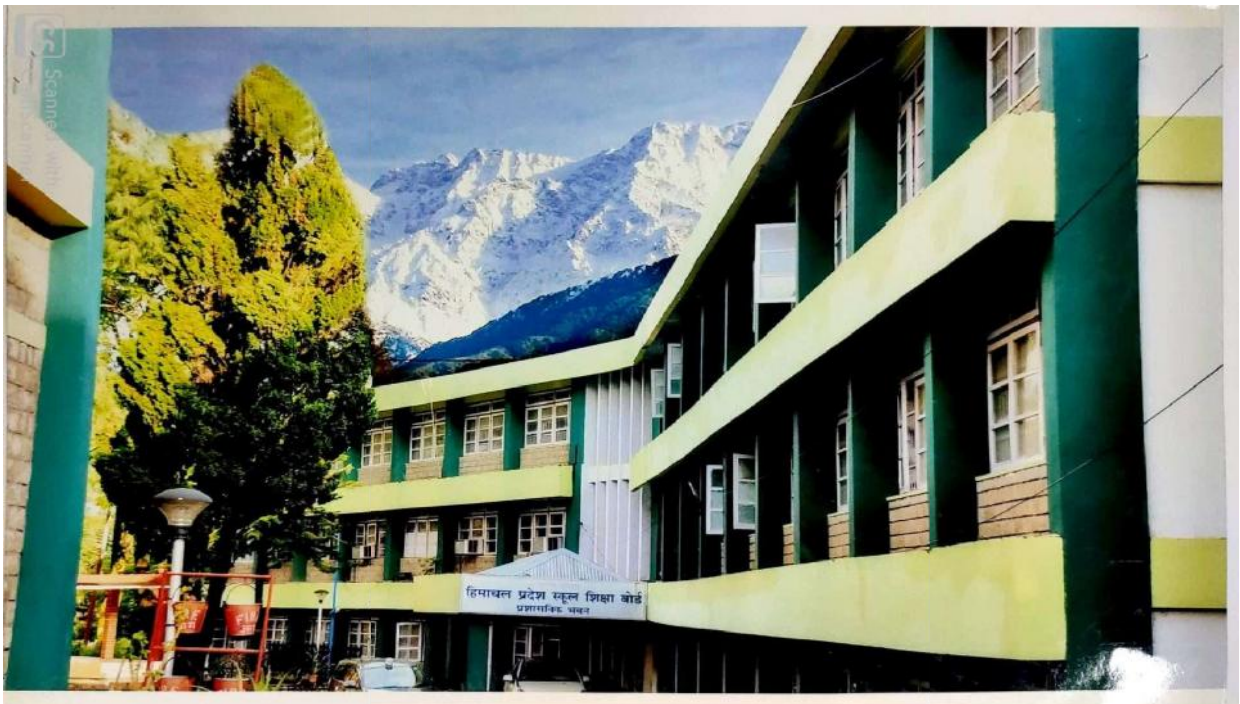


# **Himachal Pradesh Board of School Education Dharamshala**



## **HIMACHAL PRADESH BOARD OF SCHOOL EDUCATION TEN PLUS ONE EXAMINATION**

**(SCHEME OF EXAMINATIONS, SCHEME OF STUDIES AND COURSES OF STUDY)**

**REGULATIONS 2022**

**GYANALOK PARISAR, CIVIL LINES, DHARAMSHALA-176213**

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# REGULATIONS, SCHEME OF STUDIES AND COURSES OF STUDY FOR TEN PLUS ONE EXAMINATION

- I. REGULATIONS
- II. SCHEME OF STUDIES & COURSES OF STUDY
- III. SCHEME OF EXAMINATIONS  
(DISTRIBUTION OF MARKS AND PASSING CRITERIA)

## PART-I REGULATIONS

### 1. SHORT TITLE

These Regulations may be called the "Himachal Pradesh Board of School Education Senior Secondary Certificate (Ten Plus One) Examination (Scheme of Examinations, Scheme of Studies and Courses of Study) Regulations, 2022."

### 2. COMMENCEMENT

These Regulations shall come into force w.e.f. admission year 2022.

### 3. DEFINITIONS

#### In these Regulations :-

Unless the subject or context otherwise requires, the following terms shall have the following meanings; Words importing the masculine gender shall be taken to include feminine and those in singular shall include the plural and vice versa:

- (a) "Act" means the Himachal Pradesh Board of School Education Act, 1968;
- (b) "Board" means the Himachal Pradesh Board of School Education;
- (c) "Chairman" means the Chairman of the Himachal Pradesh Board of School Education;
- (d) "Secretary" means the Secretary of the Himachal Pradesh Board of School Education;
- (e) "Department" means the Education Department of Himachal Pradesh;
- (f) "Director" means the Director of Education, Himachal Pradesh;
- (g) "Examination" means the Senior Secondary Certificate Ten Plus One Examination;
- (h) "Equivalent Examination" means an examination conducted by any recognized Board/Indian University or an Institution recognized by or affiliated to such Board/University and is recognized by this Board equivalent to the corresponding examination conducted by this Board or conducted by a school affiliated to/recognized by the Board;
- (i) "Guardian" means the natural or legal guardian or a person approved by the Head of the Institution concerned as the guardian of a student for the purpose of these regulations;
- (j) "Institution" means an Institution admitted to the privileges of the Himachal Pradesh Board of School Education or an Institution recognized by or affiliated to such Board/University which is recognized by this Board;



- (k) "Head of an Institution" means the Principal/Headmaster of a Senior Secondary/High School and such other Institution recognized by the Board;
- (l) "High School" means an educational Institution preparing candidates for the Matriculation Examination of the Board and recognized by the Board for this purpose;
- (m) "Senior Secondary School" means an educational Institution preparing candidates for the Ten Plus Two examination of the Board and recognized by the Board for such purpose;
- (n) "Pass Criteria" means the standards fixed by the Board for a candidate being declared successful in each subject of examination and or the examination as a whole;
- (o) "Principal" means the Principal of a Senior Secondary School or Senior Secondary division of a College;
- (p) "Courses of Study" means a Course of Study prescribed by the Board for the purpose of any of its examination;
- (q) "Scholar's Register" means the register containing the record of a scholar's progress kept by the Institution to which he belongs in the form prescribed by the Education Department and approved by the Board;
- (r) "Session" means the period for which an Institution is open for tuition during the twelve months commencing with the formation of new classes; and
- (s) "Teacher" means a person actually engaged in the work of instructions in an Institution affiliated to the Board.

All other words and expressions used in these Regulations but not defined, shall have the same meaning as has been respectively assigned to them in the Act.

#### **4. ADMISSION OF STUDENTS FOR TEN PLUS ONE CLASS**

**Admission to class Ten Plus One of Senior Secondary Certificate Examination to an affiliated Institution shall be open to a scholar who has passed :-**

- (i) The Matriculation Examination of the Himachal Pradesh Board of School Education;
- (ii) Any other examination recognised by the Board as equivalent to (i) above provided that the candidate has qualified the examination with English, Mathematics and Hindi subjects.

**Provided further that students offering;**

- a)\* Science Group must have secured at least 45% marks in aggregate;
- b) Commerce Group must have secured at least 33% marks in aggregate;
- c) Humanities Group must have secured at least 33% marks in aggregate;
- d) Relaxation of 5% marks for SC/ST candidates shall be given for admission in Science Group only.

**Note:-** Students who obtained upto 44.5% marks in aggregate shall be counted to have obtained 45% marks for admission to Science Group in Ten Plus one.

*\*\* Clause4(a) amended under item No. 21 vide 98<sup>th</sup> Board's Meeting held on dated 16-07-2011.*

Provided further that students coming from a Board/University outside Himachal Pradesh shall have to furnish migration certificate issued by the Board/University concerned.

## **5. GENERAL CONDITIONS FOR THE PURPOSE OF ADMISSION**

- (i) A candidate who has been placed under compartment in the examination mentioned in clause 4(i) and 4(ii) above, may be admitted to the XI Class provisionally provided that he has got requisite percentage of aggregate including the marks obtained by him in the subject in which he got the compartment as stated in clause (a), (b) and (c) under clause 4 above.  
**Provided that such a candidate shall have to clear the compartment before or simultaneously failing which he shall be reverted to lower class.**
- (ii) A candidate who passed Matriculation Examination without English or Mathematics or Hindi from any other recognised Board/University shall have to qualify that subject **before or simultaneously 10+1 examination**. Such candidates shall be admitted in Ten Plus One class provisionally after fulfilling prescribed codal formalities for admission, however, in the event of his not qualifying the subject **before or simultaneously**, his admission to Ten Plus One Class shall stand cancelled.
- (iii) A candidate who has passed Matriculation Examination with Mathematics-Basic shall have to qualify Mathematics-Standard/ Mathematics subject before or simultaneously of 10+1 examination.
- (iv) The admission cases coming from abroad in respect of the examinations, the equivalence of which has not been established may be referred to the Board by the Principal with full details and with their recommendations.
- (v) A candidate who fails twice in Class XI shall not be re-admitted to that class.
- (vi) The dates for admission to 10+1 shall only be fixed by the Director. Any extension in the date shall also be effected by the Director.
- (vii) No student who has attained the age of 20 years on 31st March of the year of admission shall be admitted to Class XI of affiliated Institutions. In case of SC and ST students, the age limit shall be relaxable by three years.
- (viii) The case pertaining to relaxation in age should be submitted by the Head of the Institution to the Director of Education for final decision.
- (ix) **Students migrating from other recognised Boards/Universities who have undertaken any examination of that Board/University shall furnish Migration Certificate in addition to marks sheet/qualifying certificate issued by the Board/University concerned to the Institution where they are seeking admission.**
- (x) No candidate who has been expelled or is under sentence or is under the punishment of rustication or is debarred from appearing in or taking an examination for any reason whatsoever, shall be admitted to any examination of the Board.
- (xi) **The candidature/eligibility of candidate shall be ensured & checked by the Principal/Headmaster/Head of the Institution of Government School/Private School or Institution affiliated to the Board and the**

**admission granted by the Principal/Headmaster/Head of the Institution of Government School/Private School or Institution affiliated to the Board shall be treated as final.**

## **6. ADMISSION PROCEDURE**

- (i) An admission and withdrawal register prescribed by the Education Department shall be maintained by the Institution where the name of every scholar, who is joining an Institution, shall be entered.
- (ii) **Successive numbers must be allotted to scholars on their admission and each scholar should retain this number throughout his career in the Institution. A scholar leaving and then returning to the school after absence of any duration shall resume his original number of admission.**
- (iii) If a scholar applying for admission to an Institution has attended any other Institution, an authenticated copy of the Transfer Certificate from his last school must be produced before his name can be entered in the scholar's register.
- (iv) Local transfer of a student from an Institution to another shall not be permissible.
- (v) Scholar shall not be allowed to migrate from one affiliated Institution to another during the session after his name has been sent up for the examination of the Board. This condition may be waived only in special circumstances by the Chairman.
- (vi) A scholar leaving his Institution at the end of a session or who is permitted to leave his Institution during the session shall, on payment of all dues, receive an authenticated copy of the Transfer Certificate up-to-date. A duplicate copy may be issued, if the Head of the Institution is satisfied that the original certificate is lost but it shall always be so marked.
- (vii) In case a scholar from an Institution affiliated to any recognised Board/University seeks admission in an Institution affiliated to the Board, the Transfer Certificate indicating the subjects of studies of the previous Institution of such a student shall be countersigned by an officer not below the rank of District Education Officer/Deputy Director of Education/District Inspector of Schools of the Education Department of the State/ Union Territory concerned and the scholar shall not be admitted to an Institution without such a countersignature. Countersignature is not necessary in case a candidate is admitted from one Institution affiliated to the Board to another.  
Provided that the student migrating from other Boards/Universities to this Board shall be registered with prescribed fee as student to the privileges of the Himachal Pradesh Board of School Education and he shall be issued Student Registration Card.
- (viii) If the statement made by the parent or guardian of a scholar or by the scholar himself, if he was a major at the time of his admission to an Institution, is found to contain any wilful misrepresentation of facts regarding the scholar's career, the Head of the Institution may punish him by expulsion and report the matter to the Board.

