

GENERAL STUDIES

(Syllabus and Guidelines)

Classes XI and XII



CENTRAL BOARD OF SECONDARY EDUCATION

2 Community Centre, Preet Vihar, Delhi-110092





GENERAL STUDIES

(Syllabus and Guidelines)

Classes XI and XII



CENTRAL BOARD OF SECONDARY EDUCATION



GENERAL STUDIES
(Syllabus and Guidelines)

Classes XI and XII

Price : ₹ 30.00

First Edition: July 2016

Copies : 5000

Paper Used : 80 gsm CBSE Watermark White Maplitho

“This book or part thereof may not be reproduced by
any person or agency in any manner.”

Published By : The Secretary, Central Board of Secondary Education,
Shiksha Kendra, 2, Community Centre, Preet Vihar,
Delhi-110092

Design & Printed by : Vijaylakshmi Printing Works Pvt. Ltd.,
B-117, Sector-5, Noida-201301(U.P.)
Phone: 0120-2421977, 2422312



CONTENTS

	Page
Introduction	7
Guidelines for Teachers	9
Class XI	
Unit I Science and Technology	11
Unit II Understanding Social Structure	13
Unit III Protection of Environment	14
Unit IV National Unity	15
Unit V International Understanding	17
Class XII	
Unit I Science and Society	19
Unit II Contemporary Problems of Indian Society	20
Unit III Cultural Heritage of India	22
Unit IV India's Freedom Struggle	24
Unit V Constitutional Values	25
Unit VI Human Rights	27



Acknowledgements

Members of the Original Working Group (1990)

- Dr. H.S. Singha, Chairman, CBSE, Delhi
- Mr. T.S. Bhujanga Rao, Deputy Commissioner (Acad. & Trg.) Kendriya Vidyalaya Sangathan, New Delhi
- Mr. T.R. Gupta, Principal, Hansraj Model School, Punjabi Bagh, New Delhi.
- Mr. M.L. Babbar, Principal, Air Force School, Subroto Park, Delhi.
- Bro. Ittoop, S. J., Principal, St. Xavier's School, Raj Niwas Marg, Delhi.
- Dr. K.D. Sharma, Director (Academic), CBSE, Delhi
- Mr. S.S. Sangal, Education Officer (Vocational), CBSE, Delhi

Special Invitees

- Mr. L.R. Mal, Joint Commissioner, Kendriya Vidyalaya Sangathan, New Delhi
- Mr. H.R. Sharma, Joint Secretary (Academic), CBSE, Delhi
- Mr. V.K. Jain, Asstt. Commissioner, Kendriya Vidyalaya Sangathan, New Delhi
- Mr. O.P. Mudgal, OSD (Academic), CBSE, Delhi
- Mr. S.K. Gangal, Education Officer (Humanities), CBSE, Delhi
- Mr. S.M. Bhatnagar, Education Officer (Science), CBSE, Delhi



Advisory Body

- Mr. Y.S.K. Seshu Kumar, Chairman, CBSE
- Ms. Sugandh Sharma, Associate Professor & Additional Director (Innovation & Research), CBSE

Committee for Review & Editing

- Prof. R.C. Thakran, Professor, Department of History, University of Delhi, Delhi
- Mr. C.K. Saluja, Retd. Associate Professor, Department of Education, University of Delhi
- Dr. Sunita Kaushik, Additional Director of Education (Schools), Directorate of Education, Delhi
- Dr. V. Vijayalakshmi, Joint Commissioner, Kendriya Vidyalaya Sangathan
- Ms. Anuradha Joshi, Principal, Sardar Patel Vidyalaya, Lodi Estate, New Delhi
- Ms. Anju Tandon, Principal, Mehta Vidyalaya, Bharatiya Vidya Bhavan, Kasturba Gandhi Marg, New Delhi
- Mr. G.S. Negi, Retd. Principal, Bhartiya Vidya Bhavan, Mehta Vidyalaya, Kasturba Gandhi Marg, New Delhi
- Dr. Sweta Singh, Assistant Professor and Joint Director, CBSE
- Ms. Gauri Nagpal, Assistant Professor and Assistant Director, CBSE

