ch. 1 The Tiger King Ch. 2 The Enemy Ch. 3 Should wizard hit Mommy
Writing Skills	Notices, Advertisements, Poster Making , Letters
Novel	The Invisible Man by H. G. Wells

PRE BOARD EXAMINATION (DECEMBER):

FULL SYLLABUS

NOTE: There will be a class test and assignment after every chapter.

DETAILED SYLLABUS OF ECONOMICS

OBJECTIVES

- 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.
- Realization of learners' role in nation building and sensitivity to the economic issues that the nation is facing today.
- 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.
- Development of understanding that there can be more than one view on any economic issue and necessary skills to argue logically with reasoning.

CHAPTER WISE WEIGHTAGE

Time: 3 Hours

100 Marks

Units

Marks

Part A : Introductory Microeconomics

1. Introduction	06
2. Consumer Equilibrium and Demand	16
3. Producer Behaviour and Supply	16
4. Forms of Market and Price Determination	12
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	50

Part B : Introductory Macroeconomics

5. National Income and Related Aggregates	15
6. Money and Banking	08
7. Determination of Income and Employment	12
8. Government Budget and the Economy	08
9. Balance of Payments	07
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	50

Note: The question paper will include a Section on Open Case based –Questions on two case studies each from Part A and Part B of 8 marks, a total of 16 marks. The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

QUESTION PAPER DESIGN

Economics (CODE-030)

Time 3 Hours

Max. Marks :100

S.No.	Typology of questions	Very Short Answer (VSA) 1 mark	Short Answer-I 3 marks	Short Answer-II (SA-II) 4 marks	Long Answer I 6 marks	Total marks	%
1	Remembering- (Knowledge based) simple recall questions , to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information	2	1	1	2	25	25
2	Understanding- (Comprehension) –to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	3	2	1	2	25	25
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)	---	2	2	1	20	20
4	High Order Thinking skills (Analysis & Synthesis- Classify, compare, contrast or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources	2	2	--	2	20	20
5	Evaluation and Multi-Disciplinary- (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on value	1	1	-	1	10	10
	TOTAL	8x1=8	8x3=24	5x4=20	8x6=48	100(29)	100

Note: The question paper will include a Section on Open Case based –Questions on two case studies, each from Part A and Part B of 8 marks, a total of 16 marks. The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

ANNUAL SYLLABUS BREAK UP

APRIL

Unit I: Introductory Microeconomics

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 II: Consumer Equilibrium and Demand

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.

MAY-JUNE

Unit II: Consumer Equilibrium and Demand (Contd)

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 III: Producer Behaviour and Supply

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.

JULY

Unit III: Producer Behaviour and Supply

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 IV: Forms of Market and Price Determination

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.

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

AUGUST

REVISION FOR AUGUST EXAMINATION

SEPTEMBER

Unit V: National Income

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 VI: Money and Banking

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): Bank of issue, Govt. Bank, Banker's Bank, Controller of Credit through Bank Rate, CRR, SLR, Repo Rate and Reverse Repo Rate, Open Market Operations, Margin requirement.

OCTOBER

Unit VII: Determination of Income and Employment

Aggregate demand and its components.

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

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

Meaning of full employment and involuntary unemployment.

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

Unit VIII: Government Budget

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.

Unit IX: Balance of Payment

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.

Note: Audio- visual experience through videos related to various topics of study will be provided to the students.

NOVEMBER

REVISION FOR PRE-BOARD EXAMINATION

DECEMBER

PRE-BOARD EXAMINATION

EXAMINATION SYLLABUS

AUGUST EXAMINATION

Syllabus- Microeconomics Unit I, II, III, IV

PRE BOARD EXAMINATION (DECEMBER)

Full Syllabus

NOTE: There will be a class test and assignment after every chapter.

DETAILED SYLLABUS OF PHYSICAL EDUCATION

THEORY

MM 70

- Unit 1** Sports environment and society
- Unit 2** Adventure sports and leadership training
- Unit 3** Sports and nutrition
- Unit 4** Planning in sports
- Unit 5** Postures
- Unit 6** Children and sports
- Unit 7** Test and measurement in sports
- Unit 8** Physiology and sports
- Unit 9** Biomechanics and sports
- Unit 10** Psychology and sports
- Unit 11** Training in sports

PRACTICAL

MM: 30

1. Physical fitness – aahpar
2. Athletics – middle and long distance races and throws
3. Health and fitness activities asanas,/swiss ball, polymetric (any one)
4. Skill on any one individual game of choice from given list- athletics, basket ball, football, hand ball, hockey, kho- kho, volley ball
5. Viva
6. Record file

ANNUAL SYLLABUS BREAK UP PHYSICAL EDUCATION

APRIL

CHAPTER 1: Sports environment and society

- Meaning and need of sports environment.
- Essential elements of positive sports environment.
- Role of individual in improvement of sports environment.
- Role of Spectators and media in creating positive sports environment.
- Women participation - As discourse and Ideology.