## **7. ADMISSION TO EXAMINATION-PERSON WITH BENCHMARK DISABILITY/ CHILDREN WITH SPECIAL NEED(CWSNs)**

The Board is providing several exemptions/concession to the disabled candidates as per the provisions envisaged under "The Rights of Persons with Disability Act, 2016" in the Board examinations vide notification No. Hi. Shi. Bo. (39) Academic/26/Vol. II/CwSN/2022/7165-7264 dated 04-02-2022 and even No. corrigendum dated 15-03-2022. The notification and corrigendum are available on the website of the Board.

## **8. ELIGIBILITY FOR EXAMINATION**

**The Examination shall be open to a student of an Institution affiliated with the Board whose name is submitted to the Secretary duly certified by the Head of the Institution through online mode that he :**

- (i) has passed the Matriculation Examination of the Board or an equivalent examination with English, Mathematics and Hindi subjects from a recognised Board/University at least one year earlier than the year in which he would take Ten Plus One Examination and is on the active rolls of Ten Plus One class. The candidate who passed Matriculation Examination with **Mathematics-Basic** shall be eligible for Ten Plus One Examination only with Mathematics if he qualifies the Mathematics-Standard/Mathematics subject before or simultaneously with Ten Plus One Examination.
- (ii) has not passed equivalent or higher examination of any other Board/University.
- (iii) has completed the prescribed courses of study in the subjects required to pass the examination.
- (iv) he is on the active rolls of the school.
- (v) bears good moral character.

**It is mandatory to pass in Internal Assessment of Ten Plus One Class. In case a candidate has failed in Internal Assessment, he shall not be eligible for appearing in the Theory Paper in that particular subject in Annual Examination. The Head of the Institution shall not allow such candidates for appearing in Theory Paper of such subject and shall ensure to maintain proper record of Annual Examination alongwith Internal Assessment (with all indicators/components) in the Institution duly signed by the Class Incharge/Examination Incharge or Head of the Institution.**

## **9. ADMISSION TO EXAMINATION/PROCEDURE FOR SUBMISSION OF APPLICATION FOR EXAMINATION**

- (i) Every Candidate from an affiliated Institution shall have to register himself with prescribed fee once with the Board through Head of the Institution, to which he belongs within the schedule notified by the Board from time to time.
- (ii) The Board shall allot unique registration number to scholar on his registration and each scholar should retain this registration number throughout his career in the Board.
- (iii) Registered candidate from an affiliated Institution shall have to apply online for examination with prescribed fee through Head of the Institution to which he belongs presently, between the dates notified by the Board.
- (iv) **No offline application shall be entertained.**

*\* Clause 8(i) amended under item No. 18(1) vide 116<sup>th</sup> Board's Meeting held on dated 29-08-2020.*

- (v) The Board may prescribe dates for online registration of candidate(s).
- (vi) The Chairman or in his absence the Secretary may, when he considers it appropriate, sanction acceptance of any admission with late fee after the expiry of the last date on such terms and conditions as he may deem fit.
- (vii) In any disputed case, the Chairman shall have the power to decide whether or not any late fee is due and the amount thereof. He may also sanction remission of late fee upto Rs. 100/- in case of extreme hardship.

#### **10. REQUIREMENT OF ATTENDANCE**

- (i) The expression prescribed courses of study means 75% of attendance counted from the starting of Class XI upto the day preceding the first day of Annual Examination.
- (ii) Failed candidates who have rejoined Class XI shall be required to put in 75% of attendance calculated from the 11<sup>th</sup> day after the declaration of result and upto the 14<sup>th</sup> day preceding the first day of Annual Examination.
- (iii) In the case of migration, attendance at an Institution from which the candidate migrate will be taken into account in calculating the required percentage of attendance.
- (iv) Candidates taking up a subject involving practical work shall be required to put in 75% of the total attendance for practical work in the laboratory.

#### **11. THE COMPETENT AUTHORITY FOR CONDONATION OF SHORTAGE OF ATTENDANCE**

- (i) The Director of Education shall be the competent authority for condonation of shortage of attendance in case of students of Government Schools.
- (ii) The Chairman or in his absence Secretary shall be the competent authority to condone shortage of attendance in the case of students of Private Schools affiliated to the Board.
- (iii) The Head of the Institution shall refer a case of shortage of attendance to the Director/ Secretary, with his recommendations failing which valid reasons for not recommending the case shall have to be stated.
- (iv) The following may be considered valid reasons for recommending the case:-
  - (a) Prolonged illness;
  - (b) Loss of father/mother or some other such incident leading to absence from school and which merits special consideration;
  - (c) any other reason of serious nature.
- (v) In case a candidate participates in sports and cultural activities/tournaments conducted by any Government Agency or appears in competitive examination conducted by Govt., the actual days spent in sports and cultural activities/tournaments/examination and travelling days connected therewith, shall be counted on the production of satisfactory evidence towards the attendance of the candidates.
- (vi) If candidate's attendance falls short of the prescribed percentage, he shall become ineligible for the examination subject to condonation of shortage of attendance by the competent authority.





## **12. DETAINING OF ELIGIBLE CANDIDATES**

- (i) Heads of affiliated Institutions shall not detain eligible candidates from appearing at the examination except for very grave reasons and with the prior permission of the Director/Secretary as the case may be.
- (ii) Notwithstanding anything contained in these regulations, no candidate who has been expelled or is still undergoing rustication or who has been debarred from taking examination for using unfair means or for any other reasons shall be admitted to an examination of the Board.

## **13. CHANGE OF SUBJECTS**

- (a) Head of the Institution may allow change of subject(s) in Class XI at their discretion upto 31<sup>st</sup> July. No candidate shall change his subject after the remittance of his online application to the Board.
- (b) A request for change of subject(s) may, however, be accepted by the Chairman on the recommendation of the Head of the Institution in special cases such as transfer of parents /guardian, physical disability of the candidate to pursue the subject (s) already offered or for any other adequate reasons even after 31<sup>st</sup> July as per provisions in the Regulations.
- (c) Notwithstanding anything contained in any other Regulations, the Board, in order to avoid hardship to a candidate shall have power to relax the regulation regarding change of subject for 10+1 Examination, or other similar Regulation where the mistake is primarily of the Head of the Institution provided that these powers shall not include relaxation of the minimum qualification laid down for admission to the examination. In such case the Head of Institution shall make an application to the Secretary for change of subject(s) with prescribed fee 30 days before commencement of examination.

## **14. MEDIUM OF EXAMINATION**

- (i) Medium for English shall be English except for passage of English which shall be translated into Hindi and vice versa;
- (ii) Medium for the paper of Sanskrit will be Sanskrit;
- (iii) Medium for the paper in other languages shall be the language concerned;
- (iv) Medium for the subjects of Mathematics, Biology, Chemistry and Physics shall be English;
- (v) Medium for all other subjects shall be Hindi or English or bilingual.

## **15. MODE OF EXAMINATION**

- (i) The examination shall be conducted by the schools/Institutions affiliated to the Board at its own level internally.
- (ii) The Board shall notify the schedule of examination.
- (iii) The Board shall provide the question papers of some identified subjects to the students of 10+1 Annual Examination as well as Supplementary Examination on the demand of Schools/Institutions affiliated to the Board.

### **(A) Candidates for the examination shall be examined by means of :**

- (i) Question papers(written examination) which they shall require to answer in writing;

- (ii) Practical/Oral tests/Project Work as provided in the Syllabus for the respective subject(s);
- (a) Practical and Oral test unless specified shall be carried out internally by Education Department/Schools or any other authority approved by the Board in such manner as the Board may determine from time to time.
- (b) Wherever practical work has been prescribed in the syllabus in any subject for the Examination, a record of such work done by each candidate offering the subject in the prescribed form shall be duly maintained and attested by the Head of the Institution concerned and the same shall be produced or forwarded for purpose of evaluation in such manner and according to such directions as may be issued by the Education Department/Board from time to time.
- (c) Written test in a subject shall be by means of question paper and the question paper in the subject shall be given simultaneously to candidates at every centre at which the examination is being held.

**16. CHANCE TO APPEAR AT THE EXAMINATION**

The Examination shall be held twice in a year. The Annual Examination shall ordinarily be held every year in the month of March/April and Supplementary Examination in the month of June/July for compartment candidates, at such centres, on such dates and at such time, as may be fixed from time to time.

**17. SUBJECTS OF EXAMINATION**

Examination shall be held in the subjects approved by the Board from time to time.

**18. SYLLABI IN SUBJECTS OF EXAMINATION**

(i) The Syllabus in each subject for the examination setting out the detailed Courses of Study and Scheme of Examinations shall be prescribed by the Board from time to time and shall be shown in the Courses of Study."

(ii)"**Courses of Study and Syllabi**" for various examinations shall be made available at all Book Distribution Centres of the Board or any other mode as may be decided by the Chairman and shall also be available at the office of the Board.

**19. POWER OF THE BOARD TO EXCLUDE ANY CANDIDATE FROM EXAMINATION**

The Board shall have the power to exclude any candidate from appearing at an examination permanently or for a specified period for reasons to be recorded in writing, if it is satisfied that such a candidate is not fit and proper person to be admitted thereto.

**20. PASS CRITERIA**

The result of Senior Secondary Certificate 10+1 Examination will be furnished in terms of marks for each subject secured in the examination. The marks of other subject(s) as Additional Subject(s) will also be show on the **Detailed Marks Sheet/Result Card**.

