

SYLLABUS

HISTORY (HIST)

Class - XII

Theory-80 marks

Project-20 marks

1. Remembering the past

- A: Imagine the past: myths, legends and folk-tales, memory and oral traditions.
 B: Inheritance of the past: the colonial constructions, Indigenous imaginations.
 C: Importance of History as a professional discipline- Methods of "Modern" History writing.
 I. Museums as institutions of organising the past.
 II. Brief outline of the development of museums and different types of museums, private collections.

2. Situating colonialism and imperialism in the 19th & 20th Centuries

- A. Brief overview of 17th & 18th century colonisation in Asia & the New World.
 B. **Economic Dynamics of Imperialism and Colonialism**; from Mercantile Capital to Industrial & Finance Capital. Hobson - Lenin thesis on Colonialism and Imperialism.
 C. **The Political Basis of Colonialism**: The necessity of controlling areas on which the imperialist country was economically dependent.
 D. **The Question of Race and its Impact of Colonial Societies**.

3. The Nature of the Colonial Dominance: formal and Informal Empires

A. Case Study 1: India- as a 'colonised' state

- How political hegemony was established
- The instruments of control: Legislature / Bureaucracy / Police / Army
- The economy of the colonial state: revenue collection --- trade patterns --- Deindustrialisation
Introduction of the railways --- late and selective industrialization
- Intellectual justification of the Empire : Mill, Macaulay and the Utilitarian

B Case Study 2 : China - where economic exploitation flourished without formal political control of the imperialist countries

- Domination through economic exploitation - mining rights --- unequal treaties --
-- the Canton trade
- **A comparative study** of the Indian and Chinese experiences

4. Reaction to Imperialistic Hegemony

A : India

- The rise of a middle class - its features --- its acceptance of Western education -- its attitudes to traditional concepts in the social and religious context --- social reform

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movements and leaders in Bengal --- Narayan Gure, Veersalingam and others outside Bengal, Sir S.A. Khan and the Aligarh movement.

- Change and transformation in society as a result of the above factors.
- Proliferation of the rural elite: Patidars, Sahukars, money-lenders and middlemen-greater fragmentation of rural classes due to economic reasons.
- The emergence of a new rural elite: patidars, Sahukars, money-lenders and middlemen-greater fragmentation of rural classes due to economic reasons.
- The emergence of an industrial force
- Subaltern groups : Adivasis, Dalits.
- Western ideas and the Indian response:
 - a. The aspiration of the middle class and its fall outs.
 - b. Regional cultural responses, in particular, the 'Bengal Renaissance'
 - c. How Western concepts of 'time', 'health and 'labour for wages' brought about a change in Indian society and the local mindset.

B: China

- Emergence of a Western educated class- the influence of Christianity --- the scholars' response- May Fourth Movement.

C: Migration of indentured labourers: formation of the Indian and Chinese Diaspora.

5. Governing the Colonial State India

- Govt. of India Acts of 1909, 1919, and 1935 as tools for limiting franchise, introducing communal electorates, maintaining administrative control and British hegemony
- The state machinery for suppressing freedom of expression e.g. the Rowlett Act and military / police control:
- The Jalianwala Bagh incident / the Meerut Conspiracy Case
- Divide and Rule policy: using community/caste/perceived/ ethnic groupings to divide and anti-colonial movement, e.g., supporting the demands of the Muslim League; the Communal Award of 1932; interfering in caste politics such as the temple entry issue
- The Princely states and the British Government: the creation of an alternative loyalist base
- Economic policies from 1914 to 1945 e.g. limited industrialisation; currency regulation after the First World War; high taxation even in famine conditions: (Gujarat, 1918,1928): the Bengal Famine

6. The Second World War and the Colonies**A: India, 1940-46**

Linlithgow Offer --- Cripps Mission --- the Indian response and the Quit India Movement- Subhas Bose and the INA - INA Trials --- RIN Revolt - the backdrop to the Transfer of Power: The British government's role: Cabinet Mission - Constituent Assembly - Mountbatten's negotiations - Mountbatten Award - Transfer of power - The Indian response.

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B: Japan and the Second World War

‘Asia for Asians’--- Japan and China - Japanese advance through South-East Asia and the consequent linking up with the INA.

C: Changed situation in the European colonial in S.E. Asia, e.g. Indochina and Indonesia.**7. The Era of the Cold War****A: The Cold War**

Theoretical basis --- inception---developments from 1942 to 1948 --- the Truman Doctrine and the Marshall Plan --- the military alliances --- Impact---the Berlin Crisis---Eastern Europe under the U.S.S.R. ---Suez Crisis---Cuban Missile Crisis---Korea and Vietnam

B: The Nuclear Arms Race and Peace Initiatives**C: Non-Alignment**

The Political Background ---its principles ---building up the movement ---Bandung, Belgrade and subsequent conference ---an evaluation

D: The Arab World: Israel vs. the Arab World ---Oil Diplomacy**E: People's Republic of China: Its rise and place in World Politics.****8. Decolonisation**

A: Definition of the term; social, political and economic implications manifestations; development programmes and Nation building.

B: Africa: case study - Algeria.

C: South-east Asia: case study - Indonesia.

D: Nation building in South Asia

- Varying political experiences in South Asia - Emergence of Bangladesh - a brief study of political systems in India, Pakistan and Bangladesh.
- The economic organisation of India - economic planning - heavy industries and technological advances - socialist underpinnings of economic planning - liberalisation, how successful.
- Regional co-operation - SAARC.

9. The New World

(For Project Work-on any one topic, 750-800 words)

A: Interaction of Centripetal and Centrifugal Forces:

Transition from a bi-polar to a unipolar world - its political fallout---Globalisation---the "Clash of Civilisations"

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B: Movements of Protest and Dissent

- The Peace Movements: the students' movements of the '60s and others
- Democratic and Civil Right Movements: USA/anti-apartheid movement in South Africa/ movements for universal adult franchise / present-day turmoil in the Arab world, Libya, Egypt etc.
- The movement for women's rights
- Environmental movements ---Chipko, Tehri-Garhwal, Narmada Bachao. Keeping alive the conflict between the First and Third Worlds over environmental issues.
- New Social Movements.
- The new economic order (the depression of 2008-11- a crisis of capitalism? ---the emergence of BRIC.)

