

SUBJECT: AGRICULTURE
Class XI TOTAL Theory MARKS: 70

- **Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 35 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	An Introduction to Agriculture	9X1=9
2	Weather , Climate and Crop Seasons	10X1=10
3	Soil and Soil Physical Properties	10X1=10
4	Genetics and Plant Breeding in Agriculture-An Introduction	6X1=6

- **Class XI SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 35

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS (4 marks)	TOTAL
Cultivation Practices	3X2=6	-	-	06
Crop Production	2X2=4	1X3=3	1X4=4	11
Irrigation and Drainage	3X2=6	1X3=3	-	09
Farming System	3X2=6	1X3=3	-	09
TOTAL	22	09	04	35

Class XII TOTAL Theory MARKS: 70

- **Class XII SEMESTER 1 TOPICS:** [MCQ] MARKS: 35 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	Growth of Crops	6X1=6
2	Soil : Chemical & Biological Properties	10X1=10
3	Manures & Fertilisers	10X1=10
4	Livestock Management	9X1=9

- **Class XII SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 35

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS (4 marks)	TOTAL
Crop Production	2X2=4	1X3=3	1X4=4	11
Crop Protection	3X2=6	-	1X4=4	10
Food Processing & Preservation	2X2=4	1X3=3	-	07
Dry land Agriculture and Important Policies	2X2=4	1X3=3	-	07
TOTAL	18	09	08	35

SUBJECT: ANTHROPOLOGY
Class XI TOTAL Theory MARKS: 70

- **Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 35 [1 MARK PER QUESTION]

SI No	Topic	Marks allotted
1	Introduction to Anthropology	3X1=3
2	Biological Anthropology	9X1=9
3	Socio-cultural Anthropology	9X1=9
4	Archaeological Anthropology	9X1=9
5	Theories of Organic Evolution and Genetics	5x1=5

- **Class XI SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 35

TOPIC	SHORT ANSWER TYPE QUESTIONS (2 marks)	DESCRIPTIVE TYPE QUESTIONS (5 marks)	TOTAL
Evolutionary trends	1X2=2 [Any 1 question out of 2 questions]	1X5=5 [Any 1 question out of 2 questions]	07
Human Biological Evolution	1X2=2 [Any 1 question out of 2 questions]	1X5=5 [Any 1 question out of 2 questions]	07
Cultural Evolution	1X2=2 [Any 1 question out of 2 questions]	1X5=5 [Any 1 question out of 2 questions]	07
Indian Tribal population	1X2=2 [Any 1 question out of 2 questions]	1X5=5 [Any 1 question out of 2 questions]	07
Social Stratification	1X2=2 [Any 1 question out of 2 questions]	1X5=5 [Any 1 question out of 2 questions]	07
TOTAL	10	25	35

Class XII TOTAL Theory MARKS: 70

- **Class XII SEMESTER 1 TOPICS:** [MCQ] MARKS: 35 [1 MARK PER QUESTION]

SI No	Topic	Marks allotted
1	Indian Prehistory	5X1=5
2	Human Biological Diversity	8X1=8
3	Anthropology & Religion	8X1=8
4	Overview of some Applied areas of Anthropology	10X1=10
5	Contribution of some Indian Anthropologists	4X1=4

- **Class XII SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 35

TOPIC	SHORT ANSWER TYPE QUESTIONS (2 marks)	DESCRIPTIVE TYPE QUESTIONS (5 marks)	TOTAL
Subsistence Economy	1X2=2 [Any 1 question out of 2 questions]	1X5=5 [Any 1 question out of 2 questions]	07
Social Organization of some Indian Tribal populations	1X2=2 [Any 1 question out of 2 questions]	1X5=5 [Any 1 question out of 2 questions]	07
Indian Protohistory	1X2=2 [Any 1 question out of 2 questions]	1X5=5 [Any 1 question out of 2 questions]	07
Human Growth and Adaptation	1X2=2 [Any 1 question out of 2 questions]	1X5=5 [Any 1 question out of 2 questions]	07
Fieldwork in Anthrology	1X2=2 [Any 1 question out of 2 questions]	1X5=5 [Any 1 question out of 2 questions]	07
TOTAL	10	25	35

SUBJECT:COMA

CLASS XI TOTAL THEORY MARKS:70

- CLASS XI SEMESTER I TOPICS: 35 (MCQ) MARKS: 1 MARKS PER QUESTION

SI No	Topic	Marks obtain
1.	Computer System and Organisation	15X1=15
2.	Programming Fundamentals	10X1=10
3.	Data Visualization Using Spreadsheet	10X1=10

- CLASS XI SEMESTER II TOPICS: (Short Answer Questions, Descriptive Questions) MARKS:35

TOPIC	Short Answer Type Questions Type 1 (2 Marks)	Short Answer Type Questions Type 2 (3 Marks)	Descriptive Type Questions (5 Marks)	Total
Data Structure	1X2=2	1X3=3	1X5=5	10
Computer networks	1X2=2	1X3=3	2X5=10	15
Ethics	1X2=2	1X3=3	1X5=5	10
TOTAL:	6	9	20	35

CLASS XII TOTAL THEORY MARKS:70

- CLASS XI SEMESTER I TOPICS: 35 (MCQ) MARKS: 1 MARKS PER QUESTION

SI No	Topic	Marks obtain
1.	Python Programming	25X1=25
2.	E-Commerce	10X1=10

- CLASS XI SEMESTER II TOPICS: (Short Answer Questions, Descriptive Questions) MARKS:35

TOPIC	Short Answer Type Questions (2 Marks)	Short Answer Type Questions (3 Marks)	Descriptive Type Questions (5 Marks)	Total
Data Base Management System	1X2=2	1X3=3	2X5=10	15
Data Warehousing and Data Mining	1X2=2	1X3=3	1X5=5	10
Foundation of Artificial Intelligence	1X2=2	1X3=3	1X5=5	10
TOTAL:	6	9	20	35

SUBJECT: Education
Class XI TOTAL Theory MARKS: 80

- **Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 40 [1 MARK PER QUESTION]

Group	Topic	Marks allotted
A	Introduction to Education	20X1=20
B	Philosophical and Sociological perspectives of Education	20X1=20

- **Class XI SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 40

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (5 marks)	DESCRIPTIVE TYPE QUESTIONS (10 marks)	TOTAL
Education & Psychology	1X2=2	1X5=5	-	07
Growth & Development	2X2=4	-	1X10=10	14
Ancient, Medieval & Pre-Independent period of Indian Education System	1X2=2	-	1X10=10	12
Contribution of Indian Social Reformer towards the Development of Education in India	1X2=2	1X5=5	-	07
TOTAL	10	10	20	40

Class XII TOTAL Theory MARKS:

- **Class XII SEMESTER 1 TOPICS:** [MCQ] MARKS: [1 MARK PER QUESTION]

Group	Topic	Marks allotted
A	Education in Modern India	20X1=20
B	Recent Trends and Issues in Modern Education	20X1=20

- **Class XII SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS:

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (5 marks)	DESCRIPTIVE TYPE QUESTIONS (10 marks)	TOTAL
Learning & Learning Mechanism	1X2=2	-	1X10=10	12
Mental Health & Wellbeing	1X2=2	1X5=5	-	07
Educational Technology	1X2=2	1X5=5	-	07
Statistics in Education	2X2=4	-	1X10=10	14
TOTAL	10	10	20	40

SUBJECT: ENVIRONMENTAL STUDIES**Class XI TOTAL Theory MARKS: 80**

- Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 40 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	Man , Environment & Sustainability	20X1=20
2	Environment & Development	20x1=20

- Class XI SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 40

TOPIC	SHORT ANSWER TYPE QUESTIONS (2 marks)	DESCRIPTIVE TYPE QUESTIONS (6 marks)	TOTAL
Sustainable Development and Agriculture	4X2=8 [Any 4 questions out of 6 questions]	2X6=12 [Any 2 questions out of 3 questions]	20
Energy	4X2=8 [Any 4 questions out of 6 questions]	2X6=12 [Any 2 questions out of 3 questions]	20
TOTAL	16	24	40

Class XII TOTAL Theory MARKS: 80

- Class XII SEMESTER 1 TOPICS:** [MCQ] MARKS: 40 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	Principles of Ecology	20X1=20
2	Biodiversity	20X1=20

- Class XII SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 40

TOPIC	SHORT ANSWER TYPE QUESTIONS (2 marks)	DESCRIPTIVE TYPE QUESTIONS (6 marks)	TOTAL
Environmental Pollution and its Control	4X2=8 [Any 4 questions out of 6 questions]	2X6=12 [Any 2 questions out of 3 questions]	20
Environmental Law and Management	4X2=8 [Any 4 questions out of 6 questions]	2X6=12 [Any 2 questions out of 3 questions]	20
TOTAL	16	24	40

SUBJECT: GEOGRAPHY
Class XI TOTAL Theory MARKS: 70

- **Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 35 [1 mark per question]

Sl No	Topic	Marks allotted
1	Fundamentals of Physical Geography	15X1=15
2	Fundamentals of Human Geography	12X1=12
3	Geography of India	8X1=8

- **Class XI SEMESTER 2 TOPICS:** [Short Answer Questions, Descriptive Questions] MARKS: 35

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS (5 marks)	TOTAL
Fundamentals of Physical Geography	2X2=2	2X3=6	1X5=5	15
Fundamentals of Human Geography	3X2=6	2X3=6	-	12
Geography of India	1X2=2	2X3=6	-	08
TOTAL	12	18	05	35

Class XII TOTAL Theory MARKS: 70

- **Class XII SEMESTER 1 TOPICS:** [MCQ] MARKS: 35 [1 mark per question]

Sl No	Topic	Marks allotted
1	Fundamentals of Physical Geography	15X1=15
2	Fundamentals of Human Geography	10X1=10
3	Geography of India	10X1=10

- **Class XII SEMESTER 2 TOPICS:** [Short Answer Questions, Descriptive Questions] MARKS: 35

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS (5 marks)	TOTAL
Fundamentals of Physical Geography	2X2=2	2X3=6	1X5=5	15
Fundamentals of Human Geography	2X2=4	2X3=6	-	10
Geography of India	2X2=4	2X3=6	-	10
TOTAL	12	18	05	35

SUBJECT: Human Development and Resource Management

Class – XI Total Theory Marks – 70

CLASS-XI SEMESTER – I TOPICS: [MCQ] MARKS: 35 [1MARK PER QUESTION]

UNITS	TOPICS	MARKS ALLOTTED
I	Introduction to Human Development	5×1=5
II	Life Span Approach to Human Development – Childhood (0-12 Years)	13×1=13
III	Resource Management	7×1=7
IV	Textiles (Fibre to Fabric)	10×1=10
TOTAL		35

CLASS-XI SEMESTER - II TOPICS: [Short Answer Questions. Descriptive Questions] MARKS: 35

UNIT S	TOPICS	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS (5/6 marks)	TOTAL
V	Food and Nutrition	2×2=4	2×3=6	1×5=5	15
VI	Health, Hygiene and Well-being	2×2=4		1×6=6	10
VII	Work Management	2×2=4		1×6=6	10
TOTAL		12	06	17	35

Class – XII Total Theory Marks – 70

CLASS-XII SEMESTER – I TOPICS: [MCQ] MARKS: 35 [1 MARK PER QUESTION]

UNITS	TOPICS	MARKS ALLOTTED
I	Life Span Approach to Human Development - Adolescence	10×1=10
II	Life Span Approach to Human Development - Adulthood	8×1=8
III	Financial Management and Planning	9×1=9
IV	Apparel: Designing and Selection	8×1=8
TOTAL		35

CLASS-XII SEMESTER - II TOPICS: [Short Answer Questions. Descriptive Questions] MARKS: 35

UNITS	TOPICS	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS (5/6 marks)	TOTAL
V	Nutrition for Self, Family and Community	2×2=4		2×6=12	16
VI	Consumer Education and Protection	2×2=4	1×3=3		07
VII	Extension Education, Media and Communication Technology	1×2=2	1×3=3	1×5=5	10
VIII	Career in Human Development and Resource Management	1×2=2			02
TOTAL		12	06	17	35

SUBJECT: History

Class XI TOTAL Theory MARKS: 80

- **Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 40 [1 MARK PER QUESTION]

Unit	Topic	Marks allotted
1	Learning History	10X1=10
2	Empires	15X1=15
3	Comparative Studies	15X1=15

- **Class XI SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 40

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (3 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (4 marks)	DESCRIPTIVE TYPE QUESTIONS (8 marks)	TOTAL
Nature of State	1X3=3	1X4=4	1X8=8	15
Changing Traditions	2X3=6	1X4=4	-	10
Expanding Horizons	1X3=3	1X4=4	1X8=8	15
TOTAL	12	12	16	40

Class XII TOTAL Theory MARKS: 80

- **Class XII SEMESTER 1 TOPICS:** [MCQ] MARKS: 40 [1 MARK PER QUESTION]

Unit	Topic	Marks allotted
1	Through the eyes of the travellers. Cultural Amalgamation. Imperial Capital	20X1=20
2	Colonialism and Imperialism in the 19 th and 20 th centuries. Political basis of Colonialism. The Levers of Colonial Control	20X1=20

- **Class XII SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 40

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (3 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (4 marks)	DESCRIPTIVE TYPE QUESTIONS (8 marks)	TOTAL
Rebels and Raj	1X3=3	1X4=4	-	07
Nationalism and Separatism	1X3=3	2X4=8	1X8=8 [5+3 OR 4+4 from both the sub-topics]	19
Framing of the Constitution	1X3=3	1X4=4	-	07
Partition , Nation Formation and related aspects	1X3=3	1X4=4	-	07
TOTAL	12	20	08	40

SUBJECT: HEALTH & PHYSICAL EDUCATION

Class XI TOTAL Theory MARKS: 70

- **Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 35 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	History of Ancient Olympic Games	7X1=7
2	Role of Yoga in Modern Society	7X1=7
3	Management of Physical Education Programme	7X1=7
4	Rules of the Games and Sports	7X1=7
5	History of Sports Organization of West Bengal	7X1=7

- **Class XI SEMESTER 2 TOPICS:** [Short Answer Questions ,Descriptive Questions] MARKS: 35

TOPIC	SHORT ANSWER TYPE QUESTIONS (3 marks)	Competency based QUESTIONS (5 marks)	DESCRIPTIVE TYPE QUESTIONS (6 marks)	TOTAL
Introduction to Physical education and Physical Literacy	-	-	1X6=6 [any 1 question from 2 questions – one from each unit]	06
Folk Games Culture of West Bengal				
Scientific Basis of Physical Education	-	-	1X6=6 [any 1 question from 2 questions – one from each unit]	06
Mental Health and Stress Management				
Health Education & School Health Programme	-	-	1X6=6 [any 1 question from 2 questions – one from each unit]	06
Biological Foundation of Physical Education				
Adolescence and Problems of Adolescence	-	-	1X6=6 [any 1 question from 2 questions – one from each unit]	06
Life Skills Education				
Health Related Fitness Test	-	1X[3+2]=5 [any 1 question from 2 questions – one from each unit]	-	05
Performance Related Fitness Test				
Concept of Wellness	2X3=6	-	-	06
Development of Leadership Qualities	[any 2 question from 4 questions – two from each unit]			
TOTAL				

Class XII TOTAL Theory MARKS: 70

- **Class XII SEMESTER 1 TOPICS: [MCQ] MARKS: 35 [1 MARK PER QUESTION]**

Sl No	Topic	Marks allotted
1	Olympic Value Education Programme	7X1=7
2	Biological Basis of Physical Education	7X1=7
3	Modern Concept of Health & Hygiene	7X1=7
4	Prevention of Control of Communicable Diseases	7X1=7
5	Sports and Nutrition	7X1=7

Class XII SEMESTER 2 TOPICS: [Short Answer Questions ,Descriptive Questions] MARKS: 35

TOPIC	SHORT ANSWER TYPE QUESTIONS (3 marks)	Competency based QUESTIONS (5 marks)	DESCRIPTIVE TYPE QUESTIONS (6 marks)	TOTAL
Physical education in Modern Society	-	-	1X6=6 [any 1 question from 2 questions – one from each unit]	06
Career aspect of Physical Education				
Modern Concept of Fitness	-	-	1X6=6 [any 1 question from 2 questions – one from each unit]	06
Preventive Measure for Life Style Disease				
Modern Olympic Games	-	-	1X6=6 [any 1 question from 2 questions – one from each unit]	06
Posture & Postural Deformities				
Application of Yoga in Daily Life	-	-	1X6=6 [any 1 question from 2 questions – one from each unit]	06
Modern Concepts of Sports Training				
Organisation of Physical Education Programme	-	1X[3+2]=5 [any 1 question from 2 questions – one from each unit]	-	05
Management of Athletic Arena				
Sports Injuries & Emergency Care	2X3=6 [any 2 question from 4 questions – two from each unit]	-	-	06
Scientific Basis of Physical Education				
TOTAL				

