

**ENGLISH CORE**  
**CLASS – XI**

**English Core Course (for a paper of 100 marks)**

**DISTRIBUTION OF MARKS**

1)	Prose	-	25 marks
2)	Poetry	-	25 marks
3)	Supplementary Reader	-	15 marks
4)	Grammar & Composition		
	a) Reading – Unseen Passages	-	10 marks
	b) Writing	-	10 marks
	c) Grammar & Usage	-	15 marks

**Total = 100 marks**

**I. Prose**

**Pieces To Be Read:**

1. 'We're Not Afraid to Die ... If We Can All Be Together' – *by Gordon Cook and Alan Frost*
2. The Ailing Planet: The Green Movements' Role – *by Nani Palkhivala*
3. Giant Despair – *by John Bunyan*
4. The Portrait of a Lady – *by Khushwant Singh*
5. The White Seal Adapted and Abridged from The Jungle Book – *by Rudyard Kipling*

**II. Poetry**

**Pieces To Be Read:**

1. The Kingfisher – *by W. H. Davies*
2. The Striders – *by A. K. Ramanujan*
3. To The Pupils of Hindu College – *by H. L. V. Derozio*
4. Childhood – *by Marcus Nattan*
5. In Paths Untrodden – *by Walt Whitman*

**Textbook Prescribed for Prose & Poetry:- Resonance Class XI**

Published by - Macmillan India Ltd., S. C. Goswami Road,  
Pan Bazar, Guwahati – 781001.

**III. Supplementary Reader**

**Pieces To Be Read (Any two of the following pieces):**

1. On Doing Nothing – *by J. B. Priestly*
2. Talking of Space – Report on Planet Three – *by Arthur C. Clarke*
3. A Devoted Son – *by Anita Desai*

**Textbook Prescribed:           Voices Classes XI & XII**  
Published by -           Macmillan India Ltd., S. C. Goswami Road,  
Pan Bazar, Guwahati – 781001.

**IV.   Grammar & Composition**

**The Prescribed Portions are:**

1.   **Reading:** Unseen Passages for (Comprehension and note taking in various topics and situations)
2.   **Writing:** Reports/Essays/Letters
3.   **Grammar & Usage** (To be put in objective format only)
  - a)   Determiners
  - b)   Tenses
  - c)   Active & Passive Constructions
  - d)   Use of Idioms and Phrases
  - e)   Transformation of Sentences

**Textbook Prescribed:           English Grammar & Composition**  
Published by -           Pearson Education, 482 F. I. E. Patparganj,  
New Delhi – 110092, India.

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**ENGLISH CORE**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1.	Prose	-	25 marks
2.	Poetry	-	25 marks
3.	Supplementary Reader	-	15 marks
4.	Grammar & Composition		
	a) Reading	-	10 marks
	b) Writing	-	10 marks
	c) Grammar Usages	-	15 marks

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**Total = 100 marks**

**I. Prose**

**Pieces To Be Read:**

1. Indigo – *by Louis Fischer*
2. The Rattrap – *by Selma Lagerlof*
3. Lost Spring – Stories of Stolen Childhood – *by Anees Jung*
4. Deep Water – *by William Douglas*

**II. Poetry**

**Pieces To Be Read:**

1. Keeping Quiet – *by Pablo Neruda*
2. A Thing of Beauty – *by John Keats*
3. Caring for Animals – *by Jon Silkin*
4. And So It Eventually Happened – *by R. Parthasarathy*

**III. Supplementary Reader**

**Pieces To Be Read:**

1. What Men Live By – *by Leo Tolstoy*
2. Enchanting Caves of Meghalaya – *by B. D. Kharpran Daly*

**IV. Grammar & Composition**

**Portions To Be Read:**

1. **Reading**
  - a) Unseen passages of various types (for comprehension, vocabulary enrichment and note-taking)
2. **Writing**
  - a) Short Composition like note-taking
  - b) Notice writing
  - c) Letter writing (formal & informal)
  - d) Letters of application for a job
  - e) Essay writing

3. **Grammar Usage**
- a) Transformation of sentences
  - b) Direct & Indirect Speech
  - c) Active & Passive Voice
  - d) Error correction in sentences
  - e) Use of word substitution
  - f) Opposite words

**Recommended Textbooks:**

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|----|--|---|--|
| 1. | <b>Resonance XII</b>   | - | Published by Macmillan India Ltd.,<br>S. C. Goswami Road,<br>Pan Bazar, Guwahati – 781001. |
| 2. | <b>Voices Classes XI &amp; XII</b>   | - | – do –   |
| 3. | <b>English Grammar &amp; Compositon</b>  | - | Published by Pearson Education,<br>482 F. I. E. Patparganj,<br>Delhi – 110092, India.      |
| 4. | <b>Current English Grammar &amp; Usage</b><br>By R. P. Sinha Edited by Prof. P. Madhavan | } | Published by<br>Oxford University Press.   |
| 5. | <b>Writing With A Purpose:</b><br>By Champa Tickoo and Jaya Sasikumar                    |   |  |

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**ALTERNATIVE ENGLISH**  
**CLASS – XI**

**Alternative English (For a paper of 100 marks)**

**DISTRIBUTION OF MARKS**

1.	Prose	-	25 marks
2.	Poetry	-	25 marks
3.	Short Plays	-	20 marks
4.	Grammar & Composition		
	a) Reading Unseen Passages (Comprehension)	-	10 marks
	b) Precis Writing	-	10 marks
	c) Grammar & Usage	-	10 marks
<b>Total =</b>			<b>100 marks</b>

**I. Prose**

**Pieces To Be Read:**

1. The Face on the Wall – *by E. V. Lucas*
2. Sparrows – *by K. A. Abbas*
3. Love Across The Desert – *by K. N. Dharuwala*
4. The Redemption – *by Victor Hugo*
5. The Castaway – *by Rabindranath Tagore*

**II. Poetry**

**Pieces To Be Read:**

1. Ode on a Grecian Urn – *by John Keats*
2. Laugh and Be Merry – *by John Masefield*
3. A Baby Running Barefoot – *by D. H. Lawrence*
4. Light Shining Out of Darkness – *by William Cowper*
5. To India – My Native Land – *by H. L. V. Derozio*

**III. Short Plays**

**The Prescribed Plays are:**

1. Abraham Lincoln – *by K. N. Devidas*
- Or*
2. Julius Caesar – *by William Shakespeare*

**Textbook Prescribed for Prose/Poetry/Short Plays: Imprints Class XI**

Published by - Macmillan India Ltd.,  
S. C. Goswami Road, Pan Bazar,  
Guwahati – 781001.

**IV. Grammar & Composition****The Prescribed Portions are:**

1. **Reading** – (Comprehension) Passages with a variety of questions based on **Vocabulary and Comprehension**
2. **Writing** – Precis Writing
3. **Grammar & Usage:**
  - a) Correction of grammatical errors in the given sentences
  - b) Agreement between subject and verb
  - c) Direct/Indirect Speech
  - d) Use of Prepositions
  - e) Use of Articles

**Textbook Prescribed:**

Published by -

**English Grammar & Composition**Pearson Education, 482 F. I. E. Patparganj,  
New Delhi – 110092, India.

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**ALTERNATIVE ENGLISH**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

I.	Prose	-	25 marks
II.	Poetry	-	25 marks
III.	Short Plays	-	20 marks
IV.	Grammar & Composition		
	a) Reading Unseen Passages	-	10 marks
	b) Precis Writing/Amplification of an idea	-	10 marks
	c) Grammar & Usage	-	10 marks
<b>Total =</b>			<b>100 marks</b>

**I. PROSE**

**Pieces To Be Read:**

- 1) The Rebellion – *George Orwell*
- 2) Trailing the Jaguar – *Willard Price*
- 3) A Day in the Life of a Debt Collector – *Munshi Premchand*
- 4) Growing Up – *Joyce Cary*

**II. POETRY**

**Pieces To Be Read:**

- 1) The Soul's Prayer – *by Sarojini Naidu*
- 2) The Education of Nature – *by William Wordsworth*
- 3) The Human Seasons – *by John Keats*
- 4) Enterprise – *by Nissim Ezekiel*

**III. SHORT PLAYS**

**The Prescribed Plays are:**

- 1) The Bishop's Candlesticks – *by Norman Mckinnell*  
*Or*
- 2) Macbeth – *by William Shakespeare*

**IV. GRAMMAR & COMPOSITION**

**The Prescribed Portions are:**

- 1) Reading  
Unseen Passages (descriptive/narrative/speech form) with a variety of questions leading to learning of New Vocabulary, test understanding and ability to write independently.
- 2) Writing
  - a) Precis Writing
  - b) Amplification of an idea

- 3) Grammar & Usage
- a) Correction of grammatical errors in the given sentences
  - b) Active and Passive Voice
  - c) Use of Adverbs
  - d) Question Tags
  - e) Modals
  - f) One word substitution

**Recommended Textbook for Prose/Poetry/Plays:**

**Imprints Class XII** - Published by Macmillan India Ltd.,  
- S. C. Goswami Road, Pan Bazar,  
Guwahati - 781001.

**Reference Books for Grammar & Composition:**

- 1) English Grammar & Composition XII  
- Published by Pearson Education,  
482 F.I.E. Patparganj, New Delhi – 110092, India.
- 2) Current English Grammar & Usage by R. P. Sinha  
copy edited by Prof. P. Madhavan  
- Oxford University Press
- 3) Writing With A Purpose by Champa Tickoo & Jaya Sasikumar  
- Oxford University Press.

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**ENVIRONMENTAL EDUCATION**  
**CLASS – XI**

(TO BE ASSESSED INTERNALLY BY AWARDING GRADES)

**Topics To Be Read:**

**Unit I: Man and Environment (20 Marks)**

**Chapter 1: Dimensions of Environment**

Physical, biological and social dimensions; Environment dimensions; Exchange of heat between the earth and its atmosphere; Physical realms of the earth; The realm of the land; The biological environment; Social Environment.

**Chapter 4: Population and Environment**

Meaning and importance of population study; Population theories; World population growth; Population and environmental issues.

**Chapter 5: Impact of Human Activities on the Environment**

Environmental problems of urban and rural areas; Natural Resources and their depletion; Classification of Natural Resources; Depletion of soil; Depletion of plant resources; Stress on Civic Amenities and Supply of Water; Waste Disposal; Transport; Health Services; Vehicular Emission; Urbanization; The Housing Crisis; Migration; Floating Population.

**Unit II: Environment and Development (10 Marks)**

**Chapter 7: Agriculture and Industrialization**

Historical background of the role of agriculture and industry in development; Localisation of Industrial Plants; Impact of industrialization on agricultural development.

**Chapter 9: Impact of Development on Environment**

Changing pattern of land use; Reclamation of land; Deforestation; Resource depletion; Pollution; Industrial pollution; Environment degradation.

**Unit III: Environmental Pollution and Global Issues (30 Marks)**

**Chapter 12: Air, Water and Soil Pollution**

Air Pollution; Water Pollution; Soil Pollution.

**Chapter 20: Strategies of Reducing Pollution**

Air pollution control strategies; Strategies to reduce soil pollution; Strategies to reduce water pollution. (Chapters 12 and 20 to be studied together)

**Chapter 17: Green House Effect**

Green House Effect; Effects of global warming and climatic changes on human society; Biological impacts of global warming.

**Chapter 18: Pollution Related Diseases**

Diseases caused by air and water pollution; Disease of the modern age.

**Unit IV: Energy****(10 Marks)****Chapter 22: Conventional Sources of Energy**

Conventional energy sources; Fossil fuels; Coal; Petroleum; Firewood; Energy situation in India.

**Chapter 23: Non – Conventional Sources of Energy**

Biomass energy; Solar energy; Wind energy; Ocean power (Tidal waves and thermal); Wave energy; Ocean thermal energy conversion; Nuclear energy; Hydel power; Geothermal energy.

**Chapter 24: Conservation of Energy Resources**

Effects to conserve energy resources; Conserving energy resources in industries; Conserving energy resources in agriculture; Conserving energy resources in the transport sector.