Committee for Validation

- Ms. Sugandh Sharma, Associate Professor & Additional Director (Innovation & Research), CBSE
- Mr. Gyanendra Kumar, Assistant Commissioner, Navodaya Vidyalaya Samiti
- Ms. Rajeswary P. Swamy, Education Officer, CBSE
- Dr. Sweta Singh, Assistant Professor and Joint Director, CBSE
- Ms. Sumiti Anand, Principal, Gyan Mandir Public school, Naraina Vihar, New Delhi
- Ms. Priya Vaidya, HOD (Economics), Sardar Patel Vidyalaya, New Delhi
- Ms. Gauri Nagpal, Assistant Professor and Assistant Director, CBSE

Coordination

- Dr. Sweta Singh, Assistant Professor and Joint Director, CBSE
- Ms. Gauri Nagpal, Assistant Professor and Assistant Director, CBSE



FOREWORD

The Central Board of Secondary Education had introduced General Studies at the Senior School stage as a part of the implementation of the National Policy on Education, 1986. The earlier guidelines and syllabus, published in 1990, were a concrete step towards providing a value oriented curriculum. It was visualized as a subject that would transcend all disciplines and would bring a positive change in students.

In the light of changing dynamics of today's society, the earlier guidelines for General Studies have been reviewed and revised. The revised guidelines include objectives specific to each unit along with suggested transactional strategies. An attempt has been made to make the content more relevant and interesting for students. These guidelines provide a structure for effective transaction of this subject and at the same time offer ample flexibility to teachers. The teachers may choose readings and transactional approach for each unit as per the interest of students and availability of time.

The Board is publishing the revised guidelines in order to facilitate the transaction of this subject in a motivating way. It is hoped that the revised guidelines and syllabus will contribute in development of responsible citizenship among students.

My sincere thanks are to the members who have contributed towards the revision of these guidelines. I would also like to make a special mention of Ms. Sugandh Sharma, Addl. Director (I & R) and Dr. Sweta Singh, Joint Director in the Board, who have worked very hard in giving shape to the publication.

I request the schools to make use of these guidelines while transacting this subject with sincerity and diligence. The teachers must ensure that the content is transacted in a meaningful and constructive manner. We would welcome their feedback and suggestions for further improvement of the publication.

Y.S.K. Seshu Kumar
Chairman

July, 2016
New Delhi



Introduction

All students in the academic stream at the Senior School stage are required to study the following eight subjects:

- A.** Language(s) -Two
 - Elective I
 - Elective II
 - Elective III
 - (Elective IV is allowed in lieu of a language)
- B.** Work Experience
 - Physical and Health Education
 - General Studies

While subjects under ‘A’ are evaluated externally, those under ‘B’ are evaluated internally by the schools. As per the Scheme of Studies, a candidate will be eligible to get the pass certificate of the Board, if he/she gets a grade higher than ‘E’ in all subjects of internal assessment unless he/she is exempted (Private/Patrachar Vidyalaya and candidates sponsored by Adult School shall be exempted from Work Experience, General Studies and Physical and Health Education). General Studies, one of the three subjects assessed internally by the school, is a very significant component of the overall curriculum as it equips students with the ability to grow into an integrated personality.

The subject of General Studies had been included in the scheme of studies w.e.f. 1989 (1988 for KVS) in pursuance of the National Policy on Education 1986. It is an extension of the following 10 value-oriented curricular components as enumerated in the document ‘Programme of Action’ which are integrated with the Secondary curriculum:

1. India’s Freedom Movement
2. Constitutional Obligations
3. National Identity
4. Cultural Heritage
5. Egalitarianism, Democracy and Secularism
6. Equality of Sexes
7. Protection of Environment
8. Removal of Social Barriers
9. Observance of Small Family Norms
10. Inculcation of Scientific Temper



Aims and Objectives

The purpose of orienting students to General Studies is to develop in them an appreciation for the holistic nature of knowledge. In contemporary times, familiarity with General Studies is indispensable because at the senior school stage there is an element of specialization due to which the students do not get exposed to some vital disciplines/areas of study that are not covered in their specialized field. The whole course of General Studies is, therefore, focused on proper development of the ‘affective domain’ by exposing the students to varied domains of study.