SUBJECT: Journalism and Mass Communication

Class XI TOTAL Theory MARKS: 70

- **Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 35 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	Unit 1: Communication	10X1=10
2	Unit II : History and Evolution of Indian Journalism	10X1=10
3	Unit III : Print Media	10X1=10
4	Unit IV : News Media	5X1=5

- **Class XI SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 35

TOPIC	SHORT ANSWER TYPE QUESTIONS (2 marks)	DESCRIPTIVE TYPE QUESTIONS (5 marks)	TOTAL
Radio	3X2=6	2X5=10	16
Television	2X2=4	3X5=15	19
TOTAL	10	25	35

Class XII TOTAL Theory MARKS: 70

- **Class XII SEMESTER 1 TOPICS:** [MCQ] MARKS: 35 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	Public Relations	12X1=12
2	Film	15X1=15
3	Convergent Media	8X1=8

- **Class XII SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 35

TOPIC	SHORT ANSWER TYPE QUESTIONS (2 marks)	DESCRIPTIVE TYPE QUESTIONS (5 marks)	TOTAL
Advertising	3X2=6	3X5=15	21
Theories and Models of Communication	2X2=4	2X5=10	14
TOTAL	10	25	35

SUBJECT: MUSIC

Class XI TOTAL Theory MARKS: 50

- **Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 20 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	Hindusthani Sangeet	12X1=12
2	Rabindra Sangeet	4X1=4
3	Bangla Gaan	4X1=4

- **Class XI SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 30

TOPIC	SHORT ANSWER TYPE QUESTIONS (2 marks)	DESCRIPTIVE TYPE QUESTIONS (5 marks)	TOTAL
Unit 1 : Hindusthani Sangeet	2X2=4	2X5=10	14
Unit 2 : Rabindra Sangeet	2X2=4	1X5=5	09
Unit 3 : Bangla Gaan	1X2=2	1X5=5	07
TOTAL	10	20	30

Class XII TOTAL Theory MARKS: 50

- **Class XII SEMESTER 1 TOPICS:** [MCQ] MARKS: 20 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	Hindusthani Sangeet	10X1=10
2	Rabindra Sangeet	6X1=6
3	Bangla Gaan	4X1=4

- **Class XII SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 30

TOPIC	SHORT ANSWER TYPE QUESTIONS (2 marks)	DESCRIPTIVE TYPE QUESTIONS (5 marks)	TOTAL
Unit 1 : Hindusthani Sangeet	2X2=4	2X5=10	14
Unit 2 : Rabindra Sangeet	2X2=4	1X5=5	09
Unit 3 : Bangla Gaan	1X2=2	1X5=5	07
TOTAL	10	20	30

SUBJECT: NUTRITION

Class XI TOTAL Theory MARKS: 70

- **Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 35 [1 MARK PER QUESTION]

Unit	Chapter	Marks allotted
Introduction to Food Nutrition and Health	Basic Concept of Food Nutrition, nutrients and Nutrition Science	5X1=5
	Concept of Health in relation to Nutrition	5X1=5
Macromolecules in Nutrition	Carbohydrates in Nutrition	10X1=10
	Proteins in Nutrition	10X1=10
	Fats and Oils in Nutrition	5X1=5

- **Class XI SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 35

Unit & Chapter	SHORT ANSWER TYPE QUESTIONS (2 marks)	DESCRIPTIVE TYPE QUESTIONS (4/5 marks)	TOTAL
Unit : Micromolecules in Nutrition I Chapter(s) : • Vitamins in Nutrition : Basic Concept • Vitamins (Fat soluble) • Vitamins (water soluble and new concept of Nutraceuticals)	2X2=4	1X5=5	09
Unit : Micromolecules in Nutrition II Chapter(s) : • Minerals in Nutrition • Water in Health and Nutrition	3X2=6	1X5=5	11
Unit : Meal Planning and Food Groups Chapter(s) : • Meal Planning • Food Groups and Commodities	1X2=2	1X5=5	07
Unit : Meal Preparation and Daily Allowances for Indians Chapter(s) : • Meal preparation • Balanced Diet for different age groups	2X2=4	1X4=4	08
TOTAL	16	19	35

Class XII TOTAL Theory MARKS: 70

- Class XII SEMESTER 1 TOPICS: [MCQ] MARKS: 35 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	Nutritive Phase of Digestion and Absorption	12X1=12
2	Nutritive Phase of Metabolism	13X1=13
3	Food Safety and Sanitation	10X1=10

- Class XII SEMESTER 2 TOPICS: [Short Answer Questions , Descriptive Questions] MARKS: 35

Unit & Chapter	SHORT ANSWER TYPE QUESTIONS (2 marks)	DESCRIPTIVE TYPE QUESTIONS (4/5 marks)	TOTAL
Dietetics and Diet Planning	2X2=4	3X5=15	19
Nutrition for the Community	3X2=6	2X5=10	16
TOTAL	10	25	35

SUBJECT: PHILOSOPHY**Class XI TOTAL Theory MARKS: 80**

- Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 40 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	Introduction to Indian Philosophy	24X1=24
2	Introduction to Western Philosophy	16X1=16

- Class XI SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 40

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS (6 marks)	TOTAL
Introduction to Logic	3X2=6 [any 3 questions out of 5 questions]	4X3=12 [any 4 questions out of 6 questions]	1X6=6 [1 question out of 2 questions]	24
Introduction to Ethics	2X2=4 [any 2 questions out of 4 questions]	2X3=6 [any 2 questions out of 4 questions]	1X6=6 [1 question out of 2 questions]	16
TOTAL	10	18	12	40

Class XII TOTAL Theory MARKS: 80

- Class XII SEMESTER 1 TOPICS:** [MCQ] MARKS: 40 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	Introduction to Metaphysics-Indian and Western	20X1=20
2	Ethics, Social and political Philosophy	20X1=20

- Class XII SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 40

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS (6 marks)	TOTAL
Western Logic	5X2=10 [any 5 questions out of 8 questions]	2X3=6 [any 2 questions out of 4 questions]	1X6=6 [1 question out of 2 questions]	22
Contemporary Indian Thoughts	-	2X3=6 [any 2 questions out of 4 questions]	2X6=12 [any 2 question out of 3 questions]	18
TOTAL	10	12	18	40

SUBJECT: POLITICAL SCIENCE
Class XI TOTAL Theory Marks : 80

• **Class XI SEMESTER 1 TOPICS : [MCQ] MARKS : 40**

SL. No./UNIT	Topic	Marks allotted
	1. POLITICAL SCIENCE: THEORIES AND CONCEPTS 2. INDIAN CONSTITUTION	
1	Nature and Scope of Political Science as a Discipline	4x1=4
2	State: Definition and Characteristics	5x1=5
3	Citizenship	7x1=7
4	Understanding Constitutions: Definition and types	6x1=6
5	Making and the Philosophy of the Constitution	8x1=8
6	Salient Features of the Indian Constitution	10x1=10

• **Class XI SEMESTER 2 TOPICS : [SAQ, LAQ] MARKS : 40**

TOPIC/UNIT	SHORT ANSWER TYPE QUESTIONS Type 1 (2 MARKS)	SHORT ANSWER TYPE QUESTIONS Type 2 (4 MARKS)	DESCRIPTIVE TYPE QUESTIONS (6 MARKS)	TOTAL
1.Key Concepts of Political Theory	1x2=2	----	1x6=6	8
2.Nation and Nationalism	1x2=2	1x4=4	---	6
3.Forms of Government	1x2=2	----	1x6=6	8
4.Contemporary Indian Political Thought: Select thinkers	----	-----	1x6=6	6
5.Fundamental Rights	1x2=2	1x4=4	----	6
6. Election and Representation	1x2=2	1x4=4		6
TOTAL	10	12	18	40

Class XII TOTAL Theory MARKS : 80

- Class XII SEMESTER 1 TOPICS : [MCQ] MARKS : 40

Sl. No./Unit	Topic	Marks allotted
	1 :Contemporary World Politics 2 : Indian Government and Contemporary Politics	
1	International Relations in the Post Second World War Period	8x1=8
2	International Organizations and Institutions	8x1=8
3	Security in the Contemporary World	7x1=7
4	Challenges of Nation-Building	5x1=5
5	Political Parties and Party System	5x1=5
6	India's Foreign Policy	7x1=7

- Class XII SEMESTER 2 TOPICS : [SAQ, LAQ] MARKS : 40

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 MARKS)	SHORT ANSWER TYPE QUESTIONS Type 2 (4 MARKS)	DESCRIPTIVE TYPE QUESTIONS (6 MARKS)	TOTAL
1.International Relations -Key Concepts and Political Doctrines	1x2=2	---	1x6=6	8
2.Major Regional and Sub-regional Organisations	1x2=2	1x4=4	---	6
3.Globalisation	---	---	1x6=6	6
4.Organs of the Indian Government	1x2=2	----	1x6=6	8
5.Contemporary Civil Society Movements in India	1x2=2	1x4=4	---	6
6.Constitutional Amendments and Local Self Government	1x2=2	1x4=4	---	6
TOTAL	10	12	18	40

SUBJECT: PSYCHOLOGY
Class XI TOTAL Theory MARKS: 70

- **Class XI SEMESTER 1 TOPICS: [MCQ] MARKS: 35 [1 MARK PER QUESTION]**

Sl No	Topic	Marks allotted
1	What is Psychology?	7X1=7
2	Methods of Enquiry in Psychology	7X1=7
3	Biological Bases of Behavior	7X1=7
4	Sensory , Attentional and Perceptual Processes	7X1=7
5	Thinking	7X1=7

- **Class XI SEMESTER 2 TOPICS: [Short Answer Questions ,Descriptive Questions] MARKS: 35**

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS Type 1 (4 marks)	DESCRIPTIVE TYPE QUESTIONS Type 2 (6 marks)	TOTAL
Human Development	1X2=2	1X3=3	1X4=4	1X6=6	Any 10 questions out of 20 questions
Learning	1X2=2	1X3=3	1X4=4	1X6=6	
Human Memory	1X2=2	1X3=3	1X4=4	1X6=6	
Motivation	1X2=2	1X3=3	1X4=4	1X6=6	
Emotion	1X2=2	1X3=3	1X4=4	1X6=6	
TOTAL	06 [Any 3 questions out of 5 questions]	09 [Any 3 questions out of 5 questions]	08 [Any 2 questions out of 5 questions]	12 [Any 2 questions out of 5 questions]	35

Class XII TOTAL Theory MARKS: 70

- **Class XII SEMESTER 1 TOPICS: [MCQ] MARKS: 35 [1 MARK PER QUESTION]**

Sl No	Topic	Marks allotted
1	Variations in Psychological attributes	9X1=9
2	Social Influence and Group Processes	9X1=9
3	Identity Development	8X1=8
4	Meeting Life Challenges	9X1=9

- **Class XII SEMESTER 2 TOPICS: [Short Answer Questions ,Descriptive Questions] MARKS: 35**

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS Type 1 (4 marks)	DESCRIPTIVE TYPE QUESTIONS Type 2 (6 marks)	TOTAL
Attitude abd Social Cognition	1X2=2	1X3=3	1X4=4	1X6=6	Any 10 questions out of 16 questions
Self and Personality	1X2=2	1X3=3	1X4=4	1X6=6	
Psychological Disorders	1X2=2	1X3=3	1X4=4	1X6=6	
Therapeutic Approaches	1X2=2	1X3=3	1X4=4	1X6=6	
TOTAL	06 [Any 3 questions out of 4 questions]	09 [Any 3 questions out of 4 questions]	08 [Any 2 questions out of 4 questions]	12 [Any 2 questions out of 4 questions]	35

SUBJECT: SOCIOLOGY
Class XI TOTAL Theory MARKS: 80

- **Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 40 [1 MARK PER QUESTION]

Unit	Topic	Marks allotted
1	Introducing Sociology	6X1=6
2	Basic Sociological Concepts	15X1=15
3	Culture & Society	15X1=15
4	Socialization	4X1=4

- **Class XI SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS:

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS (6 marks)	TOTAL
5. Social Institutions	3X2=6	4X3=12	2X6=12	30
6. Social Control & Crime	2X2=4	-	1X6=6	10
TOTAL	10	12	18	40

Class XII TOTAL Theory MARKS: 80

- **Class XII SEMESTER 1 TOPICS:** [MCQ] MARKS: 40 [1 MARK PER QUESTION]

Unit	Topic	Marks allotted
1	Sociology in india	8X1=8
2	Social Change in india : Continuity and Change	7X1=7
3	Changes in Social Structure	25X1=25

- **Class XII SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS:

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS (6 marks)	TOTAL
4. Contemporary Social Issues	5X2=10	4X3=12	3X6=18*	40
TOTAL	10	12	18	40

*two questions with alternatives and one compulsory question

SUBJECT: VISUAL ARTS
Class XI TOTAL Theory MARKS: 50

- **Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 20 [1 MARK PER QUESTION]

Unit	Topic	Marks allotted
Group A : Unit I & II	Indian & Western Art	12X1=12
Group B	Creative Handicrafts and Design	8X1=8

- **Class XI SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 30

TOPIC	SHORT ANSWER TYPE QUESTIONS (3 marks)	DESCRIPTIVE TYPE QUESTIONS (6 marks)	TOTAL
Group A : Unit I & II Indian & Western Art	3X3=9 [Any 3 questions out of 5 questions]	2X6=12 [Any 2 questions out of 4 questions]	21
Group B : Creative Handicrafts and Design	1X3=3 [Any 1 question out of 2 questions]	1X6=6 [Any 1 question out of 2 questions]	09
TOTAL	12	18	30

Class XII TOTAL Theory MARKS: 50

- **Class XII SEMESTER 1 TOPICS:** [MCQ] MARKS: 20 [1 MARK PER QUESTION]

Unit	Topic	Marks allotted
Group A : Unit I & II	Indian & Western Art	12X1=12
Group B	Creative Handicrafts , Design and Sculpture	8X1=8

- **Class XII SEMESTER 2 TOPICS:** [Short Answer Questions , Descriptive Questions] MARKS: 30

TOPIC	SHORT ANSWER TYPE QUESTIONS (3 marks)	DESCRIPTIVE TYPE QUESTIONS (6 marks)	TOTAL
Group A : Unit I & II Indian & Western Art	3X3=9 [Any 3 questions out of 5 questions]	2X6=12 [Any 2 questions out of 4 questions]	21
Group B : Creative Handicrafts and Design	1X3=3 [Any 1 question out of 2 questions]	1X6=6 [Any 1 question out of 2 questions]	09
TOTAL	12	18	30

SUBJECT: Science of Wellbeing

Class XI TOTAL Theory MARKS: 80

- **Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 40 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	Concept of Holistic Health and Wellbeing in Education	20X1=20
2	Concept of Physical Wellbeing	20X1=20

- **Class XI SEMESTER 2 TOPICS:** [Short Answer Questions ,Descriptive Questions] MARKS: 40

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS Type 1 (4 marks)	DESCRIPTIVE TYPE QUESTIONS Type 2 (6 marks)	TOTAL
Concept of Mental Wellbeing	2X2=4	2X3=6	1X4=4	1X6=6	20
Concept of Social Wellbeing	2X2=4	2X3=6	1X4=4	1X6=6	20
TOTAL	08	12	08	12	40

Class XII TOTAL Theory MARKS: 80

- **Class XI SEMESTER 1 TOPICS:** [MCQ] MARKS: 40 [1 MARK PER QUESTION]

Sl No	Topic	Marks allotted
1	Concept of Environmental Wellbeing	20X1=20
2	Concept of Financial Wellbeing	20X1=20

- **Class XI SEMESTER 2 TOPICS:** [Short Answer Questions ,Descriptive Questions] MARKS: 40

TOPIC	SHORT ANSWER TYPE QUESTIONS Type 1 (2 marks)	SHORT ANSWER TYPE QUESTIONS Type 2 (3 marks)	DESCRIPTIVE TYPE QUESTIONS Type 1 (4 marks)	DESCRIPTIVE TYPE QUESTIONS Type 2 (6 marks)	TOTAL
Concept of Spiritual Wellbeing	2X2=4	2X3=6	1X4=4	1X6=6	20
Concept of Emotional Wellbeing	2X2=4	2X3=6	1X4=4	1X6=6	20
TOTAL	08	12	08	12	40

English B

Course Code - ENGB

Course Overview:

By the time students enter Class XI, it is anticipated that they have attained a reasonable level of language proficiency in English. The primary objective of this course is to further enhance and cultivate higher-order language skills. This proficiency becomes especially crucial as the higher secondary stage serves as a pivotal preparation phase, catering to two significant pathways for students.

