

## **BIOLOGY (Code No. 044)**

**2021-22**

The present curriculum provides the students with updated concepts along with an extended exposure to contemporary areas of the subject. The curriculum also aims at emphasizing the underlying principles that are common to animals, plants and microorganisms as well as highlighting the relationship of Biology with other areas of knowledge. The format of the curriculum allows a simple, clear, sequential flow of concepts. It relates the study of biology to real life through the use of technology. It links the discoveries and innovations in biology to everyday life such as environment, industry, health and agriculture. The updated curriculum focuses on understanding and application of scientific principles, while ensuring that ample opportunities and scope for learning and appreciating basic concepts continue to be available within its framework. The broad aims of the curriculum are:

- promote understanding of basic principles of Biology
- encourage learning of emerging knowledge and its relevance to individual and society
- promote rational/scientific attitude especially towards issues related to population, environment and development
- enhance awareness about environmental issues, problems and their appropriate solutions
- create awareness amongst the learners about diversity in living organisms and develop respect for other living beings
- appreciate that the most complex biological phenomena are built on essentially simple processes
- develop skills that are relevant to the study and practice of Biology
- encourage a systematic approach to problem – solving
- encourage effective communication

It is expected that the students would get an exposure to various branches of Biology in the curriculum in a more contextual and systematic manner as they study its various units.

## **BIOLOGY (Code No. 044)**

### **COURSE STRUCTURE**

### **CLASS XI (2021-22) (THEORY)**

**Time: 03 Hours**

**Max. Marks: 70**

<b>Unit</b>	<b>Title</b>	<b>No. of Periods</b>	<b>Marks</b>
<b>I</b>	Diversity of Living Organisms	27	12
<b>II</b>	Structural Organization in Plants and Animals	27	12
<b>III</b>	Cell: Structure and Functions	26	12
<b>IV</b>	Plant Physiology	40	17
<b>V</b>	Human Physiology	40	17
	<b>Total</b>	<b>160</b>	<b>70</b>

## **Unit-I Diversity of Living Organisms**

### **Chapter-1: The Living World**

What is living? Biodiversity; Need for classification; taxonomy and systematics; concept of species and taxonomical hierarchy; binomial nomenclature; tools for study of taxonomy- museums, zoological parks, herbaria, botanical gardens, keys for identification.

### **Chapter-2: Biological Classification**

Five kingdom classification; Salient features and classification of Monera, Protista and Fungi into major groups; Lichens, Viruses and Viroids.

### **Chapter-3: Plant Kingdom**

Salient features and classification of plants into major groups - Algae, Bryophyta, Pteridophyta, Gymnospermae and Angiospermae (salient and distinguishing features and a few examples of each category): Angiosperms - classification up to class, characteristic features and examples. Plant life cycles and alternation of generations

### **Chapter-4: Animal Kingdom**

Basis of Classification; Salient features and classification of animals, non-chordates up to phyla level and chordates up to class level (salient features and distinguishing features of a few examples of each category).

*(No live animals or specimen should be displayed in school.)*

## **Unit-II Structural Organization in Plants and Animals**

### **Chapter-5: Morphology of Flowering Plants**

Morphology and modifications: Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed. Description of families: Fabaceae, Solanaceae and Liliaceae (to be dealt along with the relevant experiments of the Practical Syllabus).

### **Chapter-6: Anatomy of Flowering Plants**

Anatomy and functions of different tissues and tissue systems in dicots and monocots. Secondary growth.

### **Chapter-7: Structural Organisation in Animals**

Animal tissues; Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of an insect-cockroach (a brief account only).

## **Unit-III Cell: Structure and Functions**

### **Chapter-8: Cell-The Unit of Life**

Cell theory and cell as the basic unit of life, structure of prokaryotic and eukaryotic cells; Plant cell and animal cell; cell envelope; cell membrane, cell wall; cell organelles - structure and function; endomembrane system- endoplasmic reticulum, ribosomes, golgi bodies, lysosomes, vacuoles; mitochondria, plastids, microbodies; cytoskeleton, cilia, flagella, centrioles (ultrastructure and function); nucleus.