- (i) Each candidate will be required to obtain at least 33% marks in English and in each of four Elective Subjects both in External Examination and Internal Assessment to pass the examination.
- (ii) For subjects involving Practical work/Project work, a candidate must obtain at least 33% marks in Theory, Internal Assessment and Practical/Project Work separately in order to qualify that subject. Marks of Additional Subject i.e. 6<sup>th</sup> and 7<sup>th</sup> subject(s) if offered by the candidate will not be taken into account in Grand Total.
- (iii) If a candidate fails in one or more subjects excluding Additional Subject(s) and the total deficiency is not more than 1% of total marks, he shall be accorded these marks to make up the deficiency without regard to the number of subjects. In case the percentage of grace marks is increased to more than 1% of total marks as per the provisions of Regulation 11.17.2 of Himachal Pradesh Board of School Education Examination Regulations 1994, the candidate shall not be accorded more than 1% of the total marks in an individual subject. If by the addition of these, he obtains the pass marks, he shall be declared to have passed the examination.
- (iv) A candidate appearing in the Additional Subject(s) or Compartment or English only or qualifying subjects shall also be eligible for the above concession, but the limit of grace marks shall be 1% of the total marks of the subject(s) in which he appears.

Provided that compartment candidate shall be given 1% of the aggregate marks as grace marks to Improve the Division only. However, such candidate who has already availed of marks for passing the examination or any part thereof shall not be entitled to any grace marks for Improving the Division.

- (v) A candidate shall be given 1% of the aggregate marks as grace marks to improve the division. However, a candidate who has already availed of the grace marks for passing the examination shall not be entitled to these grace marks or improving the division in the examination.

(vi) **The successful candidates of Senior Secondary Certificate 10+1 examination shall be classified as under :**

- |                               |  |
|-------------------------------|--|
| (a) Distinction in subject(s) | Those who secure 75% or more marks in subject(s)                             |
| (b) First Division            | Those who obtain 60% or more of the aggregate marks.                         |
| (c) Second Division           | Those who obtain 50% or more marks but less than 60% marks of the aggregate. |
| (d) Third Division            | Those who obtain below 50% of the aggregate.                                 |

**21. ELIGIBILITY OF COMPARTMENT**

A candidate who fails/absents in English or one of the four elective subjects offered by him shall be placed under Compartment.

\* Clause20(iv) amended under item No. 24 vide 101<sup>st</sup> Board's Meeting on dated 09-09-2013.



**22. COMPARTMENT EXAMINATION FOR SENIOR SECONDARY CERTIFICATE (10+1) EXAMINATION**

- (i) A candidate placed under Compartment may appear at the Supplementary Examination during the same year and may avail himself of the second chance in Annual Examination next year as per Syllabi and Courses laid down for the 10+1 Examination.
- (ii) A candidate who does not appear at one or both the chance(s) of Compartment or who avails the chance(s) but does not succeed, shall be treated to have failed in the examination and will be required to appear in all the subjects at a subsequent Annual Examination as per Syllabi and Courses laid down in order to pass the examination.
- (iii) In case a candidate has passed in practical at the main examination, he shall be allowed to appear in theory part only and marks in practical obtained at the main examination shall be carried forward and accounted for the Compartment Examination. **In case the candidate had failed in Practical, he shall have to appear in Theory and Practical both irrespective of the fact that he has already cleared the Theory Examination.**
- (iv) A candidate placed in Compartment shall have the liberty to appear in full subjects but he can do so only at the Annual Examination.

**23. SUBSTITUTION OF MARKS OF ADDITIONAL SUBJECT (S)**

**Additional Subject(s) may be substituted for the Elective Subject(s) in which the candidate has failed in the following manner :-**

- (i) An Elective Subject offered as an Additional Subject can be substituted for another Elective Subject if, the candidate fails in one of the main Elective Subject offered by him but passes in the Additional Elective Subject offered.
- (ii) If a candidate fails in two Elective Subjects but has offered one Additional Elective Subject and passed in it, the Additional Subject which the candidate has passed can be substituted for one of the subject in which the candidate has failed (**the one in which he has scored less marks**) and the candidate can be declared eligible for Compartment Examination in the other subject in which the candidate has failed.
- (iii) If a candidate fails in two Elective Subjects but had offered two Additional subjects and passed in both of them then these subjects can be substituted for the subjects in which the candidate had failed.
- (iv) If a candidate fails in one elective subject but had offered two additional subjects and passed in both, the additional subject in which the candidate had scored higher marks can be substituted for one of the elective subject in which the candidate had failed. In case of the candidate having scored equal marks in both subjects, the option of the candidate for substitution may be obtained and till such time, the result may be declared as 'Result Late'.
- (v) **In Science Group, substitution only in Biology and Mathematics and vice versa is allowed while in Commerce Group, substitution only of Economics with Mathematics and vice versa is allowed. There shall be no substitution in Vocational Group.**

**24. PASS CERTIFICATE / MARKS STATEMENT**

- (i) A Candidate who has appeared in Senior Secondary Certificate Ten Plus One Examination shall be given a Result-cum-Detailed Marks Card by the concerned school.
- (ii) A Candidate who has appeared in Senior Secondary Certificate Ten Plus One Examination and passed the examination shall be given a Result-cum-Detailed Marks Card. However, a candidate who has appeared for an Additional Subject in a subsequent examination shall not be given a separate certificate or a combined marks statement. Such candidate shall be given only a Statement of Marks in that subject.

**25. INTERPRETATION OF THE REGULATIONS**

If any question arises as to the interpretation of the Regulations, the Board's decision shall be final.

**26. JURISDICTION OF THE COURT REGARDING DISPUTES, INTERPRETATION OF RULES**

Any differences or disputes arising out of the interpretation of these Rules and Regulations of the Board, entries made in the Online Registration Data, Application and the matter relating to Use of Unfair Means by a candidate or any other decision or order of the Board or any competent authority will be subject to the jurisdiction of the Courts at Dharamshala.

**27. POWER TO RELAX**

Where the Board is of the opinion that it is necessary or expedient to do so, it may, by order, for reasons to be recorded in writing, relax any of the provisions of these regulations with respect to any case or category.

**28. REPEAL AND SAVINGS**

From the commencement of these Regulations, the "HIMACHAL PRADESH BOARD OF SCHOOL EDUCATION SENIOR SECONDARY CERTIFICATE (Ten Plus One) EXAMINATION REGULATIONS, 2007 shall stand repealed.

Notwithstanding such repeal, anything done or any action taken including any orders, Notifications etc; issued in exercise of the powers conferred by or under the repealed Regulations shall be deemed to have been done or taken under the corresponding provisions of these Regulations and in case of any dispute, the decision of the Board shall be final.



**PART-II**  
**SCHEME OF STUDIES & COURSES OF STUDY**

**Compulsory for All Group**

1. English (Core)

**I. Humanities Group:**

**Elective Subjects (Combination of four subjects to be offered form the following)**

1. Dance (Any one of the following Indian Classical Dances)  
(a) Kathak (b) Bharat Natyam
2. Economics (Common with Commerce Group)
3. Geography (Common with Science Group)
4. History
5. Human Ecology and Family Science (Common With Science Group)
6. Mathematics (Common with Science and Commerce Groups)
7. Modern Indian Language (Any one of the following)  
(a) Hindi (b) Urdu
8. Music (Any one of the following)  
(a) Hindustani (Vocal)  
(b) Hindustani (Instrumental Melodic)  
(c) Hindustani(Instrumental Percussion)
9. Philosophy
10. Political Science
11. Psychology
12. Sanskrit
13. Sociology
14. Public Administration
15. **Any one of the following:- (Common with Science & Commerce Groups)**  
(a) Computer Science  
(b) Yoga  
(c) Physical Education

**Subjects under NVEQF/NSQF**

- |                              |  |
|------------------------------|--|
| (d). Agriculture             | (l). Telecom                                     |
| (e). Automotive              | (m). Tourism and Hospitality                     |
| (f). Healthcare*             | (n). BSFI (Banking, Finance Service & Insurance) |
| (g). IT/ITES                 | (o). Apparels, Made ups & Home Furnishing        |
| (h). Media and Entertainment | (p). Beauty & Wellness                           |
| (i). Retail                  | (q). Electronics and Hardware                    |
| (j). Physical Education      | (r). Plumber                                     |
| (k). Private Security        |  |

**Subject under NSE**

- (s) Financial Literacy (under NSE)
16. Fine Arts
17. French

**II. Science Group**

**Compulsory**

1. Physics
2. Chemistry
3. Biology and or Mathematics (Mathematics common with Humanities and Commerce Groups)

4. **Any one of the following:**

- (i) Mathematics/Biology (Mathematics Common with Humanities & Commerce Groups)
- (ii) Human Ecology and Family Science (Common with Humanities Group)
- (iii) Geography (Common with Humanities Group)
- (iv) Any one of the following:- (Common with Science, Humanities & Commerce Groups)
  - (a) Computer Science
  - (b) Yoga
  - (c) Physical Education

(v) **All other subjects mentioned as Electives under the Humanities Group.**

**Subjects under NVEQF/NSQF**

- |                              |  |
|------------------------------|--|
| (d). Agriculture             | (l). Telecom                                     |
| (e). Automotive              | (m). Tourism and Hospitality                     |
| (f). Healthcare*             | (n). BSFI (Banking, Finance Service & Insurance) |
| (g). IT/ITES                 | (o). Apparels, Made ups & Home Furnishing        |
| (h). Media and Entertainment | (p). Beauty & Wellness                           |
| (i). Retail                  | (q). Electronics and Hardware                    |
| (j). Physical Education      | (r). Plumber                                     |
| (k). Private Security        |  |

**Subject under NSE**

- (s) Financial Literacy (under NSE)

**II. Commerce Group**

**Compulsory**

- 1. Accountancy
- 2. Business Studies
- 3. Economics and or Mathematics (Economics Common with Humanities Group and Mathematics common with Humanities and Science Groups).

4. **Any one of the Following:-**

- (i) All other subjects mentioned as Electives under the Humanities Group.
- (ii) Any one of the following:- (Common with Science, Humanities & Commerce Groups)
  - (a) Computer Science
  - (b) Yoga
  - (c) Physical Education

**Subjects under NVEQF/NSQF**

- |                              |  |
|------------------------------|--|
| (d). Agriculture             | (l). Telecom                                     |
| (e). Automotive              | (m). Tourism and Hospitality                     |
| (f). Healthcare*             | (n). BSFI (Banking, Finance Service & Insurance) |
| (g). IT/ITES                 | (o). Apparels, Made ups & Home Furnishing        |
| (h). Media and Entertainment | (p). Beauty & Wellness                           |
| (i). Retail                  | (q). Electronics and Hardware                    |
| (j). Physical Education      | (r). Plumber                                     |
| (k). Private Security        |  |

**(Subject under NSE)**

- (s) Financial Literacy (under NSE)

**NOTE:**

- (i) The Subjects under the National Vocational Education Qualification Framework (NVEQF) and under National Stock Exchange (NSE). The candidates opting for one of these subjects are advised to do so keeping in view their future requirements under the NVEQF scheme.
- (ii) The Examination for NVEQF subjects will be held for levels defined in NVEQF scheme and candidates after prescribed testing will be issued a separate certificate indicating the level of skill acquired.
- (iii) \*Healthcare subject has been discontinued from the academic session 2022-23.