Firstly, for a substantial number of students, this stage acts as a preparation for university education which often demand a commendable proficiency in English, making it imperative for students to refine their language skills to meet these academic standards.

Secondly, for another sizable group of students, the higher secondary stage serves as groundwork for entry into the professional realm. In the professional domain as well, effective communication in English is frequently a prerequisite. Hence, this Course is meticulously designed to address the linguistic demands of both academic study and the workplace.

The course structure is strategically crafted to cover a spectrum of language competencies, ensuring that students not only excel in academic contexts but are also well-equipped for effective communication in professional settings.

The Course also introduces diverse literature, including classics and modern texts with themes relevant to contemporary issues. This approach provides students exposure to literature, culture, society, environment, and the broader aspects of humanity. It aims to foster a comprehensive understanding of the world through engaging literary exploration in the context of today's global landscape.

The annual course duration spans 200 contact hours, with 100 hours allocated to Semester I & III, 80 hours to Semester II & IV and the remaining 20 hours dedicated to Home Assignments, Projects and Tutorial / Remedial Classes. By embracing a comprehensive approach, this Course seeks to prepare students for the diverse linguistic challenges they may encounter in their future endeavours, whether in university studies or the professional world.

Course Objectives:

The general objectives include developing skills in listening, speaking, reading, and writing. Specific competencies include:

Listening and Comprehension:

- Comprehending live and recorded oral presentations on various topics.
- Participating in group discussions, interviews, and making short oral presentations.

Speaking Skills:

- Participating in discussions and debates on current national and international affairs, sports, business, etc.
- Responding in interviews, group discussions, and making meaningful inquiries for travel purposes.

Reading and Comprehension:

- Perceiving the overall meaning and organization of texts.
- Identifying central points, supporting details, and building communicative competence in different lexicons.
- Promoting advanced language skills for reasoning and drawing inferences.
- Reading and comprehending extended texts in various genres.
- Developing study skills such as skimming and scanning for main ideas and details.
- Understanding the writer's purpose, tone, and distinguishing between literal and figurative language.
- Comprehending technical language in computer-related fields.

Writing Skills:

- Writing expository/argumentative essays, formal/informal letters.
- Using contextual clues to infer meanings of unfamiliar vocabulary.
- Producing unified paragraphs with adequate details and support.
- Writing workplace-related items such as summaries, and reports.
- Writing Commercial Documents like posters and advertisements.

Grammar:

- Developing an advanced understanding and usage of various tenses, surpassing the levels acquired in previous classes, enabling them to express nuanced temporal relationships in English sentences.
- Constructing and deconstructing sentences, including diverse types (simple, compound, complex) and clauses, showcasing their ability to use varied sentence structures for effective communication.
- Emphasis on the use of passive forms in scientific and innovative writings.

- Usage of modal auxiliaries based on semantic considerations

Methods and Techniques:

- Emphasis on self-learning, reducing dependence on teachers.
- Multi-skill, learner-centred, activity-based approach.
- Incorporating silent reading, role-play, dramatization, group discussions, and other interactive activities.
- Encouraging independent interpretation of texts.
- Overall, the curriculum aims to develop well-rounded language skills for academic and professional success, fostering independent thinking and lifelong learning.

Course Structure

Class XI

Semester I: 40 Marks

Unit	Segment	Marks	Contact Hours
I	Prose	10	15
II	Verse	10	15
III	Rapid Reader	10	20
IV	Textual Grammar	05	25
V	Reading Comprehension	05	25

Semester II: 40 Marks

Unit	Segment	Marks	Contact Hours
I	Prose	10	20
II	Verse	10	10
III	Rapid Reader	05	20
IV	Non-Textual Grammar	05	15
V	Writing	10	15

Project: 20 Marks

Activity/ Project	Marks	Contact Hours
Assessment of Listening & Speaking (ALS)	Listening – 5 Marks Speaking – 5 Marks	10
Project	10 Marks	10

Class XII

Semester III: 40 Marks

Unit	Segment	Marks	Contact Hours
I	Prose	10	20
II	Verse	10	15
III	Drama	05	20
IV	Textual Grammar	05	20
V	Reading Comprehension	10	25

Semester IV: 40 Marks

Unit	Segment	Marks	Contact Hours
I	Prose	10	10
II	Verse	10	10
III	Drama	05	20
IV	Non-Textual Grammar	05	20
V	Writing	10	20

Project: 20 Marks

Activity/ Project	Marks	Contact Hours
Assessment of Listening & Speaking (ALS)	Listening – 5 Marks Speaking – 5 Marks	10
Project	10 Marks	10

SUBJECT: ENGLISH B

CLASS XI TOTAL THEORY MARKS: 80

- **CLASS XI SEMESTER I TOPICS:** [MCQ MARKS: 1 MARK PER QUESTION]

UNIT 1 : Prose

Sl No	Topic	Marks	Hours
1	'An Astrologer's Day' – R. K. Narayan	04	05
2	'The Swami and Mother-Worship' from <i>The Master as I Saw Him</i> by Sister Nivedita	03	05
3	'Amarnath' from <i>The Master as I Saw Him</i> by Sister Nivedita	03	05

UNIT 2 : Verse

Sl No	Topic	Marks	Hours
1	'Composed Upon Westminster Bridge' – William Wordsworth	04	05
2	'The Bangle Sellers' – Sarojini Naidu	03	05
3	'The Second Coming' – W.B. Yeats	03	05

UNIT 3 : Rapid Reader

Sl No	Topic	Marks	Hours
1	'Macbeth' from A TextBook of English(B) Rapid Reader & A Book on ESP & Project by WBCHSE	04	07
2	'Othello' from A TextBook of English(B) Rapid Reader & A Book on ESP & Project by WBCHSE	03	07
3	'As You Like It' from A TextBook of English(B) Rapid Reader & A Book on ESP & Project by WBCHSE	03	06

UNIT 4 : Textual Grammar

Sl No	Topic	Marks	Hours
1	Textual Grammar from Unit 1 and Unit 2: Tense, Voice, Indirect Speech, Phrasal Verbs, Preposition, Clause, Participle, Gerund and Transformation of sentences	01 x 5	25

UNIT 5 : Comprehension (Unseen)

Sl No	Topic	Marks	Hours
1	Reading Comprehension (Unseen)	01 x 5	25

- **CLASS XI SEMESTER II TOPICS:**

UNIT 1 : Prose

Sl No	Topic	Short Answer Type Questions (2 marks)	Short Answer Type Questions (3 marks)	Descriptive Type Questions (6 marks)	Total Marks	Total Hours
1	'The Garden Party' – Katherine Mansfield	02		01	10	05
2	'Alias Jimmy Valentine' – O' Henry					05
3	'Of Studies' - Francis Bacon					04
4	'Nobel Lecture' - Mother Teresa					06

**** Any 2 out of 4 Questions of 02 marks. And total marks 2 x2= 04 marks**

*****Any 01 out of 03 questions of 06 marks. Total marks: 06 marks**

UNIT 2 : Verse

Sl No	Topic	Short Answer Type Questions (2 marks)	Short Answer Type Questions (3 marks)	Descriptive Type Questions (6 marks)	Total Marks	Total Hours
1	'My last Duchess' – Robert Browning	02		01	10	05
2	'And Still I Rise' – Maya Angelou					05

**** Any 2 out of 4 Questions of 02 marks. And total marks 2 x2= 04 marks**

*****Any 01 out of 02 questions of 06 marks. Total marks: 06 marks**

UNIT 3 : Rapid Reader

Sl No	Topic	Short Answer Type Questions (2 marks)	Short Answer Type Questions (3 marks)	Descriptive Type Questions (5 marks)	Total Marks	Total Hours
1	'The Ghost Brahman' from <i>Folk-Tales of Bengal</i> by LalBehariDey			1 question to be attempted out of 3 questions	05	07
2	'A Ghostly Wife' from <i>Folk-Tales of Bengal</i> by LalBehariDey					07
3	'The Man Who Wished to be Perfect' from <i>Folk-Tales of Bengal</i> by LalBehariDey					06

UNIT 4 : Non Textual Grammar

Sl No	Topic	Short Answer Type Questions (2 marks)	Short Answer Type Questions (3 marks)	Descriptive Type Questions (5 marks)	Total Marks	Total Hours
	Non-textual Grammar: Tense, Voice, Phrasal Verbs, Preposition, Clause, Participle, Gerund, Transformation of Sentences	1 question of 2 marks [1 question to be attempted out of two questions from Transformation of sentences <u>or</u> Correction of errors]	Fill in the blanks as per direction: 0.5 marks x 6 to be attempted from all topics covered		02+03 = 05	15

UNIT 5 : Writing Skill

Sl No	Topic	Short Answer Type Questions (2 marks)	Short Answer Type Questions (3 marks)	Descriptive Type Questions (5/10 marks)	Total Marks	Total Hours
1	Paragraph Writing [150 words] OR Formal Letter Writing [75 words] & Event Report Writing [75 words]			1 x 10 OR 1 x 05 + 1 x 05	10	15 hours

PROJECT/TUTORIAL**Marks : 20 Hours : 20****FORMAT:**

- 1) Listening and Speaking Activity 05+05 marks
- 2) Writing Activity 10 marks

Subject teachers will engage students in activities which would test their listening and speaking skills comprehensively.

Instructions:

1. For writing activity concerned teacher will select relevant topic from:
 - a) Environmental Issues
 - b) Society and Culture
 - c) Eminent Personalities
2. Project/Tutorial may be done throughout both the semesters. However the student will be evaluated at the end of Semester II.

SUBJECT: ENGLISH B**CLASS XII**

- **CLASS XII SEMESTER III TOPICS: TOTAL THEORY MARKS: 40**

[MCQ: 1 MARK PER QUESTION]

UNIT 1 : Prose

Sl. No.	Topic	Marks	Hours
1	'The Night Train at Deoli' by Ruskin Bond	04	07
2	'Strong Roots'(Extract from the chapter Orientation from Wings of Fire) by APJ Abdul Kalam	03	06
3	'A Room of One's Own: Section on Shakespeare's Sister' by Virginia Woolf	03	07

UNIT 2 : Verse

Sl. No.	Topic	Marks	Hours
1	'Our Casuarina Tree' by Toru Dutt	05	07
2	'Ulysses' by Alfred Lord Tennyson	05	08

UNIT 3 : Drama

Sl. No.	Topic	Marks	Hours
1	'Tara' by Mahesh Dattani (Act I)	05	20

UNIT 4 : Textual Grammar

Sl. No.	Topic	Marks	Hours
1	Textual Grammar from Unit 1 and Unit 2: Synthesis and Splitting of Sentences; Change of Narration; Correction of errors	05	20

UNIT 5 : Reading Comprehension

Sl. No.	Topic	Marks	Hours
1	Reading Comprehension (Unseen)	10*	25

*** 5 Questions based on Grammar and Vocabulary Items – 5 Marks**

5 Questions based on Understanding and Inference of the Text – 5 Marks

- **CLASS XII SEMESTER IV: TOTAL THEORY MARKS: 40**

UNIT 1 : Prose

Sl. No.	Topic	Short Answer Type Questions (2 marks)	Short Answer Type Questions (3 marks)	Descriptive Type Questions (6 marks)	Total Marks	Total Hours
1	'Alice in Wonderland – Down the Rabbit Hole' by Lewis Carroll	02**		01***	10	05
2	'Three Questions' by Leo Tolstoy					05

**** Any 2 out of 4 Questions of 02 marks. And total marks 2 x2= 04 marks**

***** Any 01 out of 02 questions of 06 marks. Total marks: 06 marks**

UNIT 2 : Verse

Sl. No.	Topic	Short Answer Type Questions (2 marks)	Short Answer Type Questions (3 marks)	Descriptive Type Questions (6 marks)	Total Marks	Total Hours
1	'Hawk Roosting' by Ted Hughes	02**		01***	10	03
2	'That time of year' - Sonnet 73 by William Shakespeare					03
3	'The Greenhouse Effect' by Carl Dennis					04

**** Any 2 out of 4 Questions of 02 marks. And total marks 2 x2= 04 marks**

*****Any 01 out of 03 questions of 06 marks. Total marks: 06 marks**

UNIT 3 : Drama

Sl. No.	Topic	Short Answer Type Questions (2 marks)	Short Answer Type Questions (3 marks)	Descriptive Type Questions (5 marks)	Total Marks	Total Hours
1	'Tara' by Mahesh Dattani (Act II)			01*	05	20

***Any 01 question to be attempted out of 02 questions. Total Marks - 5**

UNIT 4 : Non-Textual Grammar

Sl. No.	Topic	Short Answer Type Questions (2 marks)	Short Answer Type Questions (3 marks)	Descriptive Type Questions (5 marks)	Total Marks	Total Hours
1	Non-textual Grammar: Synthesis and Splitting of Sentences; Change of Narration; Correction of Errors	1 question of 2 marks [1 question to be attempted out of two questions from Synthesis of Sentences and Splitting of Sentences]	Fill in the blanks to report a paragraph or conversation : 01 marks x03 to be attempted		02+03 = 05	20

UNIT 5 : Writing

Sl. No.	Topic	Short Answer Type Questions (2 marks)	Short Answer Type Questions (3 marks)	Descriptive Type Questions (10 marks)	Total Marks	Total Hours
1	Essay			01*	10	10
2	Precis					10

***01 out of Any 02 Questions to be attempted. Total Marks - 10**

PROJECT/TUTORIAL**20 Marks****FORMAT:**

- | | |
|------------------------------------|-------------|
| 3) Listening and Speaking Activity | 05+05 marks |
| 4) Writing Activity/ Project | 10 marks |

Instructions:

- Subject teachers will engage students in activities which would assess their listening and speaking skills comprehensively.
- For writing activity concerned teacher will select a relevant topic from any of the following themes:
 - Health and Fitness
 - Film and Drama
 - Technology and Innovation
 - Local Festivals and Traditions
- Project/Tutorial may be done throughout both the semesters. However, the student will be evaluated at the end of Semester IV.

WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION
SYLLABUS FOR CLASSES XI AND XII

SUBJECT : URDU (URDU)

SYLLABUS-URDU
CLASS-XI, SEMESTER-I
FULL MARKS-40

Syllabus distributed by Topic and Unit wise with their Marks and Hours.

Full Marks: 40

Marks	Hours	TOPIC	UNIT
10	20	(1) داستان (i) میرامن دہلوی: سیرتیسرے درویش کی (انتخاب از باغ و بہار) (1) Dastan (i) Mir Amman Dehlvi: Sair Teesre Darwesh ki (From Bagh-o-Bahar) (2) طنز و مزاح (ii) پطرس بخاری: سویرے جوکل آنکھ میری کھلی (انتخاب از پطرس کے مضامین) (2) Tanz-o-Mizah (ii) Patras Bokhari: Sawere jo kal Aankh Meri Khuli (From Patras ke Mazameen)	UNIT-I PROSE منشورات
10	30	(1) غزلیں (i) ولی دکنی: وہ نازنیں ادا میں اعجاز ہے سراپا (ii) اعجاز افضل: ہم تو ڈوبیں گے یا پارا تر جائیں گے (1) Ghazlen (i) Wali Dakani: Wo Naznin Ada mein Ejaz hai Sarapa (ii) Ham to dubenge ya paar uter jaenge (2) نظمیں (i) چکبست: خاک ہند (انتخاب از صبح وطن) (ii) علقمرہ شبلی: کلکتہ (انتخاب از بے چہرہ لمحے) (2) Nazmen: (i) Chakbast: Khak-e-Hind (From Subh-e-Watan) (ii) Alqama Shibli: Kalkatta (From Bechhra Lamhe) (3) رباعیات (i) امجد حیدر آبادی (a) کم ظرف اگر دولت وزر پاتا ہے (b) ہر قطرے میں بحر معرفت مضمر ہے (3) Rubaiyaat (i) Amjad Hyderabaadi (a) Kam zarf agar daulat-o-zar pata hai (b) Har qatre mein bahr-e-marfat muzmar hai	UNIT-2 POETRY منظومات
05	15	(1) افسانہ (i) سلام بن رزاق: ندی (انتخاب از شکستہ بتوں کے درمیان) (1) Fiction (i) Salam bin Razzaq: Naddi (From Shikasta Buton ke Darmiyaan)	UNIT-3 FICTION افسانہ

05	15	(1) ڈراما (i) ظہیر انور: مت سہل ہمیں جانو (1) Drama (i) Zahir Anwar: Mat sahl hamen jano	UNIT-4 DRAMA ڈراما
10	20	(i) فورٹ ولیم کالج (i) Fort William College	UNIT-5 HISTORY OF URDU LITERATURE تاریخ ادب اردو

SYLLABUS-URDU
CLASS-XI, SEMESTER-II
FULL MARKS-40

Syllabus distributed by Topic and Unit wise with their Marks and Hours.