### **Chapter-9: Biomolecules**

Chemical constituents of living cells: biomolecules, structure and function of proteins, carbohydrates, lipids, nucleic acids; concept of metabolism; Enzymes - properties, enzyme action, factors, classification, Co-factors.

### **Chapter-10: Cell Cycle and Cell Division**

Cell cycle, mitosis, meiosis and their significance

## **Unit-IV Plant Physiology**

### **Chapter-11: Transport in Plants**

Movement of water, gases and nutrients; cell to cell transport - diffusion, facilitated diffusion, active transport; plant-water relations, imbibition, water potential, osmosis, plasmolysis; long distance transport of water - Absorption, apoplast, symplast, transpiration pull, root pressure and guttation; transpiration, opening and closing of stomata; Uptake and translocation of mineral nutrients - Transport of food, phloem transport, mass flow hypothesis.

### **Chapter-12: Mineral Nutrition**

Elementary idea of hydroponics as a method to study mineral nutrition; essential minerals, macro- and micronutrients and their role; deficiency symptoms; mineral toxicity; nitrogen metabolism, nitrogen cycle, biological nitrogen fixation.

### **Chapter-13: Photosynthesis in Higher Plants**

Photosynthesis as a means of autotrophic nutrition; early experiments, site of photosynthesis, pigments involved in photosynthesis (elementary idea); photochemical and biosynthetic phases of photosynthesis; cyclic and non-cyclic photophosphorylation; chemiosmotic hypothesis; photorespiration; C3 and C4 pathways; factors affecting photosynthesis.

### **Chapter-14: Cellular Respiration**

Exchange of gases; do plants breathe; cellular respiration - glycolysis, fermentation (anaerobic), TCA cycle and electron transport system (aerobic); energy relations - number of ATP molecules generated; amphibolic pathways; respiratory quotient.

### **Chapter-15: Plant - Growth and Development**

Seed germination; characteristics, measurements and phases of plant growth, growth rate; conditions for growth; differentiation, dedifferentiation and redifferentiation; sequence of developmental processes in a plant cell; growth regulators - auxin, gibberellin, cytokinin, ethylene, ABA; seed dormancy; vernalisation; photoperiodism.

## **Unit-V Human Physiology**

### **Chapter-16: Digestion and Absorption**

Alimentary canal and digestive glands, role of digestive enzymes and gastrointestinal hormones; Peristalsis, digestion, absorption and assimilation of proteins, carbohydrates and fats; egestion; nutritional and digestive disorders - indigestion, constipation, vomiting, jaundice, diarrhoea.

### **Chapter-17: Breathing and Exchange of Gases**

Introduction to respiratory organs in animals; Respiratory system in humans; mechanism of breathing and its regulation in humans - exchange of gases, transport of gases and regulation of respiration, respiratory volumes; disorders related to respiration - asthma, emphysema, occupational respiratory disorders.

### **Chapter-18: Body Fluids and Circulation**

Composition of blood, blood groups, coagulation of blood; composition of lymph and its function; circulatory pathways; human circulatory system - Structure of human heart and blood vessels; cardiac cycle, cardiac output, ECG; double circulation; regulation of cardiac activity; disorders of circulatory system - hypertension, coronary artery disease, angina pectoris, heart failure.

### **Chapter-19: Excretory Products and their Elimination**

Modes of excretion - ammonotelism, ureotelism, uricotelism; human excretory system – structure and function; urine formation, osmoregulation; regulation of kidney function - renin - angiotensin, atrial natriuretic factor, ADH, diabetes insipidus; micturition; role of other organs in excretion; disorders - uremia, renal failure, renal calculi, nephritis; dialysis and artificial kidney, kidney transplant.