Specific Objectives

Students will be able to:

1. imbibe scientific temper by developing a rational attitude involving disbelief in superstitions and respect for integrity, objectivity and scientific method;
2. gain awareness about the changing concept of time and space in which mutual interdependence among countries has assumed added significance for the survival of humanity and to accentuate the importance of peace and economic cooperation;
3. highlight the importance of and need for conserving and promoting ecological balance and take practical steps for not only checking the unhindered depletion of natural resources, but also find other alternatives to preserve and enhance them;
4. develop pride in the rich cultural heritage as well as in the multipronged achievements of the country in various fields such as politics, agriculture, Science and technology, education and industry;
5. inculcate constitutional values and imbibe the spirit of secularism and national unity;
6. be conversant with contemporary socio-economic problems of the country like illiteracy, poverty, social disharmony, sex or caste discrimination etc.

The course for General Studies for Classes XI and XII has been revised keeping in mind the changing dynamics of today’s society. The purpose behind revising the curriculum is to make it more relevant. It is hoped that this course will develop responsible citizens.

In the following sections, a brief introduction to each unit has been provided, along with its specific objectives. Further, contemporary issues have been included in each unit to make it pertinent to the lives of students. Suggestive transactional strategies have also been incorporated in each unit to facilitate teachers in effectively planning the learning activities. It may be ensured that all learners get the opportunity to express their views during the conduct of the activities.



Guidelines to Teachers

It is suggested that the assessment of General Studies be continuous and not a one-time exercise. Further, a variety of assessment tools may be adopted as per the transactional strategies used by the teachers. Rubrics may be developed for evaluating students' work to ensure a fair evaluation. The teacher may also encourage students to engage in self-assessment. The aim of assessing this component is not to evaluate how many facts students may recall, but to ensure that they are sensitized towards the feelings, opinions and viewpoints of others so that they become more tolerant, objective and empathetic. The objective of assessment is to ensure that the students have imbibed the values inherent in the ten *value-oriented curriculum components* as enumerated in the document 'Programme of Action'. Thus, assessment needs to be continuous and must take into account individual differences in learning. It is advised that schools maintain cumulative records of students' periodic achievements and progress during the year as these are subject to the scrutiny of the Board as and when deemed fit.

The teacher may adopt any one or more transactional strategies from those listed in this document. This list is not exhaustive. Further, only examples of some topics of the unit are given. Similar exercises for other topics may be developed.

An example of a rubric for role play organized by students to present the life history of freedom fighters, is given below:

Objectives: After the role play, students will be able to:

1. outline the challenges that freedom fighters faced
2. appreciate the contribution of freedom fighters
3. delineate the significant life events of Indian freedom fighters
4. respect our nation's freedom
5. appreciate the democratic ethos of our country.

The teacher may give the following instructions to the students:

- You may work in groups of five/six.
- Each group will select an Indian freedom fighter and gather information on his/her life history.
- Each group will present the life history of the selected freedom fighter in the form of a role play.
- After the presentation, other groups will share their views on the role play presented.



The rubric for assessment of this activity is given below.

Areas	1	2	3
Factual Information on the Topic	Inaccurate information. Lacks relevant information	Factual information is mostly accurate. Adequate information	Factual information is accurate. In-depth information
Attitude	The student is not open to ideas of others during planning and discussion.	The student accepts most ideas without negative comments.	The student is open to ideas of others during planning and discussion.
Participation in Group Work	Uninterested	Limited participation	Active participation
Presentation	Incoherent, not interesting for audience	Engages audience intermittently	Innovative, engaging and entertaining.

In this example, a maximum of 12 marks may be awarded as each of the four dimensions may be scored on a scale of 1-3. Similarly, rubrics for assessment of other activities may be developed taking help from the assessment criteria given in the Formative Assessment Manuals, Classes IX & X, developed by the CBSE.