## COURSES OF STUDY

1. English
2. History
3. Economics
4. Political Science
5. Hindi
6. Sanskrit
7. Physics
8. Chemistry
9. Biology
10. Mathematics
11. Physical Education
12. Computer Science
13. Music Vocal
14. Music Instrumental Melodic
15. Music Instrumental Percussion

Prescribed Syllabus and Books  
Published by  
H.P. Board of School Education

16. Geography
17. Accountancy
18. Business Studies
19. Psychology
20. Sociology
21. Public Administration
22. Philosophy
23. Dance (i) Kathak
24. Dance (ii) Bharat Natyam
25. Fine Art (i) Painting
26. Fine Art (ii) Graphics
27. Fine Art (iii) Sculpture
28. Fine Art (iv) Applied Art
29. Human Ecology and Family Science
30. Yoga
31. French
32. Urdu

Prescribed Syllabus  
at Annexure-A

33. Financial Literacy (Prescribed Syllabus/Books Published by NSE)

### **Vocational Courses (Prescribed Syllabus/ Books Published by PSSCIVE Bhopal)**

- |                            |   |
|----------------------------|---|
| 1. Agriculture             | 9. Telecom                                      |
| 2. Automotive              | 10. Tourism and Hospitality                     |
| 3. Healthcare*             | 11. BFSI (Banking, Finance Service & Insurance) |
| 4. IT/ITES                 | 12. Apparels, Made ups & Home Furnishing        |
| 5. Media and Entertainment | 13. Beauty & Wellness                           |
| 6. Retail                  | 14. Electronics and Hardware                    |
| 7. Physical Education      | 15. Plumber                                     |
| 8. Private Security        |   |



**III. SCHEME OF EXAMINATIONS  
DISTRIBUTION OF MARKS AND PASSING CRITERIA**

Sr No.	Subject	Total No. of papers	Theory		Practical/ Project		INA		Total
			M.M.	Pass Marks (33%)	M.M.	Pass Marks (33%)	M.M.	Pass Marks	
1	English	1	80	26	-	-	20	7	100
2	History	1	80	26	-	-	20	7	100
3	Economics	1	80	26	-	-	20	7	100
4	Political Science	1	80	26	-	-	20	7	100
5	Hindi	1	80	26	-	-	20	7	100
6	Geography	2	60	19	20	7	20	7	100
7	Sanskrit	1	80	26	-	-	20	7	100
8	Physics	2	60	19	20	7	20	7	100
9	Chemistry	2	60	19	20	7	20	7	100
10	Biology	2	60	19	20	7	20	7	100
11	Mathematics	1	80	26	-	-	20	7	100
12	Accountancy	1	80	26	-	-	20	7	100
13	Business Studies	2	60	19	20	7	20	7	100
14	Physical Education	2	60	19	20	7	20	7	100
15	Computer Science	2	60	19	20	7	20	7	100
16	Sociology*	1	80	26	-	-	20	7	100
17	Psychology*	2	60	19	20	7	20	7	100
18	Music (Vocal)*	2	30	10	50	16	20	7	100
19	Music (Instrumental Melodic)*	2	30	10	50	16	20	7	100
20	Music (Instrumental Percussion)*	2	30	10	50	16	20	7	100
21	Urdu*	1	80	26	-	-	20	7	100
22	Public Administration*	1	80	26	-	-	20	7	100
23	Human Ecology & Family Science*	2	60	19	20	7	20	7	100
24	Yoga*	2	60	19	20	7	20	7	100
25	Fine Arts*	2	30	10	50	16	20	7	100
26	Painting	2							
27	Graphics	2							
28	Sculpture	2							
29	Applied Art	2	30	10	50	16	20	7	100
30	Dance (kathak)*	2							
30	Dance(Bharat Natyam)*	2							
31	French*	1	80	26	-	-	20	7	100
32	Philosophy*	1	80	26	-	-	20	7	100
33	Financial Literacy** (Under NSE)	1	80	26	-	-	20	7	100
<b>Vocational Courses(Under NSQF)***</b>									
34	Agriculture	2	40	13	40	13	20	7	100
35	Automotive	2	40	13	40	13	20	7	100
36	Healthcare	2	40	13	40	13	20	7	100
37	IT/ITES	2	40	13	40	13	20	7	100
38	Media and Entertainment	2	40	13	40	13	20	7	100
39	Retail	2	40	13	40	13	20	7	100
40	Physical Education	2	40	13	40	13	20	7	100
41	Private Security	2	40	13	40	13	20	7	100
42	Telecom	2	40	13	40	13	20	7	100
43	Tourism and Hospitality	2	40	13	40	13	20	7	100
44	BFSI (Banking, Finance Service & Insurance)	2	40	13	40	13	20	7	100
45	Apparels, Made ups & Home Fun.	2	40	13	40	13	20	7	100
46	Beauty & Wellness	2	40	13	40	13	20	7	100
47	Electronics and Hardware	2	40	13	40	13	20	7	100
48	Plumber	2	40	13	40	13	20	7	100

**Note:-**

- The theory paper will have questions of different formats such as MCQ (case-based/situation base and assertion- reasoning type, open ended- Short answer/long answer type with proportionate percentage as 20:80.

2. \* Indicate that question papers will be prepared by school at their own level as per Board's prescribed syllabus according to Scheme of Examination mentioned above.
3. \*\* Indicate that syllabus & question paper will not be provided by the HPBOSE. Schools will prepare syllabus and question paper at their own level according to Scheme of Examination mentioned above.
4. \*\*\* (Vocational courses) indicate that question papers will be provided as per guidelines of NVEQF/NSQF and blue print provided by Vocational Branch-ISSE, Himachal Pradesh.
5. **Abbreviation:-**
- |       |       |   |   |
|-------|-------|---|---|
| (i)   | MM    | = | Maximum Marks   |
| (ii)  | NSQF  | = | National Skill Qualification Framework                |
| (iii) | NVEQF | = | National Vocational Education Qualification Framework |
| (iv)  | NSE   | = | National Stock Exchange                               |

### **Internal Assessment Bifurcation of Marks**

Activity	Marks	Remarks
Academic	02	75% attendance is mandatory.
Yog / Sports	02	
Knowledge and Writing of local history	02	
Community Services	02	
Subject related activities	02	
Attendance (80% to 89 % = 1 Mark) (90% and above = 2 Marks)	02	
Other Activities such as cleanliness, environment, cultural activities, health & hygiene, NCC, NSS, Rover & Rangers etc.	02	
Parents Participation (Community Interaction)	02	
Discipline, General Behavior and Moral Education	02	
Skills	02	
<b>Total</b>	<b>20</b>	

#### **NOTE REGARDING TEXT BOOKS**

The Board has already prescribed text books in most of the subjects and for the subjects, no books have been prescribed, students may read the text books/reference books as per syllabus prescribed by the Board. However, in such cases the textbooks prescribed by the NCERT/CBSE other State Board, which cover the syllabus of this Board, shall be deemed to have been recommended by the HP Board of School Education and shall stand authorized prescription for the students appearing through HP Board.



# ANNEXURE-A



## COURSES OF STUDY

The syllabus for the subjects for which the Board does not publish the Text Books

### GEOGRAPHY CODE NO. 142

#### RATIONALE

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

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

#### OBJECTIVES

##### **The course in geography will help learners**

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

#### **Theory**

##### **A. FUNDAMENTALS OF PHYSICAL GEOGRAPHY**

**Unit-1.** Geography as a discipline

**Unit-2.** The Earth

**Unit-3.** Land forms

**Unit-4.** climate

**Unit-5.** Water (Oceans)

**Unit-6.** Life on the Earth

**Unit-7.** Map work.

## **B. INDIA-PHYSICAL ENVIRONMENT**

**Unit-8.** Introduction

**Unit-9.** Physiography

**Unit-10.** Climate, Vegetation and Soil

**Unit-11.** Natural hazards and disasters

**Unit-12.** Map Work

### **PRACTICAL WORK**

**Unit-1.** Fundamentals of Maps

**Unit-2.** Topographic and weather Maps

## **PART A : FUNDAMENTALS OF PHYSICAL GEOGRAPHY**

### **Unit 1 : Geography as Discipline**

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

### **Unit 2: The Earth**

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

### **Unit 3: Landforms**

Rocks major types of rocks and their characteristics

Landforms and their evolution

Geomorphic processes-weathering, mass wasting, erosion and deposition; soil-formation

### **Unit 4: Climate**

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

### **Unit 5: Water (Oceans)**

- ) Hydrological Cycle.
- ) Oceans distribution of temperature and salinity; movements of Ocea water-waves, tides and currents.

### **Unit 6: Life on the Earth**

- ) Biosphere importance of plants and other organisms; biodiversity and conservation, ecosystems and ecological balance.

### **UNIT 7: Map Work on outline political map of the world for identification only**

## PART B INDIA - PHYSICAL ENVIRONMENT

### **Unit 8: Introduction**

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

### **Unit 9: Physiography**

- ) Structure and Relief
- ) Drainage Systems concept of water sheds, the Himalayan and the Peninsular Physiographic divisions

### **Unit 10: Climate, Vegetation and Soil**

- ) **Weather and climate** spatial and temporal distribution of temperature pressure winds and rainfall, Indian monsoons: mechanism, onset and withdrawal variability spatial and temporal,
- ) **Natural vegetation** forest types and distribution; wild life conservation; biosphere reserves.
- ) **Soils** major types (ICAR's classification) and their distribution, soil degradation conservation.

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

- ) Floods and droughts
- ) Earthquakes and Tsunami
- ) Cyclones
- ) Landslides

### **Unit 12 Map Work on Outline Political map of India-for identification, location and Labelling.**

#### **PRACTICAL WORK**

##### **Unit 1 Fundamentals of Maps**

- ) **Maps** types; scales types, construction of linear scales, measuring distance, finding direction and use of symbols.

Latitude , Longitude and time ;

**Map projection** : Typology : construction and properties of conical with one standard parallel and Mercator ' s projection ,

##### **Unit 2 : Topographic and Weather Maps**

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



# ACCOUNTANCY

## CODE NO. 158

### RATIONALE

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

Against this background, the course puts emphasis on developing basic understanding about the nature and purpose of the accounting information and its use in the conduct of business operations. This would help to develop among students logical reasoning, careful analysis and considered judgement.

Accounting as an information system aids in providing financial information. The emphasis at Class XI is placed on basic concepts and process of accounting leading to the preparation of accounts for a sole proprietorship firm. Computerised accounting is becoming more and more popular with increasing awareness about use of computers in business. Keeping this in view, the students are exposed compulsorily to the basic knowledge about computers and its use in accounting in the same year.