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**HOME MANAGEMENT & FAMILY RESOURCE MANAGEMENT
(HMFR)****Class - XII**

Full Marks 100

Theory Marks - 70

Unit-I The Management Process in Family Living**A. The process of management**

- ❖ Steps in management process – planning, organizing, controlling and evaluating.
- ❖ Management process applied to homemaking activities

B. Decision making

- ❖ Importance of decision making in Home Management
- ❖ Process of Decision Making
- ❖ Types of decisions

Unit-II Work Management**A. Management of Time**

- ❖ Its importance, steps in time management
- ❖ Time plans – steps in making daily and weekly time plans

B. Management of Energy

- ❖ Its importance
- ❖ Energy requirements for living and household tasks
- ❖ Fatigue – types of fatigue, reducing fatigue

C. Work simplification

- ❖ Definition and its importance
- ❖ Mundel's classes of change

Unit-III Management of Family Income

- ❖ Definition of family income
- ❖ Types of income
- ❖ Family budget – importance, types, steps in making budget, factors affecting budget

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- ❖ Account keeping – systems guidelines in keeping accounts
- A. Savings**
 - ❖ Objectives of savings
 - ❖ Types of savings – compulsory (GPF, CPF) and voluntary (PPF, P.O, savings, banks, LIC policies, LIC schemes, bonds, UTI schemes etc.)
- B. Investments**
 - ❖ Types of investment
 - ❖ Principles involved in investments
- C. Fundamentals of banking**
 - ❖ Opening and operating a bank account, types of cheques, fillings a deposit slip, procedure for making a Demand Draft, use of ATM, debit & Credit cards
- D. Credit**
 - ❖ Meaning and sources
 - ❖ Types – charge account, mortgage, instalment, sales contract
 - ❖ Wise use of credit

Unit- IV Adolescence & Adulthood

- ❖ Physical development during adolescence. Physical development during puberty and adolescences; changes in body proportions and its effects; influence of sports and exercise on physical fitness.
- ❖ Cognitive development and language. Language and communication – development of language; influence on language development; development of ways in which adolescents obtain information, remember it and utilize it for problem solving and reasoning.
- ❖ Social and emotional. Socio-cultural influences on the adolescents – teenagers are influenced by social relationships in the family, neighbourhood, community, country and the world.
- ❖ The family and socialisation – patterns of parenting, parental control techniques; role of siblings and grand parents. Development of peer relationship and friendship patterns.
- ❖ Development of gender roles and stereotypes. Role of school and teachers on the social and emotional development of the teenager.
- ❖ Some problem of adolescence; awkwardness due to growth spurt, freedom and control; depression, alcohol, drugs and smoking,

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delinquency, problem related to sex, ignorance and increased curiosity, prevention of HIV/AIDS and other sexually transmitted diseases.

- ❖ Perspectives on Adult Development: meaning of adulthood. Transition to adulthood and accepting related responsibilities, dimensions of adulthood (premarital counselling, interpersonal relationship in a family life, concept of family planning and personal health),
- ❖ Issues of increasing life expectancy, sensitizing students to the needs and care of the elderly.

Unit – V Meal planning for the family

- ❖ Objection of meal planning. Nutritional adequacy, food groups. Self – explanatory.
- ❖ Factors affecting food selection. An understanding of how food consumption varies from one family to another; how food selected by families is affected by various factors like age, occupation, gender, physiological conditions, personal likes and dislikes, tradition, seasonal availability, economic considerations, religious beliefs, family size and composition.
- ❖ Balance diet.
- ❖ Meal planning for various age groups; preschool children, school- age children, adolescents, pregnant and lactating women, old age. Making meal plans for these age groups based on their nutritional requirement and RDA.
- ❖ Developing good food habits- importance of breakfast, following regular meal patterns, avoiding junk food and skipping of meal.

Unit- VI Clothing Management

- ❖ Selection of clothing: clothing and its relation to personality; elements of line , colour, texture; elements of design – balance, rhythm, proportion, harmony, emphasis, age, climate, occupation, figure, occasion, fashion, purpose, quality, cost, season, reliable shop.
- ❖ Care of clothes: general principles and precautions to be followed while removing stains and washing: dry cleaning agents: soaps and detergents (basic differences).
- ❖ Storage of clothes.

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Unit- VII The organisation of work in the home

- ❖ Daily, weekly and periodic cleaning
- ❖ List of cleaning equipment and materials
- ❖ The operation, maintenance and care of household equipment- solar cooker, pressure cooker, toasters, mixers, oven, iron, refrigerators.
- ❖ House pests and their control

Unit- VIII Family Housing

- ❖ Need and importance of Housing
- ❖ Factors influencing choice of a house
- ❖ Choice of furnishing materials for interiors: curtains, carpets & rugs, upholstery, bed, table linen.
- ❖ Materials used for furniture (wood, its derivatives, metals, glass, plastic, wicker etc.)
- ❖ The arrangement of furniture in different rooms
- ❖ Accessories in interiors: Importance and types (floor, wall and table top)

Unit- IX Consumer and Extension Education**A. Consumer Education**

- ❖ Meaning, problems faced by consumers
- ❖ Consumer protection Act and Services
- ❖ Consumer Aids – Labels, Standards, Advertising, Guidebooks, Leaflets
- ❖ Consumer Redressal Forum

B. Extension Education

- ❖ Methods of communication – individual, group and mass contacts.
Individual – verbal and written
Group – discussions, demonstrations, fieldtrips.
Mass – Print and Electronic.
Role of audio visual aids in Communication & Extension.

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**HOME MANAGEMENT & FAMILY RESOURCE MANAGEMENT
(HMFR)****Class - XII**

Practical Marks : 30

1. Preparing a chart on:
 - a) Activities carried out in a day by a working and non working homemaker.
 - b) To prepare a daily and weekly time schedule for self.
2. A) To collect account opening forms (savings, current, recurring) and pay – in – slips and to learn filling up process.
B) To learn about writing of cheques, withdrawal forms.
3. To prepare family budget of different income groups.
4. Methods of keeping household accounts.
5. Preparing reading materials i.e. colour books, alphabet books, Counting books, nursery rhymes books, building blocks etc. In the laboratory.
6. Plan a balance meal for yourself.
7. a) Removal of stains from fabrics.
b) Principles of simple method of dyeing or printing textile in the laboratory.
8. Cleaning and polishing of articles – metals, glass, leather.
9. Making furniture/floor layout for living room, dining room, bedroom, Bathroom and kitchen.
10. Collect and analyze labels of various food products, medicines and anyone household equipment.