The evaluation of General Studies is done by the schools. They are expected to assess the performance of all the students on a 9-Point scale as given below and report it to the Board:

- A-1 : Top 1/8th of the passed candidates
- A-2 : Next 1/8th of the passed candidates
- B-1 : Next 1/8th of the passed candidates
- B-2 : Next 1/8th of the passed candidates
- C-1 : Next 1/8th of the passed candidates
- C-2 : Next 1/8th of the passed candidates
- D-1 : Next 1/8th of the passed candidates
- D-2 : Next 1/8th of the passed candidates
- E : Failed candidates

Since the above definitions are based on large statistics of the Board, they will not be applicable to a school situation. What is expected from the schools is to make an assessment keeping general performance of students who take the Board's Examinations in mind and to award grades in such a way that the student should get the grade according to the group he is likely to belong if he is considered to be a part of the total population.

Passing in General Studies is a basic condition of eligibility for earning the Senior School Certificate from the Board. The result of a student who fails to get a grade higher than 'E' in General Studies will be withheld but not for more than a year. This arrangement imposes an additional responsibility on the teaching staff of a school.

As has been emphasized, the major objectives of teaching General Studies lie in the 'affective domain'. Accordingly, evaluation should be based on observational methods assessing students' interests, attitudes and personality traits.



General Studies: Class XI

UNIT I: SCIENCE AND TECHNOLOGY

Humankind has constantly sought to innovate to make life more comfortable. Almost every aspect of our life today is touched by Science in one way or the other. It is pertinent that we are able to identify and appreciate the varied applications of Science in our daily lives. Whether it was learning to domesticate animals rather than hunt, or inventing the wheel, we have sought to better our lives through scientific inventions and discoveries. These changes have impacted modern technology the most. Rapid changes in the field of Science have led to tremendous advances in the field of technology and that has had both positive and negative impacts on the society at large. For example, culture of organs could be life saving in case of emergency but also has given rise to heated debates on ethics and abuse vs. application. This unit throws light upon the integral relation between Science and Technology.

The objectives of this unit are to:

- highlight Science as a necessary part of our everyday life.
- explore emerging technologies.
- analyze the impact of Science and emerging technologies on our lives.

Content

I Application of Science in everyday life

- Identifying role of Science in daily activities e.g. cooking, communication, transportation etc.
- Improving life through knowledge of Science

II Emerging technologies

- Green technology
- Mechatronics
- Nanotechnology
- Biotechnology

III Science and Technology in the social context

- Science: discussion on use & abuse
- Uses and misuses of technology (in healthcare, agriculture, warfare, changing lifestyle etc.)
- Assistive technology for the differently abled



Suggested Transactional Strategies:

Students may:

1. prepare a projects (in groups of 5-7 students) where some models based on emerging technologies may be presented and explained such as solar panels, rain water harvesting, e-waste management, etc.
2. organize a cyber safety day in the school. This may be suitably done during the morning assembly or activity period.
3. debate on the pros and cons of using social media, or on any other related topic.
4. enumerate ways in which Science and technology have changed lives particularly in the context of differently abled children.



UNIT II: UNDERSTANDING SOCIAL STRUCTURE

Social structure is the distinctive, stable arrangement of institutions, whereby, human beings in a society interact and live together. These arrangements may take the form of kinship, marriage, language, caste, politics, economy and so on. Various social institutions function in tandem with each other to fabricate a social structure which affects individuals and in turn individuals impact social structures. This unit helps in understanding the social structure of society, its dynamics and the various forces that shape it.

The objectives of this unit are to:

- acquaint the students with the basic and distinctive features of the society they live in.
- enable the students to understand different types of social institutions of their society.
- understand the functions and significance of different social institutions of Indian society.

Content

- I. Meaning and importance of society and social structure/s.
- II. Distinctive features of Indian society
- III. Social institutions of Indian society
 - Family and marriage
 - Religion
 - Economy
 - Politics
- IV. Unity in diversity
- V. Continuity and change in Indian society

Suggested Transactional Strategies:

Students may:

1. conduct a survey in the school, exploring the relationship between economic status and occupation.
2. document examples of social relations witnessed by them in their neighbourhood. They may then work in groups and prepare a small skit showcasing the same.
3. prepare a questionnaire containing 5-7 questions, collect data and analyze the findings by seeking opinion from different people of various age groups on different social institutions.
4. work in groups of 5-6 and present a glimpse of Indian culture by preparing scrapbooks, collecting photographs or making powerpoint presentations.



