



# GENERAL STUDIES

**Subject Code:503**

## Syllabus

## Classes XI & XII

2023-24





## CONTENTS

## Pages

<b>1.Rationale</b>	<b>3</b>
<b>2.Learning Objectives</b>	<b>4</b>
<b>3.Course Content and Structure</b>	<b>5</b>
<b>4.Guidelines for Internal Assessment</b>	<b>7</b>
<b>5. Guidelines for Content delivery</b>	<b>9</b>





## RATIONALE

General Studies can be defined as a multi-disciplinary approach with the content from different fields of studies. The aim of teaching General Studies to secondary school students is to provide a comprehensive education that equips them with the knowledge and skills they need to succeed in all aspects of their lives. 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 subject therefore focuses on developing critical thinking, problem-solving, communication skills, as well as fostering social and cultural awareness, promoting civic responsibility, and encouraging independent learning. It also promotes personal and social development and prepares students for life-long learning. By covering a range of subjects and skills, General Studies aims to give students a broad base of knowledge and the ability to apply it in real-world situations.

All these enrich the learner for an individual development and nation at large. Students who take up General Studies will possess the competitive advantage. It will also stimulate constructive thinking about the possible forms in advanced courses. It widens the horizons and develops the personal interests in students with a focus on Cultural, Social and Scientific domains.





## LEARNING OBJECTIVES

The Learning objectives of teaching General Studies are as follows:

- To develop critical thinking skills: General Studies aims to teach students how to analyze, evaluate, and interpret information in a systematic manner.
- To foster social and cultural awareness: The subject helps students 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.
- To promote civic responsibility: General Studies teaches students about their rights and responsibilities as citizens and encourages them to participate in their communities.
- To enhance problem-solving skills: The subject provides students with opportunities to apply their knowledge to real-world situations and to develop their problem-solving skills.
- To develop communication skills: General Studies helps students develop their verbal and written communication skills, enabling them to effectively express their ideas and opinions, be conversant with contemporary socio-economic problems of the country like illiteracy, poverty, social disharmony, sex or caste discrimination etc.
- To encourage independent learning: The subject promotes self-directed learning and encourages students to take an active role in their own education.
- To promote personal and social development: General Studies helps students understand themselves and others better and develop the skills needed for positive relationships.
- To prepare students for life-long learning: The subject provides a foundation of knowledge and skills that students can build upon throughout their lives.





## COURSE STRUCTURE

S.NO	UNIT	NO.OF PERIODS
UNIT 1	<b>Science and Technology</b> <ul style="list-style-type: none"><li>• Application of Science and Technology</li><li>• Emerging Technologies</li><li>• Science and Technology in the Social Context</li></ul>	10
UNIT 2	<b>Current trends in Socio-economic Structure</b> <ul style="list-style-type: none"><li>• Current Trends in Socio Economic Structure</li><li>• Socio Economic Structure</li><li>• Implementing Social Protection Strategies</li><li>• Limitations and Uncertainties of Socio Economic Structure</li></ul>	10
UNIT 3	<b>Nation Building</b> <ul style="list-style-type: none"><li>• Meaning and Importance of National Integration</li><li>• Historical Context of Nation Building</li><li>• The role of Education and the Media in Nation Building</li><li>• Challenges and Limitations to Nation Building</li></ul>	12
UNIT 4	<b>Promoting Global Understanding</b> <ul style="list-style-type: none"><li>• Global Conflict analysis and Resolution</li><li>• Global Voices</li><li>• Global Environmental Ethics</li><li>• Global Understanding through Travel And Tourism</li></ul>	10
UNIT 5	<b>Workforce Education Skills</b> <ul style="list-style-type: none"><li>• Soft skills</li><li>• Digital Skills</li><li>• Industry Specific Skills</li><li>• Financial literacy</li></ul>	12