- **One Exemplar Project/Activity may be completed in a year from the suggested list in the textbook. (30 Marks)**

**Book Recommended:**

Published by -

**Frank Environmental Education Class XI**

Frank Brothers & Co. Publishers Ltd.,  
136 Moti Lal Nehru Road,  
Opp. Pan Bazar Girls' Higher Secondary School,  
Guwahati – 781001.

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**ENVIRONMENTAL EDUCATION**  
**CLASS – XII**

**UNIT – I: BIODIVERSITY**

**(18 Marks)**

- a) Concepts and Values of Biodiversity: Concepts of biodiversity; Species of various gene pools; Biodiversity in an ecosystem; Values of biodiversity; Why value diversity.
- b) Types of Biodiversity (Species, Ecosystem and Genetic): Species diversity; Ecosystem diversity, Marine ecosystem; Estuarine ecosystem; Genetic diversity.
- c) Interdependence between Species: Interactions between plants and animals.
- d) Economic Potential of Biodiversity: Introduction; Economic potential of plant diversity; Economic importance of animal diversity.
- e) Loss of Biodiversity (Threatened, Endangered and Extinct Species): Introduction; Causes leading to loss of biodiversity; Threatened, endangered and extinct species.
- f) Strategies for Conservation of Biodiversity: Introduction; Why conserve biodiversity.

**UNIT – II: ENVIRONMENTAL MANAGEMENT**

**(16 Marks)**

- a) Need for Environmental Development Vis-à-vis Development: Introduction; Development levels and environment impacts.

**UNIT – III: SUSTAINABLE AGRICULTURE**

**(16 Marks)**

- a) Need for Sustainable Agriculture: Key components in the industrialization of modern agriculture.
- b) Green Revolution: Impact of green revolution on the environment; Ecological impacts; Sociological impacts.
- c) Impact of Agrochemicals on Environment.
- d) Management of Agriculture Produce: Storage and preservation; Transportation.

**UNIT – IV: SUSTAINABLE DEVELOPMENT****(20 Marks)**

- a) Concept of Sustainable Development: Introduction.
- b) Concept of Sustainable Consumption: Lessons on Sustainable Consumption; Contemporary concept of sustainable consumption.
- c) Challenges for Sustainable Development: Economic considerations; Need for sound economic policies; Political considerations; Social considerations; Need for a transformation in social conditions.
- d) Role of Individual and Community.

**EXEMPLAR ACTIVITIES (INTERNAL ASSESSMENT)****(30 Marks)**

Students must undertake at least one activity in a year. Teachers may design their own set of activities keeping in view the overall objectives of teaching and learning of Environmental education at this stage. Activities may be planned and designed depending upon the local situations, available resources and environmental issues of concern. The learners should be encouraged to initiate action on their own. As illustrations activities may be of the following types:

- To study the changes that have taken place in a given land area during a specific time in respect of number of houses and families and determine the effects on civic amenities like availability of water. Electricity and fuels, drainage system, disposal of wastes, etc.
- To study the practices followed in the region for storage, preservation, transportation and processing of perishable or nonperishable farm products and to assess the extent of wastage due to faulty practices.
- To study the status of an endangered species listed for the region by collecting information through different sources and observation, if possible and to assess the reasons for its diminishing number. Suggests ways and means to protect the species.
- Conduct a survey of plants and trees in the locality and collect information about their cultural, economic and medicinal values. Prepare action plans for the propagation of trees that are most valuable for use.
- Prepare plans for beautification of the school campus or a park in the locality. Identify suitable plants and trees for the same.
- Prepare a flow chart to show different steps involved in the supply of tap water from the source to houses in the locality. Plan and execute campaign to educate the society about the implications of wastage of water in terms of energy.

**RECOMMENDED TEXTBOOK: Frank Environmental Education (Class XII)**  
- Frank Bros. & Co. (Publishers) Ltd.

**REFERENCE BOOKS:**

- Ecology and Environment *by P. D. Sharma; Rastogi Publications.*
- Environmental Biology *by P. D. Sharma; Rastogi Publications.*
- Man & His Environment *by Dr. S. R. Joshi & N. Joshi; Gautam Bros. & Co.*

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**ASSAMESE (MIL)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

1.	Prose	-	30 marks
2.	Poetry	-	25 marks
3.	Rapid Reader	-	15 marks
4.	Grammar & Composition	-	30 marks

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**Total = 100 marks**

**I. Prose**

**Pieces To Be Read:**

1.	Bor Boruahar Kobita Bedona	–	Lakhinath Bezbarua
2.	Jibonor Santiparba	–	Satyanath Bora
3.	Badha Kavya	–	Dr. Birinchi Kr. Boruah
4.	Asomor Khel Dhemali	–	Narayan Sharma

**II. Poetry**

**Pieces To Be Read:**

1.	Borgeet	–	Madhab Dev
2.	Bon Kunwari	–	Chandra Kr. Agarwala
3.	Lachit Phukan	–	Debakanta Baruah
4.	Ekhon Chithi	–	Hem Barua

**Book Recommended for Prose & Poetry: Sahitya Saurav**

Published by - Jyoti Prakashan, Jasowanta Road,  
Pan Bazar, Guwahati – 781001.

**III. Rapid Reader: Drama**

**Book Recommended: Chiraj: Phani Sarma – Pratham Anka (Page 01 to 25)**

**IV. Grammar & Composition**

**Pieces To Be Read:**

1. Pada Prakaran, Karak & Samash
2. Amplification & Sentence Making
3. Substance Writing
4. Sentence Making with Phrases and Idioms

**Book Recommended:**

1. Pravesika Rachana Sikkha: Giridhar Sarma
2. Rachana Bichitra: Dharma Singha Deka
3. Bahal Byakaran: Satyanath Bora

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**ASSAMESE (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Unit I	Prose	-	30 marks
Unit II	Poetry	-	25 marks
Unit III	Drama	-	15 marks
Unit IV	Grammar	-	10 marks
	Composition	-	10 marks
	Essay	-	10 marks

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**Total = 100 marks**

**I. PROSE**

**The Prescribed Pieces are:**

1. Kabir Ahaituk Priti *by Dr. B. K. Kakati*
2. Asomiya Vaishnab Kabir Narad *by Tirtha Nath Sarma*
3. Barnabodh *by Dr. Bhabendra Saikia*
4. Shahitya *by Upendra Nath Goswami*

**II. POETRY**

**The Prescribed Poems are:**

1. Indramunya Rajar Jagya Ayojon (Uresha Barnan) *by Srimanta Shankar Dev*
2. Naatghar *by Nalini Bala Devi*
3. Kukur *by Amulya Boruah*
4. Ubhati Nahar Kabita *by Nabakanta Barua*

**III. DRAMA: Chiraj**

**The Prescribed Portions are:**

Dwitiya and Tritiya Anka (Page 26 – till the end)

**IV. GRAMMAR & COMPOSITION**

**The Prescribed Portions are:**

1. Karak
2. Pratyoy
3. Bibhakti
4. Make sentences with phrases & idioms
5. Bhab Samprasharan
6. Comprehension
7. Essay

**RECOMMENDED TEXTBOOKS:**

1. **Sahitya Saurav**  
Published by: Jyoti Prakashan, Jasowanta Road,  
Pan Bazar, Guwahati – 1
2. **Chiraj (Drama) by Phani Sharma**  
Published by: Asom Prakashan Parishad
3. **Prabeshika Rachana Siksha by: Giridhar Sharma**
4. **Rachana Bichitra by: Dharma Singha Deka**
5. **Bohal Byakaran by: Satyanath Bora.**

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**BENGALI (MIL)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

1.	Prose	-	25 marks
2.	Poetry	-	20 marks
3.	Drama	-	15 marks
4.	Composition		
	a) Potro Likhon	-	6 marks
	b) Bhab Somprasaran	-	7 marks
	c) Prabandha Rachana	-	7 marks
5.	Grammar		
	a) Bakya Paribartan	-	5 marks
	b) Sadhu – O – Chalit Bhasha	-	5 marks
	c) Prabad – Pracharan	-	5 marks
	d) Bagdhara	-	5 marks

**Total = 100 marks**

**I. Prose**

**Pieces To Be Read:**

1. Sitar Banobas – *by Iswar Chandra Bidyasagar*
2. Bhanu Singher Patro – *by Rabindranath Tagore*
3. Mahesh – *by Sharat Chandra Chattopaddhay*

**II. Poetry**

**Pieces To Be Read:**

1. Purborag – *by Chandi Das*
2. Jiban Bandana – *by Nazrul Islam*
3. Abar Asibo Phire – *by Jibanananda Dash*

**III. Drama: Udbastu (Selected Part from ‘Natun Ihudi’) by Salil Sen**

**Textbook Recommended: Uchcho Madhyamik Path Sankalan (MBOSE Publications)**

Printed & Distributed by - C & P Enterprises, Educational Publishers,  
M. C. Road, Guwahati – 781003.

**IV. Grammar & Composition (No textbook has been recommended)**

**The Recommended Portions are:**

- |                      |                             |
|----------------------|-----------------------------|
| 1. Patro Likhon      | 5. Sadhu – O – Chalit Bhasu |
| 2. Bhab Samprasaron  | 6. Prabad - Prabachan       |
| 3. Prabandha Rachana | 7. Bagdhara                 |
| 4. Bakya Paribartan  |                             |

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**BENGALI (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

I.	Prose	-	25 marks
II.	Poetry	-	20 marks
III.	Novel	-	15 marks
IV.	Grammar		
	a) Definition & Examples	-	7 marks
	b) Alankar	-	7 marks
	c) Banganubad/Prabad Prabachan	-	8 marks
V.	Composition		
	a) Summary Writing	-	8 marks
	b) Prabandha Rachana	-	10 marks

**Total = 100 marks**

**I. PROSE**

**Pieces To Be Read:**

- a) Banglar Nabya Lekhokdiger Proti Nibedon – *Bankim Chandra Chattopaddhay*
- b) Balai – *Rabindranath Tagore*
- c) Dudher Dam – *Banophul*

**II. POETRY**

**Pieces To Be Read:**

- a) Sita-o-Sarama – *Michael Madhusudan Dutta*
- b) Dui Bigha Jami – *Rabindra Nath Tagore*
- c) Bangla Bhasha Uchchorito Holey – *Shamsur Rahaman*

**III. NOVEL**

- Rajsingha (Selected Part): Bankim Chandra Chattopaddhay.

**IV. GRAMMAR**

**i) Definition & Examples**

- a) Samibhaban
- b) Apinihiti
- c) Swar Sangati
- d) Swar Bhakti
- e) Abhishruti

**ii) Alankar**

- a) Anupras
- b) Shles
- c) Upoma
- d) Samasokti

iii) **Banganubad/Prabad – Prabachan**

V. **COMPOSITION**

- a) Summary Writing
- b) Prabandha Rachana

*Recommended Textbook for Prose, Poetry & Novel:*

**Uchcho Madhyamik Path Sankalan by MBOSE**

Published by C & P Enterprises, Educational Publishers,  
M. C. Road, Guwahati – 781003.

**Grammar & Composition** (Any standard textbook on Bengali Grammar & Composition may be used)

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**GARO (MIL)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

1.	Prose	-	35 marks
2.	Poetry	-	35 marks
3.	Essay	-	15 marks
4.	Agan Me·apa/Ku·jikse	-	15 marks

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**Total = 100 marks**

**I. Prose**

**The Prescribed Pieces are:**

1. Nikgijagipa Gam – *Fridina K. Marak*
2. A·chik Jatni Ku·riting Agananirango Jajong aro Askirangni Gimin Aganani –  
*Dewansing S. Rongmuthu*
3. Japan Nokdang – *Rev. Gilbert K. Marak*

**Recommended Textbook:** **A·chikni Chanchibewale Seanirang**  
Compiled and edited by – K. M. Momin,  
Tura Book Room, Tura.