UNIT III: PROTECTION OF ENVIRONMENT

The Earth Charter says, “humanity is a part of the vast evolving universe. Earth, our home, is alive with a unique community of life. The forces of nature make existence a demanding and uncertain adventure but Earth has provided the conditions essential to life’s evolution. The protection of Earth’s vitality, diversity and beauty is a sacred trust.”

The many *shlokas* and hymns of the Vedas have shaped Indian philosophy in terms of being frugal with the Earth’s resources so that there is enough for all. These ideas and thoughts have been replicated in many sustainable development goals and Earth environment summits in the past few years. Thus, this unit proposes to describe the connection between availability and usage of resources.

The objectives of this unit are to:

- identify the available natural resources.
- create awareness about factors causing the depletion of natural resources.
- discuss the implications of the rising world population.
- outline the importance of and need for conserving and promoting ecological balance.
- inspire students to adopt an environment friendly lifestyle.

Content

- I. Natural resources
 - Renewable
 - Non renewable
- II. Factors causing environmental pollution and degradation
- III. Understanding sustainable development
- IV. Strategies for environmental conservation
- V. Lifestyle changes for environmental protection
 - generating less waste
 - environment friendly transportation
 - Recycle - Reduce - Reuse - Refuse - Renew - Recover

Suggested Transactional Strategies:

Students may:

1. make presentations on initiatives and conservation movements made by individuals and organizations.
2. study their surroundings, enlist local species and learn more about them.
3. design a plan to keep the school premises clean and save paper/paper/electricity.
4. attempt an audit of water/electricity use at home/ in the school and explore the possibility for reducing their consumption.



UNIT IV: NATIONAL UNITY

A nation is a unified socio-economic and political structure. It denotes a body of people who have a feeling of oneness, built on the basis of common history, society, culture and values. This feeling of oneness binds the people together in to a nation. National integration is the awareness of a common identity amongst the citizens of a country. It means that though the individuals belong to different communities, castes, religions, cultures and regions and speak different languages, all of them recognize the fact that they are one. This kind of integration is very important in the building of a strong and prosperous nation. This unit provides a comprehensive insight into India's national integration.

The objectives of this unit are to:

- discuss the meaning and importance of national integration.
- appreciate how the national movement against British rule helped in national integration.
- identify the challenges to national integration in our country.
- appreciate the concept of secularism in the Indian context.

Content

- I. Understanding the meaning and importance of national integration
 - Unified socio-economic, political structure and feeling of oneness on the basis of common history, society, values and culture
 - Integration - fusion of norms and cultures- sharing of values
- II. Role of national movement in national integration
 - Freedom struggle
 - ❑ Non-cooperation movement
 - ❑ Civil disobedience movement
 - ❑ Quit India movement
 - Role of Mahatma Gandhi in mass mobilization- awakening of national feeling among masses
- IV. Challenges to national integration
 - Forces causing a divide among the people of the nation
 - ❑ Casteism
 - ❑ Communalism



V. Promoting national integration

- National symbols and their significance
- Heroic deeds and sacrifices of freedom fighters
- History of the country and its cultural diversity
- Importance of unity in the country in the midst of diversity
- Importance of Republic Day and Independence Day

VI. Secularism

- Constitutional provisions
- Freedom of conscience, thought and expression

Suggested Transactional Strategies:

Students may:

1. form a Youth Parliament in the class. It may function through a democratic process of working by choosing a cabinet, discussion and voting on a bill relating to prescribed dress code for students in educational institutions.
2. collect passages/quotes with universal messages from world literature and these may be posted on display boards.
3. write creative slogans on the themes that unite people of different communities, for example, music, cricket, etc, and present them on display boards.
4. read selected biographies of great leaders and organize book discussions.
5. actively participate in NCC, NSS, Scouting and Guiding activities.