Full Marks: 40

Marks	Hours	TOPIC	UNIT
10	20	(1) خط (i) غالب کا خط بنام مرزا تفتہ (انتخاب از اردوئے معلیٰ) (1) Letter (i) Ghalib ka khat banam Mirza Tafta (From Urdu-e-Mualla) (2) مقالہ (ii) سر سید احمد خاں: رسم و رواج کی پابندی کے نقصانات (انتخاب از مقالات سر سید) (2) Maqala (ii) Sir Syed Ahmad Khan: Rasm-o-Riwaj ki pabandi ke nuqsanaat (From Maqalat-e-Sir Syed)	UNIT-I PROSE منشورات
15	25	(1) غزلیں (i) میر تقی میر: جس سر کو غرور آج ہے یاں تاج دری کا (ii) جگر مراد آبادی: اللہ اگر توفیق نہ دے انسان کے بس کا کام نہیں (1) Ghazlen (i) Mir Taqi Mir: Jis sar ko ghuroor aaj hai yaan taj wari ka (ii) Jigar Muradabaadi: Allah agar taufiq na de insan ke bas ka kaam nahi (2) نظمیں (i) نظیر اکبر آبادی: مکافات عمل (انتخاب از نظیر کی نظمیں) (ii) پرویز شاہیدی: دعوت (انتخاب از قص حیات) (2) Nazmen: (i) Nazeer Akbarabaadi: Mukafat-e-Amal (From Nazeer ki Nazmen) (ii) Parwez Shahidi: Daawat (From Raqs-e-Hayat) (3) رباعیات (i) مرزا سلامت علی دبیر (a) ادنیٰ سے جو سر جھکائے اعلیٰ وہ ہے (b) پروانے کو دھن شمع کو لو تیری ہے (3) Rubaiyaat (i) Mirza Salamat Ali Dabeer (a) Adna se jo sar jhukaae aala woh hai (b) Parwane ko dhun shama ko lau teri hai (4) مرثیہ (i) میر بہر علی انیس (a) صبح صادق کا ہوا چرخ پہ جس وقت ظہور (4) Marsiya (i) Mir Babbar Ali Anees (a) Subh-e-sadiq ka huwa charkh pe jis waqt zuhoor	UNIT-2 POETRY منظومات

05	10	(1) افسانہ (i) حیات اللہ انصاری: آخری کوشش (1) Fiction (i) Hayatullah Ansari: Aakhri Koshish	UNIT-3 FICTION افسانہ
05	15	انجمن پنجاب، لاہور Anjuman-e-Punjab, Lahore	UNIT-4 HISTORY OF URDU LITERATURE تاریخ ادب اردو
05	10	اصناف ادب اردو، صرف و نحو، اسم، ضمیر، صفت اور فعل کا تعارف اور ان کی قسمیں، مجاورات و ضرب الامثال	UNIT-5 GRAMMAR قواعد

SYLLABUS-URDU
CLASS-XII, SEMESTER-III
FULL MARKS-40

Syllabus distributed by Topic and Unit wise with their Marks and Hours.

Full Marks: 40

Marks	Hours	TOPIC	UNIT
10	20	(1) مضمون (i) مرزا فرحت اللہ بیگ: دلی کا آخری یادگار مشاعرہ (1) Mazmoon (i) Mirza Farhatullah Beg: Dilli ka aakhri yadgar mushaira (2) تمثیل (ii) محمد حسین آزاد: سچ اور جھوٹ کا رزم نامہ (انتخاب از نیرنگ خیال) (2) Tamseel (ii) Md Hussain Aazad : Such Aur Jhhut ka Razm Nama (From Nairang-e-Khayaal)	UNIT-I PROSE منثورات
10	30	(1) غزلیں (i) مظہر امام: تو ہے گر مجھ سے خفا خود سے خفا ہوں میں بھی (ii) پروین شاکر: وہ تو خوشبو ہے ہواؤں میں بکھر جائے گا (1) Ghazlen (i) Mazhar Imam : Tu hai gar mujh se khafa khud se khafa hun main bhi (ii) Parween Shakir: Woh to khushboo hai hawaon mein bikhhar jayega (2) نظمیں (i) جمیل مظہری: اے مادر ہندوستان (انتخاب از کلیات جمیل مظہری) (ii) قیصر شمیم: ہمارے اپنے لہو کا حصہ (انتخاب از پہاڑ کاٹتے ہوئے) (2) Nazmen: (i) Jameel Mazhari: Aei Madare Hindustan (From Kuliyat-e-Jamil Mazhari) (ii) Qaiser Shamim : Hamare Apne Lahu ka Hissa (From Pahad Kaatte Hue) (3) رباعیات (i) میر بر علی انیس (a) دنیا بھی عجب سرائے فانی دکھی (b) گوہر کو صدف میں آبرو دیتا ہے (3) Rubaiyaat (i) Mir Babbar Ali Anees (a) Duniya bhi ajab sara-e-fani dekhi (b) Gauhar ko sadaf mein aabru deta hai	UNIT-2 POETRY منظومات
05	15	(1) افسانہ (i) ترنم ریاض: مجسمہ (انتخاب از یمبرزل) (1) Fiction (i) Tarannum Reyaz: Mujassima (From Yemberzal)	UNIT-3 FICTION افسانہ

05	15	(1) ڈراما (i) آغا حشر کاشمیری: رستم و سہراب (1) Drama (i) Agha Hashr Kashmiri: Rustam-o-Sohraab	UNIT-4 DRAMA ڈراما
10	20	(i) علی گڑھ تحریک (i) Aligarh Tahreek (Aligarh Movement)	UNIT-5 HISTORY OF URDU LITERATURE تاریخ ادب اردو

SYLLABUS-URDU
CLASS-XII, SEMESTER-IV
FULL MARKS-40

Syllabus distributed by Topic and Unit wise with their Marks and Hours

Full Marks: 40

Marks	Hours	TOPIC	UNIT
10	20	(1) خط (i) مولانا ابوالکلام آزاد: چڑیا چڑے کی کہانی (انتخاب از غبار خاطر، خط نمبر ۱۹) (1) Letter (i) Maulana Abul kalam Azad: Chirya Chire ki kahani (From Ghubar-e-Khatir, Letter no. 19) (2) خاکہ (ii) رشید احمد صدیقی: محمد علی (انتخاب از گنج ہائے گراں مایہ) (2) Khaka (ii) Rasheed Ahmad Siddiqui: Md. Ali (From Ganj Hay-e-Giran Maya)	UNIT-I PROSE منثورات
15	25	(1) غزلیں (i) غالب: ہزاروں خواہشیں ایسی کہ ہر خواہش پہ دم نکلے (ii) وحشت: میں ہی فقط نہ حسرتِ درد نہاں ہوا (1) Ghazlen (i) Ghalib: Hazaron khahishen aisi ke har khahish pe dam nikle (ii) Wahshat: Main hi faqat na khasta-e-dard-e-nihan huwa (2) نظمیں (i) اقبال: زندگی (خضر راہ از بانگ درا) (ii) فیض: مجھ سے پہلی سی محبت مری محبوب نہ مانگ (انتخاب از دستِ صبا) (2) Nazmen: (i) Iqbal: Zindagi (Khizr-e-Raah, From Bang-e-Dara) (ii) Faiz: Mujh se pahli si muhabbat meri mahboob na maang (From Dast-e-Saba) (3) رباعیات (i) حالی (a) ہندو سے لڑیں نہ گبر سے بیر کریں (b) کوشش میں ہے شرط ابتدا انسان سے (3) Rubaiyaat (i) Hali (a) Hindu se laren na gabr se bair karen (b) Koshish mein hai shart ibtada insaan se (4) مثنوی (i) پنڈت دیا شنکر نسیم: آوارہ ہونا بکاؤلی کا تاج الملوک گل چیں کی تلاش میں (انتخاب از گلزار نسیم) (4) Masnawi (i) Pandit Daya Shankar Nasim: Awarah hona Bakauli ka Tajul mulook gulcheen ki talaash mein (From Gulzar-e-Nasim)	UNIT-2 POETRY منظومات

05	10	(1) افسانہ (i) پریم چند: کفن (1) Fiction (i) Prem Chand: Kafan	UNIT-3 FICTION افسانہ
05	15	ترقی پسند تحریک Taraqqi Pasand Tahreek (Progressive Movement)	UNIT-4 HISTORY OF URDU LITERATURE تاریخ ادب اردو
05	10	اردو رسم الخط، مضمون نویسی، ترجمہ نگاری، مکتوب نگاری، کہانی نویسی Urdu script, Essay writing, Translation, Letter writing, Story writing	UNIT-5 GRAMMAR قواعد

PROJECT - XI

1.	File on any topic	10
2.	Viva	05
3.	Activities (Debate / Group discussion / Recitation / Extempore speech etc)	05
	TOTAL	20

پروجیکٹ برائے کلاس XI

10	کسی بھی موضوع پر فائل تیار کرنا	1.
05	زبانی امتحان	2.
05	سرگرمیاں (مباحثہ، غزل یا نظم خوانی، رنی الہدیہ، رکوئز وغیرہ)	3.
20	کل	

PROJECT - XII

1.	File on any topic	10
2.	Viva	05
3.	Activities (Debate / Group discussion / Recitation / Extempore speech etc)	05
	TOTAL	20

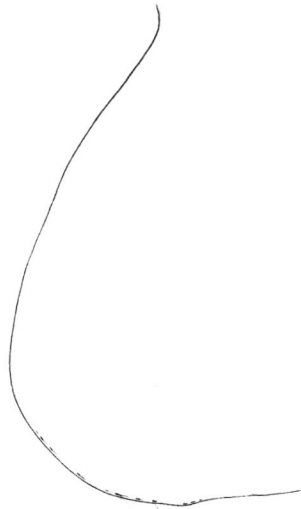
پروجیکٹ برائے کلاس XII

10	کسی بھی موضوع پر فائل تیار کرنا	1.
05	زبانی امتحان	2.
05	سرگرمیاں (مباحثہ، غزل یا نظم خوانی، رنی الہدیہ، رکوئز وغیرہ)	3.
20	کل	

نصاب کی تفصیلات (Course overview)

مغربی بنگال ہائر سکندری کونسل نے گیارہویں اور بارہویں کلاس کے نصاب (2024) کی تیاری کی جو ذمہ داری ہمیں سونپی ہے، اس کے مد نظر ہم نے اس طرح کا نصاب تیار کرنے کی کوشش کی ہے جس سے طالب علموں کی فکر اور ذہانت کو جلا ملے اور اردو زبان و ادب پر ان کی گرفت مضبوط ہو۔ اردو زبان و ادب کے تعلق سے جتنی بھی بنیادی باتیں ہو سکتی تھیں اور جو ان سے گہرے طور پر منسلک ہیں وہ سب اس نصاب میں شامل ہیں مثلاً نثر، شاعری، فلشن، مضامین اور قواعد جیسے موضوعات جو اردو زبان و ادب کے نہایت ہی اہم حصے ہیں، جن کی خواندگی سے طلبہ و طالبات کی ذہن سازی ہو سکتی ہے اور وہ قوم و ملک کے اچھے شہری بن سکتے ہیں، تمام موضوعات اس نصاب میں شامل ہیں۔

سوچنے سمجھنے کے ساتھ ساتھ تخلیقی صلاحیتیں بھی ان کے اندر ارتقا پائیں اور ان کے انداز گفتگو اور لہجے میں بھی تبدیلی آئے۔ ان کا دماغ تیز ہو اور آپسی بھائی چارے، امن و آشتی، اتحاد و یگانگت اور محبت سے سماج میں رہ سکیں، وہ سب موضوعات اس میں شامل ہیں۔ اور کوئی بھی بات جس سے کسی فرد، سماج یا طبقے کی دل آزاری یا دل شکنی ہو، اس سے پرہیز کیا گیا ہے۔ غرض کہ اسے ملک کی تہذیبی، ثقافتی، سماجی، سیاسی، معاشی، جغرافیائی اور ادبی و لسانی خوبیوں کے مد نظر ہی یہ نصاب آپ کے سامنے ہے۔



WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION
SYLLABUS FOR CLASSES XI AND XII

SUBJECT : HINDI – B (HINB)

Subject – HINB

(Over View and Objective)

अवलोकन

पश्चिम बंग उच्च माध्यमिक शिक्षा परिषद की पाठ्यचर्या 2024 के हिंदी भाषा व साहित्य 'ब' पर विचार एवं पुनर्संयोजन कार्य करते हुए हमारी टीम का ध्यान उसे विद्यार्थी की ओर केंद्रित हुआ जिसने अपने 10 वर्षीय विद्यालयीन शिक्षा में किसी हिंदीतर भाषा को करीब से जाना और अभिव्यक्त किया है। हिंदी उसके पठन-पाठन की द्वितीय भाषा है जिसमें विचार करने की प्रक्रिया से वह कम ही गुजरता होगा। यह एक चुनौती पूर्ण कार्य है कि ऐसे विद्यार्थी के मन में (हिंदी जो कि पूरे देश में सबसे अधिक बोली जाने वाली भाषा है) हिंदी की जड़ों को आरोपित किया जाए। एक ऐसा पाठ्यक्रम उसके सामने उपस्थित किया जाए जो उसे रोचक भी लगे और भाषाई कौशल, बौद्धिक क्षमता तथा भारतीय प्रायद्वीप के जन-जन से जुड़ी हिंदी को आत्मसात करने में सहायक हो सके।

उद्देश्य

- विगत दिनों में हुई कोविड महामारी का प्रभाव सबसे अधिक विद्यार्थियों पर पड़ा। शिक्षा का ग्राफ निम्नगामी होता चला गया, उसको उर्ध्व तक वापस पहुंचाना हमारा सबसे पहला ध्येय है।
- भाषा साहित्य का यह पाठ्यक्रम विद्यार्थी के लिए नवीन संभावनाएं तलाशने में मददगार हो और उनके सोचने समझने तथा अभिव्यक्त करने की क्षमता में अभिवृद्धि ला सके।
- नवीन शिक्षा नीति के अनुसार अतिरिक्त बोझ बढ़ाएं बिना विद्यार्थी को रचनात्मक अनुभव अधिगम प्रदान करना।
- वर्तमान समय 'डिजिटल युग' कहला रहा है, ऐसे समय में मानव का जीवन बहु-आयामी चुनौतियों को अपने सम्मुख देख रहा है। उसे इन चुनौतियों से जीतने के लिए दक्षता हासिल करनी होगी और इसके लिए उसे भाषा व साहित्य को माध्यम बनाकर सब कुछ सीखना होगा। हमारा प्रयास है कि विद्यार्थी को भाषा की वह जमीन दे सके जिस पर चलकर वह अपने लक्ष्य तक पहुंच सके।

- साहित्य समाज का दर्पण माना जाता है जिसमें हिंदी और हिंदीतर भाषाओं के साहित्य का पूर्ण योगदान है। हमारा प्रयास है कि हिंदीतर भाषाओं के साहित्य को भी इस पाठ्यक्रम में शामिल किया जाए।

- अंत में इस बात को स्पष्ट कर देना अति आवश्यक है कि पिछले पाठ्यक्रम में हिंदी 'ब' विषय में सिर्फ आधार पुस्तक ही रह गई थी जबकि इसके पूर्व आधार(text book)के साथ एक पूरक पुस्तक(rapid reader) भी हुआ करती थी। हमारी टीम ने देश के अन्य राज्यों तथा राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद(NCERT) के अध्ययन में पाया कि इन सभी में पूरक पुस्तक अभी भी पाठ्यक्रम में शामिल हैं। अतः हमने उसे पुनः पाठ्यक्रम में शामिल करना उचित समझते हुए उसे पाठ्यक्रम का अंग बनाया है।

Class XI

Semester – I

HIN B

Full Marks : 40

Sub Topic :

Units	Contents	Marks	Hours
Unit – 1 साहित्य क काव्य	1. सूरदास- पद 2. रहीम- दोहे 3. मैथिली शरण गुप्त -कैकई का अनुताप 4. सूर्यकांत त्रिपाठी 'निराला'- स्नेह निर्झर बह गया	1 x 10 = 10	24
Unit – 1 साहित्य ख गद्य	1. दिनकर- अर्धनारीश्वर 2. प्रेमचंद पुत्र प्रेम 3. बनफूल- दूध का दाम	1 x 10 = 10	21
Unit – 2 नाटक (पूरक पाठ)	शंकर शेष- एक और द्रोणाचार्य (प्रथम अंक) अथवा सर्वेश्वर दयाल सक्सेना -बकरी (प्रथम अंक)	1 x 5 = 5	20
Unit – 3 अपठित बोध	काव्य अथवा गद्य	1 x 5 = 5	10
Unit – 4 व्याकरण	1. उपसर्ग 2. प्रत्यय 3. कारक 4. मुहावरे 5. अशुद्धि संशोधन	1 x 5 = 5	20
Unit – 5 पारिभाषिक शब्द	कुल -50	1 x 5 = 5	5
	Page Total	40	100