CHAPTER 2: Adventure sports and leadership training

- Meaning and objectives of Adventure Sports.
- Types of activities - Camping, Rock Climbing, Tracking, River Rafting and Mountaineering.
- Material requirement and safety measures.
- Identification and use of Natural Resources.
- Conservation of environment.
- Creating leaders through Physical Education.

MAY-JUNE

CHAPTER 3: Sports And Nutrition

- Balanced Diet and Nutrition: Macro and Micro Nutrients.
- Nutritive and Non-Nutritive Components of Diet.
- Eating Disorders - Anorexia Nervosa and Bulemia.
- Effects of Diet on Performance.
- Eating for Weight Control - A Healthy weight, The pitfalls of Dieting, food intolerance and food myths.

CHAPTER 4: Planning In Sports

- Meaning and Objectives of Planning.
- Various Committees and its responsibilities.
- Tournament - Knock-Out, League or Round Robin and Combination.
- Procedure to draw Fixtures - Knock-Out (Bye and Seeding) and League (Staircase and Cyclic).
- Intramural and Extramural - Meaning, Objectives and its Significance.
- Specific Sports Programme (Sports Day, Health Run, Run for Fun, Run for Specific Cause and Run for Unity).

JULY

CHAPTER 5: Postures

- Meaning and concept of correct postures - standing and sitting.
- Advantages of correct posture.
- Common Postural Deformities - Knock Knee; Flat Foot; Round Shoulders; Lordosis, Kyphosis, Bow Legs and Scolioses.
- Physical activities as corrective measures.

CHAPTER 6: Children and Sports

- Motor development in children.
- Factors affecting motor development.
- Physical and Physiological benefits of exercise on children.
- Advantages and disadvantages of weight training and food supplement for children.
- Activities and quality of life.

AUGUST

REVISION FOR AUGUST EXAMINATION

SEPTEMBER

CHAPTER 7: Test and Measurement In Sports

- Measurement of Muscular Strength - Kraus Weber Test.
- Motor Fitness Test - AAPHER
- Measurement of Cardio Vascular Fitness - Harward Step Test/Rockfort Test.
- Measurement of Flexibility - Sit and Reach Test.
- Rikli and Jones - Senior Citizen Fitness Test.
 1. Chair Stand test for lower body strength.
 2. Arm Curl test for upper body strength.
 3. Chair Sit and Reach test for lower body flexibility.
 4. Back Scratch test for upper body flexibility.
 5. Eight Foot Up and Go test for agility.
 6. Six minute walk test for Aerobic Endurance.

CHAPTER 8: Physiology and Sports

- Physiological factor determining component of Physical Fitness.
- Effect of exercise on Cardio Vascular System.
- Effect of exercise on Respiratory System.
- Effect of exercise on Circulatory System.
- Physiological changes due to ageing and role of regular exercise on ageing process.

OCTOBER

CHAPTER 9: Biomechanics and Sports

- Projectile and factors affecting Projectile Trajectory.
- Angular and Linear Movements.
- Introduction to Work, Power and Energy.
- Friction
- Mechanical Analysis of Walking and Running.

CHAPTER 10: Psychology and Sports

- Understanding stress, anxiety and its management
- Coping Strategies - Problem Focused and Emotional focused.
- Personality, its dimensions and types; Role of sports in personality development.
- Motivation, its type and technique.
- Self-esteem and Body image.

NOVEMBER

CHAPTER 11 : Training In Sports

- Strength - Definition, types and methods of improving strength - Isometric, Isotonic and Isokinetic.
- Endurance - Definition, types and methods to develop Endurance - Continuous Training, Interval Training and Fartlek Training.
- Speed - Definition, types and methods to develop speed - Acceleration run and pace run.
- Flexibility - Definition, types and methods to improve flexibility.
- Coordinative abilities - Definition and types.

DECEMBER

PRE-BOARD EXAMINATION

EXAMINATION SYLLABUS

AUGUST EXAMINATION

Chapters 1, 2, 3, 4, 5 & 6

PRE-BOARD EXAMINATION

Full Syllabus

NOTE: There will be a class test and assignment after every chapter.