### OBJECTIVES

- \* To familiarise the students with accounting as an information system,
- \* To acquaint the students with basic concepts of accounting and accounting standards:
- \* To develop the skill of using accounting equation in processing business transactions
- \* To develop an understanding about recording of business transactions and preparation of financial statements,
- \* To enable the students with accounting for reconstitution of partnership firms.
- \* To enable the students to understand and analyse the financial statements and
- \* To familiarise students with the fundamentals of computerised system of accounting

### COURSE STRUCTURE

#### UNITS

#### **PART A: FINANCIAL ACCOUNTING I**

1. Introduction to Accounting
2. Theory Base of Accounting
3. Recording of Business Transactions
4. Trial Balance and Rectification of Errors
5. Depreciation, Provision and Reserves
6. Accounting for Bills of Exchange Transactions

#### **PART B: FINANCIAL ACCOUNTING II**

7. Financial Statements
8. Computers in Accounting
9. Accounting and Database System



## **PART-A: FINANCIAL ACCOUNTING**

### **Unit 1: Introduction to Accounting**

**(a) Accounting** - Meaning Objectives. Accounting as source of information internal and external users of Accounting Information and their needs

**(b) Qualitative Characteristics of Accounting Information : Reliability** Relevance. Understandability and Comparability

**(c) Basic Accounting Terms** : Asset, Liability, Capital. Expense, Income. Expenditure Revenue Debtors, Creditors, goods, cost, Gain, Stock, Purchase Sales Loss, Profit, Voucher. Discount, Transaction, Drawings

### **Unit 2: Theory Base of Accounting**

**Accounting Principles** : Meaning and nature

**Accounting Concepts** : Entity. Money Measurement, Going Concern

Accounting Period Cost Concept, Dual Aspect Revenue Recognition (Realisation) Matching, Accrual, Full Disclosure Consistency Conservatism, Materiality

**Accounting Standards** : Concept

Process of accounting from recording of business transactions to preparation of trial balance

Bases of Accounting- Cash Basis, Accrual Basis

### **Unit 3: Recording of Business Transactions**

Voucher and Transactions Origin of Transactions-Source Documents and Vouchers, preparation of Accounting Vouchers Accounting Equation Approach- Meaning and Analysis of transactions using Accounting Equation Rules of Debit and Credit

Recording of Transactions Books of original entry-Journal, Special Purpose Books i) Cash Book- Simple, Cashbook with Bank Column and Petty Cashbook (1) Purchases Book, Sales Book, Purchase Returns Book, Sales Returns Book Ledger-meaning, utility, format, posting from Journal and Subsidiary books, Balancing of Accounts

Bank Reconciliation Statement Meaning. Need and Preparation, Corrected Cash Balance

### **Unit 4: Trial Balance and Rectification of Errors**

Trial Balance Meaning, Objectives and Preparation

Errors: Types of Errors, errors affecting Trial Balance and Errors not affecting Trial Balance

Detection and Rectification of Errors (One Sided and Two Sided), use of Suspense Account

### **Unit 5: Depreciation, Provisions and Reserves**

**Depreciation** : Meaning and Need for charging depreciation, Factors affecting depreciation Methods of depreciation - Straight Line method Written Down Value Method (excluding change in method). Method of recording depreciation-charging to asset account creating provision for depreciation/accumulated depreciation account. Treatment of disposal of asset





**Provisions and Reserves** : Meaning and importance, difference

between Provisions and Reserves types of Reserves Revenue Reserve, Capital Reserve, General Reserve, Specific Reserve and Secret Reserves

### **Unit 6: Accounting for Bills of Exchange Transactions**

**Bills of Exchange and Promissory Note** : Definition. Features, Parties Specimen Distinction.

**Important Terms** : Term of Bill, Concept of Accommodation Bill Days of Grace, Date of Maturity. Bill at Sight Negotiation, Endorsement Discounting of bill. Dishonour. Retirement and Renewal of a bill.

Accounting Treatment of bill transactions

## **PART B: FINANCIAL ACCOUNTING-II**

### **Unit 7: Financial Statements**

**Financial Statements** : Meaning and Users

Distinction between capital Expenditure and Revenue Expenditure. Trading and Profit and Loss Account Gross Profit, Operating Profit. Net Profit.

**Balance Sheet** : need, grouping and marshalling of Assets and Liabilities, Vertical Presentation of Financial Statement

Adjustments in preparation of financial statements with respect to closing stock, outstanding expenses, prepaid expenses accrued Income

Income received In advance, depreciation and bad debts, provision for doubtful debts, provision for discount on debtors, manager's commission

Preparation of Trading and Profit & Loss Account and Balance Sheet of sole proprietorship.

### **Unit 8 : Computers in Accounting**

Introduction to Computer and Accounting information System (AIS) Applications of computers in accounting

Automation of accounting process, designing accounting reports, MIS reporting, data exchange with other information systems

Comparison of accounting processes in manual and computerized accounting, highlighting advantages and limitations of automation

**Sourcing of accounting system:** readymade and customized and tailor-made accounting system. Advantages and disadvantages of each option

### **Unit 9: Accounts from Database System**

Accounting and Database Management System

**Concept of entity and relationship** : entities and relationships in an Accounting System designing and creating simple tables, forms, queries and reports in the context of Accounting System



## **BUSINESS STUDIES CODE NO. 159**

### **RATIONALE**

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

Business is a dynamic process that brings together technology, natural resources and human initiative in a constantly changing global environment To understand the framework in which a business operates, a detailed study of the organisation and management of business processes and its interaction with the environment is required Information Technology is becoming a part of business operations in more and more organisations Computerised systems are fast replacing other systems. E-business and other related concepts are picking up fast which need to be emphasized in the curriculum

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

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

### **OBJECTIVES**

- \* To develop in students an understanding of the processes of business and its environment:
- \* To acquaint students with the dynamic nature and inter-dependent aspects of business
- \* To develop an interest in the theory and practice of business, trade and industry
- \* To familiarize candidates with theoretical foundations of organizing managing and handling operations of a business firm,
- \* To help students appreciate the economic and social significance of business activity and the social costs and benefits arising therefrom
- \* To acquaint students with the practice of managing the operations and resources of business.
- \* To prepare students to function more effectively and responsibly as consumers, employers, employees and citizens;
- \* To help students in making the transition from school to higher education on to the world of work including self-employment
- \* To develop in students a business attitude and skills to be precise and articulate



## BUSINESS STUDIES SYLLABUS

### UNITS

#### **PART A: FOUNDATIONS OF BUSINESS**

1. Nature and Purpose of Business
2. Forms of Business Organisations
3. Private, Public and Global Enterprises
4. Business Services
5. Emerging Modes of Business
6. Social Responsibility of Business and Business Ethics

#### **PART B: CORPORATE ORGANIZATION, FINANCE AND TRADE**

7. Formation of a company
8. Sources of Business Finance
9. Small Business
10. Internal Trade
11. International Business

#### **PART C: PROJECT WORK (PRACTICAL)**

12. Record of Project and Viva

### PART A: FOUNDATIONS OF BUSINESS

#### **Unit 1: Nature and Purpose of Business**

- \* Concept and characteristics of business
- \* Business, profession and employment - distinctive features
- \* Objectives of business - economic and social role of profit in business
- \* Classification of business activities Industry and Commerce
- \* Industry - types primary, secondary, tertiary.
- \* Commerce. Trade and Auxiliaries.
- \* Business risk - nature and causes.

#### **UNIT 2 : FORMS OF BUSINESS ORGANISATIONS**

- \* Sole Proprietorship; Joint Hindu Family Business-meaning, features, merits and limitations
- \* Partnership-meaning, types, registration, merits, limitations, types of partners.
- \* Cooperative Societies-types, merits and limitations.
- \* Company: Private Ltd. Public Ltd.- merits, limitations;
- \* Choice of form of business organizations
- \* Starting a business-Basic factors.

#### **Unit 3: Private, Public & Global Enterprises**

- \* Private Sector and Public Sector.
- \* Forms of organising public sector enterprises
- \* Departmental Undertaking
- \* Statutory Corporation
- \* Government Company
- \* Changing role of public sector
- \* Global Enterprises (Multinational Companies) meaning and features, joint ventures-meaning, benefits

#### **Unit 4 : Business Services**

- \* Nature and types of Business services-Banking Insurance, Transportation, Ware housing, Communication
- \* Banking-types of Banks, Functions of Commercial banks, E-banking
- \* Insurance-principles, types life, fire and marine
- \* Postal and Telecom services
- \* Warehousing types and functions.



## **UNIT-5 EMERGING MODES OF BUSINESS**

\* E-Business-Meaning, scope and benefits. Resources required for successful e-business implementation, On-line transactions, payment mechanism, security and safety of business transactions

\* Outsourcing-concept, need and scope.

## **Unit 6: Social Responsibility of Business and Business Ethics**

\* Concept of social responsibility

\* Case for Social responsibility

\* Responsibility towards owners, investors; employees, consumers, government, community and public in general

\* Business and environmental protection;

\* Business ethics concept and elements

## **Part-B : CORPORATE ORGANISATION, FINANCE AND TRADE**

### **Unit 7: Formation of a Company**

\* Stages in the formation of a company;

\* Promotion

\* Incorporation, and

\* Commencement of business

### **Unit 8: Sources of Business Finance**

\* Nature and significance

\* Owner's funds and borrowed funds

\* Sources of raising Finance

- Equity and Preference shares

- Global Depository Receipt, American Depository Receipt

- Debentures and Bonds

- Retained Profits

- Public deposits

- Loan from Financial Institutions

- Loans from commercial Banks

- Trade Credit

### **Unit 9: Small Business**

\* Small Scale Industry: Tiny Sector, cottage and rural industry:

\* Role of small business in rural India,

\* Problems of small business in India

\* Government Assistance and Special Schemes for Industries in rural, backward and hilly areas

### **Unit 10: Internal Trade.**

\* Meaning and types of internal trade wholesale and retail:

\* Services of a wholesaler and a retailer,

\* Types of Retail Trade :

- Itinerant retailers and fixed shops.

- Departmental store, super market malls, chain store, mail order business, consumer's cooperative store

- Automatic Vending Machine.

\* Role of Chamber of Commerce and Industry in promotion of internal.

### **Unit 11 : International Business.**

\* Nature, Importance and complexities involved in International Business

\* Ways of entering into international Business Export-Import Procedures and documentation Foreign Trade Promotion Organizational support and incentives, Nature and importance of Export Processing Zonel special Economic Zone: International Trade Institutions and Agreement WTO, UNCTAD, World Bank, IMF



## PART-C

### Unit-12 : Project Work (Practical)

#### SUGGESTIVE/ILLUSTRATIVE PROJECTS

**Any one of the following:**

- (i) Find out from local sample business unit (s) the various objectives they pursue
- (ii) Problems of setting up and running business units.
- (iii) Enquiry into the ethics of running business through questionnaires
- (iv) Survey of quality of bank services in the local branch office
- (v) Study of postal and courier mail services.
- (vi) Availability and use of agency services, advertising, packaging. investments in savings schemes, etc.
- (vi) Survey of the popularity of credit cards issued by different banks.
- (viii) Study the profile of a sole trader/partnership commenting on the nature and working of business.
- (ix) Study of a Joint Hindu family business
- (x) Study of the working of any cooperative society.
- (xi) Study of a small business unit regarding source of finance
- (xii) Nature of different traders (like hawkers and pedlars in a specific locality) in issue of goods, capital investment, turnover.
- (xii) Study of weekly bazaar in a locality
- (xiv) Study of franchise retail store.
- (xv) Study of export/import of any article
- (xvi) Problems of women entrepreneurs in business.
- (xvii) Waste/garbage disposal.
- (xviii) Study of pavement trade.
- (xix) Prepare a scrapbook and collect articles on the changing role of public sector and any other topics related to the syllabus.

