

SYLLABUS

HISTORY (HIST)

Class - XI

Theory-80 marks

Project-20 marks

1. Understanding History

- 1.1 Pre-History, Proto-History, History.
Early sources and their nature.
Forms of recorded History.
Facts and their interpretation.
Itihasa-Purana tradition.
Indo-Persian traditions of History writing in Medieval India
- 1.2 Notion of time in History: Linear and Cyclical.
Periodisation in History and chronological sequencing.
Rationale behind: a) conventional tripartite divisions.
 b) Recent trends in periodisation.
- 1.3 Time frame and focus covered in class XI: focus on main markers and transitions.

2. From Primitive Man to Early Civilizations.

- 2.1 Epochs in the stream of time: A brief outline of archaeological cultures- Pleistocene, Paleolithic, Neolithic, Chalcolithic.
- 2.2 Early Africa and Primitive Man - Hunter-gatherers and their culture. Changing Climates; Landscape features; migrations.
- 2.3 Early Pastoralists and Agriculturists; Riverine Civilizations:
 - a) Indian subcontinent: Mehrgarh and Harappa (First Urbanisation)
 - b) Egypt and Sumer.

3. Evolution of Polities: Concept of Governance and Institutions.

- 3.1 City-States: Classical Greece.
- 3.2 Monarchies: From Janapadas to Mahajanapadas (Chieftdoms to Kingdoms).
- 3.3 Empires: Definition; Difference with Monarchy.

Empires compared:
 - a) The Mauryan Empire and Macedonian Empire.
 - b) The Roman Empire and The Gupta Empire.
 - c) The Mughal Empire and The Ottoman Empire.

4. Nature of the State and its apparatus.

- 4.1 Nature of the State: The ideal Proto-type.
 - a) Indian context: Kautilya, The Arthashastra and State Craft; Ziauddin Barani, Fatawa-i-Jahandari and the nature of the State under the Delhi Sultans.

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- b) European context: Cicero and the Roman World, Thomas Cromwell and the New Monarchy; Intellectual underpinnings of the Early Modern State.
- 4.2 Apparatus of Governance:
 - a) Persia: Satraps.
 - b) China: Mandarins.
 - c) Delhi Sultanate: Iqtadars.
 - d) Mughal: Mansabadars.

5. Aspects of Economy.

- 5.1 Slave Economy and Slavery as an Institution:
 - a) Rome and Egypt
 - b) India
- 5.2 Feudal Economy:
 - a) Western Europe, The Classical Model
 - b) Indian experiences: Gupta Empire and The Delhi Sultanate;
- 5.3 Trade and urbanisation. Between Expansion and Contraction: European and Indian Experiences compared.

6. Dynamics of Society.

- 6.1 Social Stratification:
 - a) Slave Society: Greece-Helot, Perioeci, and their relationship with Citizens.
 - b) Varna and Jati (special mention of Forest-dwellers viz Nisadas)
 - c) Fallen Ksatriyas- Yavanas, sakas, Hunas
 - d) Rajputs as a status group.
- 6.2 Women in society: Indian context.
 - a) Education of Women
 - b) Forms of Marriage and the Household
 - c) Inheritance and Property Rights (Streedhan)
 - d) Outstanding Women in Political authority: Egypt: Nefertiti, Cleopatra; India: Rani Durgavati, Razia, Noor-Jahan.

7. Religion.

- 7.1 Religion and the State:
 - a) India: Asoke and Dhamma,
Alauddin Khalji, The Sharit and the Ulema.
Akbar, Din-i-Ilahi and Sulh-i-Kul
 - b) Western Europe: The Holy Roman Empire and papacy.
Crusades.
 - c) Arab World: The Universal Caliphate.
- 7.2 Religion and Society:
 - a) Vedic religion.
 - b) Polytheism and the European context.
 - c) New religious movements (Buddhism and Jainism).
 - d) Reformation movements in Europe.

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8. Expanding Horizons.

- 8.1 Origins of Modern Science: Alchemy to chemistry, Astrology to Astronomy- towards a Solar- centric Universe.
- 8.2 Technological advances: Agricultural, Military and technologies of Production, Ship building.
- 8.3 Printing revolution in Western Europe (Mention the contributions of China and the Arab world to the art of printing).
- 8.4 Geographical Explorations - towards a 'New world'.

9. Cultural and intellectual traditions.**(For Project Work- on any one topic, 750-800 words)**

- 9.1 The European context.
 - a) Renaissance - Definition of the term; critiquing the validity of the proposition.
 - b) Twelfth Century renaissance.
 - c) Renaissance Humanism.
 - d) Italian Renaissance - Impact on art, culture and Political thinking; Role of Patronage - different roles of the Pope, the Medicis, The Sforzas, Flemish burghers.
- 9.2 Systems of Knowledge and Literature: the Indian context.
 - a) Schools of Indian Philosophy - an overview
 - b) The Sciences, Mathematics, Astronomy, Medicine, Technology.
 - c) Court literature: Sangam, Sanskrit, Persian.
 - d) Vernacular literature - special reference to Bengali literature (from Charyapada to Vaishnave literature Mangala Kavya and translations).
- 9.3 Architecture, Sculpture and Painting: The Indian context
 - a) Painting: Cave painting (From Bhimbetka to Ajanta), Miniatures (Mughal and Rajputs).
 - b) Sculpture: Buddhist, Shaiva, Vaishnave Iconography.
 - c) Temple architecture: Chola temples and Bengal Temple architecture
 - d) Tombs, Mosques and forts in medieval India.

