

L_4_General_Ed_Arts_Stream

1. HOME SCIENCE

One Paper (Theory)	Time: 3 Hours	70 Marks
Unit		Marks
I. Know Little Children		17
II. Nutrition for Self, Family and Community		17
III. Money Management and Consumer Education		17
IV. My Apparel		17
V. Things I can do with my Home Science Training		2
Total		70

UNIT I: KNOW LITTLE CHILDREN (0-3 YEARS)

Some specific characteristics: physical - height, weight and body proportions; motor development during 0-3 months, 3-6 months, 6-9 months, 9-12 months and 1-3 years (milestones only); social and emotional developments; expression of emotions socialization; cognitive development and language development.

Protection from preventable diseases: immunization - concept and types (natural and acquired), breast feeding (one of the ways to develop natural immunity); immunization chart; symptoms and incubation period of childhood diseases - tuber culosis, Diphtheria, pertussis, tetamus, polio, measles, cholera, diarrhoea, chicken pox.

Special needs of disadvantaged and disabled children: socially disadvantaged, physically handicapped (Blind, partially blind & deaf, affected/missing limb): characteristics & needs.

Substitute care at home and outside: siblings, grand parents, neighbour creche, day care centres etc: Integrated Child Development Scheme (ICDS) - objectives and functions.

UNIT II : NUTRITION FOR SELF, FAMILY AND COMMUNITY

Planning meals for the family: meaning and importance of meal planning, principles and factors affecting meal planning, planning meals for the family; keeping in mind the needs of individual members, 0+8y, 0-18y children adolescents, pregnant women, lactating mother, members suffering from fever and diarrhoea; role and preparation of ORS.

Ways to ensure good health for the family: using safe drinking water-importance of potable water for good health, qualities of safe drinking water; household methods of making water safe for drinking; boiling, filtering, use of alum and chlorine tablet role of hygiene for food handlers at home level. Safety against food adulteration, definition and meaning of food adulteration as given by FSSAI (Food Safety and Standard Authority of India); common adulterants present in cereals, pulses, milk and milk products,

fats and oils, sugar, jaggery, honey, spices and condiments. Ill effects of some of the adulterants present in the foods: kesari dal, metanil yellow, argemone seeds.

Nutrition Education of Community : Preparation of ORS, Nutrition Education of Pregnant Women.

UNIT III : MONEY MANAGEMENT AND CONSUMER EDUCATION

Family Income: various sources of family income: (i) money income, (ii) real income, direct and indirect; Supplementing family income-need & ways; need and procedure for keeping household accounts.

Savings and Investment: meaning and importance of savings; ways/methods of investment-banks, post-office, LIC, Units, PPF, PF; basis for selection of method of investment risk, security, profit, tax saving.

Consumer Protection and Education: meaning, problems faced by consumer, Consumer Protection Amendment Act (2001) and Services; Consumer aids: labels, standardization marks, advertising, guidebooks/leaflets, Consumer redressal forum.

UNIT IV: MY APPAREL

Clothing and its relation to personality: Elements of line, colour, texture: elements of design: balance, rhythm, proportion, harmony, emphasis; factors that influence the selection of clothes: personality, age, climate, occupation, figure, occasion, fashion; selection and purchase of fabrics. Purpose, quality, cost, season, reliable shop.

Checking size and quality in ready-made garments, need and criteria: seams, hem, plackets, fasteners, workmanship, design, drape.

Care of clothes: General principles and precautions stains removal (Tea, Coffee, Lipstick, Ballpin, Ink, Grease, Curry, Blood) and washing of Cotton, Wool, Silk and Acrylic. Cleansing agents: soaps and detergents (basic differences); Storage of clothes.

UNIT V: THINGS I CAN DO WITH MY HOME SCIENCE EDUCATION

Application of knowledge of Home Science in everyday life.

Usefulness of some of the skills learnt here for supplementing family income.

Skills learnt here can be gainfully used for employment (self-employment, apprenticeship).

Further training required to make this field a career: various sources and facilities available for training.

Practicals

Time: 3 Hours

30 Marks

Unit	Marks
I. Know Little Children	3
II. Nutrition for Self, Family and Community	11
III. Money Management and Consumer Education	3
IV. My Apparel	6
V. Things I can do with my Home Science Training	-
Record	5
Viva	2

UNIT I : KNOW LITTLE CHILDREN (0-3 YEARS)

Activity: Observe a child in neighbourhood or at home for various milestones of physical and motor developments and prepare a chart.