Class XI**Semester – II****HIN B****Full Marks : 40****Sub Topic :**

Units	Contents	Marks	Hours
Unit – 1 साहित्य क काव्य	1. अज्ञेय -बावरा अहेरी 2. बच्चन- निशा निमंत्रण 3. मुक्तिबोध- मैं उनका ही होता 4. नागार्जुन - प्रेत का बयान	$2 \times 2 = 4$ $3 \times 1 = 3$ $5 \times 1 = 5$ 12	24
Unit – 1 साहित्य ख गद्य	1. हजारी प्रसाद द्विवेदी -शिरीष के फूल 2. भीष्म साहनी- झुटपुटा 3. फणीश्वर नाथ रेणु -पहलवान की ढोलक	$2 \times 2 = 4$ $3 \times 1 = 3$ $5 \times 1 = 5$ 12	21
Unit – 2 नाटक (पूरक पाठ)	1.शंकर शेष- एक और द्रोणाचार्य 2.अथवा सर्वेश्वर दयाल सक्सेना -बकरी (द्वितीय अंक)	$3 \times 2 = 6$ $5 \times 1 = 5$ 11	20
Unit – 3 रचना	1. पत्र लेखन 2. अनुच्छेद लेखन 3. भाव विस्तार	$5 \times 1 = 5$	15
	Page Total	40	80

Class XII

Semester – III

HIN B

Full Marks : 40

Sub Topic :

Units	Contents	Marks	Hours
Unit – 1 साहित्य क काव्य	1.संत कबीर- a)साखी b)पद 2.बिहारी लाल- दोहे 3. सुमित्रानंदन पंत- मूर्धन्य 4.केदारनाथ अग्रवाल- a) पैतृक संपत्ति b)वह जन मारे नहीं मरेगा 5.भवानी प्रसाद मिश्र- हिम्मत नहीं पड़ती	1 x 10 = 10	30
Unit – 1 साहित्य ख गद्य	1. धर्मवीर भारती- क्षणों की अथाह नीलिमा 2. हरिशंकर परसाई- बारात की वापसी 3. काशीनाथ सिंह- सुख	1 x 10 = 10	24
Unit – 2 उपन्यास (पूरक पाठ)	मुंशी प्रेमचंद -निर्मला (अध्याय 1 से 13 तक) अथवा कमलेश्वर- समुद्र में खोया हुआ आदमी (पृष्ठ 1से 66 तक)	1 x 5 = 5	20
Unit – 3 अपठित बोध	काव्य अथवा गद्य	1 x 5 = 5	6
Unit – 4 व्याकरण	1. संधि 2. समास 3. वाक्य संशोधन 4. वाक्य परिवर्तन 5. मुहावरे	1 x 5 = 5	15
Unit – 5 पारिभाषिक शब्द	कुल - 50	1 x 5 = 5	5
	Page Total	40	100

Class XII
Semester – IV

HIN B

Full Marks : 40

Sub Topic :

Units	Contents	Marks	Hours
Unit – 1 साहित्य क काव्य	1. तुलसीदास -तुलसीदास के पद 2. रवींद्रनाथ ठाकुर -धन्य हुई मेरी कविता(गीतांजलि) 3. त्रिलोचन- सचमुच इधर तुम्हारी याद तो नहीं आई 4. शमशेर बहादुर सिंह- बात बोलेगी 5. सर्वेश्वर दयाल सक्सेना - मेघ आए	$2 \times 2 = 4$ $3 \times 1 = 3$ $5 \times 1 = 5$ 12	25
Unit – 1 साहित्य ख गद्य	1. महादेवी वर्मा- जीने की कला 2. शिव पूजन सहाय- मुंड माल 3. मनीषा कुलश्रेष्ठ- , पीढ़ियों का अंतराल	$2 \times 2 = 4$ $3 \times 1 = 3$ $5 \times 1 = 5$ 12	24
Unit – 2 उपन्यास (पूरक पाठ)	मुंशी प्रेमचंद -निर्मला(अध्याय 14 से अंत तक) अथवा कमलेश्वर- समुद्र में खोया हुआ आदमी (पृष्ठ 67 से लेकर अंत तक)	$3 \times 2 = 6$ $5 \times 1 = 5$ 11	20
Unit – 3 रचना	1. पत्र लेखन 2. प्रतिवेदन 3. संवाद लेखन	$5 \times 1 = 5$	11
	Page Total	40	80

COURSE CODE

HIN A & HIN B

PROJECT

CLASS-XI (SEMESTER II)

FULL MARKS :20 (PROJECT REPORT – MAXIMUM PAGES 20 TO 25)

विद्यार्थी अपनी इच्छानुसार निम्नांकित विषयों में से एक परियोजन द्वितीय सेमेस्टर में प्रस्तुत करें :

क) किसी कहानी / लोक कथा / प्रसंग का नाट्य रूपांतरण अथवा रेडियो नाट्य रूपांतरण की हस्तलिखित प्रस्तुति ।

ख) किसी एक तात्कालिक समस्या जैसे :

अ) जनसंख्या विस्फोट : देश की विकराल समस्या ।

ब) भूमंडलीय ऊष्मीकरण (ग्लोबल वार्मिंग) ।

स) महासागरों का बढ़ता जलस्तर : खतरों की दस्तक का विस्तृत विवरण (कारण -निवारण सहित) ।

ग) हिंदी की उपभाषाएँ एवं उसकी बोलियाँ (विस्तृत लेखन) ।

घ) डायरी और हम - डायरी लिखने की शैली , उद्देश्य , किसी विज्ञ व्यक्ति की डायरी के कुछ अंश और अपनी दस दिन की दिनचर्या को डायरी में अंकित करें ।

ङ) मेरे प्रिय साहित्यकार : व्यक्तित्व एवं कृतित्व (विस्तृत लेखन) ।

COURSE CODE

HIN A & HIN B

PROJECT

CLASS- XII (SEMESTER -**IV**)

FULL MARKS :20

PROJECT REPORT MAXIMUM IN 20 -25 PAGES)

विद्यार्थी अपनी इच्छानुसार निम्नांकित विषयों में से एक परियोजन द्वितीय सेमेस्टर में प्रस्तुत करें :

क) जनसंचार माध्यम और हिंदी

(समाचार पत्र ,दूरदर्शन , चलचित्र , इंटरनेट , पत्रकारिता की विस्तृत जानकारी)

ख) साक्षात्कार लेखन

(किसी क्षेत्र विशेष जैसे -संगीत ,नृत्य ,शिक्षा खेल , अभिनय आदि से जुड़े व्यक्ति से साक्षात्कार करने के लिए प्रश्न -सूचि तैयार करना और अपने पसंदीदा किसी व्यक्ति का साक्षात्कार प्रस्तुत करना होगा)

ग) भक्तिकाल :एक स्वर्णिम युग

(विषय पर विस्तृत लेखन)

घ) सफल व्यक्तित्व का आधार : आत्मविश्वास

(विषय पर विस्तृत लेख)

ड)हिंदी की किसी कहानी अथवा कविता का तुलनात्मक अध्ययन या उसकी संवेदना पर विचार ।

WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION
SYLLABUS FOR CLASSES XI AND XII

SUBJECT : GEOGRAPHY (GEGR)

Syllabus
for
Higher Secondary Course in Geography
under
West Bengal Council of Higher Secondary Education
(as per NCERT Guidelines for NEP 2020)

Class XI

Effective from
Academic Session 2024-2025

Objectives of H.S. Geography Course

Objective 1: Familiarize with basic concepts and core contents of Geography and examine man environment relationship.

Objective 2: Description and interpretation of spatial pattern of features on thematic maps with location, time and space.

Objective 3: Understanding the physico-cultural relationship with respect to different environmental adaptations.

Objective 4: Apply geographical knowledge and skills of inquiry to emerging situations and problems at different levels, i.e. local, regional, national and international.

Objective 5: Develop geographical skills to collect primary data from field survey and preparation of field based project report either manually or using computer based techniques whichever possible.

Learning Outcomes of H.S. Geography Course

LO1: Understanding the Geosystems: Students will accrue a comprehensive understanding of the basics of man-environment interactions at global, regional, and local scales.

LO2: Synthesizing Environmental and Sustainability issues: Students will be able to synthesize social and environmental issues and grasp the know-hows of sustainable development.

LO3: Acquiring Skills of Geographical Analysis: Students will acquire fundamentals of geospatial skills and geographical instrument handling capabilities to analyze geographical problems.

Detailed Semester-wise Syllabus

Class XI:  Semester – I

Course Code: GEGR

Course Type: (Theory)

FULL MARKS: 15

HOURS: 34

SUB-TOPIC: FUNDAMENTALS OF PHYSICAL GEOGRAPHY

Unit No.	Unit Content	Hours
Unit 1	Geography as a discipline: Definition, nature and classification of Geography; Scope and content of Physical Geography	03
Unit 2	I. Origin of Earth: Classical theories (Kant, Jean and Jeffrey); Modern theory (Big Bang theory) II. Interior of the Earth: Sources of information regarding the Earth's interior; Application of Seismology for analyzing Earth's interior; Layering of the earth	09
Unit 3	Geomorphic Processes: Endogenic processes – Definition, concept, and types; Vulcanicity (Definition, concept, causes, and types of vulcanicity; associated landforms; global distribution of volcanoes); Earthquake (Concept and definition of earthquake related aspects; causes, and consequences; measuring instruments and scale; global earthquake prone zones with special reference to India; Seaquake and Tsunami) Exogenic processes – Definition, concept, and types	14
Unit 4	Weather and Climate: Composition and structure of the Atmosphere: gaseous, liquid, and solid components of atmosphere; Layering of atmosphere based on thermal characteristics and elemental distribution; Importance of Ozonosphere; Causes and consequences of Ozone depletion	08

Course Code: GEGR
Course Type: (Theory)

FULL MARKS: 12

HOURS: 26

SUB-TOPIC: FUNDAMENTALS OF HUMAN GEOGRAPHY

Unit No.	Unit Content	Hours
Unit 1	Scope and Content of Human Geography: Concept of man-environmental relationship; Fields and sub-fields of Human Geography	04
Unit 2	Economic Geography: Classification of Economic activities – Primary, Secondary, Tertiary, Quaternary, and Quinary sectors with characteristics and examples Primary Activities – Hunting and gathering; Pastoralism; Agriculture (Subsistence, Commercial, Mixed, Market gardening, and Dairy farming); Production-wise distribution of important cash crop of two globally leading countries (except India) – coffee, sugarcane, and cotton; Mining: types and environmental problems	22

Course Code: GEGR
Course Type: (Theory)

FULL MARKS: 08

HOURS: 20

SUB-TOPIC: GEOGRAPHY OF INDIA

Unit No.	Unit Content	Hours
Unit 1	India as a country: Geographical location; Size; Administrative setup; Neighbouring countries	02
Unit 2	India – Structure and Physiography: Physiographic divisions of India with special reference to Tectonic provinces (Peninsular; Extra-peninsular; Indo-Gangetic; Coastal plains and Islands)	10
Unit 3	India – Drainage systems: Drainage systems of India with reference to flow directions and perennality (The Himalayan drainage system; The Peninsular drainage system); Usages and sharing of river water	08

Class XI: Semester –II

Course Code: GEGR

Course Type: (Theory)

FULL MARKS: 15

HOURS: 30

SUB-TOPIC: FUNDAMENTALS OF PHYSICAL GEOGRAPHY

Unit No.	Unit Content	Hours
Unit 1	Concept of Isostasy: Concept of Isostatic anomalies; Theories of Airy and Pratt; Isostatic Adjustments; Cymatogeny	04
Unit 2	Geomorphic processes: Endogenic Processes – Folding and faulting (mechanism, structure, and types) Exogenic processes – Weathering (Definition, types, and resultant features); Soil forming process and factors; Soil profile development; Soil erosion; Soil conservation and management	12
Unit 3	Weather and Climate: Climatic Elements - Solar Radiation; Heat balance; Temperature distribution (horizontal and vertical); Controlling factors of temperature distribution; Inversion of temperature Atmosphere Circulation - Controlling factors of atmospheric motion; Tri-cellular model; Planetary winds; Zonal winds (Surface – Walker circulation; Upper Air – Jet stream)	10
Unit 4	Hydrosphere: Modes and Occurrence of water on Earth; Global hydrological cycle ; Concept of run-off; Drainage basin as a hydrological unit	04

Course Code: GEGR
Course Type: (Theory)

FULL MARKS: 12

HOURS: 16

SUB-TOPIC: FUNDAMENTALS OF HUMAN GEOGRAPHY

Unit No.	Unit Content	Hours
Unit 1	Secondary Activities – Industry: Classification of Industries; Factors responsible for industrial location; Production-wise distribution pattern of industries (leading two countries worldwide except India) - a) Agro-based: food processing industries b) Sea-based: commercial marine fishing c) Forest-based: paper industries d) Mineral-based: Metallic (Iron and steel); Non-metallic (Petrochemical) e) Manufacturing-based: Automobile	12
Unit 2	Tertiary Activities: Definition, Classification, Case study (Trade; Transport; Service; Communication; Tourism)	02
Unit 3	Quaternary Activities: Nature and characteristics of Information and Communication Technology (ICT) based industries; Research and Development (R&D) based industries	01
Unit 4	Quinary Activities: Roles of specialists; decision-makers; consultants, policy formulators	01

Course Code: GEGR
Course Type: (Theory)

FULL MARKS: 8

HOURS: 14

SUB-TOPIC: GEOGRAPHY OF INDIA

Unit No.	Unit Content	Hours
Unit 1	Indian Climate: Controlling factors of Indian climate; Nature of Indian monsoon; Seasonal variability of weather; Monsoon and Indian Economy; Impact of ENSO Phenomena and global warming on Indian climate	06
Unit 2	Forests of India: Types of forests; Ecological and economic significance; Programmes and policies of forest management in India	03
Unit 3	Natural Hazards and Disasters of India: Concept and classification of hazards; Types of disasters; Hazard management approaches (pre-hazard, during occurrence, and post-hazard); Natural disaster management policy; Hazard prone zones of West Bengal	05

CLASS-XI
Course Code: GEGR
Course Type: (Practical)

FULL MARKS: 30

HOURS: 40

Unit No.	Unit Content**	Hours	Marks
Unit 1	Introduction to Maps: Definition; components; types, importance and uses	02	02
Unit 2	Map scale: Concept and types of map scales; Graphical scale (Concept of Linear; Comparative; Diagonal; and Vernier scales; Construction of Linear scale)	09	04
Unit 3	Map Projection: Concept of map projection; Classification; Mathematical construction and properties of following projections – a. Polar Zenithal Stereographic b. Simple Conical with One Standard Parallel c. Mercator's Projection	10	05
Unit 4	Interpretation of Topographical Maps: Study of Open series topographical maps (1:50000 scale) Preferably of a plateau region; Identification of topographical features using cross section drawings. Identification of break of slopes from cross section drawing and preparation of Broad Physiographic Divisions Map. Typical features identification (Drainage; Natural Vegetation; Transport and Communication; Settlement); Establishment of relationship between different Physical and cultural elements using Transect Chart (Schematic method)	12	06
Unit 5	Interpretation of Indian Daily Weather Maps: Daily Weather Maps of January and July months under following Heads - Pressure condition; Wind condition; Sky condition (cloudiness and precipitation)	05	04
Unit 6	Preparation and Presentation of Poster[†]: Poster related to any one prominent hazard/ disaster (Causes, consequences, Preparedness and Management) with respect to West Bengal	02	04(2+2)
Unit 7	Laboratory Notebook* and Viva voce	-	05(3+2)

* The laboratory notebook should contain A3 sized (42 cm × 29.7 cm) white pages in landscape mode.

[†]Poster related to selected topic should be of A1 (59.4 cm × 84.1 cm, approximately). Technique of preparing the hardcopy poster can be manual/ digital/ blended. The poster should carry signatures of teachers responsible for supervising the poster preparation.

**Each topic of laboratory notebook should contain the following sub-heads: statement of the problem, objectives, materials and methods (with data source), calculations, drawings/ representation (if any), analysis and interpretation.

Tutorial + Remedial + Assignments: 6+10+4 = 20 Hours (Semester: I+II)

Syllabus
for
Higher Secondary Course in Geography
under
West Bengal Council of Higher Secondary Education
(as per NCERT Guidelines for NEP 2020)

Class XII

Effective from
Academic Session 2025-2026

Objectives of H.S. Geography Course

Objective 1: Familiarize with basic concepts and core contents of Geography and examine man-environment relationship.