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**HOME MANAGEMENT & FAMILY RESOURCE MANAGEMENT
(HMFR)**

Class - XI

Full Marks 100

Theory - 70 Marks

Unit I: An introduction to Home Management

- ❖ The Home – its role and function
- ❖ Concept of Home Management, its meaning and definition
- ❖ Relevance of the study of this discipline to other fields of Home science
- ❖ Family – its type, stages, functions
- ❖ Family life in a changing world
- ❖ Role of a woman in this changing world
- ❖ The nature and role of home management in a changing world

Unit II: Values, Goals and Standards

- ❖ Characteristics of values and how family value pattern develops
- ❖ Types of goals and why goals change
- ❖ Concept of standards and classification of standards
- ❖ Interrelatedness of values, goals and standards

Unit: III: Family Resources

- ❖ Resources – meaning, types:
 - i) Human – knowledge, skills, time, energy, attitudes;
 - ii) Materials, money, goods, property
 - iii) Community facilities, schools, parks, hospitals, roads, transport, water, electricity, fuel, fodder etc.
- ❖ Characteristics of resources
- ❖ Guides to increasing satisfaction

Unit IV: Child Development and Immunization

- ❖ Concept of growth & development; factors affecting growth development. Milestones of development from ages 0 to 12 years.

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- ❖ Periods of growth & development during childhood; from conception to about 12 years of age (infancy, early, childhood, middle childhood and late childhood) – physical, motor, cognitive, emotional social and language development.
- ❖ Factors influencing development – development is multi dimensional and inter disciplinary development is continuous and cumulative; it is variable, reflecting individual variation; cultural difference are reflected in development; both heredity and environment influence development.
- ❖ Substitute care at home and outside: siblings, grand parents, neighbours creche, day care centres etc. Integrated Child Development Scheme (ICDS) – objectives and functions.
- ❖ Protection from preventable diseases: immunization – concept and types (natural and acquired), breast feeding (one of the ways to develop natural immunity); immunization chart; symptoms and incubation period of childhood diseases – TB, DPT, polio, measles, cholera, diarrhoea.

Unit –V Food and Nutrition

- ❖ Relationship of food, nutrition and health.
- ❖ Classification of food on the basis of nutrients and functions. Functions of food: physiological, psychological and social.
- ❖ Elementary study of macro and micro nutrients. Functions and sources of nutrients: carbohydrates, proteins fats, minerals (iron, calcium, iodine and phosphorous) and vitamins (A, D, E, K, B1, B2, Niacin, Folic Acid & C); role of water and fibre in the diet.
- ❖ Recommended Dietary allowances (RDA) for all nutrients mentioned above.

Unit- VI- Textiles (Fibre to Fabric)

- ❖ Textile fibres. Types of fibre:
 - I. Natural- cotton, silk and wool
 - II. Man-made –nylon, polyester and blended fibres (terrycot, terrysilk, terrywool, cotton silk)
- ❖ Identification of fibres – physical and chemical tests
- ❖ Fabric construction: Basic procedure of any yarn making (spinning, mechanical spinning, chemical spinning, weaving: plain, twill & stain, other methods – knitting

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and nonwoven, effect of weaves on appearance, durability and maintenance of garment.

- ❖ Finishing: meaning and importance; types
 - I. Basic: cleaning, bleaching, stiffening, tendering
 - II. Special: mercerisation, shrinkage control, water proofing, dyeing and printing.

Unit – VII Interior Decoration

- ❖ Elements of Design and art
- ❖ Principles of Design
- ❖ Use of colour in interiors – prang's colour wheel, characteristics of colour, colour schemes

Unit- VIII First Aid at Home

- ❖ Meaning, aims & scope of first aid
- ❖ Bandages and dressings
- ❖ Rendering first aid in case of an accident, sprain, fractures, cuts, burns, foreign body, bites, fainting.

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**HOME MANAGEMENT & FAMILY RESOURCE MANAGEMENT
(HMFR)**

Class - XI

Practical Marks - 30

1. Prepare materials for stimulating the sensory development of infants.
2. Observe and record the motor development of infants and prepare a chart based on your findings.
3. Identification of fibres – physical and chemical methods
4. Identify different weaves and finishes.
5. Basic stitches, running, hemming, back stitch, blanket stitch
6. Buttonhole and attaching buttons.
7. Preparing prang's colour chart and colour harmony
8. Application of elements and principles of design in flower arrangement and floor decoration (Alpana and Rangoli)
9. Application of bandages (roller and triangular)
10. Use of 24 hours dietary recall method to analyze and compare nutritional sufficiency of RDA.

Seminar or group discussion on:

1. Role of women in changing world
2. A comparative study between the rural and an urban homemaker
3. Interrelatedness of goals, values and standards and its implication on individual or family decisions.
4. Impact of working parents on the development of a child.

Marks Allotment:

Practical –	15
Viva -	5
Record Book -	10

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**JOURNALISM & MASS COMMUNICATION
(JMCN)**

Class - XI

Full Marks - 100

Full Marks: 80 (Theory)+ 20 (Project)

- 1. Definition of Journalism & Mass Communication**
- 2. Different types of journalism & mass communication**
- 3. Print Journalism:**
 - a) Newspaper as a recorder of news & events; Newspaper as an organ of public opinion; Newspaper as an instrument of social service and as a promoter of democracy; impact of newspaper on society
 - b) News: Definition; News sources; Different types of news; News Agencies—their services and functions; Different International News Agencies
 - c) Different Departments/Sections of a Newspaper Organization—their duties & responsibilities
 - d) Functions & responsibilities of the Editor; Editorial Freedom
 - e) Functions & responsibilities of News Editor;
 - f) Duties & functions of Chief Sub-Editor and Sub-Editors
 - g) Duties, responsibilities & qualities of a Chief Reporter
 - h) Duties & responsibilities of a Reporter
 - i) News writing: Different structures of news writing (inverted pyramid structure); Intro; Lead; Language of news writing; Objectivity
 - j) Writing techniques on society, fashion, music & arts, education, employment opportunities, health, environment
 - k) Feature: Definition, different types
 - l) Editorial: Importance, Choice of subjects, Arrangement, Style of presentation.