**II. Poetry**

**The Prescribed Pieces are: Salingni Agana**

**Recommended Textbook:** **Seokgimin Poetryrang – by D. S. Nengminza**  
Tura Book Room

**III. Essay Writing (Unseen)**

**IV. Agan Me·apa/Ku·jikse**

**Recommended Textbook:** **A·chik Composition by Keneth M. Momin,**  
Tura Book Room, Tura.

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**GARO (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1.	Prose	-	35 marks
2.	Poetry	-	35 marks
3.	Essay	-	15 marks
4.	Agan Me·apa/Ku·jikse -		15 marks

**Total = 100 marks**

**I. PROSE**

**The Prescribed Pieces are:**

1. Ki·tap Seani – *Hubert K. Sangma*
2. Lekka Pora aro Gisik Bimik – *K. M. Momin*
3. Gital Chasong Janggi Tangani – *L. R. Marak*

**II. POETRY**

**The Prescribed Pieces are:**

1. A·chik Ku·rang – *Howard Denison W. Momin*
2. Nang·ko Gisik Ra·gen – *Howard Denison W. Momin*
3. Hobani Sinteani – *Evelyn R. Marak*
4. Tom·tomani Dongja Ia A·gilsako – *Meckjin R. Marak*
5. Katta Ma·gitcham Niam Songgitcham – *D. S. Rongmuthu*

**III. ESSAY WRITING (UNSEEN)**

**IV. AGAN ME·APA/KU·JIKSE**

**RECOMMENDED TEXTBOOKS**

1. **A·chik Chanchibewale Seanirang** Compiled and edited by – K. M. Momin,  
Published by – Tura Book Room, Tura.
2. **Seokgimin Poetryrang** by **D. S. Nengminza**  
Published by – Garo Hills Book Emporium
3. **Chasong Gital A·chik Poetryrang** by **K. M. Momin**
4. **A·chik Kattarang** by **Winnish K. Sangma**

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**HINDI (MIL)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

1.	Prose	-	25 marks
2.	Poetry	-	25 marks
3.	Rapid Reader	-	20 marks
4.	Grammar & Composition		
	a) Essay Writing	-	10 marks
	b) Letter Writing	-	10 marks
	c) Unseen Passage	-	10 marks
<b>Total =</b>			<b>100 marks</b>

**I. Prose**

**Pieces To Be Read:**

1. Namak Ka Daroga – *by Premchand*
2. Apu Ke Saath Dhai Saal – *by Satyajit Ray*
3. Galta Loha – *by Shekhar Joshi*
4. Jamun Ka Per – *by Krishnachander*
5. Bharat Mata – *by Jawaharlal Nehru*
6. Atma Ka Taap – *by Sayyad Haider Raza*

**II. Poetry**

**Pieces To Be Read:**

1. Hum Nau Ek Ek Kari Jana – *by Kabir*
2. Mere To Giridhar Gopal, Dusro Na Koi – *by Meera*
3. Wah Aankhe – *by Sumitranandan Pant*
4. Ghar Ki Yaad – *by Bhawani Prasad Mishra*
5. Hai Bhukh! Mat Machal – *by Akkash Mahadevi*
6. Aao Milkari Bachae – *by Nirmala Putul*

**Textbook Prescribed for Prose & Poetry: Aroh – Hindi Core (NCERT)**

**III. Rapid Reader**

**Pieces To Be Read:**

1. Bhartiya Gayiko Mei Bejor: Lata Mangeshkar – *by Kumar Gandharu*
2. Rajasthan Ki Rajat Bunde – *by Anupam Mishra*
3. Aalo – Aandhari – *by Baby Haldar*

**Textbook Prescribed: Vitan Hindi Suppo I (Core) (NCERT)**

**IV. Grammar & Composition**

**a) Composition**

**The Prescribed Portions are:**

1. Essay Writing
2. Letter Writing
3. Unseen Passage

**b) Grammar**

1. Shrutisan Bhinnarthak Shabd
2. Anekarthi Shabd
3. Anek Shabdo Badle Ek Shabd
4. Paryawachi
5. Velomi
6. Muhaovre
7. Lokoktiyan

**Textbook Prescribed: Hindi Vyakaran Aur Vyavahar, NCERT**

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**HINDI (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1. Prose	-	25 marks
2. Poetry	-	25 marks
3. Rapid Reader	-	20 marks
4. Grammar & Composition		
a) Essay Writing	-	10 marks
b) Letter Writing	-	10 marks
c) Unseen Passage	-	10 marks

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**Total = 100 marks**

**I. PROSE**

**The Prescribed Pieces are:**

1. Bazaar Darshan – *by Jainaindra*
2. Pahalwan Ki Dholak – *by Phanishwar Nath Renu*
3. Charlie Chaplin Yani Hum Sab – *by Vishnu Khare*
4. Namak – *by Rajiya Sajjad Zahir*
5. (a) Shram Vibhajan aur Jati Pratha – *by Bhimrao Ambedkar*  
(b) Meri Kalpana Ka Adarsh Samaj – *by Bhimrao Ambedkar*

**II. POETRY**

**The Prescribed Pieces are:**

1. Atma Parichay – *by Harivansh Rai Bachchan*
2. Bat Sidhi Thi Par – *by Kuwar Narayan*
3. Usha – *by Rameshwar Bahadur Singh*
4. Badal Rag – *by Suryakant Tripathi 'Nirala'*
5. (a) KavitaVali (Uttar Kand Se) – *by Tulsidas*  
(b) Lakshman – Murchcha Aur Ram Ka Vilap – *by Tulsidas*

**III. RAPID READER**

- |                       |   |               |
|-----------------------|---|---------------|
| 1. Atit Mein Dabe Pau | - | by Om Thanvi  |
| 2. Diary Ke Panne     | - | by Anne Frank |

**IV. GRAMMAR & COMPOSITION**

**a) Composition**

- i) Essay Writing
- ii) Letter Writing
- iii) Unseen Passage



**b) Grammar**

- i) Sandhi – Sandhi Vichhed Aur Sandhi Ki Pahachan
- ii) Samas – Vighrah Aur Samas Ki Pahachan
- iii) Vakya – Prakar Aur Rupantaran

**RECOMMENDED TEXTBOOKS:**

1. **Aroh Bhag 2** – NCERT Publications.
2. **Vitan Bhag 2** – NCERT Publications.
3. **Hindi Vyakaran Aur Vyavahar** – NCERT.

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**KHASI (MIL)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

1)	Prose	-	40 marks
2)	Poetry	-	45 marks
3)	Essay (Unseen)	-	15 marks

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**Total marks = 100 marks**

**1. Prose**

**Textbooks Recommended**

- i) Ki Syntiew Ha Ranab by W. Kharkrang -
- ii) Na Sla Ka Sohmyndur by Sweety Mon Rynjah -

**Pieces To Be Read**

- Chapter 4: U Blei U Iohi Ia  
Kiei Kiei Baroh  
Chapter 5: Ban Aiti Namar  
Kiwei  
Chapter 3: Ki Matti U  
Longshwa  
Chapter 14: Ban Ieng Ha La  
Ki Kjat

**2. Poetry**

**Textbooks Recommended**

- i) Ka Samoi Jong Ka Lyer by K. S. Nongkynrih -
- ii) Ka Jingsneng Tymmen (Part I) by R. S. Berry -
- iii) Ki Poetry Khasi by V. G. Bareh -
- iv) Na Nengpei Ki Sur Myllung by B.C. Jyrwa -

**Pieces To Be Read**

- i) Tang Ki tiew Pher Ki La  
Wan Sei Kynthong  
ii) Ka Prem Miet Harud Ka  
Tyllong Wah Umkrah  
Chapters I to X  
Chapter 4: Tiewdohmaw Ha  
Shiteng Riat  
Chapter 5: Pyrem  
Chapter 3: Ka Por Samla  
Chapter 11: U Nongshnadur

**3. Essay – Unseen**

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**KHASI (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1)	Prose	-	30
2)	Poetry	-	40
3)	Grammar and Composition	-	30

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**Total marks = 100**

**1. PROSE**

**Recommended Textbooks**

**Pieces To Be Read**

- |     |  |   |   |
|-----|--|---|---|
| i)  | Ka Pyrkhat U Khasi<br>by H. O. Mawrie  | - | Chapter II: “U Khasi bad Ka Akor”<br>Chapter 16: “U Khasi Ha Ka Mariang”  |
| ii) | Ki Syntiew Ha Ranab<br>by W. Kharkrang | - | Chapter 3: “Ka Jingiakynduh Jong U Bah Ta<br>En”<br>a) Bah Ta En Sa Leit Suk Ho.<br>b) ..... Iaishah Bah Ta En<br>c) U Blei Un Kyrkhu Ia Phi Bah Ta En” |

**2. POETRY**

**Recommended Textbooks**

**Pieces To Be Read**

- |      |  |   |   |
|------|--|---|---|
| i)   | Ki Jingsneng Tymmen (PartII)<br>by R. S. Berry | - | Chapter I to Chapter 17   |
| ii)  | Ki Poetry Khasi<br>by V. G. Bareh              | - | Chapter 10: “Hapdeng Ki ‘Law Kynjah Ka<br>Tlang”<br>Chapter 15: “Ka Weiking”  |
| iii) | Na Nengpei Ki Sur Myllung<br>by B. C. Jyrwa.   | - | Chapter: “Ka Sor Shillong”<br>Chapter: “ Ym Dei U Nongthaw  |
| iv)  | Ka Samoi Jong Ka Lyer<br>by K. S. Nongkynrih   | - | Chapter: “U Ren”<br>Chapter: “Haba U Myntri Rangbah Ha<br>Shillong U Wan Hiar,<br>Ki Siej Jar Jar Ki Shu Iapeit Siar” |

**3. GRAMMAR & COMPOSITION****Recommended Textbook**

i) Ka Grammar  
by H. W. Sten

ii) Essay:

**Pieces To Be Read**

- Chapter 4: “Ka Adjective”  
Chapter 5: “Ka Verb”  
Chapter 6: “Ka Preposition”  
Chapter 8: “Ka Adverb”

- Unseen

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**MIZO (MIL)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

A.	Hla (Poetry)	-	20 marks
B.	Thu (Prose)	-	20 marks
C.	Thawnthu leh lemchan	-	15 marks
D.	Grammar	-	15 marks
E.	Chhiar (Pakhat, text bu pawn)-	-	10 marks
F.	Ziak	-	20 marks

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**Total = 100 marks**

**A. Hla (Poetry)**

**Pieces To Be Read:**

1.	Ka Va Ngai Em Lalram Ropui	-	Hleia
2.	Awmhar Huiva	-	Liangkhaia
3.	Kawltuchawia	-	Chhuana
4.	Khawngai Hnuchham	-	Vankhama
5.	Hraite Khawngge I Chûn Ve Kha	-	Rokunga
6.	Chhingkhual Tha Lengheri	-	Laltanpuia
7.	Zofa Kan Dinhmun Hi	-	L. Z. Sailo
8.	An Dang Chuang Lo Ve	-	Suakliana
9.	Phu Loh Thahmingliani	-	F. Rokima
10.	Duhaisâm	-	T. Zorampela

**B. Thu (Prose)**

**Pieces To Be Read:**

1.	Buaina	-	Darchhawna
2.	Anni Leh Keini	-	Siamkima Khawlhiring
3.	Intodelh	-	Lalzuia Colney
4.	Hmanlai Nula Leh Tlangval Nun	-	B.Lalthangliana
5.	Leilung Hi Pathain Siam A Ni	-	P. L. Liandinga (Lehlin)
6.	Zoram Par Mawi	-	C. Rokhuma
7.	Chanchin Tha Malsawmna	-	Z. T. Sangkhuma
8.	Music	-	Sangzuala

**C. Thawnthu leh lemchan**

**Pieces To Be Read:**

1.	Rauthla Leng (Thamnthu)
2.	Kalkhama Leh Lianphunga (Lemchan)

**D. Grammar****Pieces To Be Read:**

1. Mood
2. Synonym & Antonym
3. Tawng upa (Class X - a zir loh 100)

**E. Chhiar****Pieces To Be Read:**

Text Bu Pawn Lam Thuziak Naupangin An Hritthiam Dan Enna Tur

Zirlaibu pawn (unseen passage) a mi thuziak pakhat, word 1000 vel, lakchhuah a, chumi atang chuan zawhna eng emaw zat siam tur a ni. Thumal awmzia an hriat loh zawhna mark 2 pu tel se.