Marks Allotment:

| | |
|-------------|----|
| Practical | 15 |
| Viva | 05 |
| Record Book | 10 |

SYLLABUS

**JOURNALISM & MASS COMMUNICATION
(JMCN)**

Class - XII

Full Marks - 100

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

1. Editing: Principles of editing; Copy Testing; Processing Copies
2. Making Headlines of news stories; Importance; Rules to be followed; Different types of Headlines
3. Proof Reading: Symbols of Proof reading; duties & responsibilities of proof readers
4. Copy writing: Types of Copy; How to prepare; Principles of writing, Main features
5. Copy Writer: Qualities, duties & responsibilities
6. Communication: Definition, Scope & Functions
7. Mass Communication: Definition, Scope & Functions; Theories & Models
8. Mass Media: Definition, Different types, functions, Print Media and Electronic Media
9. Specialization in Reporting: Science, Political, Administration, Crime, Fashion, Financial & Agriculture journalism; Sports journalism
10. Interpretative & Investigative reporting: Importance & Scope; Basic qualities; planning & style.

Project (any one)—15 Marks

- a) Editing news copy & Proof reading
- b) Copy writing
- c) Specialized report on any one topic from the syllabus
and

Viva-Voce—05 Marks

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MUSIC (MUSC)**Class - XII**

FULL MARKS - 100

THEORETICAL -45

PRACTICAL -55

THEORETICAL - 45

GROUP-A (MARKS-23)

GROUP-B (MARKS-22)

GROUP-A**1. Life Sketches with Musical contribution from the list given below: [7M]**

- a) Amir Khusro
- b) Ustad Sadarang
- c) Pt. V.N.Bhatkhande
- d) Ustad Enayat Hussain Khan.

2. Description and Function of the following Instruments. [6M]

- a) Tambura
- b) Tabla- Bayan
- c) Sitar

3. Definitions of: [4M]

- a) Swara
- b) Raga
- c) Murchhana
- d) Tala
- e) Shruti

4. Knowledge of writing of Hindusthani Notation System.**VOCAL**

Both Vilambit and Drut in Ektal and Trital respectively. [6M]

- a) Kedar
- b) Malkous

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- c) Bageshri
- d) Jaunpuri

INSTRUMENTAL

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

GROUP-B**1. RABINDRA SANGEET & OTHER MUSIC**

Rabindra Sangeet:

- a) Knowledge of Akar Matrik Notation System. [5M]
- b) Life Sketch of Rabindranath Tagore (covering Music Composition) [6M]
- (ক) রবীন্দ্র সঙ্গীতে শাস্ত্রীয় সঙ্গীতের প্রভাব
- (খ) রবীন্দ্র সৃষ্টতাল : বাম্পক, যষ্টী, রূপক, নকতাল, একাদশী, নবপঞ্চতাল

2. OTHER TYPES OF MUSIC:

- (i) Life sketch with their Musical contribution of the following: [6M]
 - a) Atul Prasad Sen
 - b) Kaji Nazrul Islam
 - c) Girish Chandra Ghosh
- ii) History of any one of the following:
 - a) Regional folk song (Bhatiali, Baul, Jhumur, Bhawaiya).
 - b) Kirtan.

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

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PRACTICAL - 55

GROUP-A (MARKS-21)

GROUP-B (MARKS-12)

GROUP-C (MARKS-12)

VIVA-VOCE-(MARKS-10)

GROUP-A

VOCAL

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

- a) Kedar
- b) Malkous
- c) Bageshri
- d) Jaunpuri

INSTRUMENTAL

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

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

INSTRUMENTAL:

Any one "DHUN" to be learnt from the Ragas mentioned below:

- a) Bhairabi
- b) Kafi.

GROUP-B

RABINDRA-SANGEET AND OTHER MUSIC

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

- a) **TYPES:** Khayal, Kirtan, Bhanusingher Padabali.
- b) **TALAS:** Choutal, Ektal, Teora, Kaharba, Jhamptala, Rupakra, Nabatala, Trital.
- c) **PARYAS:** ,Prem, Prakriti and Anusthanik.

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GROUP-C

1. OTHER TYPES OF MUSIC (May use Harmonium)

- | | |
|---|------|
| a) Atulprasad | [4M] |
| or | |
| b) Nagrulgeeti | |
| | |
| c) Regional folk songs (Atleast two songs) | [4M] |
| or | |
| d) Kirtan (In any tala) | |
| e) Songs of 'Theatre' or 'Jatra' or Songs of Salil Chowdhury. | [4M] |

VIVA-VOCE

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

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NUTRITION (NUTN)**Class - XII**

Full Marks 100

Theory Marks 70

A. Nutritive Process and concepts of Calorie

1. Utilization of food by the body: digestion, absorption and metabolism.
2. Energy requirement during rest, different physical activities and different physiological conditions, e.g. growth, pregnancy and lactation.

B. Dietetics and Diet Planning

1. Balance diet for pregnant and nursing mother.
2. Feeding of infants- breast feeding vs. artificial feeding. Infant weaning food.
3. Defective feeding of infants as a cause of malnutrition.
4. Formulation of low cost balance diet from locally available cheap foods.
5. Preparation of simple therapeutic diets.
6. Methods of food preservation.

C. Nutrition for the Community

1. The common deficiency diseases in India: Protein calorie malnutrition, Vitamin A malnutrition, anemia, goiter, etc.
2. Supplementary feeding for vulnerable groups.
3. Nutrition education for the community including cooking demonstrations.
4. Methods of survey of food consumptions and food habits in families.
5. Elementary idea about the current National Nutritional Programmes in India.
6. Use of food value tables and calculation of nutritive value of the diet.

PRACTICAL (30 marks)

1. Detection of carbohydrate, protein (albumin) and fat in food.
2. Preparation of nutritious snacks for School Tiffin based on locally available food.
3. Prepare a liquid diet to alleviate diarrhea.
4. Prepare a day's diet for an average adult women, allowances for pregnant and nursing mother.
5. Carry out diet survey in a family and interpret the results in term of adequacy.

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PHILOSOPHY (PHIL)

Class - XII

Full Marks : 100

Group-A

Deductive (50 Marks)

1. ARGUMENT

- (a) Nature of Argument.
- (b) Distinction between deductive and inductive argument with illustrations.
- (c) Argument and Argument-form.
- (d) Validity of Arguments.
- (e) Validity and Truth.
- (f) Invalidity of Arguments.

2. PROPOSITION

- (a) Sentence and Proposition.
- (b) Classification of Propositions according to Quality, Quantity and Relation.
- (c) Four-fold scheme of Categorical Propositions.
- (d) Proposition and Proposition-form.
- (e) Distribution of Terms.
- (f) Rules for transforming sentences into Logical Propositions.