Project (any one)—15 Marks

- a) Writing news reports; Headlines; Intro
- b) Writing Short Feature
- c) Editorial Writing
and

Viva-Voce—05 Marks

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MUSIC (MUSC)

Class - XI

FULL MARKS - 100
[THEORETICAL -45 & PRACTICAL -55]

THEORETICAL - 45
GROUP-A (MARKS-23)
GROUP-B (MARKS-22)

GROUP-A

- 1. Life Sketch with Musical Contribution from the list given below: [7M]**
 - a) Mian Tansen
 - b) Ustad Allaauddin Khan
 - c) Hafez Ali Khan
 - d) Sri Krishna Narayan Ratanjankar
- 2. Description and function of the following Instruments: [6M]**
 - a) Esraj
 - b) Sarode
 - c) Pakhwaj
- 3. Definitions of: [4M]**
 - a) Alankar
 - b) Naad
 - c) Grama
 - d) Matra
 - e) Laya
- 4. Knowledge of Hindusthani Notation System. [6M]**

VOCAL: Both Vilambit and Drut in Ektal and Trital respectively.

 - a) Yaman
 - b) Behag

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- c) Brindabani Sarang
- d) Bhairab

INSTRUMENTAL

Mashidkhani and Razzakhani Gats in Trital of the above mentioned Ragas.

GROUP-B

Rabindra Sangeet and other Music

1. Rabindra Sangeet

- a) Knowledge of Akar Matrik Notation System [5M]
- b) Life Sketch of Rabindranath Tagore (Covering Music Composition) [6 M]
 - (ক) বাল্যজীবনে সঙ্গীতের প্রভাব
 - (খ) রবীন্দ্রনাথের স্বদেশী সঙ্গীত

2. Other Types of Music

Life Sketch of any one of the following (covering music composition) [6M]

- a) Dwijendra Lal Roy
- b) Rajani Kanto Sen
- c) Gopal Ude.

3. Life Sketch with their Musical contribution of the following. [5M]

- a) Meera Bai
- b) Lalan Fakir

N:B: All the Talas mentioned in Practical syllabus should be learnt with “TALA-LIPI” system.

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MUSIC (MUSC)

Practical – 55

GROUP-A (MARKS-21)

GROUP-B (MARKS-12)

GROUP-C (MARKS-12)

VIVA-VOCE (MARKS-10)

GROUP-A

VOCAL

1. KHAYAL: Both Vilambit and Drut in Ektal and Trital respectively (Atleast two Vilambit Khayals in following Ragas) [8+6M]

- a) Yaman
- b) Behag
- c) Brindabani Sarang
- d) Bhairab.

INSTRUMENTAL

Mashidkhani and Razzakhani Gats in the above mentioned Ragas in Trital.

2. Any one Dhrupad with Dwigun Laya in above mentioned Ragas. [7M]

INSTRUMENTAL

Any One “ Dhun ” to be learnt from the Rages mentioned below:

- (a) Bhairabi
- (b) Pilu.

GROUP-B

1. RABINDRA SANGEET: [6+6=12]

- a) **TYPES:** Dhrupad, Western and Baul Styles.

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- b) **TALS:** Jhampak, Sasthi, Chowtal, Ektal, Teora, Kaharba and Dadra.
c) **PARYAS:** Puja, Bichitra, Swadesh, Prem, Prakriti.

GROUP-C**1. OTHER TYPES OF MUSIC: (May use Harmonium)**

- a) Dwiendra Geeti [4M]
or
b) Rajanikantor Gaan
c) Bhajan [4M]
or
d) Regional Folk song (Atleast Two songs)
e) Songs of "Theatre" or "Jatra" or Songs of Sachin Deb Burman. [4M]

VIVA-VOCE

NOTATION READING	[4M]
IDENTIFICATION OF RAGA	[3M]
IDENTIFICATION OF TALA	[3M]

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NUTRITION (NUTN)**Class - XI**

Full Marks 100

Theory Marks 70

A. An Introduction to Nutrition

1. Basic concepts about food nutrition and health.
2. Role of food in the maintenance of good health.

B. Nutrients and Nutritive Processes and concepts of Calorie

1. **Nutrients in food and food supplying them .**
2. **Carbohydrates in nutrition** - elementary principles.
3. **Protein and amino acid** - their functions and requirements elementary principles, quality of food protein, animal vs vegetable protein – elementary principles.
4. **Fats and oils in nutrition-** elementary principles.
5. **Vitamins and minerals-** Source, functions and requirements, elementary principles.
6. **Water Balance-** elementary principles.

C. Cookery and Kitchen Sanitations

1. Methods of cooking and their effects on nutritive value of foods- measures for the prevention of loss of nutrients.
2. Planning of an ideal kitchen.

D. Nutrition in Everyday Meal

1. Daily food pattern
2. Basic food groups and study of different foods: cereal, pulses, legumes, roots and tubers, leafy and other vegetables, meal, fish, egg and milk and milk products, fats and oils, sugar and jiggery.
3. Nutritional allowances for Indians.
4. Balance diet for different age groups and occupations.

PRACTICAL (30 marks)

1. Practice using weights and measures.
2. Cooking of cereals in various way and evaluation of results.
3. Milk and egg preparations.
4. Planning and preparation of a supplementary meal for school children.

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PHILOSOPHY (PHIL)

Class - XI

Full Marks: 100

Group-A

Western Philosophy (40 Marks)

1. CONCEPT OF PHILOSOPHY

- (a) Nature of Philosophy.
- (b) Main branches of Philosophy—Epistemology, Metaphysics, Ethics, Social Philosophy, Logic.

2. NATURE AND THEORIES OF KNOWLEDGE

- (a) Three principle uses of the verb 'to know'.
- (b) Proposition knowledge – conditions of Propositional knowledge.
- (c) Rationalism — Origin of Knowledge according to Descartes, Spinoza and Leibnitz.
- (d) Empiricism –Origin of Knowledge according to Locke, Berkeley and Hume.
- (e) Kant's critical view about Origin of Knowledge in brief.