Practical: Make an interview schedule for working mother.

Activity: Interview three mothers working outside the home to find out their arrangements of substitute care for their children (0-3 yrs) in their absence.

Practical-Prepare a chart of milestones

Practical: Prepare a chart for immunization of a child.

UNIT II : NUTRITION FOR SELF, FAMILY AND COMMUNITY

Practicals: Plan meals for the family and carry out modifications to suit individual needs including persons suffering from fever or diarrhoea and for pregnant and lactating mother. Prepare and serve one dish.

Practical : 6 Nutrition messages for a pregnant women.

Practical: Preparation of oral rehydration solution.

Practical : Demonstrate Preparation of ORS to Mother/Neighbour/Anganwadi/Health Center.

Practical: Simple tests for checking adulteration in-

- (i) Cereals
- (ii) Pulses
- (iii) Milk and milk products
- (iv) Tea leaves

- (v) Dhania powder
- (vi) Red chillies
- (vii) Haldi powder
- (viii) Gur (Jaggery) / Bura / Sugar
- (ix) Black Pepper (Whole)
- (x) Mustard oil

UNIT III: MONEY MANAGEMENT AND CONSUMER EDUCATION

Activity: Open an account. Find out and report how an account is opened in a bank and post office. Collect and fill forms.

Activity: Read and evaluate labels of any four household items bearing different standardization marks.

Practical: Fill bank/post office forms

Practical: Prepare one label each for four household items/products bearing different standardization marks.

UNIT IV : MY APPAREL

Practical : Make sample of

- (a) basic stitches :
 - (i) Running Stitch
 - (ii) Hemming
 - (iii) Blind stitch
 - (iv) Inter-locking
- (b) Fasteners - Buttons and hooks.
- (c) Patch work

Practical: Examine quality in ready-made garments - workmanship and labels.

Practical:

Removal of stains of -

- (i) Tea stain
- (ii) Coffee stain
- (iii) Curry
- (iv) Grease
- (v) Ball point ink
- (vi) Lipstick

Instructions to the Examiners:

Group A

1. Three marks are allotted to Q. No. 1 in group A on Know Little Children. Any question can be selected from the list of questions given in Group A. 3 marks for correct chart of milestones/immunisation/interview schedule for working mothers. 3 Marks

Group B

2. Seven marks are allotted to Q. No. 2 in Group 2 in Group B on 'Nutrition for Self, Family' and Community. Any question can be selected from the list of questions given in Group B Part (a). Further sub-division of eight marks :
- (i) Planning and selection of foods according to specific requirements 2 Marks
 - (ii) Preparation of one dish 3 Marks
 - (iii) Service 1 Marks
 - (iv) Work place and method of work 1 Mark
3. Three marks are allotted for question No. 3 from Group B Part (b and c). Further Sub-division of three marks:
- (i) Preparation of oral dehydration solution 3 Marks
 - or
 - detection of adulterant
 - 1 mark for correct test
 - 2 marks for correct identification of adulterant.
 - or Nutrition messages for pregnant (anyone)
4. Three marks are allotted to Q. No. 4 from Group C on Money management and consumer education. Further sub-division of three marks:
- Selection of correct form 1 Mark
 - Correct filling of form 2 Marks
 - or
 - Preparation of label 2 Marks
 - Correct quality mark according to the product 1 Mark
5. (i) Three marks are allotted to Q. No. 5 from Group D part (a) on 'My Apparel' .3 Marks
- (ii) Two Marks for checking of quality of ready-made garment 2 Marks
6. Two Marks are allotted to Q. No. 6 from Group D (part d+e). Further sub-division of two marks 2 Marks
- Selection of correct detergent
 - Removal of stain - using chemicals/detergents/bleach 1 Mark
7. Class Record 5 Marks

8. Viva - questions should be related to practicals conducted during the examination 2 Marks

General Instructions:

- A. Out of the several alternatives given in each group of questions only one is to be assigned to the group.
- B. Preparation of dish means-methodical procedure, economical use of ingredient and finished product.
- C. Neat work
- D. In all, six questions are to be selected.
- | | | |
|----------------|-------|----------|
| 1 from Group A | | 3 Marks |
| 2 from Group B | 8 + 3 | 11 Marks |
| 1 from Group C | | 3 Marks |
| 2 from Group | 3 + 3 | 6 Marks |
| Record | | 5 Marks |
| Viva | | 2 Marks |
| Total | | 30 Marks |

List of Questions

Q. No. I : List of questions regarding the experiments from Group A (Unit I parts a, b and c). 3 Marks

1. Prepare a chart to record the milestones of physical development of child from 0-1 year.
2. Prepare a chart to record the milestones of language development of a child from 0-3 years.
3. Prepare a chart to record the milestones of motor development of a child from 0-3 years.
4. Prepare an immunisation chart for a child from 0-3 years.
5. Prepare an interview schedule for a working mother to find out the arrangement for her pre-school child in her absence.

Q. No. II : List of questions regarding the experiments from Group B (Unit II part a). 7 Marks

1. Plan meal for a family and suggest modifications for: any one of the following:
a lactating mother / a pregnant woman / a person suffering from diarrhoea / a person suffering from fever
Prepare one of the modified dishes.

Q. No. III : List of questions regarding the experiments from Group B (Unit II parts b

and c).

3 Marks

1. Prepare oral rehydration solution. (ORS)

OR

2. Test adulteration and identify the adulterant in one of the following:
 - (i) Cereals
 - (ii) Pulses
 - (iii) Milk
 - (iv) Tea leaves
 - (v) Dhania Powder
 - (vi) Gur (Jaggery)
 - (vii) Haldi Powder
 - (viii) Black Pepper (Whole)

Q. No. IV : List of questions regarding the experiments from Group C (Unit III parts a and b).

3 Marks

1. Select and fill form for one of the following:
 - (a) To withdraw small amount of money.
 - (b) To withdraw large amount of money.
 - (c) To open an account in post office/bank.
 - (d) To deposit money in cash / cheque.
- OR
2. Prepare label for any food product with proper quality mark.

Q. No. V : List of questions regarding the experiments from Group D (Unit IV parts a, b and c)

3 Marks

1. Make a sample of any **one** of the following:
 - (i) Hemming
 - (ii) Running stitch
 - (iii) Blind stitch
 - (iv) Inter locking
 - (v) Fasteners - buttons or hook
2. Examine two points (seams fasteners, patch, embroidery, finishing of edges) in a ready-made garment and write your observations. 2 Marks

Q. No. VI : List of questions regarding the experiments from Group D (Unit IV parts c and d).

2 Marks

1. Remove one of the following stains from a cotton cloth.

- (i) Tea stain
- (ii) Coffee stain
- (iii) Curry stain
- (iv) Grease
- (v) Ball point ink
- (vi) Lipstick

List of articles to be supplied by the centre:

1. Cooking utensils for each candidate - Dekchi (saucepan) with cover, Karahi, Tawa, Chakla-Belen, Karchi, Spoons, Frying Spoons, Fry pan, Stove or Gas Burner, Match box, Pressure Cooker.
2. Sample of adulterated food.
3. Chemicals and reagents for detection of adulteration.
4. Sample of stain.
5. Reagents for removal of stains.
6. Dry and fresh ingredients according to the question paper set e.g. besan, dal, vegetables, milk, spices etc.
7. Different types of bank and post-office forms.
8. Drawing sheets and plain papers. .
9. Gum.
10. Samples of different types of cloth (to test effect of temperature of water).
11. Ingredients for preparation of soaps and detergents.
12. Water arrangements.

List of articles to be brought by the candidates:

1. Serving utensils and cutlery.
2. Table cloth, napkin.
3. Tray
4. Painting colours and brushes, felt pen, eraser, scale, scissors.
5. Cloth (10 cm x 10 cm) (for sample of stitches).
6. Any ready-made garment (may be used).
7. Needle and thread.
8. Hooks and buttons.
9. Dusters - 2
10. Newspapers - 2 sheets
11. Class record or sessional work.