### **Chapter-20: Locomotion and Movement**

Types of movement – amoeboid, ciliary, flagellar, muscular; types of muscles; skeletal muscle, contractile proteins and muscle contraction; skeletal system and its functions; joints; disorders of muscular and skeletal systems - myasthenia gravis, tetany, muscular dystrophy, arthritis, osteoporosis, gout.

### **Chapter-21: Neural Control and Coordination**

Neuron and nerves; Nervous system in humans - central nervous system and peripheral nervous system; generation, conduction and transmission of nerve impulse; reflex action; sensory perception; sense organs; elementary structure and functions of eye and ear.

### **Chapter-22: Chemical Coordination and Integration**

Endocrine glands and hormones; human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, thymus, adrenal, pancreas, gonads; hormones of heart, kidney and gastrointestinal tract; mechanism of hormone action (elementary idea); role of hormones as messengers and regulators, hypo - and hyperactivity and related disorders; dwarfism, acromegaly, cretinism, goiter, exophthalmic goiter, diabetes, Addison's disease.

**Note:** Diseases related to all the human physiological systems to be taught in brief.

## PRACTICALS

**Time: 03 hours**

**Max. Marks: 30**

Evaluation Scheme		Marks
One Major Experiment Part A (Experiment No- 1,3,7,8)		5
One Minor Experiment Part A (Experiment No- 6,9,10,11,12,13)		4
Slide Preparation Part A (Experiment No- 2,4,5)		5
Spotting Part B		7
Practical Record + Viva Voce	Credit to the students' work over the academic session may be given	4
Project Record + Viva Voce		5
Total		30

### **A: List of Experiments**

1. Study and describe three locally available common flowering plants, one from each of the families Solanaceae, Fabaceae and Liliaceae (Poaceae, Asteraceae or Brassicaceae can be substituted in case of particular geographical location) including dissection and display of floral whorls, anther and ovary to show number of chambers (floral formulae and floral diagrams). Types of root (Tap and adventitious); types of stem (herbaceous and woody); leaf (arrangement, shape, venation, simple and compound).
2. Preparation and study of T.S. of dicot and monocot roots and stems (primary).
3. Study of osmosis by potato osmometer.
4. Study of plasmolysis in epidermal peels (e.g. Rhoeo/lily leaves or flashy scale leaves of onion bulb).
5. Study of distribution of stomata in the upper and lower surfaces of leaves.
6. Comparative study of the rates of transpiration in the upper and lower surface of leaves.
7. Test for the presence of sugar, starch, proteins and fats in suitable plant and animal materials.
8. Separation of plant pigments through paper chromatography.
9. Study of the rate of respiration in flower buds/leaf tissue and germinating seeds.
10. Test for presence of urea in urine.
11. Test for presence of sugar in urine.
12. Test for presence of albumin in urine.
13. Test for presence of bile salts in urine.

### **B. Careful observation of the following (spotting):**

1. Parts of a compound microscope.
2. Specimens/slides/models and identification with reasons - Bacteria, *Oscillatoria*, *Spirogyra*, *Rhizopus*, mushroom, yeast, liverwort, moss, fern, pine, one monocotyledonous plant, one dicotyledonous plant and one lichen.
3. Virtual specimens/slides/models and identifying features of - *Amoeba*, *Hydra*, liverfluke, *Ascaris*, leech, earthworm, prawn, silkworm, honeybee, snail, starfish, shark, rohu, frog, lizard, pigeon and rabbit.
4. Tissues and diversity in shape and size of plant cells (palisade cells, guard cells, parenchyma, collenchyma, sclerenchyma, xylem and phloem) through temporary and permanent slides.

5. Tissues and diversity in shape and size of animal cells (squamous epithelium, smooth, skeletal and cardiac muscle fibers and mammalian blood smear) through temporary/permanent slides.
6. Mitosis in onion root tip cells and animals cells (grasshopper) from permanent slides.
7. Different modifications in roots, stems and leaves.
8. Different types of inflorescence (cymose and racemose).
9. Human skeleton and different types of joints with the help of virtual images/models only.