3. OPPOSITION OF PROPOSITIONS

- (a) Concept of Opposition of Proposition.
- (b) Traditional Square of Opposition.
- (c) Inference by Opposition.
- (d) Laws of different types of Opposition.

4. IMMEDIATE INFERENCE

- (a) Classification of Inference into Immediate and Mediate.
- (b) Conversion as a form of Immediate Inference.
- (c) Rules of Conversion.
- (d) Simple Conversion.
- (e) Obversion as a form of Immediate Inference.
- (f) Rules of Obversion.

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5. CATEGORICAL SYLLOGISM

- (a) Nature of Categorical Syllogism.
- (b) Structure of Categorical Syllogism.
- (c) Figures of Categorical Syllogism.
- (d) Moods of Categorical Syllogism.
- (e) General rules of Syllogism.
- (f) Fallacies: 1) Illicit Major
2) Illicit Minor
3) Undistributed Middle
4) Fallacy of Four Terms (ambiguous terms excluded)
5) Fallacy of Negative Premises.
- (g) Enthymeme
- (h) Testing the validity of Syllogism.

6. HYPOTHETICAL AND DISJUNCTIVE SYLLOGISM

- (a) Compound Arguments.
- (b) Hypothetical-Categorical Syllogism.
- (c) Rules of Hypothetical-Categorical Syllogism.
- (d) Testing the validity of Hypothetical-Categorical Syllogism.
- (e) Disjunctive-Categorical Syllogism.
- (f) Rules of Disjunctive-Categorical Syllogism (Strong sense of disjunction included).
- (g) Testing the validity of Disjunctive-Categorical Syllogism.

7. BOOLEAN INTERPRETATION AND VENN DIAGRAM

- (a) Boolean Interpretation of Categorical Proposition.
- (b) Venn Diagram of Categorical Proposition.

8. TRUTH FUNCTIONS

- (a) Variable and Constant.
- (b) Truth Functional Propositions: Negation, Conjunction, Disjunction, Material Equivalence.
- (c) Truth Values: Tautology, Self-Contradictory, Contingent.
- (d) Truth table method for testing Proposition-forms and Argument-forms (Not more than 2 variables).

Group-B

Inductive (30 Marks)

1. NATURE OF INDUCTION

- (a) Grounds of Induction: 1) Formal Grounds—Law of Uniformity, Law of Causation
2) Material Grounds—Observation, Experiment.

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- (b) Scientific and Unscientific Induction.
- (c) Analogical Argument—Criteria for Evaluating Analogical Arguments.

2. CAUSE

- (a) Nature of Cause.
- (b) Cause as necessary condition.
- (c) Cause as sufficient condition.
- (d) Cause as necessary and sufficient condition.
- (e) Doctrine of Plurality of Causes—Evaluation of the view.

3. MILL'S METHOD OF EXPERIMENTAL ENQUIRY

- (a) Principle of Elimination.
- (b) Method of Agreement, Method of Difference, Joint Method of Agreement and Difference, Method of Concomitant variation—Definition and Explanation, Symbolic and Concrete Instances, Characteristics, Advantages, Disadvantages.
- (c) Testing the Inductive Arguments by applying Mill's those methods.

4. INDUCTIVE FALLACIES

- (a) Illicit Generalisation.
- (b) Post hoc ergo propter hoc.
- (c) Taking co-effects of the same cause as causes of one another.
- (d) Taking a necessary condition as the whole cause.
- (e) Taking an irrelevant factor as a cause.
- (f) Bad Analogy.
- (g) Testing Inductive Fallacies.

Group-C

Project Work (20 Marks)

1. Categorical Syllogism.
2. Cause.
3. Mill's Methods of Experimental Enquiry (Method of Residues excluded).
4. Inductive Fallacies.

SYLLABUS

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

Full Marks : 100

Theory - 40 Marks

UNIT- 1: Modern concepts of Physical Education, Health & Fitness**10marks**

- 1.1 Modern concept of Physical Education and Sports, Relationship of Physical Education with Other Disciplines Career aspects of Physical Education
- 1.2 Modern Olympics: Ideals, Flag, Motto, Emblem, Oath and Organisation
- 1.3 Recent concept of health and fitness, health related fitness and performance related fitness
- 1.4 Problems of adolescents: social, psychological and physical along with suitable programme.

UNIT-2: Scientific basis of Human Movement**10marks**

- 2.1 Effect of exercise on Respiratory System and Related terms
- 2.2 Motion: types of motion, Newton's Laws of motion and their application in sports & Games
- 2.3 Definition of Terms: Distance, Displacement, speed, Velocity, Acceleration and their application in sports and games.
- 2.4 Hypokinetism, active life style and control of obesity, high blood pressure, arthritis and diabetes mellitus

UNIT-3: Psycho-Socio basis of Physical Education**10marks**

- 3.1 Psycho-social unity of human being
- 3.2 Socialization through Physical Education and Sports Programme
- 3.3 Development of Peace and Values through Physical Education Programme
- 3.4 Psychological Factors (Emotion, Motivation and Interest behind sports performance)

Unit-4: Yoga and Sports Training**10marks**

- 4.1 Yoga as Indian Heritage
- 4.2 Benefits of Yogic Practices in Daily Life
- 4.3 Warm up, Conditioning and Cooling Down
- 4.4 Sports Training and its different methods (Interval and Continuous method)

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HEALTH AND PHYSICAL EDUCATION (PHED)

Class - XII

Full Marks : 100

Practical - 60 Marks

Group- A: Formal activities- Marching, Brotochari and Callisthenics (Any Two)
(5+5=10 marks)

- 1) Marching: Stand at ease, Attention, Left Turn, Right Turn & About Turn, Mark Time, Quick March and Halt, Slow Marching, Flag Hoisting, Flag Bearing & Folding and Ceremonial Marching.
- 2) Brotochari: Jari, Dhali, Chash Jodi, Chal Hoi and Brotochari Nam
- 3) Calisthenics: Two tables of Exercise (8 exercises in one table with or without apparatus) involving entire body.