Objective 2: Description and interpretation of spatial pattern of features on thematic maps with location, time and space.

Objective 3: Understanding the physico-cultural relationship with respect to different environmental adaptations.

Objective 4: Apply geographical knowledge and skills of inquiry to emerging situations and problems at different levels, i.e. local, regional, national and international.

Objective 5: Develop geographical skills to collect primary data from field survey and preparation of field based project report either manually or using computer based techniques whichever possible.

Learning Outcomes of H.S. Geography Course

LO1: Understanding the Geosystems: Students will accrue a comprehensive understanding of the basics of man-environment interactions at global, regional, and local scales.

LO2: Synthesizing Environmental and Sustainability issues: Students will be able to synthesize social and environmental issues and grasp the know-hows of sustainable development.

LO3: Acquiring Skills of Geographical Analysis: Students will acquire fundamentals of geospatial skills and geographical instrument handling capabilities to analyze geographical problems.

Detailed Semester-wise Syllabus

Class XII: Semester – III

Course Code: GEGR

Course Type: (Theory)

FULL MARKS: 15

HOURS: 34

SUB-TOPIC: FUNDAMENTALS OF PHYSICAL GEOGRAPHY

Unit No.	Unit Content	Hours
Unit 1	Geotectonic: Continental Drift Theory according to Alfred Wegner	06
Unit 2	Geomorphic Process: Exogenic processes - Mass wasting, Glacial landforms, and Karst landforms	09
Unit 3	Climate: Water in the atmosphere (Condensation – formation and types, Precipitation – formation and types)	05
Unit 4	Hydrosphere: Characteristics of ocean floor; Temperature and salinity; Ocean minerals, food, and power; Ocean deposits	09
Unit 5	Biosphere: Nature, concept and types of ecosystem; Concept of trophic levels; Food chain and food web	05

Course Code: GEGR
Course Type: (Theory)

FULL MARKS: 10

HOURS: 18

SUB-TOPIC: FUNDAMENTALS OF HUMAN GEOGRAPHY

Unit No.	Unit Content	Hours
Unit 1	Population: Concept of Demography; Distribution and density of population (worldwide); Determinants and measures of population growth - birth rate, death rate, migration	10
Unit 2	Settlement: Classification, types and patterns of settlement; Factors determining the types of rural settlement; Functional classification of urban settlement; Problems of rural and urban settlements	08

Course Code: GEGR
Course Type: (Theory)

FULL MARKS: 10

HOURS: 28

SUB-TOPIC: GEOGRAPHY OF INDIA

Unit No.	Unit Content	Hours
Unit 1	Population of India: Distribution, density, growth, and composition of population	03
Unit 2	Water Resources: Water conservation and management; Watershed management and rainwater harvesting; Nature and types of irrigation systems; Sustainable use of water resources	03
Unit 3	Mineral and Energy Resources: Types, distribution and uses – Mineral resource (Iron Ore, Manganese, Bauxite, Copper, Mica); Conventional energy resource (Coal, Petroleum, Natural Gas, Nuclear Energy); Non-conventional energy resource (Solar, Wind, Tidal, Geothermal, Biogas energy, OTEC)	10
Unit 4	Agriculture: Importance of agriculture in Indian economy; Concept of crop calendar; Crop rotation; Crop combination; Cropping intensity; Green, White, and Blue Revolution in India; Production-wise distribution of important cash crops (Jute, Cotton, Sugarcane and Tea)	08
Unit 5	Transport and Communication: Importance of different modes of Transport; Types and importance of personal and mass communication systems	02
Unit 6	Trade and Economy: Concept; Classification; Bases; Importance	02

Class XII: Semester -IV

Course Code: GEGR

Course Type: (Theory)

FULL MARKS: 15

HOURS: 34

SUB-TOPIC: FUNDAMENTALS OF PHYSICAL GEOGRAPHY

Unit No.	Unit Content	Hours
Unit 1	Geotectonic: Sea floor spreading; Plate tectonic and associated landforms	06
Unit 2	Geomorphic Processes: Exogenic processes - Fluvial landforms; Coastal landforms; Aeolian landforms; Combined works of exogenic processes and associated landforms	10
Unit 3	Cycle of erosion: The role of WM Davis; Davis's concept of landform evolution; Concept of rejuvenation	03
Unit 4	Atmosphere: Weather systems and atmospheric disturbances; Climatic classification after Koppen; Concept of climate change	05
Unit 5	Hydrosphere: Movement of ocean currents and associated environmental effects	06
Unit 6	Biosphere: Biodiversity -Definition, types, significance; Factors responsible for biodiversity depletion; Strategies and programs of biodiversity conservation	04

Course Code: GEGR
Course Type: (Theory)

FULL MARKS: 10

HOURS: 12

SUB-TOPIC: FUNDAMENTALS OF HUMAN GEOGRAPHY

Unit No.	Unit Content	Hours
Unit 1	Population Geography: Impact of migration on global demographic changes; Malthusian theory of population growth; Concept of optimum, under, and over population; Demographic Transition Model; Need of population control measures and population policy	09
Unit 2	Human Development: Concept; definition; measurement (Human Development Index, Concept of human poverty index); and approaches (Welfare approach; Amartya Sen's Capability approach)	03

Course Code: GEGR
Course Type: (Theory)

FULL MARKS: 10

HOURS: 14

SUB-TOPIC: GEOGRAPHY OF INDIA

Unit No.	Unit Content	Hours
Unit 1	Indian Industries: a. Agro-based – Food processing b. Sea-based – Commercial marine fishing c. Forest-based –Paper industry d. Mineral-based –Metallic (Iron and steel); Non-metallic (Petrochemical) e. Manufacturing-based –Automobile f. Information and communication technology	07
Unit 2	Human Settlement and Development in Indian context: Human settlement types in India; Land resources and agricultural planning; Sustainable development in Indian context	02
Unit 3	Geographical Perspectives on Selected Issues and Problems: a. Water pollution in Ganga Basin – Causes, consequences, and management b. Air pollution in Kolkata and National Capital Region – Causes, consequences, and management c. Arsenic pollution in southern West Bengal – Causes, consequences, and management d. Human-wildlife conflict in Dooars and Sundarbans regions – Causes, consequences, and management e. Land degradation in Jangalmahal– Causes, consequences, and management	05

CLASS-XII
Course Code: GEGR
Course Type: (Practical)

FULL MARKS: 30

HOURS: 40

Unit No.	Unit Content	Hours	Marks
Unit 1	Data Processing Using Statistical Techniques: a. Type and source of data b. Tabulation and processing of data; Construction of data array; Frequency distribution table; Histogram, Frequency polygon; and Ogives c. Measures of central tendency - Mean; Median; Mode d. Measures of dispersion – Absolute measures (range, mean deviation, standard deviation); Relative measure (co-efficient of variation)	10	05
Unit 2	Cartograms and Thematic Mapping: a. Bar graphs – Simple; Multiple; Compound b. Divided proportional circles c. Flow chart d. Ombrothermic diagram e. Thematic maps – Dot and sphere; Isopleths; Choropleth	10	05
Unit 3	Application of Geographical Instruments: a. Angular measurement using Prismatic Compass (forward and backward bearings) b. Pebble diameter measurement using Slide Caliper (major, minor, and intermediate axes) c. Measurement of strike direction and dip amount using Clinometer Compass d. Six's maximum & minimum thermometer	12	05
Unit 4	Remote Sensing and Geographic Information System (GIS): a. Remote sensing - Concept of remote sensing; Definition; Source of energy; Types of sensors; Types of image acquisition platforms; Modern application b. GIS – Introduction to GIS; Hardware and software requirements; Data formats – vector and raster; Concept of data input, editing, analysis, manipulation, and representation	04	05
Unit 5	Preparation and Presentation of Field Report: Report based of structured survey schedule on (any one) – a. Household survey b. Market survey c. Traffic survey Note: Student of school in rural area will visit any type of urban centre or unit/Student of school in urban area will visit a rural area (household survey only)	04	05 (3+2)
Unit 6	Laboratory Notebook* and Viva Voce	-	05 (3+2)

* The laboratory notebook should contain A3 sized white pages (42 cm × 29.7 cm) in landscape mode

Tutorial+ Remedial+ Assignments: 6+10+4= 20 Hours (Semester: I+II)

Guidelines for Preparation of Field Report

Every student needs to participate in fieldwork and prepare a filed report according to the following guidelines:

A. Household Survey:

1. Each student will prepare a report based on primary data collected from household survey with the help of properly formulated and structured survey schedule having open ended, double choice, and multiple choice questions.
2. Student will select either a rural area/ mouza (for school students from urban area) or an urban (at least a Class-VI Town as categorized by Census of India) area/ municipal ward (for school students from rural area) for the study, with primary objective of demographic and socio-economic information.
3. Each student should survey at least five households selected through simple random sampling without replacement method.
4. The report should be hand written in A4 sized white pages in candidate's own words. The word limit should be of 500 words excluding tables, figures, maps, photographs, and appendices.
5. A copy of the field report duly signed by the concerned teacher will be submitted on the date of examination.
6. The field report should contain the following sections – Introduction, Selection of Study Area, Objectives of the Study, Methodology, Results and Discussion/ Major Inferences, Conclusions.

B. Market Survey:

1. Each student will prepare a report based on primary data collected from market survey with the help of properly formulated and structured survey schedule having open ended, double choice, and multiple choice questions.
2. Each student should survey at least five shops selected through simple random sampling without replacement method.
3. The report should be hand written in A4 sized white pages in candidate's own words. The word limit should be of 500 words excluding tables, figures, maps, photographs, and appendices.
4. A copy of the field report duly signed by the concerned teacher will be submitted on the date of examination.
5. The field report should contain the following sections – Introduction, Selection of Study Area, Objectives of the Study, Methodology, Results and Discussion/ Major Inferences, Conclusions.

C. Traffic Survey:

1. Each student will prepare a report based on primary data collected from road traffic survey with the help of properly formulated and structured inventory, specifically having frequency distribution tables.
2. Each student should survey at an important three-point or four-point junction, nearest to the school.
3. The survey should be conducted in two sessions (forenoon and afternoon) of one hour duration.
4. The report should be hand written in A4 sized white pages in candidate's own words. The word limit should be of 500 words excluding tables, figures, maps, photographs, and appendices.
5. A copy of the field report duly signed by the concerned teacher will be submitted on the date of examination.
6. The field report should contain the following sections – Introduction, Selection of Study Area, Objectives of the Study, Methodology, Results and Discussion/ Major Inferences, Conclusions.

WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION
SYLLABUS FOR CLASSES XI AND XII
SUBJECT : HISTORY (HIST)

CLASS - XI

SUBJECT : HISTORY (HIST)

SEMESTER – I

FULL MARKS : 40

CONTACT HOURS : 90 HOURS

COURSE CODE : THEORY

UNIT No.	TOPICS	CONTACT HOURS	MARKS
<u>Unit1:</u> Learning History	<u>Understanding History:</u> Pre-History, Proto-History. Early Sources and their nature. Forms of Recorded History. Facts and interpretation. Indo- Persian tradition of History writing in Medieval India. Concept of time in History. Linear and cyclical periodisation of History and chronology.	24	10
<u>Unit2:</u> Empires	Empires Across the three Continents 100BCE TO 1300CE Introducing the age of Empires. Dynamics of the Roman Empire. Implications of the Contact of the Romans with the sub-continental empires – the importance of slavery in the economy- Cultural transformation and impact on the slave economy	33	15
<u>Unit3:</u> Comparative Studies	<u>Concept of Governance</u> 3.1. Citystates : Classical Governments 3.2. Monarchies from <i>janapadas</i> to <i>Mahajanapadas</i> (Chiefdoms to kingdoms) 3.3. Empires. Definition, Difference with Monarchy- Comparative history of Empires a) The Mauryan empire and the Macedonian empire b) Chola administration c) Roman Empire and the Gupta Empire d) The Mughal Empire and the Ottoman Empire	33	15

CLASS - XI

SUBJECT : HISTORY (HIST)

SEMESTER – II

FULL MARKS : 40

CONTACT HOURS : 70 HOURS

COURSE CODE : THEORY

UNIT No.	TOPICS	CONTACT HOURS	MARKS
<u>Unit4:</u> Nature of State	<u>State and its apparatus:</u> 4.1. Nature of state, The ideal prototype a) The Indian context -Kautilya, the Arthasastra and the state craft ; Ziauddin Barani : <i>Fatwa-i-Jahandari</i> and the nature of the state under the Delhi sultans b) The European context : Greek and the Roman world. Thomas Cromwell and the new Monarchy: intellectual basis of the early modern state. 4.2. Apparatus of Governance a. Persian Satraps b. Chinese Mandarins c. Delhi Sultans : <i>Iqtadars</i> d. Mughal <i>Mansabdars</i>	25	15
<u>Unit 5:</u> Changing Traditions	The Crusades - Changing Cultural Traditions - To appreciate the history of Cultural transformations with reference to paintings, art & architecture of the period. Renaissance periods. Debate on Renaissance – positive and negative impact. Roman Catholic Church & Protestant movements. Bhakti, Sufi, Confucious, Tao, Shinto etc.	20	10
<u>Unit 6 :</u> Expanding Horizons	Origins of Modern Science -From Witchcraft to Social emancipation- Astrology to Astronomy, Towards a solar centric universe. Geographical Explorations and new geographical knowledge - Technological advancements. Agricultural, Military and Shipbuilding technology- Printing Revolution in Western Europe (With reference to the contributions of China, Japan and the Arab World to the art of Printing)	25	15

CLASS - XI

SUBJECT : HISTORY (HIST)

COURSE CODE : PROJECT

FULL MARKS : 20

1.	Prepare a time chart of Evolution
2.	a. Map work : On a world map point out the places which were under the Roman Empire b. Slavery and its impact on the contemporary world
3.	Mapwork a. On an outline map of Europe locate i) Athens ii) Sparta b. On an outline map of India locate and name the sixteen <i>mahajanapadas</i> c. Trade relation in the ancient times between Europe and India during 500BCE -500CE
4.	Contributions of a. Kautilya b. Zia-ud-din Barani c. Thomas Cromwell
5.	Renaissance and its impact on the Human Life
6.	Printing Revolution and its impact on the spread of education

[Note: 40 Hours reserved for Project , Remedial classes, Tutorials and Home Assignments.]

CLASS - XII

SUBJECT : HISTORY (HIST)

SEMESTER – III

FULL MARKS : 40

CONTACT HOURS : 90 HOURS

COURSE CODE : THEORY

UNIT No.	TOPICS	CONTACT HOURS	MARKS
<u>Unit1:</u> 1) Through the eyes of the travelers. 2) Cultural amalgamation 3) Imperial capital	1. Society and Polity of India (Between 10th and 17th Centuries) with reference to travelers' accounts : Administrative Structure – Economic Life – Social and Religious Life–Literature, Art and Architecture 2. Bhakti, Sufi, Nath, Yogi, Vaishnava, etc: The Bhakti Cult– Shaivism–Vaishnavism -Bhakti Saints – Impact of Bhakti Ideology – Origins of Sufism–Sufi Orders in India– Impact of Sufism etc 3. Vijaynagara, Bahamani and others : Origins– Administrative Structure– Society and Economy–Religion and Culture – Art and Architecture – Literature– The Bahamani Successor States	40	20
<u>Unit2:</u> 1) Colonialism and Imperialism in the 19 th and 20 th Centuries 2) Political basis of Colonialism 3) The levers of Colonial Control	1. Brief overview of 17th and 18th Century Colonialisation in Asia and the New World : Brief overview of Colonisation in Asia & the New World-Economic Dynamics of Imperialism and Colonialism; from Mercantile Capital to Industrial & Finance Capital 2. Terminology of Imperialism, Colonialism, Neo-Imperialism : The Political Basis of Colonialism- Political and Economic Domination and Subordination of the Colonies–Racism and Its Impact on Colonial Societies– Neo-imperialism 3. The Levers of Colonial Control : India- as a 'colonised' state – The instruments of control : Law/ Legislature / Bureaucracy/Police/Army - The subordination of the colonial economy	50	20

CLASS - XII

SUBJECT : HISTORY (HIST)

SEMESTER – IV

FULL MARKS : 40

CONTACT HOURS : 70 HOURS

COURSE CODE : THEORY

UNIT No.	TOPICS	CONTACT HOURS	MARKS
<u>Unit3:</u> 1) Rebels and Raj	1. Revolt of 1857 and its representations : Causes of the Revolt – Character – Causes of Failure – The impact of the Revolt	70	07
2) Nationalism and Separatism	1. Aligarh Movement, Birth of Muslim League, Hindu Mahasabha: The Aligarh Movement – Sayyid Ahmed Khan – The ‘two nation theory’- Birth of the Muslim League – The Hindu Mahasabha – Politics of Separatism and the Pathway to Pakistan 2. Pre-1917 and post-1917, till independence : The early Congress and the Moderate phase – Rise of Gandhi – Concept of Satyagraha – Gandhi in South Africa – Gandhi’s popular appeal – Khadi, Charka, Village Reconstruction - Harijan Sampradaya Upliftment – Gandhian Philosophy of Non-Violence and its impact – The Quit India Movement (1942)- An Assessment of Gandhi in Indian and International Affairs. Contemporary Major Indian Freedom Movements – Advent of Netaji Subhas Chandra Bose . Formation of Azad Hind Movement . Formation of INA and its background and impacts . Naval Mutiny. Other forms of revolutionary movements in Bengal , Punjab , Maharashtra. Transfer of Power and the related issues.		19

UNIT No.	TOPICS	CONTACT HOURS	MARKS
3) Framing of the Constitution	The beginning of a New Era, India after 75 years of Independence : Making of the Indian Constitution – Salient Features of the Constitution with emphasis on social and economic empowerment and women empowerment – Five Year Plans – Liberalisation and the Opening up of the Indian Economy in the 1990s – Changing Foreign Policy with reference to the USA, Russia, China and Pakistan – Assessment of 75 years of Indian Independence		07
4) Partition , Nation Formation and related aspects	The 1971 Indo-Pak War Formation of Bangladesh and its impact on India.		07

CLASS - XII

SUBJECT : HISTORY (HIST)

COURSE CODE : PROJECT

FULL MARKS : 20

Globalization
Women's Right Movement
Recent Political Crisis(International)
New Social Movement
Anti-Apartheid Movement
Environment And The World
Anti-Corruption Movement
Environmental Movement
World Peace Movement

[Note: 40 Hours reserved for Project , Remedial classes, Tutorials and Home Assignments.]

WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION
SYLLABUS FOR CLASSES XI AND XII

SUBJECT : EDUCATION (EDCN)

EDUCATION (EDCN)

SYLLABUS

Class – XI

Semester – I

Full Marks: 50

Theory –40 Marks & Internal Assessment –10 Marks

Objectives:

- To understand the meaning, concept and aims of education
- To become aware of different forms and agencies of education and their roles
- To understand the meaning and scope of educational philosophy and its different schools
- To understand the meaning, nature and scope of educational sociology
- To understand the concept of culture, dynamics of social organizations and its role in education

Group – A (20 Marks)

Introduction to Education

Unit-I: Meaning Concept & Aims of Education (20 Contact Hours)

- a) Meaning of Education: Meaning, Concept and Definition of Education. Nature and Scope of Education, Narrow and Wider Concept of Education.
- b) Aims of Education: Individualistic and Socialistic Aims of Education, Specific Aims of Education: Constitutional Values (Democracy and Secularism).
- c) Factors of Education: Learner, Teacher, Curriculum and Environment.

Unit-II: Forms & Agencies of Education (20 Contact Hours)

- a) Forms of Education: Formal, Informal, Non-formal (Meaning, Concept, Characteristics, Need, Role, Limitation).
- b) Agencies of Education: School, Family, Mass Media, Newspaper, TV, Radio, Cinema, Internet, Library, Religious Institutions, Open School, Open University (Role only).
- c) Guiding Agencies of Education: NCERT, SCERT, DIET, NCTE, UGC, UNESCO (Mention only).

Group – B (20Marks)

Philosophical & Sociological Perspective in Education

Unit – I: Education & Philosophy (24 Contact Hours)

- a) Meaning of Educational Philosophy: Needs for Educational Philosophy, Relationship between Education and Philosophy.
- b) Schools of Indian Philosophy: Astika and Nastika - Naya, Vedanta, Buddhism and Islam - Basic Principles and Educational Implications (With Special Reference to Metaphysics, Epistemology, Axiology).
- c) Western Schools of Philosophy: Idealism, Realism, Naturalism and Pragmatism (Basic Principles and Educational Implications).

Unit-II: Education & Society (16 Contact Hours)

- a) Meaning of Educational Sociology: Needs for Educational Sociology, Relationship between Education and Sociology.
- b) Social Organization and Social Structure: Folkways, Mores and Social Groups & Social Mobility.
- c) Culture and Education: Social and Cultural Change, Role of Education regarding these.

Internal Assessment: 10 Marks (20 Contact Hours)

(Teacher must keep records of the attendance and remarks)

1. **Demonstration on a Topic** (Teacher will assign a topic from the courses taught and inform students prior to the assessment. Students will demonstrate in front of class. The teacher must give remarks on basis of content knowledge, presentation skill, interaction, body language) **5 Marks**

2. Group Discussion: (Brain Storming)

Or

Debate/Discussion on a Topic (Teacher will assign topic prior to the assessment)

For Sl. No. 2, The teacher will assign students onto groups based on situation and class size.

Topic of group discussion will be informed to the students prior to the assessment. **5 Marks**

EDUCATION (EDCN)

SYLLABUS

Class – XI

Semester - II

Full Marks: 50

Theory –40 Marks & Internal Assessment –10 Marks

Objectives:

- To comprehend a synoptic view of educational psychology and its different schools
- To understand human growth and development, associated factors and dimensions
- To know the historical development of Indian education along with different committees and discourses
- To know the contributions of Indian social reformers on education

Group – C (20 Marks)

Psychological Perspective in Education

Unit – I: Education & Psychology (20 Contact Hours)

- a) Meaning of Educational Psychology: Needs of Educational Psychology, Relationship between Education and Psychology and Bases of Human Behavior (Sensation, Perception & Conception).
- b) Schools of Educational Psychology: Behaviourism, Gestalt and Psycho-analysis.
- c) Method of Inquiry in Psychology: Observation, Experimentation, Case Study, Survey, Correlation, etc.

Unit – II: Growth & Development (20 Contact Hours)

- a) Meaning of Growth and Development: Principles of Growth and Development, and its Educational Implication.
 - b) Factors of Development: Heredity and Environment; Role of Education on its.
 - c) Stages of Development: Infancy, Childhood, Adolescence.
- Dimension of Development: Physical, Mental (Cognitive), Emotional, Social
With Reference to Different Levels of Education.

Group – D (20 Marks)

Historical Development of Indian Education

Unit – I: Ancient, Medieval & Pre-Independent Period of Indian Education System (10 Contact Hours)

- a) Ancient Period: Vedic and Buddhist Education System (Synoptic Views).
- b) Medieval Period: Islamic Education System (Synoptic Views).
- c) Pre-Independent Period: Charter Act-1813, Macaulay Minute, Woods Dispatch-1854, Hunter Commission- 1882, Curzon Educational Policy & National Educational Movement-1905, Sadler Commission-1917, Hartog Committee-1929, Sargent Plan- 1944 (Brief Study).

Unit-II: Contribution of Indian Social Reformer towards the Development of Education in India (10 Contact Hours)

- a) Raja Ram Mohon Roy
- b) Ishwar Chandra Vidyasagar
- c) Begum Rokeya
- d) Savitribai Phule

Internal Assessment: 10 Marks (20 Contact Hours)

(Teacher must keep records of the attendance and remarks)

3. **Demonstration on a Topic** (Teacher will assign a topic from the courses taught and inform students prior to the assessment. Students will demonstrate in front of class. The teacher must give remarks on basis of content knowledge, presentation skill, interaction, body language) **5 Marks**

4. Group Discussion: (Brain Storming)

Or

Debate / Discussion on a Topic (Teacher will assign topic prior to the assessment)

For Sl. No. 2, The teacher will assign students onto groups based on situation and class size.

Topic of group discussion will be informed to the students prior to the assessment. **5 Marks**

Project | 20 marks | – Marks to be awarded as the cumulative marks of the two Internal assessments awarded in Class XI

EDUCATION (EDCN)**SYLLABUS****Class – XII****Semester – III****Full Marks: 50****Theory – 40 Marks & Internal Assessment – 10 Marks****Objectives:**

- To know the post-independence developments of Indian education system
- To be aware of the recent changes in the Indian education system
- To comprehend the challenges in educational opportunities
- To develop an understanding of the contributions made by great educators
- To understand the concept of inclusive education and know the differently abled children
- To get a synoptic view of global perspectives on education
- To understand the role of positive psychology

Group – A (20 Marks)**Education in Modern India****Unit – I: Post-Independent Period of Indian Education System (24 Contact Hours)**

- a) University Education Commission (1948-49), Secondary Education Commission (1952-53), Indian Education Commission (1964-66) (Major Recommendations).
- b) National Education Policy 1986 & 2020 – Salient Features.
- c) Problems of Women Education, SC, ST, OBC, EWS, Equal Opportunity.

Unit – II: Great Educators and their Contributions in Education (16 Contact Hours)

- a) Rabindranath Tagore
- b) Swami Vivekananda
- c) Mahatma Gandhi
- d) Jean-Jacques Rousseau
- e) John Dewey

Group – B (20 Marks)

Recent Trends & Issues in Modern Education

Unit – I: Inclusive Education (20 Contact Hours)

- a) Education for Differently Abled Children: Meaning, Concept & Classification of Differently Abled (Children with Special Needs).
- b) Visually Impaired, Hearing Impaired, Autism, Learning Disability, Intellectual Disability (Characteristics & Educational Programme).
- c) Meaning, Importance, and Barriers of Inclusive Education, Role of Formal & Informal Agencies in Building an Inclusive Society.

Unit – II: Education for All (20 Contact Hours)

- a) Education for 21st Century: Global Vision for Education- Delors Commission (4 Pillars of Education), International Commission on the Futures of Education.
- b) Education for All: Universalization of Elementary Education in India.
- c) Role of Positive Psychology in Modern Education.

Internal Assessment: 10 Marks (20 Contact Hours)

(Teacher must keep records of the attendance and remarks)

5. **Demonstration on a Topic** (Teacher will assign a topic from the courses taught and inform students prior to the assessment. Students will demonstrate in front of class. The teacher must give remarks on basis of content knowledge, presentation skill, interaction, body language) **5 Marks**

6. Group Discussion: (Brainstorming)

Or

Debate / Discussion on a Topic (Teacher will assign topic prior to the assessment)

For Sl. No. 2, The teacher will assign students onto groups based on situation and class size.

Topic of group discussion will be informed to the students prior to the assessment. **5 Marks**

EDUCATION (EDCN)
SYLLABUS
Class – XII

Semester – IV

Full Marks: 50

Theory – 40 Marks & Internal Assessment – 10 Marks

Objectives:

- To comprehend a synoptic view of learning mechanism and its different theories
- To understand learning, factors of learning and role of education
- To understand a synoptic view of mental health & wellbeing
- To develop an understanding of educational technology
- To develop an understanding of the use of computer and internet in education and communication
- To develop an understanding of ICT and e-learning
- To develop the concept of statistics and to develop skill in analyzing descriptive measures

Group – C (20 Marks)

Psychology of Learning & Wellbeing

Unit – I: Learning & Learning Mechanism (24 Contact Hours)

- a) Learning: Meaning, Characteristics, and Factors affecting Learning - Maturation, Motivation, Memory, Imagination, Attention & Interest (Basic Concept).
- b) Learning Mechanism: Classifications & Basic Characteristics including, Description of Experiment and Educational Implications of
 - Conditioning (Pavlov, Skinner)
 - Problem Solving (Thorndike & Gestalt)
 - Synoptic Views of other Major Learning Approaches, e.g. Bruner, Ausubel, Vygotsky, Bandura.
- c) Intelligence, Creativity & Personality: Basic Concept.

Unit – II: Mental Health & Wellbeing (16 Contact Hours)

- a) Mental Health: Concept of Health & Mental Health as Prescribed by WHO, Means of Identify of Mental Health Problems, Common Mental Health Problems among Adolescence

(Anxiety, Stress related, Depression related & Behavioural Problem – Major Symptoms).

b) Wellbeing: Concept of Psychological Wellbeing, some Strategies for Promotion of Psychological Wellbeing – Mindfulness, Meditation & other Relaxation Techniques (Evidence Based)

c) Life Skills for Promotion of Mental Health & Wellbeing (Basic Concepts of Ten Core Life Skills as Prescribed by WHO)

Group – D (20 Marks)

Educational Technology & Statistics in Education

Unit – I: Educational Technology (10 Contact Hours)

a) Educational Technology: Concept, Need & Scope of Educational Technology, Differences between Technology in Education and Technology of Education.

b) Components of Educational Technology: Hardware and Software, System Approach (Concept).

c) Information & Communication Technology (ICT): Concept & Uses of ICT in Education, Digital Revolution in Education.

Unit – II: Statistics in Education (10 Contact Hours)

a) Statistics in Education: Concept, Applications and Statistical Methods (Data, Frequency Distribution, Graphical Representations)

b) Measures of Central Tendency and Standard Deviation (Concept, Applications, and Method of Calculation).

c) Correlation: Concept, Types and Methods of Computing Correlation Co-efficient (Product Moment and Rank Difference).

Internal Assessment: 10 Marks (20 Contact Hours)

(Teacher must keep records of the attendance and remarks)

7. **Demonstration on a Topic** (Teacher will assign a topic from the courses taught and inform students prior to the assessment. Students will demonstrate in front of class. The teacher must give remarks on basis of content knowledge, presentation skill, interaction, body language) **5 Marks**

8. Group Discussion: (Brainstorming)

Or

Debate / Discussion on a Topic (Teacher will assign topic prior to the assessment)

For Sl. No. 2, The teacher will assign students onto groups based on situation and class size.

Topic of group discussion will be informed to the students prior to the assessment. **5 Marks**

Project | 20 marks | – Marks to be awarded as the cumulative marks of the two Internal assessments awarded in Class XII

WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION

SYLLABUS FOR CLASS XI AND XII

SUBJECT: ECONOMICS (ECON)

Course Objective:

The objective of any course is primarily twofold: first, to improve the understanding of the world around us, and to impart knowledge & develop skills in the students, which improves their employability. The HS Course in Economics has also been framed keeping these two primary objectives in mind.

The course is designed to ensure that the students develop a basic knowledge of the economic concepts, terms, theories and processes so that they can understand literatures and articles on economic issues. The course also aims at helping the students to understand the problems and challenges faced by the Indian economy as well as world economy in general and to apply the knowledge of the economics to make informed choices. The course is also intended to inculcate analytical, logical and statistical skills in a student so that they are able to analyse economic problems applying the concepts and processes they have learnt. The course should also equip them to draw conclusions and present the conclusions in an innovative way.

Course Overview:

The course consists of four modules. The first two modules offered in class XI are Microeconomics and Statistics. The next two modules offered in class XII are Macroeconomics and Indian Economic Development.

The course on Microeconomics familiarizes the students with different basic concepts of choice, demand, supply, revenue, cost and profit. The course is intended to develop an understanding about different forms of market structures their working process as well as basic concepts and processes about international trade.

The course on Statistics introduces the students to the basic concepts and techniques used in Statistical analysis of data. The course is developed with the aim of equipping the students to apply the statistical techniques in analyzing economic problems. This course will be particularly useful in conducting the project work, which is also part of the course. The students can apply statistical techniques on economic data along with the theories and concepts they learn in theoretical courses to analyse problems relating to economic issues.

The course on Macroeconomics likewise introduces the basic concepts of national income accounting and simple Keynesian Economic system to the students. The course also includes topics on Balance of payments, money & banking, government budget and taxation. All these topics are introduced at a basic level with the aim of enabling the students to understand and analyse Macroeconomic issues in an integrated framework.

Finally, the course on Indian Economic Development attempts to provide the students with an overall view of Indian Economy, the nature and path of development that the Economy has experienced and the factors that have contributed to the process of development. The topics include sectoral distribution of income and occupation, evolution of the structure of Agricultural sector, Industrial sector and Services sector and the topical issue of inclusive growth. The necessary concepts like poverty, inequality, unemployment, human development have been introduced to provide the necessary perspective for understanding and analysing Indian Economic problems.

All the courses are structured in such a way that the student can understand, remember and apply the different concepts, processes and theories. The ultimate aim is to develop the students' analytical skills and ability to develop innovative ways to address the economic problems.