### **Practical Work for Visually Impaired Students - Class XI**

**Note:** The ‘Evaluation scheme’ and ‘General Guidelines’ for visually impaired students given at the end of this document may be referred to.

#### **A. Items for Identification/Familiarity with the apparatus /equipment/animal and plant material / chemicals etc. for assessment in practicals (All experiments)**

- Plants of Solanaceae family (Brinjal, Petunia or any other), Fabaceae family (Pea, Gram or any other) or The Liliaceae family (Any of the Lilies)
- Mushroom, Succulents such as *Aloe vera*/*Kalanchoe*
- Raisins and Potatoes
- Honey comb, Mollusc shell, Model of cockroach, Pigeon and Star fish
- Compound microscope, Test tube, Petri dish, Beaker, Scalpel
- Chromatography paper, Chromatography chamber, Alcohol

#### **B. List of Practicals**

1. Study three locally available common flowering plants of the families – Solanaceae, Fabaceae, Liliaceae and identify:
2. Types of stems as Herbaceous or Woody, Types of leaves as Compound or Simple
3. Study the parts of a compound microscope- eye piece and objective lens, mirror, stage, coarse and fine adjustment knobs.
4. Differentiate between monocot and dicot plants on the basis of venation patterns.
5. Study the following parts of human skeleton (Model): Ball and socket joints of thigh and shoulder, Rib cage
6. Study honey-bee/butterfly, snail shell, Starfish, Pigeon (through models).
7. Identify the given specimen of a fungus – Mushroom, gymnosperm- pine cone
8. Identify and relate the experimental set up with the aim of experiment:

For Potato Osmometer/ endosmosis in raisins.

**Note:** The above practicals may be carried out in an experiential manner rather than recording observations.

#### **Prescribed Books:**

1. Biology Class-XI, Published by NCERT
2. Other related books and manuals brought out by NCERT (including multimedia)

**CLASS XII (2021-22) (THEORY)****Time: 03 Hours****Max. Marks: 70**

Unit	Title	No. of Periods	Marks
<b>VI</b>	Reproduction	30	14
<b>VII</b>	Genetics and Evolution	40	18
<b>VIII</b>	Biology and Human Welfare	30	14
<b>IX</b>	Biotechnology and its Applications	30	10
<b>X</b>	Ecology and Environment	30	14
	<b>Total</b>	<b>160</b>	<b>70</b>

**Unit-VI Reproduction****Chapter-1: Reproduction in Organisms**

Reproduction, a characteristic feature of all organisms for continuation of species; modes of reproduction - asexual and sexual reproduction; asexual reproduction - binary fission, sporulation, budding, gemmule formation, fragmentation; vegetative propagation in plants; events in sexual reproduction.

**Chapter-2: Sexual Reproduction in Flowering Plants**

Flower structure; development of male and female gametophytes; pollination - types, agencies and examples; outbreeding devices; pollen-pistil interaction; double fertilization; post fertilization events - development of endosperm and embryo, development of seed and formation of fruit; special modes- apomixis, parthenocarpy, polyembryony; Significance of seed dispersal and fruit formation.

**Chapter-3: Human Reproduction**

Male and female reproductive systems; microscopic anatomy of testis and ovary; gametogenesis - spermatogenesis and oogenesis; menstrual cycle; fertilisation, embryo development upto blastocyst formation, implantation; pregnancy and placenta formation (elementary idea); parturition (elementary idea); lactation (elementary idea).

**Chapter-4: Reproductive Health**

Need for reproductive health and prevention of Sexually Transmitted Diseases (STDs); birth control - need and methods; medical termination of pregnancy (MTP); amniocentesis; infertility and assisted reproductive technologies - IVF, ZIFT, GIFT, AI (brief overview).