Group- B: Athletics (10 marks)

- 1) Running (block start, Techniques of Running, Finishing)
- 2) Throwing Event (Putting the Shot, Discus and Javelin Throw)
 - a) Putting the Shot: Holding the Shot, Placement, Initial stances, Glide, Release Action and Recovery.
 - b) Discus Throw: Holding the discus, Initial stance, Preliminary Swing, Release and Recovery.
 - c) Javelin Throw: Holding the Javelin, Pegging, Initial Stance, Carrying the Javelin during running, last 5-7 strides, Release and Recovery
- 3) 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 ,Clearing the Bar and Landing

Group- C: Yogasana & Gymnastics (5+5=10marks)

- 1) (a) Yogasana:
 - i) Paschimottanasana, Gomukhasana, Dhanurasana, Bhadrasana, Vakrasana, sarvangasana, Ardha Matsyendrasana, Mayurasana, Bhumasana, Shirsasana and Surya Namaskara
 - ii) Kriya: Agnisara and Kapalabhati
 - iii) Pranayama: Anulom Vilom and Bhastrika
 - iv) Trataka and Meditation

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- 2) **(b) Gymnastics:** Forward & Backward Role, Cart Wheel, T Balance, Hand Stand, Arch, V-Balance, Knee Balance, Leg split, Dive Roll, Split Jump and Cat Leap Jump

Group- D: Team Game

(10 marks) (Any one)

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

Group- E: Activity based Project Report on "BMI Calculation and Physical Fitness Measure (for Primary and upper-primary students)

The students will be required to submit activity based Project report as per format given in Health and Physical Education book published by WBCHSE.

SYLLABUS

POLITICAL SCIENCE (POLS)

Class - XII

Full Marks 100

Theory Marks- 80 +20 (Project)

1. International Relations

- a) Meaning of International Relations – Development of International Relations as a discipline
- b) Some key concepts in International Relations:
 - i) Power – Meaning and components
 - ii) National Interest – Meaning and its role in the making of foreign policy
 - iii) Globalisation – Meaning and its impact on state sovereignty

2. International Relations in the post-second world war period

Cold war – Meaning and causes of its origin – Evolution – Challenges to Bipolarity: Non-Aligned Movement – its present relevance – From bipolarity to unipolarity

3. Foreign Policy

Foreign Policy – Meaning – Basic features of India's foreign policy- India and SAARC

4. U.N.O.

- a) Origin – Objectives and principles- major organs of U.N.O. (with special reference to General Assembly, Security Council and ECOSOC)
- b) The U.N. and peace keeping operations

5. Some Major Political Doctrines

- a) Liberalism – Basic Features
- b) Marxism – Basic Tenets
- c) Gandhism- Non-violence and Satyagraha

6. Organs of Government

- a) Separation of Power
- b) i) Executive: Functions – political and permanent executive (Bureaucracy)
 - ii) Legislature: Functions and Structure – Unicameral and bi-cameral legislature – Arguments for and against

SYLLABUS

- iii) Judiciary: Functions – Independence of judiciary

7. Executive in India

- i) The President – Election, powers and position
- ii) The Prime Minister – Power and position
- iii) The Governor of a state – Powers and position
- iv) The Chief Minister of a state- Powers and position

8. Legislature in India

- i) The Parliament – Composition and functions – Relation between Lok Sabha and Rajyasabha– Role of the Speaker
- ii) State Legislative Assembly (with special reference to West Bengal) – Composition and function
- iii) Parliamentary procedure – Zero hour, No- confidence, Cut and adjournment motion, Calling Attention Motion (meaning)

9. Judiciary in India

- i) Supreme Court – Composition, Functions and role
- ii) High Court – Composition and Functions
- iii) Subordinate judiciary – Structure
- iv) Lok Adalat and Consumer Court

10. Local Self- Government

- a) Rural- 3-tier panchayat system-composition, functions and source of income
- b) Urban- Municipality and corporation- Composition and functions and sources of income

11. Project (some suggested areas) (20 Marks)

- i) Survey and observation on the functioning of Gram Panchayat, Panchayat Samiti or Zilla Parishad, Municipality, Borough Committee, Ward Committee etc.
- ii) Women's participation at local level politics
- iii) Functioning of legislative Assembly (If possible)

(N.B. Teachers are at Liberty to carry out project work on any relevant topic included in the syllabus)

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PSYCHOLOGY (PSYC)**Class – XII**

Full Marks – 100

THEORETICAL – 70 Marks**[1] INTELLIGENCE**

- ✱ Definition and nature of intelligence
- ✱ Types of intelligence
 - a) E. L. Thorndike
 - b) R. Cattell
 - c) H. Gardner
- ✱ Theories of Intelligence
 - a) Spearman's two factor theory with criticisms
 - b) Thurstone's Primary Mental Ability Theory
- ✱ Measurement of Intelligence
 - a) Intelligence tests – Definition and types (with one example of each type)
 - ✱ Verbal
 - ✱ Non-verbal / performance (Alexander's pass along and Dearborn Form Board)
 - b) Concept of Mental Age and IQ (Intelligence Quotient)
- ✱ Gifted Children
 - a) Definition
 - b) I.Q. classification
 - c) Characteristics of Gifted child
 - d) Needs of gifted children
 - e) Measures to solve the problems of Gifted child
- ✱ Backward children
 - a) Definition
 - b) Characteristics
 - c) Causes
 - d) Measures to solve problems of backward children

[2] SOCIAL INFLUENCE AND GROUP PROCESSES

- ✱ Social Influence – Definition and forms (Imitation, Conformity, Compliance and Obedience)

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- ✱ Definition and characteristics of group
- ✱ Classification of groups
- ✱ Characteristics of Primary Groups and role of Primary Group in Socialization
- ✱ Characteristics of Secondary Group and role of Secondary Group in Socialization
- ✱ Difference between Primary and Secondary group
- ✱ Individual and group behaviour
- ✱ Leadership
 - a) Definition of leader
 - b) Characteristics and functions of leader
 - c) What is leadership and how leadership develops
 - d) Types of leadership

[3] ATTITUDE AND SOCIAL COGNITION

- ✱ Definition of attitude
- ✱ Characteristics
- ✱ Components
- ✱ Formation of attitude
- ✱ Measurement of attitude – Likert's and Thurston's Scale
- ✱ Change of attitude – Persuasion and Cognitive dissonance with one example
- ✱ Social Cognition with special reference on Schemas
- ✱ Prejudice – Definition and foundation of prejudice
- ✱ Discrimination

[4] PERSONALITY

- ✱ Definition of Personality
- ✱ Characteristics
- ✱ Factors that influence personality (Heredity and Environment)
- ✱ Traits of personality
 - a) What are traits? characteristics
 - b) R. B. Cattle
 - c) G. W. Allport
- ✱ Personality types
 - a) C. Jung
 - b) Sigmund Freud
 - c) Kret Schrees

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- d) Sheldon
- ✱ Measurement of Personality
 - a) Interview
 - b) Questionnaire
 - c) Projective Techniques – Rorschach, TAT and Word Association
 - d) Free Association