3. SUBSTANCE

- (a) Concept of Substance.
- (b) Different views of Substance—Aristotle, Descartes, Spinoza, Leibnitz, Berkeley, Hume.

4. CAUSALITY

- (a) Notion of Causal Relation.
- (b) Entailment theory of Causal Relation.
- (c) Hume's Empirical View of Causal Relation—
 - 1) Denial of necessary connection between cause and effect,
 - 2) Causality as constant conjunction and regular succession.
- (d) Evaluation of Hume's theory.

5. REALISM AND IDEALISM

- ✱ Realism:
 - (a) Notion of Realism—Naive Realism, Representative Realism.
 - (b) Main tenets of Locke's Representative Realism.

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✱ Idealism:

- (a) Notion of Idealism.
- (b) Berkeley's Subjective Idealism—"Esse est percipi"—Role of yod— Evaluation of the view.

Group-B

Indian Philosophy (40 Marks)

1. NOTION OF 'DARSHANA'

- (a) Meaning of the term 'Darshana'.
- (b) Distinction in brief between the Indian Concept of 'Darshana' and Western Concept of 'Philosophy'.
- (c) The 'aastika' and 'naastika darshana' – Names of the different schools of Indian Philosophy.
- (d) Some basic concept—Pramaa, Pramaana, Prameya, Pramaata, Purusharthas.

2. CHAARVAKA

- (a) Meaning of the term 'Chaarvaaka'.
- (b) Pratyaksa as the only Pramaana.
- (c) Refutation of Anumaana and Shabda.
- (d) Materialism—Four different physical elements, Svabhavavaada, Dehaatmavaada, Sukhavaada, Rejection of Chaarvaaka Materialism.

3. BUDDHISM

- (a) Main tenets of Buddhism:
 - 1) Four Noble Truths
 - 2) Nirvaana
 - 3) Pratityasam utpaadavaada
 - 4) Karmavaada
 - 5) Kshanikvaada
 - 6) Nairatmavaada
- (b) Main theory of Soutrantaka School.
- (c) Main theory of Yogaachaarvaada.

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4. NYAAYA DARSHANA

- (a) The different Pramaanas accepted by the Nyaaya, Definition of Pratyaksha.
- (b) Sannikarsha—laukika and aloukika, Different types of Sannikarsha.
- (c) Distinction in brief between Nirvikalpa and Savikalpa Pratyaksha.
- (d) Definition of Anumiti, Concept of Paksha, Saadhya and hetu, Vyaapti as Sahachara Niyama, Vyaptigraha, Pararthaanumiti. Panchavayavi Nyaaya.

5. ADVAITA VEDANTA

- (a) Nature of Brahman in brief.
- (b) Relation of Brahman with Jeeva(Self) and Jagata(World).

6. CONTEMPORARY INDIAN PHILOSOPHY

- (a) Swaami Vivekananda: Philosophical thoughts on Karma-Yoga.
- (b) Rabindranath Tagore: Philosophical thoughts on Humanism.

Group-C

Project-Work (20Marks)

- 1. Causality-Entailment theory, Hume's theory.
- 2. Realism and Idealism.
- 3. Nyaaya Darshana.
- 4. Contemporary Indian Philosophy—Vivekanda's Karma-Yoga, Tagore's Humanism.

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HEALTH AND PHYSICAL EDUCATION (PHED)**Class - XI**

Full Marks : 100

Theory - 40 Marks

Unit -1: Concept and History of Physical Education 10 marks

- 1.1 Meaning, Definition and Traditional Concept of Physical Education. Its aim & objectives.
- 1.2 Need & importance of physical education.
- 1.3 Concept of play, games & sports,
- 1.4 History of Physical Education in West Bengal in 20th Century
- 1.5 History of Ancient Olympic Movement

Unit -2: Health Education 10 marks

- 2.1 Concept of Health, Factors influencing Health, World Health Organization.
- 2.2 Hygiene, Personal Hygiene: Care and maintenance of teeth, skin and eye, Community hygiene.
- 2.3 Prevention and control of communicable diseases (Malaria, HIV/AIDS, Dengue, Chicken Pox, Cholera and Conjunctivitis) and Non- communicable diseases (Diabetes Mellitus and Cancer)
- 2.4 School Health Programme: Health Instruction, Health Service and Healthful School Living
- 2.5 Drug Abuse: Alcohol and Tobacco, Adverse effects on Health

Unit -3: Scientific Basis of Physical Education 10 marks

- 3.1 Exercise: Aerobic and Anaerobic, Effect of exercises on muscular and circulatory system
- 3.2 Bio-mechanical concept of fundamental movements (Sitting, standing, walking and running)
- 3.3 Body types and body composition
- 3.4 Concept and assessment of BMI
- 3.5 Postural deformities (Flat foot, Bow Leg, Knock Knee, Kyphosis, Lordosis, and Scoliosis)

Unit- 4: Management of Physical Education Programme 10 marks

- 4.1 Organization of Sports and Physical Education Programme in School.
- 4.2 Lay out of play fields. (Kabaddi, Khokho, Volleyball, Football, Netball and Athletic Arena- Discuss and Putting the Shot)
- 4.3 Organizational set up of School Games
- 4.4 Meaning and types of Tournament (Knock out and League)
- 4.5 Intramural and Extramural competition-Need and objectives.

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HEALTH AND PHYSICAL EDUCATION (PHED)

Class - XI

Full Marks : 100

Practical - 60 Marks

Group- A: Formal activities- Marching, Brotochari and Callisthenic (10 marks)

- 1) Marching: Stand at ease, Attention, Left Turn, Right Turn & About Turn, Mark Time, Quick March and Halt. (3)
- 2) Brotochari: Surjimama Raibishe & Badhubaran Folk dance(For Girls), Raibanshe dance(for boys), Kathi (4)
- 3) Calisthenics: Neck exercise, Arm exercises, Trunk exercises, and Leg exercises (3)

Group- B: Athletics (10 marks)

- 1) Running (block start, Techniques of Running, Finishing) (5)
- 2)A. Throwing Event (Putting the Shot and Discus Throw) (5)
 - a) Putting the Shot: Holding the Shot, Placement, Initial stance, Glide, Release Action and Recovery.
 - b) Discus Throw: Holding the discus, Initial stance, Preliminary Swing, Release and Recovery.