2. ECONOMICS

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

Part A : Introductory Microeconomics

UNIT 1: INTRODUCTION

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

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

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

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

**(NOT TO BE
EXAMINED)**

Part B : Introductory Macroeconomics

UNIT 6: NATIONAL INCOME AND RELATED AGGREGATES

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

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

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

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

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

3. ENTREPRENEURSHIP

THEORY

Total marks:70

UNIT I: ENTREPRENEURIAL OPPORTUNITIES AND ENTERPRISE CREATION

- Sensing Entrepreneurial Opportunities **20 Marks**
- 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

- Business Planning - Preparation of a Project Report
- Resource Assessment -Financial and Non - Financial

- Fixed and Working Capital Requirement, Funds, Flows, Profit Ratios, Break Even Analysis etc.
- Mobilising Resources - Sources and Means of Fund, Facilities and Technologies for starting an Enterprise.
- Organising/Production of goods and services - quality, quantity and flow of inputs.

UNIT III: ENTERPRISE MANAGEMENT 30 Marks

- (a) General management: Basic Management functions.
- (b) Managing Market:
Meaning, Functions of Marketing, Marketing Mix:
 - * Product
 - * Price
 - * Place
 - * Promotion (advertising and sales promotion)
- (c) Managing Finance - Sources of Long Term and Short Term Finances
 - * Determination of Cost, Income, Calculation of Profit/Loss.
- (d) Managing Growth and Sustenance -Affecting Change, Modernisation, Expansion, Diversification and Substitution.
- (e) Entrepreneurial Discipline - Laws of Land, Ecology, Consumer's Concept, 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.

1. 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. Saravanel, 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 Udhog Samachar.
04. Project Profile by DCSSI.
05. Project Profile by Pub. Centre for Enterpreurship Development, M.P. (CEDMAP), 60 Jail . Road, Jhangerbad, Bhopal-462008.

4. HISTORY

Time: 3 hours

Paper One

100 Marks

Units	Marks
Themes in Indian History Part-I Units 1 - 4	25
Themes in Indian History Part-II Units 5 - 9	30
Themes in Indian History Part-III Units 10 - 15	35
Unit 16 : Map Work	10

Themes in Indian History	
Themes	Objectives

PART - I	
<p>1. The Story of the First Cities: Harappan Archaeology.</p> <p>Broad overview: Early urban centres. Story of discovery: Harappan civilization Excerpt: Archaeological report on a major site. Discussion: how it has been utilized by archaeologists/historians.</p>	<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.
<p>2. Political and Economic History: How Inscriptions tell a story.</p> <p>Broad overview: Political and economic history from the Mauryan to the Gupta period. Story of discovery: Inscriptions and the decipherment of the script. Shifts in the understanding of political and economic history. Excerpt: Asokan inscription and Gupta period land grant. Discussion: Interpretation of inscriptions by historians.</p>	<ul style="list-style-type: none"> ‰ Familiarize the learner with major trends in the political and economic history of the subcontinent. ‰ Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.
<p>3. Social Histories: Using the Mahabharata</p> <p>Broad overview: Issues in social history, including caste, class, kinship and gender. Story of discovery: Transmission and publications of the Mahabharat. Excerpt: from the Mahabharata, illustrating how it has been used by historians. Discussion: Other sources for reconstructing social history.</p>	<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.
<p>4. A History of Buddhism: Sanchi Stupa</p> <p>Broad overview: (a) A brief review of religious histories of Vedic religion, Jainism, Vaisnavism, Saivism. (b) Focus on Buddhism. Story of discovery: Sanchi stupa Excerpt: Reproduction of sculptures from Sanchi. Discussion: Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism.</p>	<ul style="list-style-type: none"> ‰ Discuss the major religious developments in early India. ‰ Introduce strategies of visual analysis and their use in reconstructing histories of religion.