Thuziak chu hetiang atanga lak tur a ni:

- (a) Factual passage
- (b) Discussion passage

**F. Ziak****Pieces To Be Read:**

1. Essay ziak
2. Report leh minute ziah. Thil thleng chanchin ziah  
(Thil ziah te hi ni tin chanchinbu leh School magazine a chhuah tlak tur ni se)
3. Lekhathawn: Lekhathawn ziah ngai chi hrang hrang ziah thiam. Hengte hi zirtir tel ngei ni se
  - (i) Sawrkara lehkha thehluh tur ziah (lehkha pangngai bakah complaint, enquiries etc. leh a chhan letna thlengin)
  - (ii) Kohhran leh tlawmngai pawl te hnena lekhathawn
  - (iii) Chanchinbu mite hnena lekhathawn
  - (iv) Hna dilna

**Books Recommended :**

- a) **Prose & Poetry**  
**Mizo – XI (Core) – by MBSE**  
- R. D. Print Tech, Near Vanapa Hall, Treasury Square,  
Aizawl - 796001.
- b) **Grammar & Composition**  
**Mizo Grammar & Composition for Class XI & XII by MBSE**  
- Milan Press, Zodin Square, Aizawl - 796001.

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**MIZO (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

A. Hla (Poetry)	-	20
B. Thu (Prose)	-	20
C. Fiction leh Drama	-	15
D. Grammar	-	10
E. Chhiar	-	15
F. Ziak	-	20

**Total = 100 marks**

**A. HLA (POETRY)**

**Pieces To Be Read:**

1. Pi Pu Chhuahtlang Hlui – *Liandala*
2. Kan Ram Nuahmah – *Rokunga*
3. Piallei Hmun Rem Kan Bele – *Dozinga*
4. Tleitirah Tleitiri – *Dura Chongthu*
5. Awmkhawar Lenkaw! Ka Han Thlira – *Van Khama*
6. Zun Phur Thing Tin Par – *Damhauhva*
7. Tahlai Ni Kawklung – *Romani*
8. Khuavel i La Chhing Ngei Ang – *V. Thangzama*
9. Panlai Kei Ka Ramtuanna – *Lalsangzuali Sailo*
10. Phungrual an tin anga – *Laithangpuia*

**B. THU (PROSE)**

**Pieces To Be Read:**

1. Hnam Inpumkhatna Kawnga Tawng Pawimawhna – *P. C. Biaksiama*
2. Mizo Inneih Dan – *B. Lalthangliana*
3. Mizo Nula Huaisen Pahnih – *R. L. Thanmawia*
4. Val Upa – *Darchhawna*
5. Lung In Malsawmna – *H. Lallungmuana*
6. Zoram Indopui Pahnihna – *C. Chhuanvawra*
7. Thangualte u, Nangmahni Khawvel a Nie – *P. L. Liandinga (Lehlin)*
8. Thlaa Lawn – *A. Sawihlira*

**C. FICTION LEH DRAMA**

**Pieces To Be Read:**

1. Fiction: Lali – Biakliana
3. Drama: Zothansangi – Vanneihluanga

**D. GRAMMAR****Pieces To Be Read:**

1. Applied Grammar
  - (a) Prefix and suffix
  - (b) Double Adverbs/Adjective Adverbs
2. Idioms and Phrases

**E. CHHIAR****Portions To Be Read:**

Zirlai bu pawn lam thuziak pahnih hetiang hian lak turani:

1. Thumal 500-600 inkar - 10 marks
2. Thumal 300-400 inkar - 05 marks

Mark 10 pu zawk hi zawhna chi hrang hrang, thuziak awnzia an man leh man loh enna tur ania Tin, thurnal awmzia an hriat dan enna tur mark 2 a awm ang.

**F. ZIAK**

1. Thuphuah tawi – Advertisement, notice, inneih sawmna, lungphun hriattirna, poster, form filled up etc. **05 marks**
2. Report emaw, thil thleng chanchin mi thusawi atanga ziak (Thumal 80 – 100) lekhathawn chi hrang leh mi lekhathawn chhan **05 marks**
3. Thuziak sei (article etc.) – Chanchibua chhuahtlak tura topic hrang hrang thuziak (Thumal 150 – 200) **10 marks**

**RECOMMENDED TEXTBOOKS**

1. **Mizo – XII (Core) by MBSE**  
- St. Joseph's Press, Tlangnuam, Aizawl – 796005.
2. **Mizo Grammar & Composition for Classes XI & XII by MBSE**  
- Milan Press, Zodin Square, Aizawl – 796001.

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**NEPALI (MIL)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

Section A	Literature		
	(a) Short Story	-	20 marks
	(b) Essay	-	20 marks
	(c) Poetry	-	20 marks
Section B	Grammar	-	15 marks
Section C	Reading Unseen	-	10 marks
Section D	Composition and Writing	-	15 marks
<b>Total =</b>			<b>100 marks</b>

**Section A: Literature**

(a) **Story** – The following stories are to be read: **(20 marks)**

- |                         |   |                        |
|-------------------------|---|------------------------|
| (i) Madhu               | - | Indra Sundas           |
| (ii) Mero Auta Nagahuki | - | Hari Prasad Gorkha Rai |
| (iii) Chimeki           | - | Guru Prasad Mainali    |
| (iv) Aama               | - | Bikram Bir Thapa       |

(b) **Essay** – The following stories are to be read: **(20 marks)**

- |  |   |                       |
|--|---|-----------------------|
| (i) Virharu                            | - | Laximi Prasad Devkota |
| (ii) Nepali Sanskritima Madal Ko Sthan | - | Lil Bahadur Chettri   |
| (iii) Hamro Sanskriti                  | - | Krishna Prasad Gewali |
| (iv) Nakal                             | - | Rubi Neupane          |

(c) **Poetry** – The following poems are to be read : **(20 marks)**

- |                    |   |                        |
|--------------------|---|------------------------|
| (i) Nav Yuvak      | - | Madhav Ghimire         |
| (ii) Bhikari       | - | Laximi Prasad Devkota  |
| (iii) Hami Bahadur | - | Agam Singh Giri        |
| (iv) Barsha Wichar | - | Lekhnath Paudyal       |
| (v) Vidyarthi Sita | - | Mani Singh Thapa       |
| (vi) Shillong      | - | Krishana Prasad Gewali |

**Section B: Grammar:** The following chapters are to be read: **(15 marks)**

- (i) Swar Varna
- (ii) Vanjan Varna
- (iii) Matra Parichaya
- (iv) Wakya Parichaya
- (v) Samas
- (vi) Ukhan Ra Tukka

**Section C: Reading (Unseen)** **(10 marks)**

**Section D: Composition and Writing****(15 marks)**

- (i) Comprehension Writing
- (ii) Essay Writing
- (iii) Letter Writing

**Textbook Prescribed:**

1. **Uchha Madhyamik Nepali Sahitya**  
- by Textbook Committee (Nepali) Shillong – 2.
2. **Madhyamik Nepali Vyakaran Ra Rachana**  
- by Shree Raj Prakashan, Darjeeling
3. **Ramro Rachana Mitho Nepali**  
- by Krishna Prasad Parajuli Sahayogi Press, Kathmandu

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**NEPALI (MIL)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Section A – Literature	-	60 marks
Section B – Grammar	-	15 marks
Section C – Reading (Unseen)	-	10 marks
Section D – Composition and Writing	-	15 marks

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**Total = 100 marks**

**Section A – Literature**

**- 60 marks**

**I. PROSE**

**The Prescribed Short Stories are:**

1. Paral Ko Aago – *Guru Prasad Mainali*
2. Logne – *Puskar Shamsher*
3. Shatru – *Vishweshwar Prasad Koirala*
4. Kaikei – *Balkrishna Sama*

**II. ESSAY**

**Types of Essays:**

1. Nepali Hamro Matribhasa – *Parasmani Pradhan*
2. Adhunik Shikshak – *Indra Rai*
3. Gundruk Ko Pukar – *Rudra Raj Pandey*

**III. DRAMA**

- ‘**Mukunda – Indira**’ by Balkrishna Sama, Sajha Prakashan, Kathmandu.

**IV. POETRY**

- ‘**Muna – Madan**’ by Laxmi Prasad Deokota, Sajha Prakashan, Kathmandu.

**Section B – Grammar**

**- 15 marks**

**(Suggested Chapters):**

- (i) Linga
- (ii) Vachan
- (iii) Karak Ra Vivakti
- (iv) Dhatu Ra Pratyaya
- (v) Upasarga
- (vi) Paryawachi Shabda
- (vii) Viparitarthak Shabda
- (viii) Shabda Suddhi Bimarsha
- (ix) Ukhan Tukka

**Section C – Reading (Unseen)** - 10 marks  
(Books not prescribed)

**Section D – Composition and Writing** - 15 marks

1. **Essay Writing**
  - i. Atmaparak
  - ii. Vicharatmak
2. **Letter Writing**
  - a. Vyaktigat
  - b. Vyaparik
  - c. Daftari
  - d. Smarak Patra

**RECOMMENDED TEXTBOOKS:**

1. **Uchha Madhyamik Nepali Sahitya**  
- Textbook Committee (Nepali), Shillong.
2. **Madhyamik Nepali Vyakaran Ra Rachana**  
- Shree Raj Prakashan, Darjeeling.
3. **Ramro Rachana Mitho Nepali by Krishna Prasad Parajuli**  
- Sahayogi Press, Kathmandu.

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**POLITICAL SCIENCE**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

1)	Course I - Political Theory	-	50 marks
2)	Course II - The Indian Constitution and Political System	-	50 marks

**Total = 100 marks**

<b>Course I – Political Theory</b>		<b>Periods</b>	<b>Marks</b>
Unit I	Definition, nature, scope and importance of Political Science State Nation	18	8
Unit II	The Process of Mobilization: Public Opinion, Political Party, Pressure Groups and Interest Groups.	18	14
Unit III	The Organs of the Government: The Executive The Legislature The Judiciary	20	14
Unit IV	Forms of Government and Structure of Government	18	14
<b>Course II – The Indian Constitution and Political System in Operation</b>			
Unit V	Framing of the Indian Constitution	20	14
Unit VI	Indian Federalism	15	14
Unit VII	Government in the States: The Governor The Chief Minister The State Legislature The State Judiciary	25	14
Unit VIII	Local Self – Government	16	8
<b>Total</b>		<b>150</b>	<b>100</b>

**Course I: Political Theory (I)**

**Periods: 74**

Unit I – Definition, nature, scope and importance of Political Science  
Political Science as a science; the Normative and the Empirical approaches  
The State – Definition and elements; state and society, state and association, state and government.

Nation – Meaning, characteristics; distinction between state and nation.

**(8 marks) (18 periods)**

Unit II – The Process of Mobilization: Public Opinion – meaning, agencies and its importance in democracy.

The Political Party – Definition, characteristics and functions. Kinds of party system – Single party system, Bi-party system and Multi-party system, their merits and demerits; the role of the Opposition in a democracy.

Pressure groups and Interest groups – Meaning, general characteristics, their role and functions; differences between pressure groups and interest groups; differences between political parties and pressure groups. **(14 marks) (18 periods)**

Unit III – The Organs of the Government:

The Executive – Meaning of Executive, kinds of Executive and functions of the Executive. Importance of the Executive.

The Legislature – Meaning, functions of the Legislature and the types of legislatures. The Judiciary – Meaning of Judiciary, functions of the Judiciary, conditions for the independence of the Judiciary. **(14 marks) (20 periods)**

Unit IV – Forms of Government: Democracy – Direct and Indirect or Representative Democracy; the Devices of Direct Democracy – Referendum, plebiscite, recall and initiative. Merits and demerits of direct and indirect democracy.

Dictatorship – Meaning, characteristics, merits and demerits.