Marks may be suitably distributed over the different parts of the Project Report (1) Objectives (2) Methodology (3) Conclusions findings and suggestions (4) Viva.



# PSYCHOLOGY

## CODE NO. 144

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

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

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

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

### Objectives

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

### THEORY

#### One Theory Paper

#### UNITS

#### Foundations of Psychology

- i. What is psychology ?
- ii. Methods of Enquiry in Psychology
- iii. The Bases of Human Behavior
- iv. Human Development
- v. Sensory . Intentional and Perceptual Processes
- vi. Learning
- vii. Human Memory
- viii. Thinking
- ix. Motivation and Emotion

Practicals ( Projects , experiments , small studies )

## Foundations of Psychology

### Unit I : What is Psychology ?

*The unit seeks to develop understanding and appreciation of psychology as a discipline , its evolution . its applications and its relationships with other sciences through appropriate and interesting examples and analysis of everyday experience*

What is psychology ? Popular notions about discipline of psychology , Understanding mind and behaviour , Evolution of psychology . Branches of psychology : Themes of research and applications , Psychology and other disciplines : Psychologists at work , Development of Psychology in India .

### Unit II : Methods of Enquiry in Psychology

*The objective of this unit is to discuss methods of enquiry collecting and analyzing psychological data .*

Goals of psychological enquiry : Nature of psychological data . some important methods . Observational Experimental , Correlational, Survey . Psychological testing Case study : Analysis of data: measures of central Tendency - computation Graphical Presentation of Data - Bar , Histogram . Polygon Limitations of psychological enquiry , Ethical issues

### Unit III : The Bases of Human Behaviour

*The unit will focus on the role of biological and socio - cultural factors in the shaping of human behaviour .*

Evolutionary perspective , Biological basis : Biological and cultural roots , Biology of behaviour : Structure and functions of nervous system and endocrine system Relationship of nervous system and endocrine system with behaviour and experience , Brain and behaviour , Heredity . Genes and behaviour . Cultural basis . SOCIO cultural shaping of behaviour ( e . g family , community . faith , gender , caste , disability etc . ) Socialization . enculturation and acculturation.

### Unit IV : Human Development

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

Meaning of development , Factors influencing development Context of development Overview of developmental stages : infancy , Childhood , Challenges of Adolescence , Adulthood and Old age

### Unit V : Sensory , Attentional and Perceptual Processes

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

Knowing the world ; Nature and varieties of stimulus ; Sense modalities Adaptation , Attentional processes Selective and sustained attention , Perceptual processes , The Perceiver : Principles of perceptual organization , After images , Perception of space , depth and distance Perceptual constancies : Illusions , Socio cultural influences on perception .



## **Unit VI : Learning**

*This unit focuses on how one acquires new behaviour and how changes in behaviour take place*

Nature of learning , Paradigms of learning : Classical and Operant conditioning , Observational learning , Cognitive learning . Verbal learning Concept learning Skill - learning Factors facilitating learning : Transfer of learning Types Applications The Learner : Learning styles ; Learning disabilities : Applications of learning principles .

## **Unit VII : Human Memory**

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

Nature of memory : Information Processing Approach , Levels , processing : Memory systems - Sensory memory , Short - term memory Long - term memory : Knowledge representation and organization memory : Memory as a constructive process , Nature and causes forgetting , Enhancing memory

## **Unit VIII : Thinking**

*This unit deals with thinking and related processes like reasoning problem - solving decision making and creative thinking . The relationship between thought and language will also be discussed*

Nature of thinking : Thought and language ; Development of language and language use , Reasoning . Problem - solving : Decision making : Creative Thinking : Nature , Process and development .

## **Unit IX : Motivation and Emotion**

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

Nature of motivation , Biological motives , Social and psychological motives - Achievement , Affiliation and Power Maslow ' s hierarchy of bases of emotions , needs : Nature of emotions , Physiological , cognitive and cultural Expression of emotions : Enhancing positive emotions , e.g. . Happiness . Optimism etc . Managing negative; emotions , e.g. . anger , fear etc .

## **Practical ( Projects , experiments , small studies , etc . )**

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

- I. Reporting file including Project work ;
- II. Viva Cove :
- III. Two experiments :



# SOCIOLOGY

## CODE NO. 137

### RATIONALE

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

- ❖ Sociology studies society. The child's familiarity with the society in which she/he lives in makes the study of sociology a double edged experience. At one level sociology studies institutions such as family and kinship, class, caste and tribe religion and region-contexts with which children are familiar of even if differentially For India is a society which is varied both horizontally and vertically, the effort in the books will be to grapple overtly with this both as a source of strength and as a site for interrogation
- ❖ Significantly the intellectual legacy of sociology equips the discipline with a plural perspective that overtly engages with the need for defamiliarization, to unlearn and question the given. This interrogative and critical character of sociology also makes it possible to understand both other cultures as well as relearn about one's own culture This plural perspective makes for an inbuilt richness and openness that not too many other disciplines in practice share. From its very Inception sociology has had mutually enriching and contesting traditions of an interpretative method that openly takes into account. "subjectivity' and causal explanations that pays due importance to establishing causal correspondences with considerable sophistication. Not surprisingly its field work tradition also entails large scale survey methods as well as a rich ethnographic tradition Indeed Indian sociology, in particular has bridged this distinction between what has often been seen as distinct approaches of Sociology and social anthropology The syllabus provides ample opportunity to make the child familiar with the excitement of field work as well as its theoretical significance for the very discipline or the very discipline of sociology
- ❖ The plural legacy of sociology also enables a bird's eye view and a worm's eye view of the society the child lives in This is particularly true today when the local is inextricably defined and shaped by macro global processes
- ❖ The syllabus proceeds with the assumption that gender as an organizing principle of society cannot be treated as an add on topic but is fundamental to the manner that all chapters shall be dealt with.
- ❖ The chapters shall seek for a child centric approach that makes it possible to connect the lived reality of children with social structures and social processes that sociology studies
- ❖ A conscious effort will be made to build into the chapters for exploration of society that makes learning a process discovery. A way towards this is to deal with sociological concepts not as givens but a product of societal actions humanly constructed and therefore open to questioning

### OBJECTIVES

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

## **One Paper**

### **UNITS**

#### **INTRODUCING SOCIOLOGY**

- I. Society, Sociology and relationship with other social sciences
- II. Basic Concepts
- III. Social Institutions
- IV. Culture and Society
- V. Practical Sociology Methods and Techniques

#### **UNDERSTANDING SOCIETY**

- VI. Structure, Process and Stratification
- VII. Social Change
- VII. Environment and Society
- IX. Western Social Thinkers
- X. India Sociologists

### **INTRODUCING SOCIOLOGY**

#### **Unit 1 : Society & Sociology**

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

#### **Unit II : Basic Concepts**

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

#### **Unit III : Social Institutions**

- \* Family and Kinship  
Political and Economic Institutions
- \* Religion as a Social Institution
- \* Education as a Social Institution

#### **Unit IV : Culture and Society**

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

#### **Unit V: Practical Sociology : Methods & Techniques**

- \* Tools and Techniques : Observation. Survey. Interview
- \* The Significance of Field Work in Sociology

## UNDERSTANDING SOCIETY

### **Unit VI : Structure. Process and Stratification**

1. Social Structure
2. Social Processes Cooperation Competition, Conflict
3. Social Stratification: Class, Caste, Race, Gender

### **Unit VII: Social Change**

1. Social change : Types and Dimensions: Causes and Consequences
2. Social Order : Domination, Authority & Law, Contestation Crime and Violence
3. Village, Town & City Changes in Rural & Urban Society

### **Unit VIII : Environment and Society**

1. Ecology and Society
2. Environmental Crises and Social Responses

### **Unit IX : Western Social Thinkers**

1. Karl Marx on Class Conflict
2. Emile Durkheim on Division of Labour
3. Max Weber on Bureaucracy

### **Unit X : Indian Sociologists**

1. GS Ghurye on Race and Caste
2. D.P. Mukerji on Tradition and Change
3. AR. Desai on the State
4. MN. Srinivas on the Village



## 10. PUBLIC ADMINISTRATION

CODE NO 140

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### One Paper

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Introduction to Public Administration.

#### **Unit I Public Administration :**

Meaning, Scope, Significance and relationship with Political Science, History, Economics and Sociology, Differences and Similarity between Public Administration and Private Administration.

#### **Unit II Organization :**

Meaning, Principles (Hierarchy, Unity of command and span of control) and its kinds i.e. Formal and informal, Singular and Plural (Bureau and Board).

#### **Unit III Bureaucracy :**

Meaning, Characteristics, Functions, evils and remedies of civil services.

#### **Unit IV Recruitment :**

Meaning, methods of recruitment (within and without) Qualifications of employees and examinations for determining the qualifications.

#### **Unit V Training and Promotion :**

Training: Meaning, Kinds, Methods and Significance; Promotion: Meaning, basis of promotion (Merit and Seniority) and significance.

#### **Unit VI Conduct and Discipline :**

Rules of Conduct for employees, types of disciplinary action (Formal and informal) procedure of taking disciplinary action.

#### **Unit VII Salary, Morale and Retirement :**

Determinants of Salary, meaning of morale and factors leading to High morale, Meaning and main features of retirement system.

#### **Unit VIII Management :**

Management :- Meaning, Nature and Functions of management.  
Processes :- Communication, leadership and decision making.

#### **Unit IX Field Administration :**

Types of field establishments, methods of creating harmony between headquarters and field. Establishments, Methods of control over field establishment.

#### **Unit X Public Relations :**

Meaning, Functions, Media, obstacles and Significance.



# PHILOSOPHY

CODE NO. 138

## OBJECTIVES

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

## (THEORY)

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### One Paper

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#### Scientific Method

1. Methods of Natural and Social Sciences
2. Observation and Experiment
3. Science and Hypothesis
4. Mill's Methods of Experimental Inquiry
5. Nyaya Theory of Knowledge (General Survey)

#### Logic

6. The nature and subject matter of logic
7. Terms & Propositions

#### Relations between Propositions

8. Categorical Syllogism
9. Elements of Symbolic Logic
10. Buddhist Formal Logic

#### Unit 1: Methods of Natural and Social Sciences

Value of Science, Nature and aim of Scientific Methods Difference between Scientific Induction and induction by simple enumeration Difference between methods of Natural Sciences and Social Sciences.

#### Unit 2: Observation and Experiment

Their Differences, fallacies of observation

#### Unit 3: Science and Hypothesis

The place of hypothesis in scientific methods Formulation of relevant hypothesis Formal conditions of valid hypothesis Hypothesis and crucial experiments

#### **Unit 4 : Mill's Methods of Experimental Inquiry**

The method of agreement  
The method of difference  
The Joint method of agreement and difference,  
The method of concomitant variation  
The method of residue

#### **Unit 5: Nyaya Theory of Knowledge**

General Survey - Prama, Pramana, Pramanya, Pratyaksa,  
Anumana. Upamana Sabda

#### **LOGIC**

#### **Unit 6: The Nature and scope of logic**

What is Logic ? Use and application of Logic. Difference between  
Truth and Validity.