Themes	Objectives
<p style="text-align: center;">PART-II</p> <p>5. Agrarian Relations: The <i>Ain-i-Akbari</i> Broad overview: (a) Structure of agrarian relations in the 16th and 17th centuries. (b) Patterns of change over the period. Story of Discovery: Account of the compilation and translation of <i>Ain-i-Akbari</i>. Excerpt: from the <i>Ain-i-Akbari</i> 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 Broad Overview: (a) Outline of political history 15th-17th centuries. (b) Discussion of the Mughal court and politics. Story of Discovery: Account of the production of court chronicles, and 'their subsequent translation and transmission. Excerpts: from the <i>Akbarnama</i> and <i>Padshahnama</i>. 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 Broad Overview: (a) Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. (b) Relationship between architecture and the political system.. Story of Discovery: Account of how Hampi was found. Excerpt: Visuals of buildings at Hampi 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 Broad Overview: (a) Outline of religious developments during this period. (b) Ideas and practices of the Bhakti-Sufi saints. Story of Transmission: How Bhakti-Sufi compositions have been preserved. Excerpt: Extracts from selected Bhakti Sufi works. 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</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		
<p>10. Colonialism and-Rural Society: Evidence from Official Reports</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</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</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. 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</p> <p>Broad Overview: (a) The nationalist movement 1918 - 48, (b) The nature of Gandhian politics and leadership. Focus: Mahatma Gandhi in 1931. Excerpts: Reports from English and Indian language newspapers and other contemporary writings. 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</p> <p>Broad Overview: (a) The history of the 1940s; (b) Nationalism. Communalism and Partition. Focus: Punjab and Bengal. Excerpts: Oral testimonies of those who experienced partition. 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</p> <p>Broad Overview: (a) Independence and the new nation state. (b) The making of the constitution. . Focus: The Constitutional Assembly debates. Excerpts: from the debates. 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
<p>16. Map Work on Units 1-15</p>		

5. POLITICAL SCIENCE

One Paper	Time : 3 Hours	Marks 100
Content		Marks
Part A: Contemporary World-Politics		
Units		
1. Cold War Era	}	14
2. The End of bipolarity		
3. US Hegemony in World Politics	}	16
4. Alternative centres of Power		
5. Contemporary South Asia	}	10
6. International Organizations		
7. Security in Contemporary World	}	10
8. Environment and Natural Resources		
9. Globalisation		
50		
Part B: Politics in India since independence		
10. Challenges of Nation-Building	}	16
11. Era of One-Party Dominance		
12. Politics of Planned Development		
13. India's External relations		6
14. Challenges to the Congress System	}	

15. Crisis of the Democratic order	
16. Rise of Popular Movements	
17. Regional aspirations	16
18. Recent Developments in Indian Politics	

COURSE CONTENTS

Part A: Contemporary World Politics

1. 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.

2. 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.

3. 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.

4. Alternative Centres of Power

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

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

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

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

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

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

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

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

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

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

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

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

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

17. 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.

18. Recent Developments in Indian politics:

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.

6. GEOGRAPHY

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

A. Fundamentals of Human Geography

35 Marks

UNIT 1: HUMAN GEOGRAPHY: NATURE AND SCOPE

UNIT 2: PEOPLE

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

UNIT 3: HUMAN ACTIVITIES

- z 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.
- z 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.
- z Tertiary activities-concept; trade, transport and communication; services; people engaged in tertiary activities - some examples from selected countries
- z Quaternary activities-concept; knowledge based industries; people engaged in quaternary activities - some examples from selected countries

UNIT 4: TRANSPORT, COMMUNICATION AND TRADE

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

UNIT 5: HUMAN SETTLEMENTS

- z 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

UNIT 7: PEOPLE

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

UNIT 8: HUMAN SETTLEMENTS

- z Rural settlements - types and distribution;
- z Urban settlements - types, distribution and functional classification.

UNIT 9: RESOURCES AND DEVELOPMENT

- z Land resources- general land use; agricultural land use, Geographical conditions and distribution of major crops (Wheat, Rice, Tea, Coffee, Cotton, Jute, Sugarcane and Rubber), agricultural development and problems.
- z Water resources-availability and utilization-irrigation, domestic, industrial and other uses; scarcity of water and conservation methods-rain water harvesting and watershed management (one case study related with participatory watershed management to be introduced).
- z Mineral and energy resources- distribution of metallic (Ironore, Copper, Bauxite, Manganese) ; non-metallic (Mica, Salt) minerals; conventional (Coal, Petroleum, Natural gas and Hydro electricity) and non-conventional energy sources (solar, wind, biogas) and conservation.
- z Industries - types, factors of industrial location; distribution and changing pattern of selected industries-iron and steel, cotton textiles, sugar, petrochemicals, and knowledge based industries; impact of liberalization, privatisation and globalisation on industrial location; industrial clusters.
- z Planning in India- target area planning (case study); idea of sustainable development (case study).