CLASS - XI

SUBJECT: ECONOMICS (ECON)

COURSE CODE: THEORY

FULL MARKS: 40

CONTACT HOURS: 100 HOURS

SEMESTER – I

Sub Topics

Microeconomics & Statistics

UNIT No.	TOPICS	CONTACT HOURS	MARKS
Unit – 1: Microeconomics	1. Microeconomics Unit 1: Introduction a. Problems addressed in Economics (both Micro & Macro): Basic Problems: for whom to produce, How to Produce, what to produce; Problems of Economic Growth, Economic Development and Problems of Sustainable Development. b. How the Problems are addressed: Free Market Economy; Government Intervention; Socialist Economic system; Mixed Economic system; Broad Social Goals: Efficiency, Equity, Freedom of Choice, Economic Growth, Sustainable Development. c. Indicators - Indicators of Economic Growth (Only definition) a. Income, per capita income b. Savings c. Investment i. Physical Capital ii. Human Capital d. Development Indicators (Concepts & Definitions) a. Inequality b. Poverty c. Unemployment d. Gender Inequality e. Environment	10	4
Unit – 2 Microeconomics	Consumer Behaviour a. Demand & Supply-Concept of Equilibrium Price-Invisible Hand –laissez faire b. Concept of Elasticity of Demand – Price Elasticity of Demand; Income Elasticity of Demand; Cross Price Elasticity of Demand; Elasticity of Supply (Numerical	20	8

UNIT No.	TOPICS	CONTACT HOURS	MARKS
	Problems can be Introduced); Comparative Statistics- Price Ceiling& Price Floor. c. Basics of Theory of Consumer Behaviour, Cardinal Utility, Ordinal Utility; Budget Constraint, Indifference Curve & Its Properties, Utility Maximization Using Indifference Curve; Derivation of Demand Function.		
Unit – 3 Microeconomics	Producer Behaviour a. Short Run and Long Run Production Function, Law of Variable Proportions ,Returns to Scale, Economies of Scale b. Basic Concepts of Cost: STC, SAC, SMC, LTC, LAC, LMC, Implicit Cost, Opportunity Cost c. Concepts of Revenue and Profit: TR, AR, MR, Profit	20	8
Unit – 4 Statistics	Introduction to Data a. Scope of Statistics b. Introduction to Different Types of Data: Primary vs Secondary, Time Series vs Cross-Section, Qualitative vs Quantitative; Features of a Good Questionnaire c. Data Sources for the Indian Economy	10	4
Unit – 5 Statistics	Organization & Representation of Data a. Classification of Data: Continuous & Discrete Variables b. Textual Presentation of Data c. Tabular form Presentation of Data d. Graphical Representation of Data:-Bar Chart,Histogram,Frequency Curve, Pie Chart,Ogive, Arithmetic Line Graph	20	8
Unit- 6 Statistics	Measures of Central Tendency a. Mean: Arithmetic Mean, Geometric Mean b. Quartile &Median, Percentile (definition only) c. Mode	20	8

CLASS - XI

SUBJECT: ECONOMICS (ECON)

COURSE CODE: THEORY

FULL MARKS: 40

CONTACT HOURS: 80 HOURS

SEMESTER – II

Sub Topics

Microeconomics & Statistics

UNIT No.	TOPICS	CONTACT HOURS	MARKS
Unit – 1 Microeconomics	Introduction to Concepts of Market Structure a. Basic Concepts of Forms of Markets: Perfect Competition, Monopoly, Natural Monopoly, Monopolistic Competition, Oligopoly. (Definition & Features) b. TR, AR &MR under Fixed Price & Variable Price, Equilibrium Condition under Perfect Competition & Monopoly c. Financing through Debt & Equity: Basics of Financial Instruments (Stocks & Bonds)(Definitions & Differences) d. Problems of Externality: Social Cost & Private Cost, Problems of Market Failure, with special reference to Environmental Problems e. Public Goods & Private Goods	20	10
Unit – 2 Microeconomics	Basics of International Trade a. Difference Between Internal Trade & International Trade b. Concept of Absolute Advantage &Concept of Comparative Advantage c. Gains from Trade d. Concepts of Tariff & Quota (Only Definition) e. Basic Ideas about Trade Liberalization, Bilateral Trade Agreements, Regional Trade Agreements.	20	10
Unit – 3 Statistics	Measures of Dispersion a. Absolute Measures of Dispersion Range, Standard Deviation and Variance Quartile Deviation b. Relative Measure of Dispersion: Coefficient of Variation	17	8

UNIT No.	TOPICS	CONTACT HOURS	MARKS
Unit – 4 Statistics	Correlation a. Concept b. Scatter Diagram c. Spearman's Rank Correlation d. Pearson's Correlation Coefficient	17	8
Unit – 5 Statistics	Index Numbers: a. Concept & Use b. CPI & WPI	6	4

CLASS - XII

SUBJECT: ECONOMICS ECON)

COURSE CODE: THEORY

FULL MARKS: 40

CONTACT HOURS: 100 HOURS

SEMESTER – III

Sub Topics

Macroeconomics & Indian Economic Development

UNIT No.	TOPICS	CONTACT HOURS	MARKS
Unit – 1 Macroeconomics	National Income Accounting: a. Concept of Stocks & Flows, Concept of Transfer Payments, Concept of Closed Economy & Open Economy, Concepts of GDP, GNP, NDP, NNP, NI at Market Price, NI at Factor Cost, Real Income vs Nominal Income b. Methods of Measuring NI: Product Census Method, Value Added Method-Concept of Intermediate Goods & Final Goods, Income Method, Expenditure Method (Simple Numerical)	20	8
Unit – 2 Macroeconomics	Simple Keynesian system (Closed Economy Model with Government) a. Consumption Function & Savings Function b. Cross-Diagonal Model, Introduction to Government Budget & Taxation c. Alternative Forms of Multiplier: Investment Multiplier, Government Expenditure Multiplier, Tax Multiplier	20	8
Unit–3 Macroeconomics	Balance of Payments & Exchange Rate a. Concepts of BOP: Balance of Trade, Balance of Current Account, Balance of Capital Account, Causes & Solutions of BOP Disequilibrium, Autonomous & Accommodating Transactions. b. Basic Concepts and Types of Exchange Rates	10	4

UNIT No.	TOPICS	CONTACT HOURS	MARKS
Unit – 4 Indian Economic Development	Brief Reference to Colonial Past: Advantages and Disadvantages	10	4
Unit – 5 Indian Economic Development	Evolving Features of Indian Economy : - Sectoral Composition of NI and changes over time during Pre-Liberalization and Post Liberalization Period - Occupation Distribution of NI during Pre-Liberalization and Post-Liberalization Period, Post-Independence Period & Changes thereof - Types of Unemployment –Changes in Occupational Patterns during Pre-Liberalization & Post-Liberalization Period – Problem of Unemployment in India – Different Employment Generating Programs in the Post-Liberalization Period –Jobless Growth. - India & Its Neighbours – a Comparison of Economic Growth, Population & Sectoral Development & other Human Development Indicators (Comparison with China)	20	8
Unit-6 Indian Economic Development	Agriculture : - Problems in Agricultural in the Post-Independence Era- 1st Plan and Green Revolution - Institutional Reforms: Land Reforms & Operation Barga –Reforms in Rural Credit. - Agricultural Reforms in the Post-Liberalization Era – Impact of Globalization in Indian Agriculture - Food Security & Public Distribution System	20	8

CLASS - XII

SUBJECT: ECONOMICS (ECON)

COURSE CODE: THEORY

FULL MARKS: 40

CONTACT HOURS: 80 HOURS

SEMESTER – IV

Sub Topics

Macroeconomics & Indian Economic Development

UNIT No.	TOPICS	CONTACT HOURS	MARKS
Unit – 1 Macroeconomics	Money, Banking & Inflation : a. Concept & Functions of Money b. Basics of Supply of Money, Central Bank Money, Process of Credit Creation & Role of Commercial Banks, Concept of Money Multiplier c. Concept of Inflation, Demand Pull Inflation, Cost Push Inflation, Stagflation. d. Functions of Central Bank & Methods of Credit Control: Direct Control vs Indirect Control; Control Rates: CRR, SLR, Repo Rate, Bank Rate, Prime Lending Rate	20	10
Unit – 2 Macroeconomics	Financing of Government Budget: a. Public Finance vs Private Finance b. Sources of Government Revenue: Tax & Non-Tax Revenue, Alternative Forms of Taxes – Progressive & Proportional Taxes, Direct and Indirect Taxes, Concept of GST, Sources of Non-Tax revenue c. Concept of Government Budget & Budget Deficit: Revenue Deficit, Fiscal Deficit, Primary Deficit, Monetization of Fiscal Deficit & Inflation, Balanced Budget Multiplier d. Public Debt: Internal vs External Debt; Short Term vs Long Term Debt	20	10
Unit – 3 Indian Economic Problems	Industry : a. 2nd 5-year Plan, Mahalanobish Model & Industrial Growth b. Industrial Liberalization in 1991 – Its Impact on Industrial Growth c. Trade Policy & Impact of Globalization on Indian Industry – Shift in Trade Policy Regime from Import	10	4

UNIT No.	TOPICS	CONTACT HOURS	MARKS
	Substitution to Export Promotion – India as a member of WTO d. Importance of Small Scale and Village Industries		
Unit – 4 Indian Economic Problems	Service Sector : a. Growth in Service Sector in India b. Growth in Trade of Services (Financial Sector, Information Technology Sector, Outsourcing) c. Impact of Economic Liberalization & Globalization on Service Sector Growth	15	8
Unit – 5 Indian Economic Problems	Inclusive Growth : a. Inclusive Growth –Definition & Measurement of Inclusive Growth b. Sustainable Development: 17 SDGs of UNDP c. Inequality & Poverty: Basic Measurements – Head Count Ratio, Poverty Gap, Lorenz Curve; Changes in Indian Scenario during 1950-1990, 1991-2019; Special Programs & Policies Adopted in India to Eradicate Poverty with special reference to West Bengal d. Environmental Problems of Economic Growth with special reference to India e. Human Development: Concept of HDI, Indian Scenario	15	8

CLASS: XII

SUBJECT: ECONOMICS (ECON)

COURSE CODE: PROJECT WORK

FULL MARKS: 20 For Classes XI and XII Separately

MARKS DIVISION: 12 [PROJECT REPORT] + 8 [VIVA]

A project work in economics is defined as a sequence of tasks that must be conducted and completed to attain a certain outcome either based on primary data or on secondary data. Learners will undertake only one project in each academic session and that project should be within 3,500-4,000 words (excluding diagrams, tables and graphs). Own observations and conclusions, depending on self-understanding of the selected topic should be incorporated while conducting and writing the project.

The Objectives of the Project Work are to enable students to:

- explore and elucidate theoretical concepts learnt in class XI and XII.
- analyse and evaluate empirically and theoretically real-world economic scenarios using theoretical constructs and arguments.
- nurture critical thinking skills.
- develop better communication skills while collecting primary data to focus on the problems of the local economy either individually or collectively.
- help to improve cognitive abilities with a view to making them sharper and more profound over time.
- follow up different aspects of economics in which learners have interest.

Topics for Secondary Data based Project Work for Class XI

1. Study of growth of GDP/ Per capita income in India for a specific period
2. Study of changing pattern of employment in India during plan period / post-liberalization period
3. Changing pattern of export/ Import during pre-liberalization & post-liberalization period
4. Study of government expenditure on education during post-liberalization period
5. Any other relevant topic from the topics covered

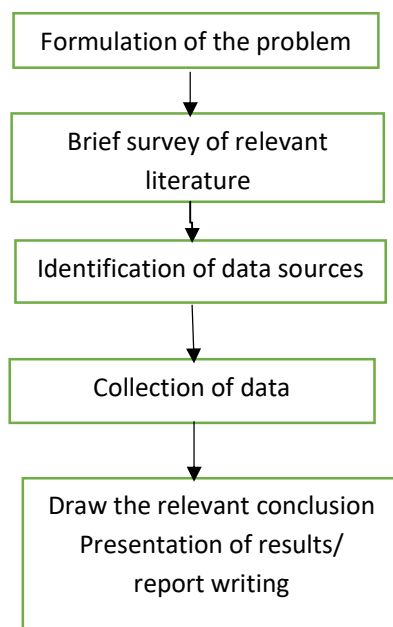
Topics for Secondary Data based Project Work for Class XII

1. Study of supply of credit to the Agricultural Sector/ Industrial Growth
2. Study of poverty in India
3. Study of changing pattern of inequality in India
4. Comparison of Human Development Index between India & a neighbouring country
5. Any other relevant topic from the topics covered

Data Sources for Secondary Data based Project

1. Economic Survey
2. Handbook of Statistics on Indian Economy:
<https://rbi.org.in/Scripts/AnnualPublications.aspx>
3. Hand book of Statistics on Indian States
4. RBI Bulletin
5. Annual Survey of Industries
6. Human Development Reports

Flow Chart for Projects Based on Secondary Data



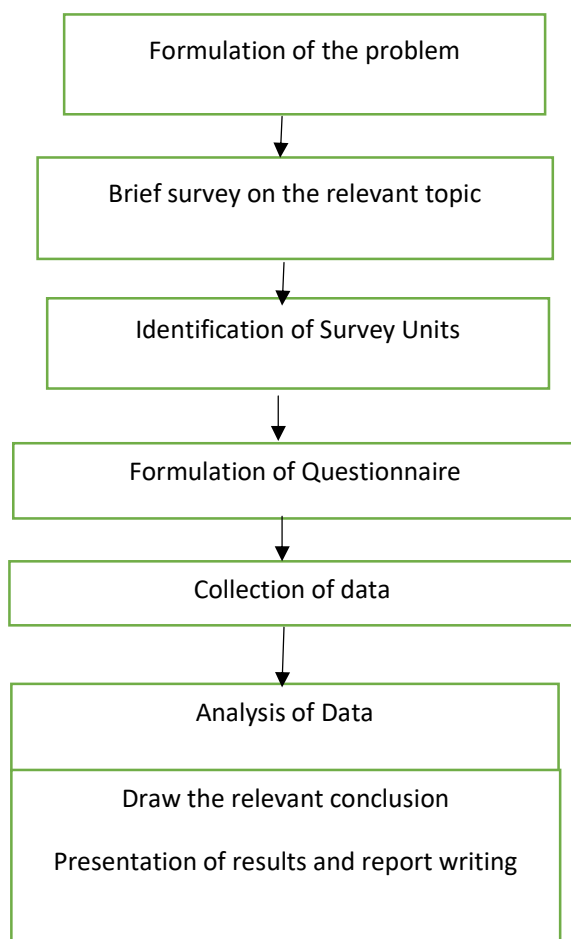
Topics for Primary Survey based Project Work for Class XI

1. Study of consumption pattern of different households
2. Study of savings pattern of different households
3. Study of local vegetable market to identify the extent of completion
4. Provision of public goods by local Gram Panchayat/ Local government
5. Any other relevant topic discussed in the syllabus

Topics for Primary Survey based Project Work for Class XII

1. Study of agricultural land holding pattern in the local area
2. Study of cropping pattern in the local area
3. Study of digitization of transactions among the local population
4. Study of relation between education & income / education & employment based on a local survey
5. Impact of Kanyasree Prakalpa on educational attainment of girl child
6. Any other relevant topic discussed in the syllabus

Flow Chart for Projects Based on Primary Data



Structure of the Project Report

1. Introduction of the issue
2. Description of data (description of data sources in case of secondary data based project, description of how the survey was conducted in case of projects based on primary survey)
3. Analysis of data using the knowledge of Statistics, Graphs & Tables & Interpretation of results
4. Conclusion from the analysis and interpretation
5. Bibliography

Distribution of Contact Hours

Total contact hours available per year	200 hrs
Contact hours for home assignments, tutorials, remedial classes per year	20 hrs
Contact hours available for classes per year	180 hrs
Contact hours for Semester I of Class XI	100 hrs
Contact hours for Semester II of Class XI	80 hrs
Contact hours for Semester III of Class XII	100 hrs
Contact hours for Semester IV of Class XII	80 hrs

Class XI	Hours	Class XII	Hours
Semester I	100 hrs	Semester III	100 hrs
Subject :Microeconomics	50hrs	Subject : Macroeconomics	50 hrs
Unit 1	10 hrs	Unit 1	20 hrs
Unit 2	20hrs	Unit 2	20 hrs
Unit 3	20hrs	Unit 3	10 hrs
Subject :Statistics	50 hrs	Subject : Indian Economic Development	50 hrs
Unit 4	10 hrs	Unit 4	10 hrs
Unit 5	20 hrs	Unit 5	20 hrs
Unit 6	20 hrs	Unit 6	20 hrs

Semester II	80 hrs	Semester IV	80 hrs
Subject :Microeconomics	40 hrs	Subject : Macroeconomics	40 hrs
Unit 1	20 hrs	Unit 1	20 hrs
Unit 2	20 hrs	Unit 2	20 hrs
Subject : Statistics	40 hrs	Subject : Indian Economic Development	40 hrs
Unit 3	17hrs	Unit 3	10 hrs
Unit 4	17 hrs	Unit 4	15 hrs
Unit 5	6 hrs	Unit 5	15hrs