OBJECTIVES

Indian Constitution at Work

- Enable students to understand the historical processes and the circumstances in which the Constitution was drafted.
- Provide opportunity for students to become familiar with the diverse visions that guided the makers of the Indian Constitution.
- Enable students to identify 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 and develop internal concerns of the 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 become familiar with some of the key political events and figures in the post-independence period.
- Develop skills of political analysis through an understanding of 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 contemporary India.

CHAPTER WISE WEIGHTAGE

One Paper

Marks: 100

Time: 3 hrs.

Units		Periods	Marks
Part A: Contemporary World Politics			
1	Cold War Era	14	14
2	The End of bipolarity	13	
3	US Hegemony in World Politics	13	16
4	Alternative centres of Power	11	
5	Contemporary South Asia	13	
6	International Organizations	13	10
7	Security in Contemporary World	11	
8	Environment and Natural Resources	11	10
9	Globalisation	11	
Total		110	50
Part B: Politics in India since Independence			
10	Challenges of Nation-Building	13	16
11	Era of One-party Dominance	12	
12	Politics of Planned Development	11	
13	India's External relations	13	6
14	Challenges to the Congress System	13	12
15	Crisis of the Democratic Order	13	
16	Rise of Popular Movements	11	16
17	Regional aspirations	11	
18	Recent Developments in Indian Politics	13	
Total		110	50

QUESTION PAPER DESIGN

Time: 3 Hours			Max. Marks: 100							
S. No.	Typology of Questions	Learning Outcomes & Testing Skills	Very Short Answer (1 Mark)	Very Short Answer - (2 Marks)	Short Answer (4 Marks)	Long Answer I (5 Marks) based on Passages and Pictures	Map Question Picture based interpretation (5 Marks)	Long Answer II (6 Marks)	Marks	% weightage
1	Remembering- (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	<ul style="list-style-type: none"> Reasoning Analytical Skills Critical thinking 		1	2			2	22	22%
2	Understanding- (Comprehension –to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)		2		2	1		1	21	21%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)		1	1		1	1	2	25	25%
4	High Order Thinking Skills (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources) (includes Map interpretation)		1	2	1	1		1	20	20%
5	Evaluation and Multi-Disciplinary- (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		1	1	1	-	1	-	12	12%
Total			1x5=5	5x2=10	6x4=24	3x5=15	2x5=10	6x6=36	100	100%

Note: Care to be taken to cover all chapters.

The weightage or the distribution of marks over the different dimensions paper shall be as follows:-

ANNUAL SYLLABUS BREAK UP

APRIL

Part A: Contemporary World Politics

Cold War Era

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.

The End of Bipolarity

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.

US Hegemony in World Politics

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.

MAY

Part B: Politics in India since Independence

Challenges of Nation- Building

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.

Era of One-Party Dominance

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.

MAY & JUNE

Politics of Planned Development

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.

JULY

Alternative Centres of Power Rise of China as an economic power in post-Maoera, creation and expansion of European Union, ASEAN. India's changing relations with China.

Contemporary South Asia in the Post-Cold War Era

Democratisation 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.

International Organizations

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?

India's External Relations

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.

AUGUST

REVISION FOR AUGUST EXAMINATION

SEPTEMBER

Challenges to the Congress System

Political succession after Nehru. Non-Congressism and electoral upset of 1967, Congress split and reconstitution, Congress' victory in 1971 elections, politics of 'garibihatao'.

Crisis of the Democratic Order

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.

Popular Movements in India

Farmers' movements, Women's movement, Environment and Development-affected people's movements. Implementation of Mandal Commission report and its aftermath.

OCTOBER

Security in Contemporary World Traditional concerns of security and politics of disarmament. Non-traditional or human security.

global poverty, health and education. Issues of human rights and migration.

Environment and Natural Resources

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.

NOVEMBER

Globalisation 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.

Regional Aspirations

Rise of regional parties. Punjab crisis and the anti Sikh riots of 1984. The Kashmir situation. Challenges and responses in the North East.

Recent Developments in Indian politics

Participatory upsurge in 1990s. Rise of the JD and the BJP. Increasing role of regional parties and coalition politics. NDA, UPA-I 2004 and UPA-II 2009 government.