[5] ADJUSTMENT

- ✱ Definition & Concept of Adjustment (Self, Family, Society)
- ✱ Cause of Maladjustment (Conflict, Sense of insecurity, hostility & Guilt)
- ✱ Symptoms of Maladjustment / Defence mechanisms
 - a) Withdrawal or
 - b) Extreme Introversion
 - c) Day dream
 - d) Projection
 - e) Rationalization
 - f) Repression
 - g) Regression
- ✱ Forms of Maladjustment
 - a) Timidity
 - b) Truancy
 - c) Lying
 - d) Stealing
 - e) Aggressiveness
 - f) Negativism
 - g) Sex offences
- ✱ Counselling – Definition, utility of counselling among students and their family member

[6] HEALTH PSYCHOLOGY

- ✱ Concept of Health Psychology
- ✱ Definition of stress
- ✱ Causes of stress – Family, School, Vocational, Economic
- ✱ Effects of stress – Brief concept
- ✱ Stress management
 - a) Physical – Exercise, Yoga & Meditation etc.

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- b) Mental – Positive self talk, Humour etc.
- c) External Help – Counselling, Guidance and suggestion

[7] PSYCHOLOGICAL DISORDERS

- ✱ Concept of Abnormality
- ✱ Criteria of Normality (Traditional vs. Modern Concept)
- ✱ Traditional – Neurosis, Psychosis, Difference between Neurosis and Psychosis Modern-Multiaxial System (DSM-IV R)
- ✱ Major Psychological disorders (Symptoms, types, causes and brief outline of management)
 - a) Schizophrenia
 - b) Mood disorders – (i) Unipolar – Depression
(ii) Bipolar
 - c) Anxiety Disorders – Phobia, OCD, GAD, Panic disorder, PTSD
 - d) Antisocial Disorders
 - e) Substance Abuse Disorders

[8] IDENTITY DEVELOPMENT

- ✱ Identity – Definition
- ✱ Erickson's stage of psycho-social development
- ✱ Adolescence – Why is it called a critical stage of development
- ✱ Identity Crisis; Mature identity – backed by James Marcia's Path to identity
- ✱ Factors influencing identity development (Personality, family, Peer-group, school, community and larger Society)
- ✱ Gender – Concept and definition of gender, gender role, gender stereotype, gender identity

[9] ENVIRONMENT AND BEHAVIOUR

- ✱ Environment – Definition, types and relation between man and environment
- ✱ Concept of Ecology and Ecosystem
- ✱ Environment Pollution – Types and of Pollutants
- ✱ Environment Education
 - a) Importance of environment education (Objectives)
 - b) Teacher's role in environment education
 - c) Students' Role in environment education

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[10] STATISTICS IN PSYCHOLOGY

- ✱ What is Statistics?
- ✱ Types of Statistics (Descriptive & Inferential)
- ✱ Role of Statistics in Psychology
- ✱ Short idea of Ranking; Scene; Variable; Scale; Series
- ✱ Frequency Distribution – Tabulation from raw scores; and graphical representation of frequency Distribution – Frequency Polygon and Histogram.
- ✱ Utility of Frequency distribution
- ✱ Measures of Central Tendency – Concept, Computation and Utility
 - a) Mean (Short method)
 - b) Median
 - c) Mode
- ✱ Measures of Variability – Concept, Computation and Utility
 - a) Range
 - b) Standard Deviation (Short method)
- ✱ Neural Probability Curve –
 - a) Concept
 - b) Characteristics
 - c) Deviations - Skewness and Kurtosis
 - d) Application of NPC
- ✱ Correlation – Concept, Types (Positive and Negative), Utility

CURRICULUM & SYLLABUS

EXPERIMENTAL AND PRACTICAL WORK

PRACTICAL 30 MARKS

Problem – 10 Marks
Lab. Notebook – 5 Marks
Viva voce – 5 Marks
Project – 10 Marks

[1] INTELLIGENCE (EXPERIMENT)

Non-verbal Intelligence is to be tested using Dearborn from Board Test and Alexander Pass along Test.

[2] LEADERSHIP POTENTIALS (PROJECT WORK)

The Sociometric method will be followed for Class room practice at least 10 students of the same class should be provided.

[3] PERSONALITY (TEST)

Personality may be assessed by KNPI or KIEI

[4] GENERAL HEALTH (PROJECT WORK)

General Health Questionnaire (GHQ) - [Goldberg] should be used for measuring health status.

Note for Experimental and Project Work.

Each of the topics mentioned for both class XI and XII is compulsory.

SYLLABUS

SOCIOLOGY (SOCG)**Class – XII****FULL MARKS: 100****Theory : 80 marks + Project : 20 marks****Unit I: Sociology in India**

Development of Sociology in India; Different perspectives in studying Indian Society; Indological, Historical, Structural-Functional, Dialectical, Subaltern.

Unit II: Indian Society: Structure and Process

- a) Society in Pre-British India: Socio-economic and cultural conditions of Indian Society.
- b) Processes of Social Change in India: Brahminization, Sanskritization, Westernization, Modernization, Secularization, Globalization and Liberalization.

Unit III: Changes in Social Structure

- a) FAMILY: Indian Joint Family; Changes in structure and functions of family; Recent trends in family pattern.
- b) RURAL AND URBAN COMMUNITIES: Changes in economy and Land Ownership Pattern; Rural class structure and Urban class structure.
- c) CASTE AND TRIBE: Changes in Caste system: Role of Vivekananda, Gandhi, Ambedkar to Caste system; Caste-Class continuum; Caste in Literature; Tribes in transition.
- d) RELIGION: Views of Vivekananda, Maulana Abul Kalam Azad, Rishi Aurobindo; Religion in the present day society.
- e) EDUCATION: Views of Vidyasagar, Rabindranath, Gandhi, Gokhale; Education & Modernization.

Unit IV: Contemporary Social Issues

- a) Population, Poverty, Illiteracy and Unemployment: Concepts and their interrelations (in brief); Consequences and Remedies.
- b) Communalism, secularism, Regionalism and Terrorism: Causes and consequences (in brief).
- c) Corruption: Concept; Recent Legislations.

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- d) Women: Changing status of women in India, Violence against women, Women Movements.
- e) Environment: Ecology-Man and Environment; Crises and Responses (Movements); Legislations.
- f) Mass-Media: Concept; Role of mass-media in social life (both positive and negative).