OR

- 2)B. Jumping Event (Running Broad Jump/High Jump)
 - a) Running Board Jump –Approach run, Take off, Flight-in-air and Landing .
 - b) High jump - Approach run, Take off, Flight-in-air and Landing

Group- C: Yogasana & Gymnastics (5 marks)

- 1) (a) Yogasana: (3)
 - i) Paschimottanasana, Gomukhasana, Dhanurasana, Bhadrasana, Vakrasana
 - ii) Surya Namaskara
 - iii) Pranayama: Anulom Vilom and Kapalabhati
 - iv) Meditation
- 2) (b) Gymnastics: Forward & Backward Roll, Cart Wheel, T Balance, Hand Stand and Arch (2)

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Group- D: Team Game**(10 marks) (Any one)**

Handball, Netball, Football, Volleyball, Kabaddi, Kho Kho and Badminton

Group- E: Evaluation of Physical fitness**(10 marks)**

Evaluation of Physical Fitness be made by conducting the following test:

- i) Speed Test (30 Meters)
- ii) Flexibility (Sit and Reach),
- iii) Explosive Power (Sergeant Vertical Jump or Standing Broad Jump),
- iv) Muscular Endurance Test (Bent Knee Sit up for 30 seconds) and
- v) Cardiovascular Endurance Test (Skipping for one minute or spot jogging for one minute)

The Teacher will administer the test, and performance of the students will be evaluated. The teacher will maintain records of the performance throughout the year.

- A norm for evaluation shall be circulated by the West Bengal Council of Higher Secondary Education in due course of time.

Group-F : National ideals & Leadership Development Activities**(10 marks)**

- a) National Ideals: Participation in Observation National Days (5marks)
(National Youth Day, Netaji's Birth Day, Republic Day and Independence Day)
- b) Leadership Development activities organized by Government Organisations (Duration not less than 5 days) (Any one) (5marks)
 - 1) Participation in Adventure Sports.
 - 2) Participation in Boys Scouts & Girls' Guides
 - 3) Participation in NSS Special Camping, NCC, Leadership Camp, Sports Camp
 - 4) Completion of Bratachari Nayak Course
 - 5) Nature Camp
 - 6) First Aid Camp (St. John Ambulance / Red Cross Society)
 - 7) Community Service Programme

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Group-G: Sports Participation**(5marks)**

LEVEL OF SCHOOL SPORTS PARTICIPATION						
Marks	Zonal	Sub Divisional	District	State	National	Highest Marks Obtained
Allotted	1 marks	2 marks	3 marks	4 marks	5 marks	
Obtained						

The Physical Education teacher will maintain student's sports performance and will preserve the record by maintaining the register through out the year. The students will be issued a certificate which will be produced to the examiner during examination. Marks will be awarded for highest performance on the basis of certificate issued by any organization recognized by IOA or MHRD.

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POLITICAL SCIENCE (POLS)**Class - XI**

Full Marks 100

Theory Marks – 80+20 (Project)

1. Political Science : The Subject and its Evolution

Evolution of Political Science as a discipline — Meaning of Politics — Definition and Subject matter of Political Science

2. State

Definition and characteristics of State — State and other Associations — Theories of the origin of State (Divine Origin Theory, Force Theory, Social Contract Theory, Evolutionary Theory)

3. Nationality, Nation and State

Nationality: Definition and factors behind its emergence – The Right to Self Determination – Nationalism and internationalism – Meaning and Relationship – Tagore's Concept of Nationalism

4. Fundamental concepts of Modern Politics

- a) i) Law: Meaning, Sources and classification (National Law/ Municipal Law and International Law)
- ii) Liberty: Definition and safeguards
- iii) Equality and Justice – meaning and relationship
- b) i) Democracy – meaning and forms (Direct and Representative)
- ii) Dictatorship – meaning and forms (party dictatorship, military dictatorship, individual dictatorship)

5. Citizenship

Definition, acquisition and loss of citizenship (with special reference to India)

6. Constitution

- a) Definition and modern classification of constitution (Rigid, Flexible, Written and Unwritten)

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- b) Framing of India's constitution – a brief outline – The Philosophy of Constitution – Preamble – Salient features of the constitution

7. Forms of Government

- a) Unitary and Federal – Definition, basic features and difference between the two – Nature of Indian federalism
- b) Presidential and Parliamentary – Definition, features and difference between the two – Nature of parliamentary government in India

8. Fundamental Rights and Duties

- a) Rights – meaning and types (civil, social, political and economic) – Distinction between rights and human rights – U.N. Declaration of Human Rights
- b) Fundamental Rights and Duties of an Indian Citizen – Directive Principles of State Policy – significance and distinction between fundamental rights and directive principles – Fundamental Duties of Indian citizens

9. Political Party and Pressure Groups

Definition of Political Party – Meaning of National and Regional Party – Meaning of Pressure Group – Difference between Political Party and Pressure Group – Basic features of party system in India

10. Universal Adult Franchise

Meaning – Universal Adult Franchise in India – Its success and limitations – Election Commission – Election Commission of India – composition and functions

11. Project (some suggested areas) 20 Marks

Some suggested topics on which projects can be carried out

- a) Level of political awareness of
 - i) Your neighbourhood
 - ii) Your friend (not having political science as subjects)
- b) Success and problems of the application of universal adult franchise (local area study)
- c) Right to education and actual implementation – problem of drop-out (area of survey should be your village/ward etc.)