**Unit-VII Genetics and Evolution****Chapter-5: Principles of Inheritance and Variation**

Heredity and variation, Mendelian inheritance; deviations from Mendelism – incomplete dominance, co-dominance, multiple alleles and inheritance of blood groups, pleiotropy; elementary idea of polygenic inheritance; chromosome theory of inheritance; chromosomes and genes; linkage and crossing over; Sex determination - in human being, birds, grasshopper and honey bee; Mutation, Pedigree analysis, sex linked inheritance - haemophilia, colour blindness; Mendelian disorders in humans –sickle cell anaemia, Phenylketonuria, thalassemia; chromosomal disorders in humans; Down's syndrome, Turner's and Klinefelter's syndromes.

**Chapter-6: Molecular Basis of Inheritance**

Structure of DNA and RNA; DNA packaging; Search for genetic material and DNA as genetic

material; DNA replication; Central Dogma; transcription, genetic code, translation; gene expression and regulation - lac operon; Human genome project; DNA fingerprinting.

### **Chapter-7: Evolution**

Origin of life; biological evolution and evidences for biological evolution (paleontology, comparative anatomy, embryology and molecular evidences); adaptive radiation; Biological evolution: Lamarck's theory of use and disuse of organs, Darwin's theory of evolution; mechanism of evolution - variation (mutation and recombination) and natural selection with examples, types of natural selection; Gene flow and genetic drift; Hardy - Weinberg's principle; brief account of evolution; human evolution.

## **Unit-VIII Biology and Human Welfare**

### **Chapter-8: Human Health and Diseases**

Pathogens; parasites causing human diseases (malaria, dengue, chikungunya, filariasis, ascariasis, typhoid, pneumonia, common cold, amoebiasis, ring worm) and their control; Basic concepts of immunology - vaccines; cancer, HIV and AIDS; Adolescence - drug and alcohol abuse.

### **Chapter-9: Strategies for Enhancement in Food Production**

Animal husbandry, Plant breeding, tissue culture, single cell protein.

### **Chapter-10: Microbes in Human Welfare**

Microbes in food processing, industrial production, Antibiotics; production and judicious use, sewage treatment, energy generation and microbes as bio-control agents and bio-fertilizers.

## **Unit-IX Biotechnology and its Applications**

### **Chapter-11: Biotechnology - Principles and Processes**

Genetic Engineering (Recombinant DNA Technology).

### **Chapter-12: Biotechnology and its Application**

Application of biotechnology in health and agriculture: genetically modified organisms - Bt crops; RNA interference, Human insulin, gene therapy; molecular diagnosis; transgenic animals; biosafety issues, biopiracy and patents.

## **Unit-X Ecology and Environment**

### **Chapter-13: Organisms and Populations**

Organisms and environment: Habitat and niche, abiotic factors, ecological adaptations; population interactions - mutualism, competition, predation, parasitism, commensalism; population attributes - growth, birth rate and death rate, age distribution.

### **Chapter-14: Ecosystem**

Ecosystem: structure and function; productivity and decomposition; energy flow; pyramids of number, biomass, energy; nutrient cycles (carbon and phosphorous); ecological succession; ecological services - carbon fixation, pollination, seed dispersal, oxygen release (in brief).

### **Chapter-15: Biodiversity and Conservation**

Biodiversity - Concept, levels, patterns, importance; loss of biodiversity; biodiversity conservation; hotspots, endangered organisms, extinction, Red Data Book, Sacred Groves, biosphere reserves, national parks, wildlife, sanctuaries and Ramsar sites.



## Chapter-16: Environmental Issues

Air pollution and its control; water pollution and its control; agrochemicals and their effects; solid waste management; radioactive waste management; greenhouse effect and climate change impact and mitigation; ozone layer depletion; deforestation; case study exemplifying success story addressing environmental issue(s).