Project Work: (20 marks)**Suggested Areas for Assignment**

- 1) Recent trends in family pattern
- 2) Caste in Literature
- 3) Corruption: Recent Legislations
- 4) Women Movements
- 5) Environmental Issues
- 6) Role of mass-media in social life

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

SYLLABUS

STATISTICS (STAT)**Class - XII**

Full Marks - 100

THEORY (Full Marks—70)**Descriptive Statistics**

Bivariate data-scatter diagram. Two-way Frequency Distribution, Marginal and Conditional Distributions. Simple Correlation Coefficient and its properties.

Simple Regression Analysis and Least Square Method.

Rank data and Rank Correlation. (Spearman's Rank Correlation Coefficient—case of no tie).

Probability Distributions

Random Variables and its Probability Distribution. Cumulative Distribution Function, Probability Mass Function, Probability Density Function. Expectation, Variance.

Joint Probability Distribution of two random variables (discrete case).

Maximum and Minimum of a Function. Standard definition of Gamma integral and result involving Gamma (1/2) without derivations.

Binomial distribution, Poisson distribution and Normal distribution and their properties. Problem Sums;

Fitting of above distributions, Concept of goodness-of-fit using Frequency χ^2 approach.

Notion of Uniform distribution.

Scaling Methods: Z Scaling and Percentile scaling.

Sampling and Inference**Sampling Theory and Sampling Distribution:**

Population and Sample, Parameter and Statistic. Need for Sampling, Complete Enumeration and Sample Surveys. Basic principles of sample survey. Advantages of Sample Survey over Complete Enumeration. Concept of Probability Sampling. Practical methods of drawing a random sample using a Random Number Table. Uses of Random Number Table.

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Simple Random Sampling with and without replacement.

Concept of Sampling distribution of sample mean and its standard error.

Basic Concepts of Inference:**Estimation:**

Idea of Inference: Point Estimation, Interval Estimation and Testing of Hypothesis. Estimator and Estimate. Criterion of a good Estimator. Concept of bias. Idea of Unbiasedness and Minimum Variance Unbiasedness. Point Estimation of Binomial proportion, Poisson mean, Normal mean and variance (using method of moments.)

Testing of Hypothesis:

Statistical tests of Hypothesis – Null and Alternative Hypothesis. Simple and Composite Hypothesis. Types I and Type II Error. Critical Region. Level of Significance. Power. One Sided and Two Sided test, Critical Value.

Tests of Significance related to a single Binomial proportion and Poisson mean (using large sample approximations), Mean and variance of a single univariate Normal distribution.

Application of Statistics II [10M]**Time Series Analysis:**

Introduction. Different Components of a Time Series. Determination of Trend by method of simple moving-averages and by fitting Mathematical curves (straight line and exponential curve) using Least Square principle.

Statistical Quality Control:

Introduction. Idea of Quality and Quality Control. Advantages of Statistical Quality Control. Process Control and Lot Control. Control Chart Technique. Construction of Control Charts by variables (X, R) and Attributes (p, np).

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CLASS - XII**PRACTICAL Full Marks—30****(Problems: 18, Laboratory Note Book: 4, Project work: 5, Viva-Voce: 3)****List of Problem Sets**

1. Scatter Diagram, Correlation Coefficient and Regression (ungrouped data only).
2. Spearman's Rank Correlation coefficient (case of no tie).
3. Applications and Fitting of Binomial Distribution, Poisson Distribution and only applications of Normal Distribution. (Fitting of Normal Distribution is excluded)
4. Drawing of Random samples (SRSWR and SRSWOR) –using Random Number Tables.
5. Sampling distribution of Sample Mean from a finite population based on simple random sampling with/without replacement. [Start with a population having finite number of values; choose a sample size (2,3 etc.), list all possible samples of the chosen size, calculate sample mean based on each such sample, obtain the frequency distribution of the sample mean and display diagrammatically.
6. Estimation of Population Mean and estimation of Standard Error (under SRSWR and SRSWOR).
7. Testing of Hypothesis in case of Binomial proportion, Poisson parameter, mean & variance of Normal distribution.
8. Determination of Trend (Moving Average Method, Straight Line and Exponential Curve by Least Square Method.)
9. Construction of Control Chart: p , np , \bar{X} , R .
10. PROJECT WORK

It will be based on Collection and Analysis of Data. The analysis should be from any one of the following topics;

- (a) Correlation and Regression including Rank Correlation.
- (b) Trend Determination
- (c) Estimation of Population Mean and Standard Error in case of SRSWR, SRSWOR.

SYLLABUS

INSTRUCTIONS for Laboratory Session and Preparation of laboratory Note Book.

1. For Laboratory Note Book, square sheets and white sheets both are to be used by the students. But if the square sheets are not available then the students may use Laboratory Note book as used in practical in Biological Sciences, Physics, and Chemistry etc.
2. Strictly, HB pencil is to be used in Laboratory sessions. Scientific calculators may be used. Statistical tables if required are to be supplied by the institutions. Geometry Box may also be used.
3. A problem set on a specific topic covering different numerical problems based on secondary data is to be supplied to the students in a laboratory session. This may be typed or printed or neatly hand-written in white papers.

Each problem set should carry at the top

- (a) The Problem Set Number.
 - (b) Heading (in capital letters).
 - (c) Working Date.
4. While solving any problem in any of the problem sets, students must mention the relevant formula with description of notations and theory, in brief if required, in the white papers or in the white side of the inter-leaf sheet. No derivation or discussion is needed.
 5. The necessary calculations are to be shown step wise with specification of units, wherever required. Workings should be presented in a neat form through tables etc. whenever required, in the square sheet or in the ruled side of the inter-leaf sheet.
 6. For graphs and diagrams the c.m. / m.m. graph paper of appropriate size that suits the practical note book are to be used. Both the axes should be labeled, scales to be mentioned and name of the chart (diagram) is to be mentioned clearly. The graph sheets are to be presented adjacent to the relevant workings of the problem concerned.
 7. All the Problem sets enlisted in the syllabus must be completed, examined and signed with date by the teacher concerned. Finally it should be arranged serially, according to the content index.
 8. There should be a content Index at the very beginning of the Laboratory Note Book consisting of
 - (a) Serial Number
 - (b) Heading of Problem Set
 - (c) Working Date and
 - (d) Page Number.

SYLLABUS

RULES for the Practical Examination

1. **The Practical Examination is to be held on a single day simultaneously in all the institutions.**
2. If it is not possible to hold the examination on a same day then there should be **at least three** sets of questions since it is a problem based Practical.
3. The Practical Examination will be of two hours duration including Viva-Voce.
4. Questions of Viva-Voce may be asked by the **External Examiner** to test the depth of understanding in both theory and practical, preferably on Project Work.
5. Only scientific calculators are allowed.
6. Statistical table will not be given in the question paper. If required, it will be supplied by the institution.
7. The completed Laboratory Note Book covering all the topics as prescribed in the syllabus must be submitted during the examination.