UNIT 10: TRANSPORT, COMMUNICATION AND INTERNATIONAL TRADE

- z Transport and communication-roads, railways, waterways and airways: oil and gas pipelines; national electric grids; communication networkings - radio, television, satellite and internet.
- z International trade- changing pattern of India's foreign trade; sea ports and their hinterland and airports,

UNIT 11: GEOGRAPHICAL PERSPECTIVE ON SELECTED ISSUES AND PROBLEMS (ONE CASE STUDY TO BE INTRODUCED FOR EACH TOPIC)

- z Environmental pollution; urban-waste disposal.
- z Urbanisation, rural-urban migration; problems of slums.
- z Land Degradation.

**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

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

UNIT II: FIELD STUDY OR SPATIAL INFORMATION TECHNOLOGY

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.

7. PSYCHOLOGY

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

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

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

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.

Life challenges and adjustment; Concept of adaptation; Human strengths and virtues: Nature, types and effects on psychological functioning; Coping with stress; Concepts of health and well-being through life style changes.

UNIT IV: PSYCHOLOGICAL DISORDERS

10 Mark

This unit discusses the concepts of normality and abnormality and the major psychological disorders.

Concepts of abnormality and psychological disorder, Causal factors associated with abnormal behaviour, Classification of disorders, Major psychological disorders: Anxiety, Somato-form, Dissociative, Mood, Schizophrenic, Developmental and Behavioural, Substance Related.

UNIT V : THERAPEUTIC APPROACHES AND COUNSELLING

07 Marks

This unit discusses the goals, techniques and effectiveness of different approaches to treat psychological disorders.

Nature and process of therapy; Nature of therapeutic relationship; Types of therapies: Psycho-dynamic, Humanistic, Cognitive, Behaviour; Alternative therapies: Yoga, Meditation; Zen; Rehabilitation of mentally ill people. Counselling Prevention of mental disorders.

UNIT VI : ATTITUDE AND SOCIAL COGNITION

08 Marks

This unit focuses on the formation and change of attitudes, cultural influences on attributional tendencies and conditions influencing pro-social behaviour.

Explaining behaviour through attributions; Social cognition; Schemas and stereotypes; Impression formation; Nature and components of attitudes; Attitude formation and change; Behaviour in the presence of others; Pro-social Behaviour; Prejudice and discrimination; Strategies for handling prejudice.

UNIT VII : SOCIAL INFLUENCE AND GROUP PROCESSES

07 Mark

The unit deals with the concept of group, its functions and the dynamics of social influence process like conformity, obedience and compliance. Different conflict resolution strategies will also be discussed. Illustrations from Indian society context will be used.

Influence Processes: Nature of Conformity, Obedience, and Compliance; Cooperation and Competition; Groups: Nature, formation and types; Influences of group on individual behaviour; Social identity; Inter-Group Conflict; Conflict Resolution Strategies.

UNIT VIII: ENVIRONMENTAL AND SOCIAL CONCERNS

06 Marks

This unit focuses on the application of psychological understanding to some important social issues.

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

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 Mark

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. Practical 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 |

8. SOCIOLOGY

One Paper Theory

3 Hours

Marks 80

Unitwise Weightage

Units	
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

- z Colonialism, Nationalism, Class and Community

UNIT 2: DEMOGRAPHIC STRUCTURE AND INDIAN SOCIETY

- z Rural-Urban Linkages and Divisions

UNIT 3: SOCIAL INSTITUTIONS: CONTINUITY & CHANGE

- z Family and Kinship
- z The Caste System

UNIT 4: MARKET AS A SOCIAL INSTITUTION

- z Market as a Social Institution

UNIT 5: PATTERN OF SOCIAL INEQUALITY & EXCLUSION

- z Caste Prejudice, Scheduled Castes and Other Backward Classes
- z Marginalization of Tribal Communities
- z The Struggle for Women's Equality
- z The Protection of Religious Minorities
- z Caring for the Differently Abled

UNIT 6: THE CHALLENGES OF CULTURAL DIVERSITY

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

UNIT 7: SUGGESTIONS FOR PROJECT WORK

B. CHANGE AND DEVELOPMENT IN INDIA

UNIT 8: STRUCTURAL CHANGE

- z Colonialism, Industrialization, Urbanization.