The Structure of Government: Unitary and Federal government – Characteristics, merits and demerits; Parliamentary and Presidential government – characteristics, merits and demerits. **(14 marks) (18 periods)**

**Course II: The Indian Constitution and Political System in operation Periods: 76**

Unit V – Framing of the Indian Constitution; Sources of the Indian Constitution; Philosophy of the Indian Constitution – the Preamble; Salient features of the Indian Constitution; **(14 marks) (20 periods)**

Unit VI – Indian Federalism: Meaning, need for federalism in India; Nature and features of Indian federalism.

Amendments – Need for amendment and procedure for amendment.

**(14 marks) (15 periods)**

Unit VII – Government in the States: The Governor – Appointment, powers and functions.

The Chief Minister and the Council of Ministers.

The State Legislature: The Legislative Assembly – composition, qualifications of members, term of office, resignation and removal, quorum, privileges, powers and functions.

The Speaker – election, removal, functions.

The Legislative Council – composition, qualifications of members, term of office, privileges, quorum, presiding officers, powers and functions.

The State Judiciary: The High Court – composition, qualifications of Judges, appointment, term of office and removal. Powers and functions of the High Court.

Subordinate Courts in the states.

**(14 marks) (25 periods)**

Unit VIII – Local Self-Government: meaning, importance, Local Self-Government and Democracy.

The District Council (with reference to Meghalaya) – constitutional provisions, composition, tenure, powers and functions, workings, importance.

Rural Local Self-Government: Panchayati Raj System – essence and need, composition, functions relating to agriculture, public works, sanitation, education, village defence, welfare, forests and environment etc,

Traditional Institutions in Meghalaya: Nokmaship, Doloiship, Syiemship.

**(8 marks) (16 periods)**

**Recommended Textbook: Political Science for Class XI**

Published by - Pearson Education, Dorling Kindersley (P) Ltd.  
482 F.I.E. Patparganj, Delhi - 110092.

**Suggested reading materials:-**

1. Political Science (for +2 stage)  
Theory and Constitution  
Volume I & II  
Author: Durga Kant Sarmah (Wiley Eastern Limited)
2. Political Science - An Introduction  
Textbook for Class XI  
Author: S.N. Jha  
Editor: Nalini Pant (NCERT – 2002)
3. Indian Constitution and Administration  
Textbook for Class XI  
Author: B.L. Garg  
Editor: Nalini Pant (NCERT – 2002)

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**POLITICAL SCIENCE**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1) Course III – Political Theory (II)	-	50 marks
2) Course IV – The Indian Constitution and - Political System in operation		50 marks

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**Total = 100 marks**

**Course III Political Theory (II) (80 Periods)**

Unit I	<p><b>Key Concepts: (30 Periods)</b>  Rights: Meaning and characteristics of Rights; kinds of Rights; classification of Rights; relation between Rights and Duties.  Liberty: negative and positive meaning of Liberty; kinds of Liberty – natural, civil, political, economic, national; relation between Law and Liberty.  Equality: negative and positive meaning of Equality; kinds of Equality – natural, social, civil, political, economic; the relationship between Liberty and Equality.  Justice: the varied meanings of Justice; kinds of justice – natural, social, economic, political, legal.  Law: meaning; source – customs, religion, equity, scientific commentaries judicial decisions, Legislature; kinds of Law; relationship between Law and Morality.  Citizenship – Meaning of citizenship; Legal and Moral aspects of citizenship; similarities and differences between citizens and aliens; citizens and nationals; methods of acquiring citizenship – by birth and by naturalisation; double citizenship; loss or termination of citizenship.</p>	
Unit II	<p>The Electorate: meaning and basis of franchise; Universal Adult Franchise arguments for and against.  Systems of Representation: kinds of Representation – Proportional (Hare System &amp; List System), Functional, Territorial, Communal, and their merits and demerits.</p>	<b>(15 Periods)</b>
Unit III	<p>Major Contemporary Political Theories  Liberalism: its meaning and essence; classical or negative Liberalism and contemporary or positive Liberalism and the shift from classical Liberalism.  Marxism: Genesis; tenets of Marxism – dialectical materialism, historical materialism, class struggle, surplus value, revolution and dictatorship of the proletariat, classless society.</p>	<b>(25 Periods)</b>



Unit IV      The United Nations: Origins of the United Nations, development, aims and principles of the United Nations Organization of the United Nations  
**(10 Periods)**

**Course IV      The Indian Constitution and Political System in operation.**  
**(80 Periods)**

Unit V      The Fundamental Rights: Characteristics; Kinds of Fundamental Rights; Writs for enforcement of the Fundamental Rights; Evaluation of the Fundamental Rights.  
 The Fundamental Duties: Kinds, characteristics and evaluation.  
**(25 Periods)**

The Directive Principles of State Policy: Sources, meaning and objectives. Classification – social welfare, Gandhian, economic, administrative, educational and cultural principles. Constitutional significance of the Directive Principles. Distinction between Fundamental Rights and Directive Principles.

Unit VI      The Union Government **(35 Periods)**  
 The President of India: - Qualifications, method of election, tenure and removal, privileges, powers and functions, constitutional position.  
 The Vice-President of India: - Qualifications, election, tenure and removal, privileges, functions, position.  
 The Union Council of Ministers: - Composition, powers and functions.  
 The Prime Minister:- Appointment, tenure, powers, functions and position of the Council of Ministers, distribution of portfolios, as a supervisor of and co-ordinator between the different ministries, as a leader of the Parliament, as a link between the President and the Parliament, etc.

The Parliament:-

(i) The Rajya Sabha (Council of States) – composition, qualifications of members, term of office, presiding officers, privileges, quorum, powers and functions.

(ii) The Lok Sabha (House of the People) – composition, qualifications of members, election, term of office, privileges, quorum, powers and functions – legislative, executive, financial, constituent and miscellaneous. The Speaker of the Lok Sabha – election, tenure, powers and functions, position.

The Judiciary: The Supreme Court of India – Composition, appointment of Judges, qualifications of Judges, tenure and method of removal of Judges. Powers and functions – original jurisdiction, appellate jurisdiction, advisory jurisdiction, miscellaneous. Evaluation of the Supreme Court.

Unit VII India and the world: India and the United Nations; India and SAARC; India's role in the Non-Align movement; India's approach to major world issues like Disarmament, Human Rights and Globalisation. **(20 Periods)**

**Recommended Textbook:** **Political Science for Class XII**  
Published by - Pearson Education, Dorling Kindersley (P) Ltd.,  
482 F. I. E. Patparganj, Delhi – 110092.

**Reference Books:-**

1. Political Science ( for +2 stage)  
Theory and Constitution  
Volume I & II  
Author: Durga Kant Sarmah (Wiley Eastern Limited)
2. Political Science – Key Concepts and Theories  
A Textbook for Class XII  
Author: V.R.Mehta  
Editor: Nalini Pant (NCERT – 2003)
3. Democracy in India – Issues and Challenges  
A Textbook in Political Science for Class XII  
Author: A.S. Narang  
Editor: Nalini Pant (NCERT – 2003)
4. Foundations of Political Science by J.C.Johari.

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**HISTORY**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

Question Type	Section	No. of Questions	Marks for each Questions	Total Marks	Grand Total
A. Objective Type					
i) Multiple Choice } ii) Fill up the blanks } iii) Very Short Answer } iv) Short Answer }	I  II	10 10 10 10	× 01 × 01 × 01 × 02	10 10 10 10	} 30 } 20
<b>Total</b>					<b>50</b>
B. Descriptive Type	-	04	× 12	48 (+) 02 for Cleanliness (is a must)	50
<b>Total</b>					<b>100</b>

Themes	Objectives
<p><b>I. EARLY SOCIETIES</b></p> <p><b>1. From the Beginning of Time</b>  <b>Focus:</b> Africa, Europe till 15000 BC            (a) Views on the origin of human beings            (b) Early societies            Debate on present – day hunter – gatherer societies.</p> <p><b>2. Early Cities</b>  <b>Focus:</b> Iraq, 3<sup>rd</sup> millennium BC            (a) Growth of towns            (b) Nature of early urban societies            Debate on the uses of writing</p>	<ul style="list-style-type: none"> <li>• Familiarise the learner with ways of reconstructing human evolution.</li> <li>• Discuss whether the experience of present – day hunting – gathering people can be used to understand early societies.</li> <li>• Familiarise the learner with the nature of early urban centres.</li> <li>• Discuss whether writing is significant as a marker of civilization.</li> </ul>
<p><b>II. EMPIRES</b></p> <p><b>3. An Empire across Three Continents</b>  <b>Focus:</b> Roman Empire, 27 BC to AD 600.            (a) Political Evolution            (b) Economic expansion            (c) Religion            (d) Late Antiquity            Debate on the institution of slavery.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the history of a major world empire.</li> <li>• Discuss whether slavery was a significant element in the economy.</li> </ul>

<p><b>4. Central Islamic Lands</b>  <b>Focus:</b> 7<sup>th</sup> to 12<sup>th</sup> centuries  (a) Polity  (b) Economy  (c) Culture  Debate on the nature of the Crusades.</p> <p><b>5. Nomadic Empires</b>  <b>Focus:</b> The Mongol, 13<sup>th</sup> to 14<sup>th</sup> century  (a) The nature of nomadism  (b) Formation of empires  (c) Conquests and relations with other states  Debate on nomadic societies and state formation.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the rise of Islamic empires in the Afro – Asian territories and its implications for economy and society.</li> <li>• Understand what the crusades meant in these regions and how they were experienced.</li> <li>• Familiarize the learner with the varieties of nomadic society and their institutions.</li> <li>• Discuss whether state formation is possible in nomadic societies.</li> </ul>
<p><b>III. CHANGING TRADITIONS</b></p> <p><b>6. Three Orders</b>  <b>Focus:</b> Western Europe, 9<sup>th</sup> – 16<sup>th</sup> century.  (a) Feudal society and economy  (b) Formation of states  (c) Church and society  Debate on decline of feudalism.</p> <p><b>7. Changing Cultural Traditions</b>  <b>Focus</b> on Europe, 14<sup>th</sup> to 17<sup>th</sup> century.  (a) New ideas and new trends in literature and arts  (b) Relationship with earlier ideas  (c) The contribution of West Asia  Debate: Is the notion ‘European Renaissance’ valid?</p> <p><b>8. Confrontation of Cultures</b>  <b>Focus</b> on the Americas, 15<sup>th</sup> to 18<sup>th</sup> century.  (a) European voyages of exploration  (b) Search for gold; enslavement, raids, extermination  (c) Indigenous people and cultures – the Arawaks, the Aztecs, the Incas.  (d) The history of displacements.  Debate on the slave trade.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the nature of the economy and society of this period and the changes within them.</li> <li>• Show how the debate on the decline of feudalism helps in understanding processes of transition.</li> <li>• Explore the intellectual trends in the period.</li> <li>• Familiarize students with the paintings and buildings of the period.</li> <li>• Discuss changes in European economy that led to the voyages.</li> <li>• Discuss the implications of the conquests for the indigenous people.</li> <li>• Explore the debate on the nature of the slave trade and see what this debate tells us about the meaning of these “discoveries”.</li> </ul>

<p><b>IV. PATHS TO MODERNIZATIONS</b></p> <p><b>9. Displacing Indigenous People</b>  <b>Focus</b> on North America and Australia, 18<sup>th</sup> – 20<sup>th</sup> century.  (a) European colonists in North America and Australia.  (b) Formation of White settler societies.  (c) Displacement and repression of local people.  Debate on the impact of European settlement on indigenous populations.</p> <p><b>10. The Industrial Revolution</b>  <b>Focus</b> on England, 18<sup>th</sup> and 19<sup>th</sup> century.  (a) Innovations and technological change.  (b) Patterns of growth.  (c) Emergence of a working class.  Debate: Was there an Industrial Revolution?</p> <p><b>11. Paths to Modernization</b>  <b>Focus</b> on East Asia. Late 19<sup>th</sup> and 20<sup>th</sup> century.  (a) Militarization and economic growth in Japan.  (b) China and the Communist alternative.  Debate on the meaning of Modernization.</p>	<ul style="list-style-type: none"> <li>• Sensitize students to the processes of displacements that accompanied the development of America and Australia.</li> <li>• Understand the implications of such processes for the displaced populations.</li> <li>• Understand the nature of growth in the period and its limits.</li> <li>• Initiate students to the debate on the idea of industrial revolution.</li> <li>• Make students aware that transformation in the modern world takes many different forms.</li> <li>• Show how notions like, ‘modernization’ need to be critically assessed.</li> </ul>
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**Recommended Textbook: A Textbook of History Class XI**  
Published by - Sunflower Publications (P) Ltd., 542/16 Joshi Road,  
Karol Bagh, New Delhi – 110005.