## COURSE STRUCTURE

### Class XII

S.NO	UNIT AND SUB TOPICS	NO.OF PERIODS
UNIT 1	<b>Science and Society</b> <ul style="list-style-type: none"><li>• Nature of Science</li><li>• Science as a Social Enterprise</li></ul>	10
UNIT 2	<b>Contemporary Problems of Indian Society</b> <ul style="list-style-type: none"><li>• Issues related to women</li><li>• Health Care System</li><li>• Contemporary phase</li></ul>	10
UNIT 3	<b>Career Pathways</b> <ul style="list-style-type: none"><li>• Goal Setting</li><li>• Common career paths</li><li>• Internship as a medium of transition from Schools to Universities</li></ul>	12
UNIT 4	<b>Social Responsibility</b> <ul style="list-style-type: none"><li>• Types of Social responsibility</li><li>• Role of Students within a group</li><li>• Principles of Socially Responsible behaviour</li></ul>	10
UNIT 5	<b>Human Rights</b> <ul style="list-style-type: none"><li>• The Universal Declaration of Human Rights and its significance</li><li>• The responsibility of individuals, communities, and businesses in promoting human rights</li><li>• The relationship between human rights and sustainable development</li></ul>	12





## GUIDELINES FOR INTERNAL ASSESSMENT

General studies focus on the “affective domains” by exposing students to be a better global citizen. Even though it is a subject for internal assessment, students can be assessed through activities to make the subject more interactive and interesting.

The aim of assessing is not to evaluate the students based on the knowledge that they have acquired. The assessment is to ensure that they are sensitized towards the development of personal, social, environmental tolerance and the awareness towards our constitution and global understandings.

Teachers can determine the frequency of assessment based on intensity of the content and the requirements of the topics. The assessment activities will be focusing on the 21st century skills and experiential learning which provides a holistic approach to the learners to understand the world and the Nation at large. These assessments can be done through “Multiple Assessment Techniques” like surveys, debates, researches, reviews and many more.

### **MULTIPLE ASSESSMENT TECHNIQUES**

The subject teachers would determine the type and frequency of multiple assessments. This would make assessment more comprehensive and provide schools/teachers flexibility to use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organizers, visual representation etc. Hence, the schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment for and as learning, such as, quizzes, project-work, Self and peer assessment, collaborative projects, experiments, classroom demonstrations, etc. Developing simple scoring criteria and rubrics becomes of equal importance when deciding to use a particular technique.

### **SUGGESTIONS TO THE TEACHERS**

Teachers should encourage participation of each student in some activity or the others. They must ensure that no child is left out from participation in activities organized at school. Consider using rubrics to assess student performance. Rubrics provided in the annexures make it easier for teachers to evaluate student work. Examine the behaviour / skills / competencies of children in the class on all possible occasions, teachers will maintain records of the performance of learners. Schools should encourage teachers to work collaboratively with other teachers for facilitating and assessing learner’s performance and then finally assigning grades.





## SCHEME OF ASSESSMENT

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:

Grade	Description
A1	Top 1/8th of the passed candidates
A2	Next 1/8th of the passed candidates
B1	Next 1/8th of the passed candidates
B2	Next 1/8th of the passed candidates
C1	Next 1/8th of the passed candidates
C2	Next 1/8th of the passed candidates
D1	Next 1/8th of the passed candidates
D2	Next 1/8th of the passed candidates
E	Essential Repeat

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.







## GUIDELINES FOR CONTENT DELIVERY

A manual with details of learning objectives, teaching learning process learning outcomes can be accessed using the link below. Teachers must ensure that the content delivery is aligned with the learning outcomes and objectives, and that the students are able to achieve their full potential. To effectively deliver general studies content to students, teachers should:

1. **Start with a clear and concise overview of the topic:** Provide a brief overview of the key concepts, facts, and theories related to the topic. This will help students understand the context and importance of the topic.
2. **Use interactive methods of teaching:** Engage students in the learning process by using interactive methods suggested in the manual such as discussions, debates, role-plays, and simulations. These methods help students to understand the topic in a more practical and enjoyable way.
3. **Encourage students to ask questions:** Encourage students to ask questions and clarify their doubts. This will help them understand the topic better and also foster critical thinking.
4. **Provide real-world examples:** Use real-world examples and case studies to help students relate the topic to their daily lives. This will make the learning experience more relevant and interesting.
5. **Use technology:** Use technology such as online resources, educational apps, and online simulations to enhance the learning experience.
6. **Evaluate learning:** Regularly assess students' understanding of the topic through multiple assessments like quizzes, role-plays, and projects. This will help students identify their strengths and weaknesses and provide an opportunity for improvement.
7. **Encourage self-directed learning:** Encourage students to take ownership of their learning by assigning independent research projects or encouraging them to seek additional resources.
8. **Create a positive learning environment:** Create a positive and supportive learning environment by being approachable, encouraging, and engaging with students. This will foster a love for learning and help students perform better.

Link for Manuals and annexures will be posted soon