SYLLABUS

PSYCHOLOGY (PSYC)

Class - XI

Full Marks – 100

THEORETICAL: 70 Marks

[1] INTRODUCTION

- ✱ Subject Matter – what is Psychology? (Definition)
- ✱ Development of Psychology – from old concept to modern concept with Special Reference to Psychological schools.
- ✱ Modern Approaches to Psychology – (Behavioural, Psychodynamic / Analytic, Cognitive, Humanistic)
- ✱ Why is Psychology an Objective Science?
- ✱ Branches of Psychology – Pure and Applied
- ✱ Development of Psychology in India – Contribution of Girindra Shekhar Bose and N. N. Sengupta and others.

[2] METHODS OF PSYCHOLOGY

Goals of Psychological Enquiry with special emphasis on definition and utility of methods and tools.

- ✱ Methods -
 - a) Introspection - Brief outline
 - b) Experimental method – Merits & Demerits
 - c) Observation – Merits & Demerits
 - d) Cross sectional / Longitudinal method
 - e) Case study

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- ✱ Psychological tools –
 - a) Tests – Definition, Characteristics and Types, any two examples
 - b) Interview – Definition, characteristics, Types, Merits and Demerits
 - c) Questionnaires – Definition, Characteristics and Types, Merits and Demerits, any two examples

[3] BIOLOGICAL BASES OF BEHAVIOR

- ✱ Introduction for relation between body and mind with special Reference to human behaviour
- ✱ Neuron – Structure, Types and Functions with diagrams, Concept of Synapse
- ✱ Nervous System –
 - a) Definition and Types of Nervous System(C.N.S., A.N.S., P.N.S.)
 - b) Brain – Structure, Parts and Area Localization of brain with special reference to Cerebral Cortex, Diagram of Brain
 - c) Spinal Cord – Structure of Spinal Cord (mention different segments), Functions (mention Reflex Action)
- ✱ Endocrine System – Role of Endocrine System in human behaviour, Hyper and Hypo Secretion of endocrine glands

[4] DEVELOPMENT

- ✱ What is development – Relation between Growth, Maturation, Development and Evolution
- ✱ Critical Periods of Development – Short discussion of different stages (Physical and mental changes), special reference to Adolescence Period
- ✱ Factors influencing development – Heredity and Environment

[5] SENSORY PROCESSES

- ✱ What is sensation? – Definition
- ✱ Human senses –
 - a) Special senses – Eye, Ear, Nose, Tongue

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- b) Organic senses – Visceral / Motor
- c) Other – Kinaesthetic / Vestibular
- d) Attributes of sensation
- e) Relation between sensation and Perception

[6] PERCEPTUAL PROCESS

- ✱ What is Perception? – Definition
- ✱ Natural / Characteristics of Perception
- ✱ Form Perception – Laws of organization, Concept of Figure – Ground Relationship
- ✱ Depth and Distance Perception – Binocular cues and Monocular cues
- ✱ Movement Perception – Concept of Real and Apparent motion
- ✱ Illusion – What is illusion? – Definition, Types - with special notes on Mullerlyer illusion
- ✱ Attention – Definition, characteristics, types (voluntary, involuntary, non-voluntary), factors that determine attention or conditions of attention subjective and objective

[7] LEARNING

- ✱ Definition and characteristics of learning
- ✱ Theories-
 - a) Trial and Error (Thorndike) – Experiment, laws (Primary and Secondary), Importance of the theory and criticism.
 - b) Classical conditioning (Pavlov) – Experiment, principles, importance of the theory with criticism.
 - c) Operant conditioning (Skinner) - Experiment, principles, importance of the theory with criticism.
 - d) Insight (Kohler) - Experiment, Importance of the theory with criticism.
- ✱ Difference between classical and operant conditioning
- ✱ Concept of learning by Indian Philosopher – Swami Vivekananda and Rabindranath Tagore

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[8] **MEMORY PROCESSES**

- ✱ Definition
- ✱ Factors involved in Memory – Learning, Retention, Recall and Recognition
- ✱ Process involved in memory – Encoding, Storage, Retrieval
- ✱ Interaction Processing theory (Attkinson and Shiffrin Model) - Sensory Memory, Short-term memory, long-term memory
- ✱ Concept of Immediate memory span and capacity of memorization.
- ✱ Forgetting – Definition, Causes, Improvement / Training of Memory

[9] **MOTIVATION**

- ✱ Definition
- ✱ Motivation cycle
- ✱ Human Needs – Definition, Types – Primary and Secondary
- ✱ Maslow's theory of Need Hierarchy
- ✱ Physiological mechanisms of motivation with special reference to Hypothalamus.

[10] **EMOTION**

- ✱ Definition and characteristics
- ✱ Relation between feeling, emotion and instinct
- ✱ Basic emotion – Fear, Anger, Love (Nature and Bodily Expressions)
- ✱ Theories of Emotion (Concept and criticism)
 - a) James and Sauge
 - b) Canaon and Bard
 - c) Schachter and Singer

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EXPERIMENTAL AND PRACTICAL WORK

PRACTICAL 30 MARKS

Problem – 10 Marks
Lab. Notebook – 05 Marks
Viva voce – 05 Marks
Project – 10 Marks

[1] **SENSORY PROCESS (EXPERIMENT)**

- ✱ Negative After Image using Red and Blue colour stimulus

[2] **LEARNING AND MEMORY (EXPERIMENT)**

- a) Experiment on Immediate Memory span using digits as stimulus. Use both visual and auditory methods.
- b) Compare the rate of learning of two subjects and interpret the results (use non-sense syllabus by visual or auditory presentation)
- c) Determine the effect of meaning on memorizing capacity.