UNIT V: INTERNATIONAL UNDERSTANDING

The significance of international understanding and cooperation are of paramount importance. Rapid advances in technology have remarkably connected the world and the boundaries between global and local seem to be fading away. In such a scenario, maintaining peace and harmony among nations is of paramount significance. International organizations, like the United Nations, provide a platform to different nations to negotiate and reach common ground on various unsettled issues. Today, awareness about various concerns related to international understanding is necessary to become a responsible global citizen. Therefore, this unit focuses on various dimensions of international understanding.

The objectives of this unit are to:

- acquaint the students with the need, scope and importance of international understanding.
- elaborate the structure, types and functions of different international organizations working for international harmony.
- outline the importance of human rights with special reference to women and children.
- create awareness about the importance of their rights and duties towards clean environment, peace and mutual cooperation.
- throw light upon how interdependence among countries has assumed added significance for the survival of humanity.
- outline the importance of peace and economic cooperation.

Content

- I. Meaning of internationalism and international understanding. Perspective on global citizenship
- II. Need, scope, dimensions and basic principles of international understanding
- III. International organizations and forums working for mutual cooperation and international understanding
- IV. Place and role of human rights in international understanding
- V. Peace conventions, international cooperation on environment and climate change

Suggested Transactional Strategies:

The students may:

1. read selected material, for example, “Education for International Understanding” by Reuben R. Palm, United Nations brochure on peace keeping .



2. work in pairs and visit the websites of different international organizations, for example, UNICEF or UNESCO. They may then act as representatives of these organizations and a mock press conference may be arranged, where some students may ask questions about the ongoing projects, policies and mandates of the chosen organizations.
3. discuss how advances in technology have changed the dynamics of international understanding. The students' inputs may be recorded by a representative chosen by the class. The class may be asked to submit an article for the school magazine based on the discussion.
4. conduct a model UN peace convention wherein they will represent different countries to discuss how they can work together to promote universal harmony, for example, through the conduct of sports/cultural/literature festivals, etc.
5. prepare a presentation for the class on issues concerning women, children, elderly and persons with special needs in contemporary times.
6. enlist their rights and the corresponding responsibility for each. This may be followed by a discussion on what measures may be taken if one's rights are violated.



General Studies: Class XII

UNIT I: SCIENCE AND SOCIETY

Society has a codependence on Science and technology and hence Science and technology have been in the forefront of transforming societies. Scientific knowledge has gradually permeated all spheres of human lives and is increasingly guiding us in all our endeavours. Scientific knowledge involves knowing basic scientific facts and concepts and enables the individual to become more informed. It develops not only an open-minded attitude but also helps in analyzing information and its sources rationally and empirically. This unit examines the ways in which the larger society influences and gets influenced by Science.

The objectives of this unit are to:

- develop a rational attitude and imbibe scientific temper.
- promote scientific literacy and dispel myths and superstitions.

Content

I. The Nature of Science

- Different aspects of Science, viz. the content, process and attitude
- The language of Science- facts, hypothesis, theories and laws

II. Science as a social enterprise

- The manner in which modern Science and technology shape modern culture, values, and institutions on one hand and how modern values shape Science and technology on the other
- The progress of Science- major landmarks in the history of Science in India

III. The Scientific spirit

- Scientific attitude
- Dispelling superstitions and myths

Suggested Transactional Strategies:

The students may:

1. do a small project, where they identify a problem, frame hypothesis, gather data and analyze it to test the hypothesis.
2. organize a debate for the whole class on ‘Science - a boon or bane’.
3. identify given set of statements as facts, laws and hypothesis.



UNIT II: CONTEMPORARY PROBLEMS OF INDIAN SOCIETY

Every society has to face certain challenges and devise means to overcome them. Our society is no exception and thus needs to address various social, cultural and economic issues. In order to become responsible members of the society, it is imperative that we understand these major issues that need our immediate attention for preservation of our social and cultural values but also our survival itself. This unit delves into some of the contemporary problems of Indian society.

The objectives of this unit are to:

- sensitize students about the problems of Indian society.
- equip students to deliberate on existing social practices and their manifestations.
- make students gain awareness about contemporary socio-economic problems of the country like illiteracy, poverty, social disharmony, gender and caste discrimination, etc.