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**HISTORY**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Question Type	Section	No. of Questions	Marks for each Questions	Total Marks	Grand Total
<b>A. Objective Type</b>					
i) Multiple Choice } ii) True/False }	I	20	x 01	20	} 30
		10	x 01	10	
iii) Short Answer }	II	10	x 02	20	} 20
				Total =	50
<b>B. Descriptive Type</b>					
	-	02	x 12	24	= 50
		02	x 13	26	
				Total =	100

**Class XII: Themes in Indian History**

Themes	Objectives
<p><b>The Story of the First Cities: Harappan Archaeology.</b></p> <p><b>Broad overview:</b> Early urban centres.</p> <p><b>Story of discovery:</b> Harappan civilization.</p> <p><b>Excerpt:</b> Archaeological report on a major site.</p> <p><b>Discussion:</b> How it has been utilized by archaeologists/historians.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with early urban centres as economic and social institutions.</li> <li>▪ Introduce the ways in which new data can lead to a revision of existing notions of history.</li> <li>▪ Illustrate how archaeological reports are analyzed and interpreted by scholars.</li> </ul>
<p><b>Political and Economic History: How Inscriptions tell a story.</b></p> <p><b>Broad overview:</b> Political and economic history: Mauryan to the Gupta period.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with major trends in the political and economic history of the subcontinent from c. 4<sup>th</sup> century BCE to c. 5<sup>th</sup> century CE.</li> </ul>

Themes	Objectives
<p><b>Story of discovery:</b> Inscriptions and the decipherment of the script. Shifts in the understanding of political and economic history.</p> <p><b>Excerpt:</b> Asokan inscription and Gupta period land grant.</p> <p><b>Discussion:</b> Interpretation of inscriptions by historians.</p>	<ul style="list-style-type: none"> <li>▪ Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>
<p><b>Use of Literary Sources in Reconstructing social History</b></p> <p><b>Broad overview:</b> Issues in social history, including caste, class, kinship and gender.</p> <p><b>Story of discovery:</b> How the Vedas, Puranas, Upanishads and the Mahabharata were discovered.</p> <p><b>Excerpt:</b> from the <i>Mahabharata</i>, illustrating how it has been used by historians.</p> <p><b>Discussion:</b> Other sources for reconstructing social history.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with issues in social history.</li> <li>▪ Introduce strategies of textual analysis and their use in reconstructing social history.</li> </ul>
<p><b>A History of Buddhism: Sanchi Stupa</b></p> <p><b>Broad overview:</b> (a) A brief review of histories of Vedic religion, Jainism and Vaisnavism. (b) Focus on Buddhism.</p> <p><b>Story of discovery:</b> Sanchi stupa.</p> <p><b>Excerpt:</b> Reproduction of sculptures from Sanchi.</p> <p><b>Discussion:</b> Ways in which sculpture has been interpreted by historians and other sources for reconstructing the history of Buddhism.</p>	<ul style="list-style-type: none"> <li>▪ Discuss the major religious developments in early India.</li> <li>▪ Introduce strategies of visual analysis and their use in reconstructing histories of religion.</li> </ul>
<p><b>The Evolution of South Indian Architecture from the Pallavas, Chola, Chalukya and Vijayanagar Period.</b></p> <p><b>Outlines only</b></p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with the patterns of this evolution and how it influenced the overall development of Indian architecture.</li> </ul>

Themes	Objectives
<p><b>Agrarian Relations: The Ain – i - Akbari</b></p> <p><b>Broad overview:</b> a) Structure of agrarian relations in the 16<sup>th</sup> and 17<sup>th</sup> centuries. (b) Patterns of change over the period.</p> <p><b>Story of Discovery:</b> Account of the compilation and translation of Ain-i-Akbari.</p> <p><b>Excerpt:</b> from the Ain-i-Akbari</p> <p><b>Discussion:</b> Ways in which historians have used the text to reconstruct history.</p>	<ul style="list-style-type: none"> <li>▪ Discuss developments in agrarian relations.</li> <li>▪ Discuss how to supplement official documents with other sources.</li> </ul>
<p><b>The Mughal Court: Reconstructing Histories through Chronicles</b></p> <p><b>Broad Overview:</b> (a) Outline of political history c. 15<sup>th</sup> – 17<sup>th</sup> centuries. (b) Discussion of the Mughal court and politics.</p> <p><b>Story of Discovery:</b> Account of the production of court chronicles, and their subsequent translation and transmission.</p> <p><b>Excerpts:</b> from the <i>Akbarnama</i> and <i>Padshahnama</i>.</p> <p><b>Discussion:</b> Ways in which historians used the texts to reconstruct political histories.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with the major landmarks in political history.</li> <li>▪ Show how chronicles and other sources are used to reconstruct the histories of political institutions.</li> </ul>
<p><b>Religious Histories: Bhakti-Sufi tradition</b></p> <p><b>Broad Overview:</b> (a) Outline of religious developments during this period. (b) Ideas and practices of the Bhakti-Sufi saints.</p> <p><b>Story of Transmission:</b> How Bhakti-Sufi compositions have been preserved.</p> <p><b>Excerpt:</b> Extracts from selected Bhakti-Sufi works.</p> <p><b>Discussion:</b> Ways in which these have been interpreted by historians.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with religious developments.</li> <li>▪ Discuss ways of analyzing devotional literature as sources of history.</li> </ul>
<p><b>Medieval Society Through Travellers' Accounts</b></p> <p><b>Broad Overview:</b> Outline of social and cultural life as they appear in travellers' accounts.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with the salient features of social histories described by the travellers.</li> <li>▪ Discuss how travellers' accounts</li> </ul>



Themes	Objectives
<p><b>Story of their writings:</b> A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote.</p> <p><b>Excerpt:</b> from Alberuni, Ibn Batuta and Bernier.</p> <p><b>Discussion:</b> What these travel accounts can tell us and how they have been interpreted by historians.</p>	<p>can be used as sources of social history.</p>
<p><b>Colonialism and Rural Society: Evidence from Official Reports</b></p> <p><b>Broad overview:</b> (a) Life of zamindars, peasants and artisans in the late 18<sup>th</sup> century. (b) East India Company, revenue settlements and surveys. (c) Changes over the nineteenth century.</p> <p><b>Story of official records:</b> An account of why official investigations into rural societies were under taken and the types of records and reports produced.</p> <p><b>Excerpts:</b> From Firminger’s Fifth Report, Accounts of Francis Buchanan, Hamilton and Deccan Riots Report.</p> <p><b>Discussion:</b> What the official records tell and do not tell, and how they have been used by historians.</p>	<ul style="list-style-type: none"> <li>▪ Discuss how colonialism affected zamindars and peasants</li> <li>▪ Understand the problems and limits of using official sources for understanding the lives of people.</li> </ul>
<p><b>Colonialism and Indian Towns: Town Plans and Municipal Reports</b></p> <p><b>Broad Overview:</b> The growth of Mumbai, Chennai, hill stations and cantonments (including Shillong) in the 18<sup>th</sup> and 19<sup>th</sup> century.</p> <p><b>Excerpts:</b> Photographs and paintings. Plans of cities. Extract form town plan reports.</p> <p><b>Focus</b> on Kolkata town planning.</p> <p><b>Discussion:</b> How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with the history of modern urban centres.</li> <li>▪ Discuss how urban histories can be written by drawing on different types of sources.</li> </ul>
<p><b>British Expansion and the North East</b></p> <p><b>Broad Overview:</b> British Expansion in the North East; 1824 to early 20<sup>th</sup> Century.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learners about. <ul style="list-style-type: none"> <li>(i) the nature of British expansion in the North East India.</li> </ul> </li> </ul>

Themes	Objectives
<p><b>Focus:</b> Social and cultural impact of the colonial Rule with special reference to</p> <ul style="list-style-type: none"> <li>(i) Christian missionaries for e.g., Role of the American Baptist Missionaries.</li> <li>(ii) Modern Education.</li> </ul> <p><b>Excerpt:</b> Reports from Pemberton's (1835), Francis Jenkins and other contemporary writers.</p> <p><b>Discussion:</b> How reports can be used to reconstruct history.</p>	<ul style="list-style-type: none"> <li>(ii) Social and cultural impact of British rule.</li> </ul>
<p><b>Representations of 1857</b></p> <p><b>Broad Overview:</b> (a) The events of 1857-58. (b) How these events were recorded and narrated.</p> <p><b>Focus:</b> Lucknow.</p> <p><b>Excerpts:</b> Pictures of 1857. Extracts from contemporary accounts.</p> <p><b>Discussion:</b> How the pictures of 1857 shaped British opinion of what had happened.</p>	<ul style="list-style-type: none"> <li>▪ Discuss how the events of 1857 are being reinterpreted.</li> <li>▪ Discuss how visual material can be used by historians.</li> </ul>
<p><b>Mahatma Gandhi in National Movement</b></p> <p><b>Broad Overview:</b> (i) Early political organizations and the Indian National Congress – 1840s to 1885 (ii) Advent of Gandhi.</p> <p><b>Focus:</b> Nature of the Gandhian Movement 1917 – 1942.</p> <p><b>Excerpts:</b> Reports from English and Indian language newspapers and other contemporary writings.</p> <p><b>Discussion:</b> How newspapers can be a source of history.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner with significant elements of – <ul style="list-style-type: none"> <li>i) the nationalist movement and</li> <li>ii) the nature of Gandhian leadership (starting with the Champaran Satyagraha).</li> </ul> </li> </ul>
<p><b>Partition, Transfer of Power and Making of the Constitution</b></p> <p><b>Broad Overview:</b> Nationalism and the Rise of Communalism. (b) Transfer of Power and the creation of Pakistan. (c) Constitutional Development 1909 – 1946.</p>	<ul style="list-style-type: none"> <li>▪ Familiarize the learner in the rise of communalism as an important by-product of the National movement which led to partition.</li> </ul>

Themes	Objectives
<p><b>Focus:</b> (a) How Communalism worked in Punjab and Bengal. (b) The making of the Indian Constitution (1946 – 1950).</p> <p><b>Excerpts:</b> From the Newspaper, reports and constituent Assembly Debates.</p> <p><b>Discussion:</b> How such sources reveal and how they can be analyzed.</p>	<ul style="list-style-type: none"> <li>▪ The learners should be able to rationally understand the events.</li> <li>▪ Discuss how the founding ideals of the new National State were debated and formulated.</li> </ul>

**RECOMMENDED TEXTBOOK:**

Published by -

**A Textbook of History Class XII**

Sunflower Publication (P) Ltd.,  
542/16 Joshi Road, Karol Bagh,  
New Delhi - 110005.

***Reference Books:***

1. Textbook in History for Class XII: Themes In Indian History Part I – NCERT Publications.
2. Textbook in History for Class XII: Themes In Indian History Part II – NCERT Publications.
3. Textbook in History for Class XII: Themes In Indian History Part III – NCERT Publications.

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**PHILOSOPHY**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

Theory – 80 marks  
Internal Assessment – 20 marks

**UNIT 1:** (Marks: 15) (No. of Lectures: 20)  
**LOGIC** – Definition, Scope of Logic, Logic as Science or Arts, Word – Meaning, Kinds, **TERMS** – Meaning, Division of Terms, **DENOTATION AND CONNOTATION** of Terms, **LOGICAL CHARACTER** of Terms, **FORMAL TRUTH** and **MATERIAL TRUTH**.

**UNIT 2:** (Marks: 15) (No. of Lectures: 20)  
**PROPOSITION** – Meaning, Division of Proposition, Distinction between Grammatical Sentence and Logical Proposition, **SIMPLIFICATION** of Proposition, **DISTRIBUTION** of term, **REDUCTION** of Sentences into their Strict Logical form of Propositions, **OPPOSITION** of Proposition – Meaning and Kind.