[3] **BIOLOGICAL BASES OF BEHAVIOUR (PROJECT)**

Fill work on brain or spinal cord (Structure, Functions and Diagram)

SYLLABUS

SOCIOLOGY (SOCG)**Class – XI****FULL MARKS – 100****Theory : 80 Marks + Project : 20 Marks****Unit 1: Introducing Sociology**

- ✱ What is Sociology – ‘Sociological Imagination’ – C. W. Mills; Sociological perspectives – Functionalist, Conflict, Symbolic Interaction, Feminist & Post Modernist; Sociological and its relationship with other social sciences (viz. Anthropology, Political Science, Economics, Philosophy, Psychology and History)
- ✱ Emergence of Sociology as an academic discipline – different forces : University Revolution (a very brief outline)
- ✱ Scientific nature of Sociology
- ✱ Sociological Methods – Quantitative & Qualitative; Positivist & Interactionist methods; Research methodology: Social research, Stages of research, Social survey, Observation, Questionnaire, Interview
- ✱ Use of statistical tools & techniques – graphical representation of statistical data – grouping of data (pie-chart, bar-diagram, histogram, frequency polygon)

Unit 2: Basic Sociological Concepts

- ✱ Society – Concept, Structure and Process
- ✱ Community & Association – Concept, Interrelationship and Differences
- ✱ Organization – Concept and Types
- ✱ Social Groups – Typology (special reference to Primary and Secondary Groups)

Unit 3: Culture, Social Interaction and Formation of Self

- ✱ Meaning and Importance
- ✱ Components of Culture – Values, Norms, Beliefs, Folkways, Mores, Laws, Language and Technology
- ✱ Types of Culture – Material & Non-material Culture, Culture and Civilization, Cultural lag, Sub- culture, Popular Culture, Folk Culture, Consumer Culture, Culture Pluralism (a very brief outline)

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- ✱ Social Interaction – Verbal and Non verbal interaction
- ✱ Socialization - Concept, Meaning, Agencies, Importance, Life Course, Socialized vs. Unsocialized children
- ✱ Socialization and Development of Personality (Cooley, Mead) – Nature vs. Nurture debate
- ✱ Socialization and Social control – Relationship and Importance
- ✱ Social Conformity, Non conformity, Deviance and Delinquency (very briefly)
- ✱ Crime – Concepts and Types (Gender crime, Organized crime, Cyber crime and White Collar crime)

Unit 4: Social Institutions

- ✱ Meaning and Interrelationship among different institutions
 - ✱ Marriage and Family – Origin, Meaning, Features, Types, Significance – Global trends in Marriage & Family – Cohabitation, Single Parent Family, Divorce rates, Homosexual Family, “In-Vitro” Fertilization – Kinship (in brief : Terminologies and Importance, Descent, Lineage, Sib & Clan)
 - ✱ Economy – Types of Economic Systems – Means of Subsistence (in brief)
 - Direct Appropriation Economy
 - Pastoral Economy
 - Agricultural Economy
 - Handicraft Economy
 - Industrial Economy
- Preliminary Concepts – Utility, Wealth, Property, Capital, Consumer Goods, Market
- ✱ Politics – State (Definition and Significance) – Government (in brief : Concepts and Types, viz. Democracy, Dictatorship, Federal, Unitary, Republic, Monarchy, Presidential, Parliamentary) – Power and Authority (Nature and Differences)
 - ✱ Religion, Magic and Science – Basic Concepts, Relationship and Differences
 - ✱ Education – Meaning & Concepts, Functions of Education
 - ✱ Health, Illness & Ageing – Concepts (A brief idea about mental health)

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Unit 5: Social Stratification and Inequality

- ✱ Social Stratification – Concept, Bases of Social Inequality (Caste, Class, Race and Gender) Marxian concept of social stratification
- ✱ Social Mobility – Concept, Types (Vertical and Horizontal Mobility)

Project Work: 20 Marks**Suggested Areas for Assignment:**

- 1) Sociological Perspectives
- 2) Culture, Interaction and Formation of Self (Unit 3)
- 3) Health, Illness and Ageing

N.B. Topics for assignment should be altered every year from the suggested areas. Two assignments should be completed in each year. Size of the assignment should be around 500 words. Marks will be awarded jointly by the internal and external examiners on the basis of the written assignments and viva-voce.

References :

- Browne, Ken (2008), An Introduction to Sociology, 3rd. ed. UK. Polity
- Giddens. Anthony, Sociology, 5th & 6th, Edition Polity
- Pullinger, (2011), Sociological Thinking, Rawat Publications
- Alexander, J.C. & Thompson, K (2008) A Contemporary Introduction to sociology - "Culture and Society in Transition", USA, Paradigm Publishers
- Newman, David, M(2008). "Sociology; Exploring the Architecture of Everyday Life" USA, Pine Forge Press
- Bryman, A Ian, (2008) Social Research Methods, Oxford
- Baker, Theresa, (1972) Social Statistics, Tata McGraw Hill
- Elifson and others, (1997), "Fundamentals of Social Statistics", Mc Graw Hill

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STATISTICS (STAT)**Class –XI**

Full Marks - 100

THEORY (Full Marks –70)

Descriptive Statistics

Introduction: Meaning and definition of statistics, Nature of statistics, Importance and Scope of statistics, Relation with some allied subjects, Uses of statistics, Misuses of statistics.

Types of data: Primary and Secondary data, Time series and Cross-sectional data, Ordinal and Nominal data, Quantitative and Qualitative data, Discrete and Continuous data. Illustration with examples.

Collection of data: Designing a questionnaire and a schedule.

Scrutiny of data: Checking internal consistency and detection of errors in recording.

Presentation of data: Tabular presentation and diagrammatic presentation of data. Line diagram (Simple line diagram, ratio chart, multiple-axis-chart, multiple line diagram.). Bar diagram (Horizontal bar diagram, Vertical bar diagram, Multiple bar diagram, Divided bar diagram.) Pie diagram.

Frequency distributions, cumulative frequency distributions and their graphical representations. {Column diagram, Step diagram (discrete variable), Histogram, Frequency polygon, Ogive}.