Content

I. Poverty

- Meaning, genesis and broad measures to alleviate it
- Nature of poverty in rural and urban India

II. Illiteracy

- Causes and consequences
- Measures to eradicate illiteracy

III. Unemployment

- Nature and extent of unemployment
- Ameliorative measures to reduce unemployment - Vocational education, skill based education

IV. Social Inequalities

- Kinds
- Implications
- The way forward



V. Population and health

- declining sex ratio
- infant mortality
- malnutrition
- obesity and other lifestyle diseases

Suggested Transactional Strategies:

The students may:

1. make group presentations (collage, charts, posters) on the contemporary problems of Indian society by using only newspaper clippings as a resource.
2. conduct a small survey on status of literacy/employment/income in their locality.
3. contribute towards solving social problems such as illiteracy. Students may volunteer to teach one illiterate person in their locality.



UNIT III: CULTURAL HERITAGE OF INDIA

The Indian culture, often labeled as an amalgamation of several cultures, spans across the Indian subcontinent and has been influenced by a history that is several millennia old. The present culture of India reflects a collective heritage of the past. Undoubtedly, Indian culture is varied, rich and diversified with its own uniqueness. Many elements of India's diverse cultures, such as Indian religions, yoga, dance forms, music and Indian cuisine have had a profound impact across the world. This unit elaborates upon the shared and rich cultural heritage of our society.

The objectives of this unit are to:

- familiarize the students with the historical framework that has shaped the common cultural heritage of India.
- develop in students appreciation for the basic principles, perspectives and approaches to life and living that were deeply thought by Indian seers and sages, adopted by Indian people in life from time to time and that has given a unique syncretic heritage and culture to our country.
- develop in students appreciation for the richness and syncretic nature of - Arts (music, dance, painting), crafts and architecture (monuments) of Indian sub-continent.
- elaborate on the basic characteristics of Indian culture.
- develop pride in the rich cultural heritage as well as the multipronged achievements of the country in various fields.

Content

- I. The historical framework of India's heritage and culture
- II. Evolution of Indian culture
 - Historical background- from the Indus Valley civilization to the British period and Indian renaissance
 - Shaping of Indian ethos and syncretism
- III. The cultural heritage of India
 - Performing arts- dance, music, theatre etc.
 - Language and literature
 - Crafts

- 
- Paintings
 - Architecture
 - Cuisines
 - Textiles

Suggested Transactional Strategies:

The students may:

1. read and discuss excerpts from various world literature with universal messages, writings of poets (such as Kabir), philosophers, prophets, historians of the renaissance period such as Raja Ram Mohan Roy, Vivekananda, etc.
2. effectively use paintings, short films and other material developed by the Centre for Cultural Resources and Training (CCRT) to appreciate the arts, crafts and architecture of India.
3. develop resource files on
 - Sufi saints of Kashmir/Delhi/Rajasthan etc.
 - Poets/saints of the Bhakti period.
 - Mughal influence on Indian architecture.
 - Relevance of the teachings of Kabir/ Thiruvalluvar in today's Indian society.
4. practice meditation, 'pranayam' and 'yogasana' for health benefits and better understanding of Indian culture.



UNIT IV: INDIA'S FREEDOM STRUGGLE

The freedom that we enjoy today would not have been accorded to us if the great leaders of our country would not have paid for it with their sweat and blood. It was after a great political and social struggle that our nation was able to gain independence. In order to appreciate the efforts of freedom fighters and to map the trajectory of the making of our nation, it is essential to acquaint oneself with the events and people that shaped its destiny. Thus, this unit gives an overview of India's freedom struggle.

The objectives of this unit are to:

- introduce the social, political and economic context of Indian freedom struggle.
- appreciate the contribution of freedom fighters.
- develop students' interest in the history of India.

Content

- I. The first war of independence-1957
- II. Indian freedom struggle
 - a) the moderates
 - b) the radicals
 - c) the revolutionaries
- III. The contribution of leaders
- IV. Nurturing freedom and democracy

Suggested Transactional Strategies:

The students may:

1. participate in a field trip to a place of historical importance.
2. watch a movie based on India's freedom struggle and submit a review.
3. read about the history of India's freedom struggle and submit an article about events or personalities that impress them.
4. work in groups of 5-7 and conduct a quiz for the class about India's freedom struggle.
5. present the life history of Indian freedom fighters through a short role play/skit.