**UNIT 3:** (Marks: 20) (No. of Lectures: 35)  
**INFERENCE** – Meaning, Kinds – **IMMEDIATE INFERENCE** – Conversion, Obversion, Inversion and Contraposition. **SYLLOGISM** – Meaning, Characteristics, Structure, Kinds, **GENERAL RULES** of Syllogism and its Fallacies, **FIGURE** of Syllogism, **MOODS** of Syllogism, **SPECIAL RULES** of Valid Moods of First, Second, Third and Fourth Figures, **REDUCTION** – Direct and Indirect.

**UNIT 4:** (Marks: 15) (No. of Lectures: 35)  
**SYMBOLIC LOGIC** – Meaning, Simple and Compound Statement, Conjunction, Disjunction, Material Equivalence and Negation, Using of Symbols and Simple Symbolization.

**UNIT 5:** (Marks: 15) (No. of Lectures: 35)  
**PHILOSOPHY** – Meaning, of Philosophy with Reference to Western Philosophy, Scope of Philosophy, Branches of Philosophy, Relation of Philosophy to Logic.

**UNIT 6:** (Marks: 20)  
**PROJECT WORK/SEMINAR** – Any topic from the **SYLLABUS** (Internal).

**REFERENCE BOOKS:**

- |                                 |                   |
|---------------------------------|-------------------|
| 1. Textbook of Deductive Logic  | : B. N. Roy       |
| 2. Symbolic Logic               | : I. M. Copi      |
| 3. A Manual of Ethics           | : J. N. Sinha     |
| 4. Gandhi His Life and Thoughts | : J. B. Kripalini |
| 5. Introduction To Philosophy   | : John Patrick    |

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**PHILOSOPHY**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Theory – 80 marks  
Internal Assessment – 20 marks

**UNIT 1:** (Marks: 15) (No. of Lectures: 25)  
**INDUCTION** – Relation between Induction and Deduction, Kinds of Induction – Scientific Induction, Unscientific Induction, Analogy, Perfect Induction, Colligation of Fact, Parity of Reasoning. **LAWS OF THOUGHT** – Meaning and Characteristics.

**UNIT 2:** (Marks: 15) (No. of Lectures: 25)  
**GROUND OF INDUCTION – FORMAL GROUND** of Induction – Law of Uniformity and Law of Causation, **CAUSE** – Definition, Qualitative & Quantitative Marks of Causation, **CAUSE AND CONDITION, PLURALITY OF CAUSE, PARADOX OF INDUCTION, MATERIAL GROUNDS** of Induction – Observation and Experiment.

**UNIT 3:** (Marks: 15) (No. of Lectures: 20)  
**EXPERIMENTAL METHODS** – Method of Agreement, Method of Difference, Joint Method of Agreement and Difference, Method of Concomitant Variation and Method of Residue, **HYPOTHESIS** – Meaning, Forms and Conditions of Hypothesis.

**UNIT 4:** (Marks: 20) (No. of Lectures: 35)  
**SYMBOLIC LOGIC** – Statement and Arguments, Statement form and Argument form, Logical Connectives – Conjunction, Disjunction, Implication, Implication **SYMBOLIZATION, CONSTRUCTION** of Truth Tables (**TAUTOLOGY, CONTRADICTORY, CONTINGENT**), **PROVING INVALIDITY.**

**UNIT 5:** (Marks: 15) (No. of Lectures: 25)  
**PHILOSOPHY** – Definition of Philosophy with Reference to Indian Philosophy, **DISTINCTIVE FEATURE** of Indian Philosophy, **RATIONALISM** and **EMPERICISM.**

**UNIT 6:** (Marks: 20)  
**PROJECT WORK/SEMINAR** – Any topic from the **SYLLABUS** (Internal).

**REFERENCE BOOKS:**

- |                                       |                |
|---------------------------------------|----------------|
| 1. Textbook Of Inductive Logic        | : B. N. Roy    |
| 2. Symbolic Logic                     | : I. M. Copi   |
| 3. Introduction To Indian Philosophy  | : J. N. Sinha  |
| 4. Introduction To General Philosophy | : John Patrick |
| 5. A Manual Of Ethics                 | : J. N. Sinha  |

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**GEOGRAPHY**  
**CLASS – XI**

**One Paper**

**Time: 3 hours**

**Theory – 70 marks**  
**Practicals – 30 marks**

**DISTRIBUTION OF MARKS**

**A. Fundamental of Physical Geography**

Unit I	Geography as a Discipline	-	3 marks
Unit II	The Earth	-	6 marks
Unit III	Landforms	-	6 marks
Unit IV	Climate	-	10 marks
Unit V	Water (Oceans)	-	4 marks
Unit VI	Life On Earth	-	6 marks

**B. India - Physical Environment**

Unit I	Introduction	-	4 marks
Unit II	Physiography	-	10 marks
Unit III	Climate, Vegetation and Soil	-	14 marks
Unit IV	Natural Hazards and Disaster; Causes, Consequences and Management	-	7 marks

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**Total = 70 marks**

**A. FUNDAMENTALS OF PHYSICAL GEOGRAPHY (35 MARKS)**

**Unit I: Geography as a Discipline (3 marks) (6 Periods)**

- Geography as an integrating Subject, as a science of spatial attributes.
- Branches of Geography: Importance of Physical Geography.

**Unit II: The Earth (6 marks) (13 Periods)**

- Origin and Evolution of the Earth; Interior of the Earth; Wagener's Continental Drift Theory and Plate Tectonics; Earthquakes and volcanoes.

**Unit III: Landforms (6 marks) (13 Periods)**

- Rocks and minerals – Major types of rocks and their basic characteristics
- Geomorphic processes – Weathering, Mass wasting, Erosional and Depositional work of running water and wind.

**Unit IV: Climate (10 marks) (20 Periods)**

- Atmosphere – Composition and structure; elements of weather and climate.
- Insolation – Angle of incidence and distribution; Heating and cooling of the atmosphere (conduction, convection, terrestrial radiation and advection); temperature – horizontal and vertical.



- Pressure-Pressure belts; wind planetary, seasonal and local; tropical and extra tropical (temperature) cyclones.
- Precipitation – evaporation, condensation – rainfall types
- World Climate – greenhouse effect, global warming and climatic changes

**Unit V: Water (Oceans) (4 marks) (10 Periods)**

- Hydrological Cycle
- Oceans – Submarines relief, distribution of temperature and salinity.

**Unit VI: Life on Earth (6 marks) (13 Periods)**

- Biosphere – Importance of plants and other organisms; ecosystems, energy flow; biodiversity and conservation; ecological balance.

**B. INDIA – PHYSICAL ENVIRONMENT (35 MARKS)**

**Unit I: Introduction (4 marks) (5 Periods)**

- Location – space relation and India's place in the world

**Unit II: Physiography (10 marks) (20 Periods)**

- Brief geological history of India
- Physiographic Divisions
- Drainage systems: concept of water sheds: the Himalayan and the Peninsular

**Unit III: Climate, Vegetation and Soil (14 marks) (25 Periods)**

- Weather and Climate – spatial and temporal; distribution of temperature; pressure; winds and rainfall; Indian monsoons – mechanism, onset and variability; Climatic types (Koeppen's)
- Natural vegetation (ICAR's classification) and their distribution; soil degradation and conservation.

**Unit IV: Natural Hazards and Disasters: Causes, Consequences and Management (7 marks) (10 Periods)**

- Floods and Droughts
- Earthquakes, Tsunami
- Cyclones
- Landslides

**PRACTICAL SYLLABUS**

**FULL MARKS: 30**

**PASS MARKS: 9**

**Unit I: Fundamental of Maps (8 marks) (10 periods)**

- Scales – types; construction of linear scales, measuring distance, finding direction and use of symbols.

- Contours and cross profiles of gentle slope and steep slope, convex and concave slope, conical hill, v – shaped valley.
- Representation of Data – construction of diagrams: bars, circles and flow charts.

**Unit II: Topographic and Weather Maps (8 marks) (8 periods)**

- Study of Topographic maps under the heads – relief, drainage, natural vegetation, distribution of settlement, contour and cross profile of the landform in the specific map provided to the students.
- Use of weather charts: describing pressure, wind and rainfall distribution

**Unit III: Aerial Photographs and Satellite images (6 marks) (7 periods)**

- Aerial photographs: types and geometry – vertical aerial photographs, difference between maps and aerial photographs; photo scale determination
- Satellite images: stages in remote sensing data acquisition, platform & sensors and data products (photographic and digital)

- Practical Record Book (5 marks)
- Viva Voce (3 marks)

**Textbook Recommended:**

Published by -

**Geography for Class XI**

Sunflower Publications (P) Ltd., 542/16 Joshi Road,  
Karol Bagh, New Delhi - 110005.

***PRACTICAL***

**Book Recommended:**

Published by -

**Practical Work in Geography**

Sunflower Publications (P) Ltd., 542/16 Joshi Road,  
Karol Bagh, New Delhi - 110005.

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**GEOGRAPHY**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

A. Fundamentals of Human Geography	-	35 marks
B. India People and Economy	-	35 marks
C. Practical Work	-	30 marks

**Total = 100 marks**

<b>A.</b>	<b>Fundamental of Human Geography</b>	<b>(35 marks)</b>
<b>Unit I:</b>	<b>Human Geography: Nature and Scope</b>	<b>(3 marks) (4 periods)</b>
<b>Unit II:</b>	<b>People</b>	<b>(7 marks) (10 periods)</b>
	<ul style="list-style-type: none"> <li>• Population of the world – distribution, density and growth</li> <li>• Population change – spatial patterns and structure; determinants of population change</li> <li>• Age – sex ratio, rural – urban composition</li> <li>• Human development – concept, selected indicators (literacy and occupation)</li> </ul>	
<b>Unit III:</b>	<b>Human Activities</b>	<b>(10 marks) (24 periods)</b>
	<ul style="list-style-type: none"> <li>• Primary activities – concept and changing trends, subsistence agriculture, modern agriculture, major crops – rice, wheat, tea, coffee, rubber and sugarcane (conditions of growth and distribution)</li> <li>• Mining – world distribution of iron ore, copper, bauxite, coal and petroleum</li> <li>• Secondary activities – concept; manufacturing – agro – processing, household, small scale, large scale; iron and steel industries, location of industries.</li> <li>• Tertiary activities – concept; knowledge – based industries (information technology industry)</li> <li>• Quaternary activities – concept, knowledge – based industries (information technology industry)</li> </ul>	
<b>Unit IV:</b>	<b>Transport, Communication and Trade</b>	<b>(10 marks) (24 periods)</b>
	<ul style="list-style-type: none"> <li>• Land transport – roads, railways, trans-continental railways</li> <li>• Water transport – inland waterways; major ocean routes</li> <li>• Air transport – intercontinental air routes</li> <li>• Oil and gas pipelines</li> <li>• Satellite communication</li> <li>• International trade – based, and changing patterns; ports as gateways of international trade, role of WTO in International trade</li> </ul>	

- Unit V: Human Settlement (5 marks) (8 periods)**
- Settlement types – rural and urban; morphology of cities, distribution of mega cities; problems of human settlement in developing countries
- B. India People and Economy (35 Marks)**
- Unit I: People (5 marks) (10 periods)**
- Population – distribution, density and growth; composition of population: linguistic and religious compositions; occupations
  - Migration – international, national – causes and consequences
  - Human development – selected indicators (literacy and occupations)
- Unit II: Human settlements (4 marks) (6 periods)**
- Urban settlements – types and distribution and functional classification
- Unit III: Recourse and development (10 marks) (24 periods)**
- Land resources – general land use; agricultural land use – major crops agricultural development and problems
  - Water resource utilization – irrigation; scarcity of water and Conservation method – rain – water harvesting
  - Minerals and energy resources – metallic mineral (iron ore, copper, bauxite) and non-metallic minerals (limestone and dolomite). Their distribution, conventional and non conventional energy sources
  - Industries – types and distribution, industrial location and clustering; changing pattern of selected industries- iron and steel cotton textiles, petrochemicals and knowledge – based industries impact of liberalization, privatization and globalization on industrial location
- Unit IV: Transport, Communication and International Trade (7 marks) (10 periods)**
- Transport and communication – roads, railways, waterways and airways; oil and gas pipelines; national electric grid; satellite Communication
  - International trade – changing patterns of India’s foreign trade; seaports and their hinterland and airports
- Unit V: Geographical Perspective on Selected Issues and Problems (4 marks) (7 periods)**
- Environment pollution, urban – waste disposal
  - Urbanization – rural – urban migration; problems of slum
  - Land degradation
- Unit VI: Regional study of Meghalaya (5 marks) (8 periods)**
- Relief, climate, agriculture and minerals