Measures of Central Tendency: Mean, Median, Mode.

Measures of Dispersion: Range, Mean deviation, Standard deviation, Coefficient of variation. Quantiles and Percentiles, Quartile deviation.

Moments: Raw and Central moments up to fourth order and their conversions.

Measures of Skewness and Kurtosis: Different measures based on moments and quantiles. (associated inequalities involving b_1 and b_2 coefficients.)

Mathematics

Inequalities: Some fundamental inequalities such as the square of a real quantity is non-negative, A.M.e" G.M.e" H.M. for a set of positive quantities, Cauchy-Schwarz's inequality – this topic must be extended to this limit.

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Concept of Polynomials and Number Theory: Divisor of an Integer, Greatest Common Divisor, Concept of (mod n). Prime and Composite number. Fermat's number and Fermat's theorem (without proof). Different forms of n^{th} degree polynomial relating to three interpolation formulae as per syllabus. Remainder Theorem. Roots of n^{th} degree equation. Relations connecting the roots and coefficients with simple examples.

Differencing: Concept of 'Delta'-operator required for interpolation.

Simple interpolation: Newton's forward, backward and Lagrange's interpolation formulae. (Derivation of error terms is excluded)

Probability

Random Experiment: Sample Space, Notion of events and operations with events.

Definition of Probability: Classical and Relative-frequency approach to Probability, limitations of classical definition, axiomatic definition (statement only).

Theorem of Total Probability. Bonferroni's inequality. Boole's inequality.

Compound Probability, Conditional Probability and Bayes' theorem.

Statistical Independence of events (no. of events not more than three) and problem sums.

Application of statistics**Index Number:**

Definition of Index Number. Types of Index Number: Price, Quantity and Value indices. Construction of Price Index Number and its uses. Various price index formulae; (Laspeyres', Paasche's, Edgeworth-Marshall and Fisher). Tests of consistency (Time Reversal test and Factor Reversal test).

Population Statistics:

Introduction; Vital events, Sources of Data on Vital events, Rates and Ratios of Vital events. Measurements of Mortality: Crude Death Rate, Specific Death Rate, Standardized Death Rate.

Measurements of Fertility: Crude Birth Rate, General Fertility Rate, Age Specific Fertility Rate, Total Fertility Rate.

Measurement of Population Growth: Crude Rate of Natural Increase and Vital Index.

Complete Life Table: Description and its uses.

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Class—XI

PRACTICAL (Full Marks –30)

(Problems: 18; Laboratory Note Book: 4; VIVA- Voce: 4; Project Work: 4)

List of Problem Sets

1. Tabular Representation of data.
2. Diagrammatic Representation of Data. (Non-Frequency type)
3. Construction of Frequency distribution and Graphical Representation.(Univariate data only ,both discrete and continuous)
4. Measures of Central Tendency.(Problems involving Open-end classes, Missing frequencies, Pooling of two sets of data, Checking, empirical relations etc. are also to be included.)
5. Measures of Dispersion. (Problems involving Open-end classes, Missing frequencies, Pooling of two sets of data, Checking, empirical relations etc. are also to be included.)
6. Moments and Measures of Skewness & Kurtosis. (Verification of inequalities between b_1 and b_2 is desirable.)
7. Interpolation: Newton's Forward, Backward and Lagrange's Formula.
8. Different types of Index Number.
9. Mortality Rates, Fertility Rates and Life Table.
10. Project Work : It will be based on Descriptive Statistics

CURRICULUM & SYLLABUS

**VISUAL ARTS (VISA)
(PAINTING/SCULPTURE/DESIGN/HANDICRAFTS)****CLASS XI**

Full marks : 100

Theory - 45

Practical - 55

Theory / Group A

Indian Arts (20marks)

General back ground of India Art/Constraints of Indian Art Development. Evaluation of Indian Art-Sculpture.

1. Art of Indus Valley Civilization
2. Art of maurya : Asokan Pillars
3. Early Buddhist Art of India From Sunga to Ajanta.
Sunga : Sanchi
Kushan : Gandhara & Mathura
Amaravati
Gupta Period : Sarnath, Ajanta
4. Art of Mahabalipuram
Ellora
Konarak
Chola Bronze : Nataraj

N.B. Emphasis should be on visual exposure according to the syllabus for making the students aware of the art works.

Theory / Group B

Western Arts (15marks)

1. Prehistoric Art : Altamira Cave Painting
2. Egyptian Art
3. Greco-Roman Art
4. Italian Renaissance Art
Artists and art works to be studied :
Giotto : (a) Death of St. Francis
Leonardo Da Vinci : (a) Last Supper
(b) Monalisa

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Raphael :	(a) Madonna
Michelangelo :	(a) Pieta (b) Sistine Chapel Ceiling
Vermeer :	(a) Lace Maker (b) Head of a girl with pearl earrings.
Bruegel :	(a) Cracifixion

Theory / Group C

Creative Handicrafts / Design (15marks)

1. Preparation of common clay
2. Use of various hand tools and equipments for wood work.

Practical / Group A**Painting (choose any one of the following items) (20marks)**

- (a) Painting a market scene or a village fair or any other similar subject using pencil, pen & ink, water colour, oil pastels, or poster colours on paper.
- (b) Study of still life or flowers or foliages in colour.

Drawing (choose any one of the following items) (15m)

- (a) Drawing from nature, such as trees, flowers, foliages, birds, animals, human figures, etc. with pencil, dry pastel or pen & ink.
- (b) Drawing from Copy Book (Rupabali)

Practical / Group B**Modelling (20m)**

- (a) Preparation of clay model images of animals, birds, fish, fruits and human Forms in round and relief forms.

OR

Creative Handicrafts (20m)

- (a) Preparation of a mask with card board painted with poster colour.
- (b) Decorative patterns cut on wood.
- (c) Preparation of a book cover with hand written title page.