UNIT 9: CULTURAL CHANGE

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

UNIT 10 : THE STORY OF DEMOCRACY

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

UNIT 11: CHANGE AND DEVELOPMENT IN RURAL SOCIETY

- z Land Reforms, Green Revolution and Agrarian Society

UNIT 12: CHANGE AND DEVELOPMENT IN INDUSTRIAL SOCIETY

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

UNIT 13: GLOBALISATION AND SOCIAL CHANGE

UNIT 14: MASS MEDIA AND COMMUNICATION PROCESS

UNIT 15: SOCIAL MOVEMENTS

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

9. Philosophy

One Theory Paper

Time: 3 Hours

100 Marks

Unitwise Weightage

Units	Marks
A. INDIAN PHILOSOPHY	50
1. Nature and Schools of Indian Philosophy	10
2. Philosophy of the Bhagavad Gita	10
3. Buddhism, Jainism	10
4. Nyaya-Vaisesika and Samkhya- Yoga	10
5. Advaita Vedanta	10
B. WESTERN PHILOSOPHY	50
6. Knowledge and truth	10
7. The causal Principle.	10
8. Nature of Reality	10
9. Realism and Idealism	10
C. Applied Philosophy	
10. Environmental Ethics, Professional Ethics and Philosophy of Education	10

A. INDIAN PHILOSOPHY -

Unit 1: Nature and Schools of Indian Philosophy: Some basic issues

Rta, Karma, Four Purusarthas : Dharma, Artha, Kama and Moksa

Unit2: Philosophy of the Bhagavad Gita: Karma Yoga (Anasakta Karma), Svadharama, Lokasamgraha

Unit 3 : Buddhism, Jainism

Four noble truths and eight-fold path; Theory of dependent origination. Anekantavada and syadvada.

Unit 4 : Nyaya - Vaisesika and Samkhya – Yoga

(1) Nyaya theory of Pramanas, (2) Vaisesika Theory of Padarthas ‘, (3) Samkhya Theory of Three Gunas, (4) Yoga- The Eight-fold Practice.

Unit 5: Advaita Vedanta

The nature of Atman, Brahman and the world.

B. WESTERN PHILOSOPHY

Unit 6 : Knowledge and truth
Rationalism, Empiricism and Kant's Critical Philosophy

Unit 7 : The Causal Principle

Nature of Cause

Aristotle's theory of four-fold causation cause-effect relationship: entailment, regularity and succession. Theories of causation.

Unit 8: Nature of Reality

Proofs for the existence of God
Ontological, Teleological and Cosmological arguments.

Unit 9 : Realism and Idealism

Mind-Body Problem

C. Applied Philosophy

Unit 10: Environmental Ethics

- (a) Study of Physical, Mental and Spiritual Environments
- (b) Professional Ethics.
- (c) Philosophy of Education

10. FASHION STUDIES

Unit - I: History of Fashion

15 Marks

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 students shall be able

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

Course content

- * Theories of clothing - adornment, protection, identification and ritualistic.
- * Concept of fashion
 - # Body decoration, painting, scarification
 - # Draping - Greco-Roman, Indian and other continents
 - # Stitched garments - war uniforms, amours inspired
 - # 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-the 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 in many centuries.
- * Evolution of Indian fashion in the present century.

Teaching Methodology: 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)

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 students shall be able

- # To understand the basic skill of pattern making
- # To understand and appreciate the concept of fit and balance
- # To develop basic blocks from measurement charts
- # To test fit the pattern
- # To 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: 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.

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

Objectives of the course

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

Learning outcome

After finishing the course, the students shall be able

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

Course content

- D Menswear, women's wear and kidswear

- D Menswear - shirts, trousers, formal jackets, suit and sporty suit
- D Womenswear-dresses, blouses, skirts, trousers, kameezes, saris and blouses
- D **Kids wear** - categories of children for 0-15 years and various governments like frocks, skirts, blouses, trousers, dungarees, jackets etc. highlighting the need of age group for which they are designed.
- D Trims used for the fashion apparel
- D Hi-fashion-custom and ready to wear, the fashion brand (National & International)
- D 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)
15 Marks (Practical)**

Objectives of the course

- 3 To assemble a garment
- 3 To construct a bodice using different seams
- 3 To make a placket for bodice opening
- 3 To finish a neckline by both piping and facing
- 3 To set in a sleeve in the arm hole
- 3 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 students shall be able

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

Course content

Understanding 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