DECEMBER

PRE-BOARD EXAMINATION

Prescribed Books:

1. Contemporary World Politics, Class XII, Published by NCERT
2. Politics in India since Independence, Class XII, Published by NCERT

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

EXAMINATION SYLLABUS

AUGUST EXAMINATION

Chapters

Cold War Era

The End of Bipolarity

US Hegemony in World Politics

Challenges of Nation- Building

Era of One-Party Dominance

Politics of Planned Development

Alternative Centres of Power

Contemporary South Asia in the Post-Cold War Era

International Organizations

India's External Relations

PRE-BOARD EXAMINATION

Full Syllabus

NOTE: There will be a class test and assignment after every chapter.

हिंदी पाठ्यक्रम विभाजन

उद्देश्य

- सूचनात्मक साहित्य की सराहना, उसका आनंद उठाना और उसके प्रति सृजनात्मक और आलोचनात्मक दृष्टि का विकास ।
- साहित्य की विविध विधाओं (कविता, कहानी, निबंध आदि), महत्वपूर्ण कवियों और रचनाकारों, प्रमुख धाराओं और शैलियों का परिचय कराना ।
- भाषा की सृजनात्मक बारीकियों और व्यावहारिक प्रयोगों का बोध तथा सन्दर्भ और समय के अनुसार प्रभावशाली ढंग से उसकी मौखिक और लिखित अभिव्यक्ति कर सकना ।
- विभिन्न ग्यानानुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति एवं क्षमता का बोध कराना ।
- साहित्य की प्रभावशाली क्षमता का उपयोग करते हुए सभी प्रकार की विविधताओं (धर्म, जाति, लिंग, वर्ग, भाषा आदि) एवं अंतरों के प्रति सकारात्मक और संवेदनशील रवैये का विकास करना ।
- देश – विदेश में प्रचलित हिंदी के रूपों से परिचित कराना ।
- संचार-माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से अवगत कराना और नवीन विधियों के प्रयोग की क्षमता का विकास करना ।
- साहित्य की व्यापक धारा के बीच रखकर विशिष्ट रचनाओं का विश्लेषण और विवेचन करने की क्षमता हासिल करना ।
- विपरीत परिस्थितियों में भी भाषा का इस्तेमाल शांति के साथ करना ।
- अमूर्त विषयों पर प्रयुक्त भाषा का विकास और कल्पनाशीलता और मौलिक चिंतन के लिए प्रयोग करना ।

खण्ड	विषय	अंक
(क)	अपठित अंश	20
	1. अपठित गद्यांश - बोध (गद्यांश पर आधारित बोध, प्रयोग, रचनांतरण, शीर्षक आदि पर लघुत्तरात्मक प्रश्न)	15
	2. अपठित काव्यांश-बोध (काव्यांश पर आधारित पाँच लघुत्तरात्मक प्रश्न) (1x5)	05
(ख)	कार्यालयी हिंदी और रचनात्मक लेखन	25
	3. किसी एक विषय पर निबंध	05
	4. कार्यालयी पत्र	05
	5. प्रिंट माध्यम, सम्पादकीय, रिपोर्ट, आलेख आदि पर पांच अतिलघुत्तरात्मक प्रश्न	05
	6. किसी एक विषय पर आलेख अथवा हाल ही में पढ़ी पुस्तक की समीक्षा	05
	7. जीवन-संदर्भों से जुड़ी घटनाओं और स्थितियों पर फीचर लेखन	05
(ग)	पाठ्यपुस्तक	
	1) आरोह भाग-2	40
	अ) काव्य भाग	20
	8. दो काव्यांशों में से किसी एक पर अर्थग्रहण के चार / पांच प्रश्न	08
	9. काव्यांश के सौंदर्यबोध पर किसी एक काव्यांश पर तीन प्रश्न	06
	10. कविताओं की विषय-वस्तु से संबंधित दो लघुत्तरात्मक प्रश्न (3+3)	06
	ब) गद्य भाग-2 (पूरक पाठ्य पुस्तक)	20
	11. एक गद्यांश पर आधारित अर्थग्रहण के चार प्रश्न (2+2+2+2)	08
	12. पाठों की विषयवस्तु पर आधारित चार बोधात्मक प्रश्न (3+3+3+3)	12
	2) वितान भाग-1	15
	13. पाठों की विषयवस्तु पर आधारित एक मूल्यपरक प्रश्न	05
	14. विषयवस्तु पर आधारित दो निबंधात्मक प्रश्न (5+5)	10
	कुल	100

प्रश्न पत्र प्रारूप

हिन्दी आधार कक्षा-बारहवीं

प्रश्न पत्र तैयार करने हेतु आधारभूत-प्रारूप (अधिकतम अंक - 100)