### PRACTICALS

**Time allowed: 3 Hours**

**Max. Marks: 30**

Evaluation Scheme		Marks	
One Major Experiment	5, 6, 8, 9	5	
One Minor Experiment	2, 3, 4	4	
Slide Preparation	1, 7	5	
Spotting		7	
Practical Record + Viva Voce		Credit to the students' work over the academic session may be given	4
Investigatory Project and its			5
Project and its Record + Viva Voce			
Total		30	

#### **A. List of Experiments**

**60 Periods**

1. Prepare a temporary mount to observe pollen germination.
2. Collect and study soil from at least two different sites and study them for texture, moisture content, pH and water holding capacity. Correlate with the kinds of plants found in them.
3. Collect water from two different water bodies around you and study them for pH, clarity and presence of any living organism.
4. Study the presence of suspended particulate matter in air at two widely different sites.
5. Study the plant population density by quadrat method.
6. Study the plant population frequency by quadrat method.
7. Prepare a temporary mount of onion root tip to study mitosis.
8. Study the effect of different temperatures and three different pH on the activity of salivary amylase on starch.
9. Isolate DNA from available plant material such as spinach, green pea seeds, papaya, etc.

#### **B. Careful observation of the following (Spotting):**

1. Flowers adapted to pollination by different agencies (wind, insects, birds).
2. Pollen germination on stigma through a permanent slide or scanning electron micrograph.
3. Identification of stages of gamete development, i.e., T.S. of testis and T.S. of ovary through permanent slides (from grasshopper/mice).
4. Meiosis in onion bud cell or grasshopper testis through permanent slides.
5. T.S. of blastula through permanent slides (Mammalian).
6. Mendelian inheritance using seeds of different colour/sizes of any plant.
7. Prepared pedigree charts of any one of the genetic traits such as rolling of tongue, blood groups,

ear lobes, widow's peak and colourblindness.

8. Controlled pollination - emasculation, tagging and bagging.
9. Common disease causing organisms like *Ascaris*, *Entamoeba*, *Plasmodium*, any fungus causing ringworm through permanent slides, models or virtual images. Comment on symptoms of diseases that they cause.
10. Two plants and two animals (models/virtual images) found in xeric conditions. Comment upon their morphological adaptations.
11. Two plants and two animals (models/virtual images) found in aquatic conditions. Comment upon their morphological adaptations.

### **Practical Work for Visually Impaired Students - Class XII**

**Note:** The 'Evaluation scheme' and 'General Guidelines' for visually impaired students given at the end of this document may be referred to.

#### **A. Items for Identification/ familiarity with the apparatus for assessment in practicals (All experiments)**

- Soil from different sites- sandy, clayey, loamy;
- Small potted plants, Cactus/*Opuntia* (model), Large flowers, Maize inflorescence.
- Model of *Ascaris* and developmental stages of frog highlighting morula and blastula.
- Beaker, flask, petri plates, test tubes, aluminium foil, paint brush, bunsen burner/spirit lamp/water bath.
- Starch solution, iodine, ice cubes.

#### **B. List of Practicals**

1. Study of the soil obtained from at least two different sites for their texture.
2. Study of flowers adapted to pollination by different agencies (wind, insects).
3. Identification of T.S of morula or blastula of frog (model).
4. Study of Mendelian inheritance pattern using beads/seeds of different sizes/texture.
5. Preparation of pedigree charts of genetic traits such as rolling of tongue, colour blindness.
6. Study of emasculation, tagging and bagging by trying out an exercise on controlled pollination.
7. Identify common disease causing organisms like *Ascaris* (*Model*) and learn some common symptoms of the disease that they cause.
8. Comment upon the morphological adaptations of plants found in xerophytic conditions.

**Note:** The above practicals may be carried out in an experiential manner rather than recording observations.

#### **Prescribed Books:**

1. Biology, Class-XII, Published by NCERT
2. Other related books and manuals brought out by NCERT (including multimedia)
3. Biology Supplementary Material (Revised). Available on CBSE website.