#### **Unit 7: Terms and Propositions**

Definition of Term; Denotation and Connotation of Terms Definitions of proposition and  
traditional classification of Propositions. Distribution of Terms

#### **Relation between Propositions**

Traditional Square of Propositions

#### **Unit 8: Categorical Syllogism**

Its definition Rules of valid syllogism and Fallacies

#### **Unit 9: Elements of Symbolic Logic**

Value of using symbols in  
Basic Truth-Tables

#### **Unit 10: Buddhist Formal Logic**

#### **SUGGESTED REFERENCE**

1. Bhola Nath Roy
2. -do
3. I.M. Copi
4. S.C. Chatterjee
5. S.R. Bhatt and Anu Melhotra
6. Chatterjee and Dutta

Text-book of Inductive Logic  
Text-book of Deductive Logic  
Introduction to Logic  
Nyaya Theory of Knowledge  
Buddhist Epistamology  
Indian Philosophy



**DANCE**

**CODE NO. 152, 153**

The objective of the theory and practical course in Indian Classical Dance, Indian Traditional Dance, Drama or theatre forms is to acquaint the students with the literary and historical background of the Indian performing arts in General and dance drama form offered in particular. It is presumed that the students offering these subjects will have had preliminary training in the particular form, either with the school system or in informal education. Since the syllabuses are closely linked with the culture, it is desirable that the teachers also make themselves familiar with the aspects of Indian Cultural History, classical and medieval period of its literature,

**Any one style from the following:**

**INDIAN CLASSICAL DANCE**

(A) Kathak

(B) Bharat natyam

**(A) KATHAK DANCE**

**(CODE-152)**

**One Theory Paper**

1. A brief history of Indian dance and Indian Traditional Dance Drama
2. Acquaintance with the themes of Ramayana, Mahabharata, Panchtantra, Bhagavata Purana and Geeta Govinda.  
Acquaintance with other myths & legends pertinent to the Dance and Dance forms
3. A history of the Kathak Dance
4. Acquaintance with its repertoire and literary contents

**One Practical Paper**

1. Practice of basic standing, sitting positions.
2. Practice of exercises different parts of the human body particularly head neck, shoulders, arms, chest, waist, hips thighs, knees, shanks, ankles, feet.
3. Practice of different movements of the eyes, hands and face.
4. **Practice of Titkara to teentala in the following lays :**  
Tthaat, Dugun
5. **The students should know the following composition :**
  - (i) Tthaat
  - (ii) Aamad
  - (iii) Fas Aamad
  - (iv) Vanda
  - (V) Tokra/Tora
  - (vi) Natwari Ka Tukra
  - (vii) Gatnikas
  - (viii) Gatbhav
  - (ix) Paran
  - (x) Tihayee
  - (xi) Lar/Laya Baant
  - (xii) Parhant of Tukra Toda, Paran learnt with Tala

**(B) BHARATNATYAM DANCE**

**(CODE -153)**

**One Theory Paper**

**3 Hours**

**30 Marks**

1. A brief history of Indian Dance and Indian Traditional Dance-Drama,
2. Acquaintance with the themes of Ramayana, Mahabharata, Panchatantra, Bhagavata Purana and Geeta Govinda. Acquaintance with other myths and legends pertinent to the Dance form.
3. A history of Bharatnatyam.
4. Acquaintance with its repertoire and literacy contents.

**One Practical Paper**

**70 Marks**

1. Practice of basic standing, sitting positions
2. Practice of exercises of different parts of the human body particularly head, neck, shoulders, arms, chest, waist, hips, thighs, knees, shanks, ankles, feet
3. Practice of different movement of the eyes, hands and face

**4. Adavus in Trikala :**

- (i) Tattu adavus
- (i) Nattu adavus
- (iii) Te tei tei ta adavus
- (iv) Kudittu mettu adavus
- (v) Tei ya teiyi standing adavus
- (vi) Tat tei to ha adavus
- (vii) Tat tei tam adavus
- (viii) Kattia adavu and allied utplavana adavus
- (ix) Tadhinginatam
- (x) Kitatakatanakita tom.
- (xi) Mandi adavus
- (xii) Sarukkal adavu
- (xii) Simple Korvais (combinations) in Adi talam
- (xiv) Gati-Simple forward and backward gaits
- (xv) Alarippu-Tisram
- (xvi) Tala-Adi talam and Rupaka talam with clapping and ability to repeat the adavu syllables in trikala in aditalam.



# FINE ARTS

Code No's 148, 149, 150, 151

**Note :- Anyone the following Courses.**

- (A) Painting
- (B) Graphic
- (C) Sculpture
- (D) Applied Arts (Commercial Arts)

## (A) PAINTING (CODE-148)

### Objectives:

The purpose of this subject is to provide a series of practical exercises to enable student to develop observations through studies of common objects and geometric forms in pencil and with light and shade.

### Theory

Story of Indian Art (objective and narrative written paper in English/Hindi languages).

Indus Valley, Jain and Buddhist Art, Tempic Sculpture and South Indian Bronzes.

### Practical

#### I. Nature Study and Object Drawing

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

#### II. Painting

- (i) Simple exercises of basic designs in variation of linear geometric and Rythmetic shapes in primary and secondary colours to understand design as organised visual arrangements
- (ii) Sketches from Life and Nature.

#### III. Sessional-Submission of port folio consisting of:

- (a) Five selected drawings in any media done during the year including minimum of two still life exercises
- (b) Two selected works of paintings done during the year.

## **(B) GRAPHICS**

**(CODE-149)**

### **Objectives**

To make simple compositions in monochrome and colours through the various print-making techniques using methods and material specifically pre scribed for adequate results. The student should be introduced to the subject by giving a short history of the print making techniques. They should be given exercises to inculcate respect for the tools and apparatus used in the various processes including their maintenance and proper handling

### **THEORY**

Story of Indian Art-objective and narrative written paper in English/Hindi Languages Indus Valley, Jain and Buddhist Art, Temple Sculptures and South Indian Bronze

### **PRACTICAL**

To make Linocut, woodcut or Paper cardboard prin on 1/4 Imperial sheet on a given subject  
Syllabus for Relief Printing (Linocuts woodcuts/paper cardboard prints)

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

### **Sessional work**

Three selected prints (either form Lincouts/woodcuts/paper card-board prints) prepared during the course by the candidate and certified by the school authorities as the work done in the school will be placed before the examiners for assessment.

**Note : The time-table to be so framed as to allow the students to work continuously for at least two periods together per day.**

## **(C) SCULPTURE**

**Code-150**

### **Objective**

The aim is to introduce the students to the fundamentals of making sculptures. All assignments should be designed to understand problems of volume, weight, play of form in space etc as against rendering on flat two dimensional surfaces. Adequate technical skills may be provided depending on the facilities available.

### **THEORY**

Story of Indian Art-(objective and narrative written paper in English Hindi languages)  
Indus Valley, Jain and Buddhist Art Temple Sculptures and South Indian Bronzes

### **PRACTICAL**

1. (a) Modelling in Relief on given subjects from life and nature
  - (b) Modelling in Round on given subjects from life and nature
- Handling of clay and its techniques, pinching, coiling, rolling etc.

### **SESSIONAL WORK**

Four selected pieces of works prepared during the course by the candidate and Certified by the school authorities as works executed in the school will be placed before the examiner for assessment

**Note :- The Time-table to be so arranged that students are given atleast two periods together, if possible more, with a total of eight periods a week.**

**(D) APPLIED ARTS (COMMERCIAL ART)**

**CODE-151**

**THEORY**

Story of Indian Art-(objective and narrative written paper in English/Hindi language)  
Indus Valley, Jain and Buddhist Art, Temple Sculptures and South Indian Bronzes.

**PRACTICAL**

**A One practical in two parts:**

- (i) Drawing
- (ii) Lettering and Layout

**PART I: DRAWING**

Drawing from Still-Life and Nature, pencil monochrome colour

**PART II : LETTERING**

- (i) Study of Roman and Devnagri Lettering
- (ii) Identification of some Type-faces and their sizes.

**Layout :**

Making a simple layout with lettering as the main component.

**B. Sessional Work :**

**Submission of Portfolio consisting of:**

- (a) Five selected drawings in any media done during the year including minimum of three still lives.
- (b) Two selected works in chosen subject done during the year.



## **HUMAN ECOLOGY AND FAMILY SCIENCE CODE. NO. 143**

The curriculum in Human Ecology and family Science (HEFS). formerly known Home Science, has been framed keeping in view the principles of the National Curriculum Framework-200s of the NCERT. Traditionally, the field of Home Science encompassed el. areas, namely, food and nutrition, Human development and family studies, Fabric and apparel, resource management and communication and extension, all these domains have their specific all these domains have their space content and focus that contribute to the study of the individual and the family in Indian socio cultural context:

A Special effort has been made to communicate respect for every student's life at home and in society by making the curriculum appropriate for both boys and girls, living in different context, including those who are homeless.

The Course adopts a developmental framework in class XI using the life-span approach, starting with adolescence, the stage of development being experienced by the students. Beginning with one's own stage of development would instill interest and enable identification with the physical and emotional changes that the student is undergoing. Following this is the study of child hood and adulthood.

For Class-XI the 'self and family and the Home' are focal points for understanding the dynamics of individual lives and social interaction. The rationale for using this approach is that it will enable the adolescent student to understand herself himself in the context of the family, which in turn is nested within the wider Indian socio-cultural milieu.

### **Objectives**

The Human Ecology and Family Sciences curriculum has been framed to enable the learners to

1. develop an understanding of the self in relation to family and society.
2. understand one's role and responsibilities as a productive individual and as a member of one's family, community and society.
3. integrate learning across diverse domains and form linkages with other academic subjects
4. develop sensitivity and undertake a critical analysis of issues and concerns of equity and diversity
5. appreciate the discipline of HEFS for professional careers.