CURRICULUM & SYLLABUS

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

CLASS XII

Full marks : 100

Theory - 45

Practical - 55

Theory / Group A

Indian Arts

(15marks)

General background of Indian art : Constraints Indian Art Development . Evaluation of Indian Art

— Sculpture

1. Miniature Paintings of India:
 - (a) Mughal Miniatures
 - (b) Rajput Miniatures
2. Bengal Art Tradition :
 - (a) Terra cotta Temple of Bishnupur
 - (b) Pata Chitra
 - (c) Kalighat Painting
 - (d) Folk & Tribal Art
3. Few Contemporary Indian Artists:

Abanindranath Tagore, Rabindranath Tagore, Gaganendranath Tagore , Amrita Sher-gil, Jamini Roy, Nandalal Bose, Ramkinker Vaij, Benode Behari Mukhopadhyay, Jainul Abedin , Somenath Hore, M.F Hussain, Meera Mukherjee
4. Books to be read :
 - (a) Bageswari Silpaprabandhabali (Abanindranath Tagore)
 - (b) Chitra Katha (Benode Behari Mukhopadhyay)
 - (c) Living Tradition (K.G Subramanyan)

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Theory / Group B**Western Arts (Concept & Development)****(15marks)**

1. Baroque and Rococo :
 Van Eycks (Dutch) : Alterpiece of Lamb.
 Rainbow .
2. Classicism , Romanticism, Realism (1800 – 1818 A.D)
 Turner (British) : Rain , steam , speed
 Constable (British) : Landscapes
3. Impressionism to Modern Art
 Manet (French) : The Fifer
 Monet (French) : Water Lilies
 Van Gogh (Dutch) : Sunflower
 Cezanne (French) : Still life with apple
 Picasso (Spanish) : Guernica
 Matisse (French) : The open window
 Dali (Spanish) : The Persistence of memory
 Rodin (French) : Thinker
 Brancusi (Romanian) : Bird in Space
 Paul Klee (Swisse-German) : Forgetful Angel , Conjuring Trick

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

Theory / Group C**Handicrafts / Design / Architecture / Photography Theory (15m)**

1. Batik : Method & Materials , preparation and use of Batik colours.
2. Method , materials and process of mould and plaster casting.
3. Traditional Handicrafts of Bengal.
4. Past Architecture of India.
5. Contemporary World Architecture.
6. Eminent Indian Photographers of 20th Century.

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Practical / Group A

Painting

(20 marks)

- (a) Composition of a painting depicting a street corner or a shop or a restaurant showing at least four human figures using pencil, pen & ink, oil pastels, water colour or poster colour or mixed media on paper.

Drawing

(15marks)

- (a) Drawing from architectures (buildings, houses, boxes, almirah etc) showing perspectives with soft pencil on paper.
- (b) Drawing from nature, landscapes, people, animals, birds, flowers etc with soft pencil on paper.

Practical / Group B

Sculpture

(20marks)

- (a) Bas relief composition with moulding and casting in plaster of paris.

OR

Design/ Creative Handicrafts

(20marks)

- (a) Decorative design for various motifs in colour for textile.
- (b) Batick design on cloth
- (c) Painting pottery with poster colour.

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WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION
VIDYASAGAR BHAVAN

9/2, Block-DJ, Sector-II, Salt Lake, Kolkata - 700 091

subject wise Marks Division for Class XI and XII (New Syllabus)
 2014-16 session

| Sl No. | Subject | Theory | Project | Practical |
|--------|-----------------------|--------|---------|-----------|
| 1 | Arabic | 80 | 20 | 0 |
| 2 | Bengali A & Bengali B | 80 | 20 | 0 |
| 3 | Hindi A & Hindi B | 80 | 20 | 0 |
| 4 | English A & English B | 80 | 20 | 0 |
| 5 | Alternative English | 80 | 20 | 0 |
| 6 | French | 80 | 20 | 0 |
| 7 | Gujarati | 80 | 20 | 0 |
| 8 | Nepali A & Nepali B | 80 | 20 | 0 |
| 9 | Odia | 80 | 20 | 0 |
| 10 | Persian | 80 | 20 | 0 |
| 11 | Punjabi | 80 | 20 | 0 |
| 12 | Sanskrit | 80 | 20 | 0 |
| 13 | Santhali | 80 | 20 | 0 |
| 14 | Telugu | 80 | 20 | 0 |
| 15 | Urdu | 100 | 0 | 0 |
| 16 | Accountancy | 80 | 20 | 0 |
| 17 | Biological Sciences | 70 | 0 | 30 |
| 18 | Business Studies | 80 | 20 | 0 |
| 19 | Chemistry | 70 | 0 | 30 |

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| Sl No. | Subject | Theory | Project | Practical |
|--------|--|--------|---------|-----------|
| 20 | Commercial Law & Preliminaries of Auditing | 80 | 20 | 0 |
| 21 | Costing & Taxation | 80 | 20 | 0 |
| 22 | Economics | 80 | 20 | 0 |
| 23 | Mathematics | 80 | 20 | 0 |
| 24 | Physics | 70 | 0 | 30 |
| 25 | Agronomy | 80 | 0 | 20 |
| 26 | Anthropology | 80 | 20 | 0 |
| 27 | Computer Application | 70 | 0 | 30 |
| 28 | Computer Science | 70 | 0 | 30 |
| 29 | Education | 80 | 20 | 0 |
| 30 | Environment Studies | 80 | 20 | 0 |
| 31 | Geography | 70 | 0 | 30 |
| 32 | History | 80 | 20 | 0 |
| 33 | Home Management & Family Resource Management | 70 | 0 | 30 |
| 34 | Journalism & Mass Communication | 80 | 20 | 0 |
| 35 | Music | 45 | 0 | 55 |
| 36 | Nutrition | 70 | 0 | 30 |
| 37 | Philosophy | 80 | 20 | 0 |
| 38 | Health And Physical Education | 40 | 0 | 60 |
| 39 | Political Science | 80 | 20 | 0 |
| 40 | Psychology | 70 | 0 | 30 |
| 41 | Sociology | 80 | 20 | 0 |
| 42 | Statistics | 70 | 0 | 30 |
| 43 | Visaual Arts | 45 | 0 | 55 |