क्र. सं०	प्रश्नों का प्रकार	अधिगम के परिणाम तथा कौशल	लघूत्तरात्मक बहुविकल्पात्मक (1 अंक)	लघूत्तरात्मक (3 अंक)	दीर्घउत्तरात्मक (5 अंक)	कुल अंक	प्रतिशत / लगभग
1	स्मृति (ज्ञानाधारित-स्मृति के प्रयोग पर सरल प्रश्न)	● श्रवण, भाषण तथा लेखन कौशल	7	1	-	10	10
2	बोध (अर्थपूर्ण परिचित बोध पर आधारित प्रश्न)	● तर्क-वितर्क ● विश्लेषणात्मक कौशल	6	3*	2*	25	25
3	अनुप्रयोग (नवीन स्थितियों में ज्ञान के अनुप्रयोग पर आनुमानिक प्रकार के प्रश्न)	● रचनात्मक कौशल सार लेखन, व्याख्या करना	1	3*	3*	25	25
4	उच्च स्तरीय चिन्तन कौशल (विश्लेषण एवं मूल्यांकन पर आधारित प्रश्न)	● मूल्यांकन स्पष्टीकरण, तुलना करना, भेद करना, उचित/अनुचित सिद्ध करना	2	1*	2*	15	15
5	रचनात्मक (निर्णय अथवा स्थिति क मूल्यांकन की क्षमता एवं बहुविध्यात्मक)	● मूल्यपरक विचारों की अभिव्यक्ति करना	-	-	5	25	25
	कुल		16**	8**	12*	100	100

*अंकित प्रश्नों के उप भाग भी लिये जा सकते हैं।

**यह प्रश्न वृहदतर प्रश्नों के भाग हो सकते हैं।

पाठ्यक्रम विभाजन

पाठ्य पुस्तक - आरोह, वितान, अभिव्यक्ति माध्यम

अप्रैल

आरोह - गद्य भाग
पाठ-1 भक्तिन
पाठ -2 बाज़ार दर्शन

पद्यभाग
पाठ - 1 हरिवंश राय बच्चन
वितान पाठ-1 सिल्वर वैडिंग

अभिव्यक्ति माध्यम
प्रिंट माध्यम : समाचार और सम्पादकीय
पत्र - औपचारिक / अनौपचारिक
निबंध

मई-जून

आरोह - गद्य भाग
पाठ- 3 काले मेघा पानी दे

पद्य भाग
पाठ - 2 आलेक धन्वा
पाठ -3 कुँवर नारायण
फीचर व प्रतिवेदन
निबंध व पत्र

जुलाई

आरोह - गद्य भाग
पाठ -4 पहलवान की ढोलक

पद्यभाग
पाठ -4 रघुवीर सहाय
पाठ - 5 गजानन माधव मुक्तिबोध
पाठ-6 शमशेर बहादुर सिंह
वितान पाठ -2 जूझ
अभिव्यक्ति माध्यम
1 पत्रकारिता
2 समाचार के विभिन्न माध्यमों की विशेषताएँ
3 समाचार लेखन
4 इंटरनेट व आलेख
पत्र / निबंध

अगस्त

परीक्षाएँ

सितम्बर

आरोह -गद्यभाग

पाठ- 5 चार्ली चैपलिन यानी हम सब

पाठ -6 नमक

पद्यभाग

पाठ -7 सूर्यकांत त्रिपाठी निराला

वितान पाठ-3 अतीत में दवे पॉव

अभिव्यक्ति माध्यम

1 विशेष लेखन

2 सम्पादन

3 सम्पादकीय

पत्र/निबंध

अक्टूबर

गद्य भाग

पाठ - 7 शिरीष के फूल

पद्य भाग

पाठ-8 गोस्वामी तुलसीदास

पाठ-9 फिराक गोरखपुरी

वितान पाठ-4 डायरी के पन्ने

अभिव्यक्ति माध्यम

डायरी लेखन

पत्र / निबंध

नवम्बर

आरोह - गद्य भाग

पाठ- 8 श्रम विभाजन और जाति-प्रथा

पद्य भाग

पाठ-10 उमा शंकर जोशी

पत्र/निबंध

दिसम्बर

प्री-बोर्ड

परीक्षा पाठ्यक्रम

अगस्त परीक्षा

सत्र के आरंभ से जुलाई तक का संपूर्ण पाठ्यक्रम

दिसंबर परीक्षा

संपूर्ण पाठ्यक्रम

नोट: प्रत्येक पाठ - पठन उपरान्त बहुविकल्पीय प्रश्नों व पाठ पर आधारित परीक्षा होगी ।