Part- I				
Units and chapters in Textbook		Units and Sections in NCERT Syllabus	Period	Marks
Chapter	Title of the Chapter	Units and Sections		
1	1 Introduction: HEFS: Evolution of the discipline and its relevance to quality of life	Introduction: HEFS Evolution of the discipline and its relevance to quality of life		
<b>Unit I Understanding oneself: Adolescence</b>				
2	Understanding the Self			
	A What makes me "I"	A. Sense of self understanding who am I ?		
	B. Development and Characteristics of the Self	B. Characteristics and needs		
	C. Influences on identity: How do we Develop a Sense of Self?	C. Influences on identity		
3	Food, Nutrition, Health and Fitness	D. Food, Nutrition, health and fitness		
4	Management of Resources	E Management of resources time, money, energy and space		
5	Fabrics Around Us	F. Fabric and Apparel		
6	Media and Communication Technology	G. Media and communication technology		
7	Effective Communication Skills	H Communication skills		
8	Living and Working in a Global Society	I. Living and Working in a Global Society		
<b>Unit II Understanding Family, Community and Society</b>				
9	Relationships and interactions with 'significant others within	A Relationship and interactions with significant others within		
	A. Family	Family		
	B. School: Peers and Educators	-School-peers and educators		
	C. Community and Society	- Community		
		- Society		
10	Concerns and needs in diverse contexts: Family school, community and School	B. Concerns and needs in diverse contexts: Family school, community and society		
	A. Nutrition, Health and Hygiene	a Health, nutrition and hygiene		
	B. Work, Worker and Workplace	b. Activity, work and environment		
	C. Resource Availability and Management	c. Resource availability and management		
	D. Learning, Education and Extension	d. Learning, education and extension		
	E. Textile Traditions in India	e. Textile, heritage of India		

Part- II				
<b>Unit - III Childhood</b>				
11	Survival, Growth and Development	- Survival, growth and development		
12	Nutrition, Health and Well Being	Nutrition, health and well-being		
13	Care and Education	Care and Education		
14	Our Apparel	Clothes and Apparel		
		Children with special		
		Socio-cultural influences		
		on children		
<b>Unit - IV Adulthood</b>				
15	Health and Wellness	- Health and Wellness		
16	Financial Management and Planning	-Financial Planning and Management		
17	Care and maintenance of fabrics	-Care and maintenance of fabrics and apparel		
18	Perspectives in communication	- Perspectives in communication		
19	Individual responsibilities and rights	- Individual responsibilities and rights		

## PRACTICALS

1. Study of Physical Self with reference to
  - a) Age, height, weight, hip size, round chest/breat, round waist
  - b) Age at menarche: girls
  - c) Growth of beard, change in voice: boys
  - d) Colour of hair and eyes
2. Understanding oneself with reference to:
  - a) Developmental norms
  - b) Peers, both male and female
  - c) Health Status
  - d) Garment sizing
3. a) Record own diet for a day
  - b) Evaluate qualitatively for adequacy
4. a) Record the fabrics and apparel used in a day
  - b) Categorise them according to functionality
5. a) Record one day's activities relating to time use and work
  - b) Prepare a time plan for oneself
6. a) Record own emotions for a day in different contexts
  - b) Reflect on the "why" of these emotions and ways of handling them
7. List and discuss five messages from print and electronic media which have influence own self.
8. Collection of information from different regions in India and critical discussion on
  - a) Food practices including food taboos, fasting and festivity preparations
  - b) Clothing practices related to rites, ritual and occupation
  - c) Childcare practices in early year. gender similarities and difference
  - d) Traditional forms of communication including festive and special occasions
9. List and discuss 4-5 areas of agreement and disagreement with
  - a) Mother
  - b) Father
  - c) Siblings
  - d) Friends
  - e) Teachers

How would you resolve the disagreements to reach a state of harmony and mutual acceptance?

10. Documentation of a traditional textile art craft of neighbouring area

11. Visit to any one programme/institution(Govt./NGO) for children:

Observation of activities in the programme and report writing.

OR

Observation of any two children of different ages in the neighbourhood and reporting on their activities and behaviour.

12. Construction of quality of life(QOL) and Human Development Index (HDI).

13. Relationship of fibre properties to their usage:

a) Thermal property and flammability

b) Moisture absorbency and comfort

14. Study one female adult and one male adult in the age range of 35 to 60 years with reference to:

a) Health and illness

b) Physical activity and time arrangement

c) Diet behaviour

d) Coping with challenges

e) Media availability and preferences

15. Calculation of nutritive value of foods to identify rich sources of nutrients.

16. Preparation of different healthy snacks for an adolescent suitable in her/his context.

17. Study of labels on:

a) Food

b) Drugs and cosmetics

c) Fabrics and apparel

d) Consumer durables

18. Observation and recording of group dynamics in different locations/situations such as:

a) Home

b) Eateries

c) Playfield d) School

e) Recreation areas

19. Analysis of own communication styles and skills.

20. Plan a budget for self for a given situation/purpose.

21. List five problems faced by self or family as consumer. Suggest solutions to overcome the same.



## YOGA

### CODE NO. 162 YOGA EDUCATION

#### SYLLABUS CONSISTS OF TWO PARTS :

- I. Theory
- II. Practical

#### THEORY

The theory paper will be divided into two parts and will be of 3 hours duration having 35 marks in each part.

#### PART-A

##### (HISTORICAL AND PHILOSOPHICAL ASPECTS OF YOGA)

1. Definition of Yoga both in its literal and broader sense as clarified in Patanjali yogsutras and other yogic texts.
2. Aims and objectives of yoga, its importance in present modern world
3. Different aspects of yoga namely, Karmayoga Bhaktiyoga, Gyanyoga and Rajyoga
4. Detailed study of Ashtanga yoga as defined in Patanjali Yogdarshan.
5. Yogic concept of Chitta, its varieties and the method of their control.

#### PART-B

##### (THERAPEUTIC AND PHYSIOLOGICAL ASPECTS OF YOGA)

6. Meaning of Asana as defined in yogic texts and benefits of performing yogasanas.
7. Scope of yoga education and its limitations
8. Physiological basis of Shatkarmas, benefits of doing these purificatory techniques and various methods of doing Shatkarmas.
9. Yoga therapy its importance and limitations  
Treatment of common diseases such as fatigue. Headache, Common Cold. Gastric Acidity, Hypertension, Indigestion and loss of appetite. Hair loss. Weakness of eyesight- their symptoms, causes and treatment through yogic therapeutic measures

#### PRACTICAL

- i. Asanas as given in Hatha Yoga Pradeepika Ghrenda Samhita, Shiva Samhita, yogapanishads and other in vogue
- ii. (WKriyas-Shatkaramas (Shatkriyas) as described in Hatha Yoga Pradeepika Ghrenda Samhita and Shatkarama Sangraha
- iii. Pranayamas - Anuloma-Viloma Ujjai, Bhastrika and familiarity with other Pranayamas such as Surayabhedana- Chandrabhedana Sitli Shitkari, Bhastrika, Bharamari and Plavani
- iv. Bandhas-Jalandhar, Uddiyana, Mula and Mahabandha
- v. Meditation-Elementary practice of Meditation, Chanting of "OM" and the practice of dhayana in any of the selected postures ie. Sidhasna Swastikasana Padmasana, Sukhasana and Vajarasana
- vi. Practical Notebook to be prepared by the students illustrating any nine asanas of their choice, any two kriyas any two body systems out of the following ie Skeltal, circulatory, Digestive, Human brain and Spinal cord



**LIST OF YOGIC ASANAS REQUIRED TO BE PERFORMED BY THE STUDENTS IS AS UNDER :**

**STANDING POSTURES :**

Tarasana, Trikonasana, Konasana, Padahastasana Garudasana Ardha-Chandrasana, Khagasana Birbhadrasana Shirshangusthasana,

**SITTING POSTURES :**

Vajarasana, Parvatasana, Yogmudrasana Padmasana, Mandukasana. Paschimottanasana, Shashankasana, Vakasana, Padam Bakasana, Uttitha Akaran-Dhanurasana Ardha-matsyendrasana, Gomukhasana, Gorakshasana, Ekpadsikandasana Dwipadsikandasana, Uttithadwipadsikandasana, Onkarasana, Ushtrasana Puran-matsyenbrasana, Kukutasana Onkarasana, Ushtrasana.

**LYING POSTURES :**

Shavasana, Halasana, Uttanapadasana Matasyasana Karanpidasana Makrasana, Bhujangasana, Dhanurasana, Shalabhasana, Naukasana, Mayurasana, Shirshasana, Sarvangasana, Chakrasana, Garbhasana, Pawanmuktasana.

**REFERENCES**

1. Patanjali yogsutras
2. Rajayoga by Swami Vivekananda
3. Asanas by Swami Kuvalayananda.
4. Pranayama by Swami Kuvalayananda.
5. Hathyoga Pradeepika
6. Gherandasamhita
7. Suksham vyama by Swami Dharendra Braham Chari.
8. Yoga Therapy by Swami Kuvalayananda and Dr. S.L. Vinkar
9. Applied Physiology by S.N. Dasgupta.
10. Yoga Philosophy by S.N. Dasgupta.
11. Yog Chakitsa by Swami Ram Dev.



# **FRENCH CODE NO. 141**

## **Section-A: Applied Grammar**

Filling up blanks with appropriate parts of speech

Transformation of sentences

Based on chapter 1-17 of Prescribed book

## **Section-B : Comprehension / Reading**

One passage from the prescribed book

(Prose / Poetry)

One Unseen passage

(variety of comprehension questions including short answer questions & Vocabulary (word attack))

## **Section-C: Writing Skills/Composition**

Writing a story based on outlines provided (120 words) 10

One unaided composition based on the topics in the 10 Prescribed book (120 words)

## **Section-D : Literature**

(Short answer questions on prescribed texts)

### **Prose**

Comprehension of the prescribed text (Chapter 1-17)

### **Poetry**

#### **Poems to be studied :**

- |                                      |                |
|--------------------------------------|----------------|
| 1. La Route                          | by CF Rameez   |
| 2. Les Villages                      | by F Jammes    |
| 3. Page d'écriture                   | by J. Prevert  |
| 4. Les enfants dans le jardin public | by Victor Hugo |
| 5. Barcarolle                        | by Th. Gautier |

### **PRESCRIBED BOOK : COURS DE LANGUE ET CIVILIZATION**

Françaises-11                      by G. Mauger  
(Chapter 1-17)                      Published by Heachette



**URDU (CORE)**  
**CODE NO. 139**

**SECTION-A**

**1. Reading Skills:**

(i) Comprehension of an unseen passage (factual) of about 150 words followed by five questions

**2. Writing Skills:**

(a) Paragraph Writing

(b) General study of newspapers, magazines and periodicals language with the object of writing

(i) Letter to the Editor

(ii) Writing and elaborating small news

(iii) Advertisements

**3. Applied Grammar:**

(a) Knowledge of Parts of Speech

(i) Ism Ki Qismein

Marafa

Nakra

(ii) Zameer Ki Qismein

Mutakallim

Hazir

Ghaeb

(iii) Sifat Ki Qismein

Zati

Nisbati Adadi

Miqdari

(b) Correction and transformation of words and sentences  
(all grammatical forms)

(c) Sentence making with the help of idiomatic phrases.

**SECTION-B**

**1. Prose : Prescribed Text-books**

A. Book-1

Abbu Khan Ki Bakri By Dr. Zakir Hussain

published by the National Book Trust of India, New Delhi,

(i) One out of two extract from the prescribed book followed by short answer type questions for comprehension,

(ii) One essay type question (100 words) on Content/theme of the prescribed book

(iii) Four short answer type questions on the lesson of the prescribed book

**B. BOOK-II**

**Dehli Ka Yadgar Mushaira** By Farhatullah Beg

Published by Anjuman Tarai Urdu New Delhi

(i) One out of two extracts from the prescribed book followed by short answer type questions for comprehension.

(ii) An essay type questions (100 words) on theme/content

(iii) Four short answer type questions on characters/event/ evaluative in nature.

**RECOMMENDED BOOK**

**1. Urdu Qawaid**, published by the NCERT, New Delhi