**Practical Examination for Visually Impaired Students of Classes XI and XII**  
**Evaluation Scheme**

**Time Allowed: Two hours**

**Max. Marks: 30**

<b>Topic</b>	<b>Marks</b>
Identification/Familiarity with the apparatus	5
Written test (Based on given / prescribed practicals)	10
Practical Records	5
Viva	10
<b>Total</b>	<b>30</b>

**General Guidelines**

- The practical examination will be of two-hour duration. A separate list of experiments is included in the curriculum.
- The written examination in practicals for these students will be conducted at the time of practical examination of all other students.
- The written test will be of 30 minutes duration.
- The question paper given to the students should be legibly typed. It should contain a total of 15 practical skill based very short answer type questions. A student would be required to answer any 10 questions.
- All questions included in the question paper should be related to the listed practicals. Every question should require about two minutes to be answered.
- Questions may be generated jointly by the external/internal examiners and used for assessment.
- A writer may be allowed to such students as per CBSE examination rules.
- These students are also required to maintain a practical file. A student is expected to record at least five of the listed experiments as per the specific instructions for each subject. These practicals should be duly checked and signed by the internal examiner.
- The format of writing any experiment in the practical file should include aim, apparatus required, simple theory, procedure, related practical skills, precautions etc.
- The viva questions may include questions based on basic theory / principle / concept, apparatus / materials / chemicals required, procedure, precautions, sources of error etc.

**Question Paper Design (Theory) 2021-22**  
**Class XII**  
**Biology (044)**

Typology of Questions →		Section A	Section B	Section C	Section D	Section E	Total	%
Competencies ↓		VSA (1 marks)	Case-based Questions	SA (2 marks)	LA-I (3 marks)	LA-II (5 marks)		
<b>Demonstrate Knowledge and Understanding</b>	<b>Remembering</b>	4 (1) =4	-	1 (2) =2	1 (3) =3	1 (5) =5	14	20%
	<b>Understanding</b>	7 (1) =7	1 (5) =5	3 (2) =6	1 (3) =3	-	21	30%
<b>Application of Knowledge / Concepts</b>		1 (1) =1	1(5) = 5	2 (2) =4	2 (3) = 6	1 (5) = 5	21	30%
<b>Formulate, Analyse, Evaluate and Create</b>		2 (1) =2	1 (4) = 4	-	1 (3) = 3	1 (5) = 5	14	20%
<b>Total</b>		<b>14(14) =14</b>	<b>3 (14)</b>	<b>6 (2) = 12</b>	<b>5 (3) = 15</b>	<b>3 (5) = 15</b>	<b>31 (70)</b>	<b>100</b>

**Note:**

All questions would be compulsory. However, an internal choice of approximately 33% would be provided.

**Section- ‘A’** would have 10 MCQs (including matching type MCQs) and 04 Assertion-Reasoning type questions of one mark each.

**Section ‘B’** would have 3 source-based/case-based /passage-based/integrated assessment questions: 2 questions of 5 marks each and 1 question of 4 marks with sub parts of the values 1/2/3 marks each.

**Section ‘C’** would have 6 Short Answer (SA) type questions carrying 2 marks each.

**Section ‘D’** would have 5 Long Answer-I (LA-I) type questions carrying 3 marks each.

**Section ‘E’** would have 3 Long Answer-II (LA-II) type questions carrying 5 marks each.

Internal Choice would be provided in 3 questions of Section ‘C’, in 2 questions of Section ‘D’ and in all three questions of Section ‘E’.

**Suggestive verbs for various competencies**

- **Demonstrate Knowledge and Understanding**  
State, name, list, identify, define, suggest, describe, outline, summarize, etc.
- **Application of Knowledge/Concepts**  
Calculate, illustrate, show, adapt, explain, distinguish, etc.
- **Formulate, Analyze, Evaluate and Create**  
Interpret, analyse, compare, contrast, examine, evaluate, discuss, construct, etc.