UNIT V: CONSTITUTIONAL VALUES

The Constitution of India is of utmost importance to our identity as a democracy. It is the vital document which outlines the character of our country. It lays down the framework for smooth functioning of the Indian democracy by providing the essential principles, structure and role of government institutions. At the same time it elucidates fundamental rights and duties of citizens. In order to become a responsible citizen of India, it is essential to understand the nature of this supreme document. Thus, this unit focuses on the key features of the Constitution of India along with the emerging rights and responsibilities.

The objectives of this unit are to:

- appreciate the spirit of the Constitution of India.
- cultivate in students the values enshrined in the Constitution of India.
- develop in students sensitivity to constitutional obligations.
- imbibe the spirit of secularism and national unity in students.
- gain awareness about the various legal provisions concerning children.

Content

- I Preamble to the Indian Constitution (understanding the spirit of the Constitution):
 - Justice: Social, economic and political
 - Liberty of thought, expression, belief, faith and worship
 - Equality of status and of opportunity
 - Fraternity, the dignity of individual and the unity and integrity of the Nation
 - Secularism
- II Key features of the Constitution of India
 - Fundamental Rights, Directive Principles of State Policy and Fundamental Duties
 - Citizenship
 - Organs of Government
 - Federalism
- III Some legal provisions (relevant to children)

Suggested Transactional Strategies:

While transacting this curriculum in the classroom, it must be kept in mind that the students are familiar with most of the content given in this unit as it has been a part of the Social Science curriculum up to Class X. Thus, the aim at this level is to revise the basic concepts and inculcate in students the ability to use this knowledge in their day to day lives and become



responsible citizens. A variety of strategies may be used to transact this unit effectively. Some strategies are suggested below.

The students may:

1. work in groups of 5-7 and develop a code of conduct which may relate to one of the Fundamental Duties.
2. work in groups of 5-7 and come to consensus on an area of interest after discussion among themselves. They may then display their ideas/views on display boards in the form of comic strips, pictures, cartoons, slogans, etc. This action will help cover the themes of the unit and showcase the students' concerns.
3. prepare biographies of the makers of the Constitution.
4. read excerpts from the Constitution of India. For this purpose, the teacher may arrange a copy for the students.
5. read the Preamble to the Constitution of India and highlight the values reflected in it. They may then present a play to showcase these values.



UNIT VI: HUMAN RIGHTS

Human rights are rights inherent to all human beings, irrespective of nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are interrelated, interdependent and indivisible. This unit helps in creating a deeper understanding about the concept of human rights.

The objectives of this unit are to:

- discuss the meaning of human rights.
- familiarize the students with their human rights.
- outline the importance of human rights so that students may take responsibility of protecting themselves and their peers.
- encourage students to play an active role towards creating a future of freedom and hope.
- empower and inspire them to become valuable advocates of tolerance and peace.
- build cognitive skills of students by reflecting on issues related to matters of law, governance and society.

Content

Human rights:

- Historical perspective
- The philosophical foundations of human rights
- The United Nation's declaration of human rights
- Civil and political rights
- Economic, social and cultural rights
- Human rights of vulnerable groups
- Human rights: Violation and remedies
- Gender equality

Suggested Transactional Strategies:

The students may:

1. read articles related to human rights, for example, United Nation's Universal Declaration of Human Rights and discuss them in class.



2. observe their surroundings for any human rights violation. They may share the case with the class and also suggest ways to deal with such violation.
3. form an anti-bullying/anti-ragging group in school to ensure that no violation of students' rights take place.
4. read the literature of different cultures and identify the common message of humanity as envisaged through the provisions of human rights.
5. prepare short investigatory projects based on current events as reported in the press and identify:
 - Who is the victim?
 - Who has violated his/her human rights?
 - Which right has been violated?
 - What is the abuse committed?
 - How was the victim protected?

The project may be shared with the class.





Central Board of Secondary Education

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092

Tel. : 011-22527183, Fax : 011-22526580

Website : www.cbse.nic.in