**C. Practical Work (30 Marks)**

**Unit I: Processing of Data and Thematic Mapping (8 marks) (12 periods)**

- Sources of Data (primary and secondary)
- Tabulation and processing of data; Calculation of averages, measures of Central tendency.
- Representation of data – choropleth and isopleths maps

**Unit II: Map Projection and used of computer in Data Processing (6 marks) (7 periods)**

- Map projection – topology construction and properties of conical with one standard parallel and Mercator's projection
- Use of computers in data processing and mapping (only theory)

**Unit III: Field Study (8 marks) (6 periods)**

- Field visit and study on any one of the local concerns : pollution, land-use, or literary (any one topic may be taken up for study; observation and questionnaire survey may be adopted for the data collection; collected data may be tabulated and analyzed with diagrams and maps)

**Practical Report Book (5 marks)**

**Viva Voce (3 marks)**

**RECOMMENDED BOOKS:**

1. Saraswati Geography, Published by: Saraswati House Pvt. Ltd., Educational Publishers, New Delhi – 110002.
2. 'Fundamentals of Human Geography' – Hira Lal Yadav, Savita Sinha, NCERT publication Editor – R. P Mishra Reprinted – November 2003
3. 'India – People and Economy' – S. K. Sharma, NCERT Publication, Editor – R. P. Mishra, May 2003
4. 'Practical Work in Geography – Part II ' – R. B. Singh, NCERT Publication Editor - R. P. Mishra Reprinted – February 2005

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**EDUCATION**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

Section – I: Education	=	60 marks
Section – II: Psychology of Education	=	40 marks

**Total = 100 marks**

**SECTION I – EDUCATION (52 Periods)**

**Introduction (18 Periods)**

- 1. Education – Broad & Narrow Meaning**
  - Definitions on Education
  - Aims of Education
    - Individual aims
    - Social aims
    - Aims for National Development
  
- 2. Agencies of Education**
  - Formal
  - Informal
  - Non-formal
  
- 3. Levels of Education (10 Periods)**
  - a. Educational ladder — Elementary, Secondary, Higher Education (Basic concepts, meaning and objectives)
  
- 4. Constitutional Provisions Relating to Education (10 Periods)**
  - a. Free and Compulsory Education
  - b. Religious Instruction
  - c. Language Safe Guards
  - d. Equality of Educational Opportunities
  - e. Education of Minorities
  - f. Education of Weaker Sections & Scheduled Castes
  - g. Instruction in Mother Tongue
  - h. Development of Hindi
  - i. Higher Education & Research
  
- 5. Sociology and Education (14 Periods)**
  - a. Meaning and definition of Educational Sociology
  - b. Relationship between Sociology and Education
  - c. Sociological bases of Education
  - d. Importance of Educational Sociology

**SECTION II – PSYCHOLOGY OF EDUCATION (46 Periods)**

**6. Introduction (14 Periods)**

- a. What is Psychology?
- b. Branches of Psychology
- c. Relationship between Psychology and Education
- d. Nature and Scope of Educational Psychology

**7. Growth and Development (16 Periods)**

- a. Meaning of Growth and Development
- b. Factors influencing growth and development

**8. Developmental stages – Infancy, Childhood and Adolescence**

**9. Learning and Motivation (16 Periods)**

- a. Concept of Learning
- b. Theories and Laws of Learning. Trial & Error Theory (Thorndike), Gestalt (Insightful learning), Conditioning (Pavlov's)
- c. Factors facilitating Classroom learning
- d. Motivation in Learning
  - What is motivation?
  - Role of Motivation in learning – classroom incentives, competition, co-operation and interest.

**Reference Books: Class XI**

1. Aggarwal, J. C.: Theory and Principles of Education – Vani Educational Books, Vikas Publishing House Pvt. Ltd.
2. Bhatia and Bhatia: A Text Book of Education for Beginners – Kalyani Publishers, New Delhi.
3. Bhatia, Hans Raj: Elements of Educational Psychology – Orient Longman.
4. Chaube: Educational Psychology – Vinod Pustak Mandir, Agra – 2.
5. Kaushik, Vijaya Kumari: Education Theory & Practice; 1997.
6. Kaushik, Vijaya Kumari: Principles of Education; 1997.
7. Kundu, C. L.: Sterling Publishers Pvt. Ltd.
8. Mangal, S. K.: Psychological Foundations of Education – Prentice Hall of India, New Delhi.
9. Rai, B. C.: Sociological Foundations of Education – Prakashan Kendra, Lucknow.

10. Safaya, R. N.: Development of Educational Theory and Practice – Bani Mandir, Pan Bazar, Guwahati.
11. Sahu, Binod Kumar: Education of the Exceptional Children – Kalyani Publishers, New Delhi.
12. Saxena, N. R. Swaroop: Philosophical and Sociological Foundations of Education – R. Lall Book Depot Meerut.
13. Skinner, B. F.: Educational Psychology.
14. Taneja, V. R.: Educational Thought and Practice – Sterling Publishers Pvt. Ltd.

**Recommended Textbook: Intermediate Education Class XI**  
Published by - Pearson Education,  
Dorling Kindersley (P) Ltd.,  
482 FIE Patparganj, Delhi – 110092.

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**EDUCATION**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

SECTION I : EDUCATION	-	60
SECTION II : PSYCHOLOGY	-	40
<b>TOTAL</b>		<b>= 100</b>

**SECTION – I: EDUCATION**

**1. CURRICULUM: (24 Periods)**

- a. Concept of Curriculum.
- b. Principles of Curriculum Construction.
- c. Types of Curriculum
  - Child centred.
  - Subject centred.
  - Activity centred.
- d. Approaches to Curriculum Development

**2. INCLUSIVE EDUCATION (18 Periods)**

- Meaning and Concept
- Importance of Inclusive Education (As a basic human right)
- Children with Special Needs (Physically and Mentally challenged) — Preliminary Idea.
- Approaches to Inclusive Education — Discrimination and Psycho — Social Implications.

**3. ART EDUCATION: (26 Periods)**

- a. Concept of Art Education
- b. Modes of Expression – Visual Arts.
- c. Performing Arts.
- d. Need and Importance of Art Education.
- e. Stages and Process of Imparting Art Education

#### **4. EDUCATIONAL TECHNOLOGY (26 Periods)**

- a. Meaning and definition of Educational Technology
- b. Types of Educational Technology
- c. Aspects and Steps of Educational Technology
- d. Forms of Educational Technology

### **SECTION – II: PSYCHOLOGY**

#### **1. PSYCHOLOGICAL ATTRIBUTES: (18 Periods)**

- a. Individual differences in human functioning – meaning, factors and significance.
- b. Intelligence:
  - Concept of Intelligence.
  - Theories of Intelligence.
    - Spearman’s Theory.
    - Thurstone’s Theory
- c. Individual Differences in Intelligence

#### **2. PERSONALITY: (24 Periods)**

- a. Personality — Concept, definition and nature.
- b. Factors affecting personality development.
- c. Structure of Personality – type and trait approaches

#### **3. ATTENTION AND MEMORY: (22 Periods)**

- a. Attention —
  - Characteristics
  - Types.
- b. Attention and Interest — their Educational Implications.
- c. Memory — Meaning and Definition.
  - Factors involved in Memory
- d. Forgetting — Nature and Causes.
- e. Enhancing Memory.

**4. THINKING AND REASONING: (22 Periods)**

- a. Concept and Nature of Thinking.
- b. Conditions that Stimulate Thinking.
- c. Reasoning: Concept and Steps in Reasoning.
- d. Training in Thought and Reasoning.

**Recommended Textbook: Intermediate Education Class XII**

Published by - Pearson Education,  
Dorling Kindersley (P) Ltd.,  
482 F. I. E., Patparganj, Delhi – 110092.

**Reference Books - Class XII**

1.	Aggarwal, J.C;	Theory and Principles of Education	Vani Educational Books Vikas Publishers House Pvt. Ltd.
2.	Alur, M.	Inclusive Education – 2005	DVS Publishers, Pan Bazar, Guwahati.
3.	Bhatia & Bhatia,	A Textbook of Education for Beginners	Kalyani Publishers
4.	Bhati, H.R.	Elements of Educational Psychology	Orient Longman Pvt. Ltd.
5.	Brown, Robert	Psychology	Pearson Education (Singapore) Indian Branch, New Delhi — 110092.

6.	Chauhan, S.S.	Exceptional Children	Vikas Publishing House, Pvt. Ltd., New Delhi.
7.	Jam, M.	Developmental Psychology	Eastern Book House, Guwahati.
8.	Loreman, T.	Inclusive Education — 2005	DVS Publishers, Pan Bazar, Guwahati.
9.	Mangal, S.K.	Fundamentals of Educational Technology	Parkash Brothers, Ludhiana
10.	Mangal, S.K.	Psychological Foundations of Education	Prentice Hall of India, New Delhi.
11.	Mohanty, Jagannath	Modern Trends in Indian Education	Deep and Deep Publications, New Delhi – 110027.
12.	Morgan, Clifford & Co.	Introduction to Psychology	Tata McGraw Hills, New Delhi.
13.	Panda, K.C.	Exceptional Children	Vikas Publishing House, Pvt. Ltd., New Delhi.
14.	Prasad, J	Art Education — Concepts, Epistemacy and Role — 2005	DVS Publishers, Pan Bazar, Guwahati.
15.	Reddy, G.L.	B of Children with Special Needs	Ekta Book Distributors, New Delhi — 110059.

16.	Roback, A.A.	Psychology and Personality Development	Eastern Book House, Guwahati.
17.	Safaya, R.N.	Development of Educational Theory and Practice	Bani Mandir, Guwahati.
18.	Sen, Anima	Psycho — Social Integration of the Handicapped—A Challenge to the Society	Mittal Publications, New Delhi— 110054.
19.	Sharma, R.A.	Technology of Teaching	Loyal Book Depot, Meerut
20.	Smith, W.	Art Education — Scholastic and Industry — 2005	DVS Publishers, Pan Bazar, Guwahati.
21.	Taneja, V.R.	Educational Thought and Practice	Sterling Publishers, Pvt. Ltd.

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**HOME SCIENCE**  
**CLASS – XI**

**COURSE STRUCTURE**  
**(THEORY)**

**ONE PAPER**

**TIME : 3 HOURS**

**70 MARKS**

UNIT	TITLE	MARKS
I	Chemistry	20
II	Human Development	25
III	Family Resource Management	25
<b>Total =</b>		<b>70</b>

**UNIT I – CHEMISTRY**

- **Basic concepts of Chemistry:** Atom, Molecule, Symbol, Valency.
- **Structure of Atom:** Rutherford's model, Bohr's Model.
- **Concept of Energy levels (orbits):** Concept of shells, subshells, and orbitals.
- **Quantum Theory, electronic configuration of elements.**
- **Chemicals Bonding:** Kossel – Lewis approach to bonding – ionic bonding, covalent bonding, Resonance structures, Electronegativity, Hybridisation (quantitative treatment of  $sp$ ,  $sp^2$ ,  $sp^3$ )
- **Hydrogen ion concentration, Law of Mass action, Dissociation of water pH scale.**
- **Organic Chemistry:** Tetravalency of carbon, structure of carbon atom. Hydrocarbons – elementary idea of alkanes, alkenes, alkynes, their general formulae. Functional groups and Homologous series.
- **Biomolecular Chemistry:** Carbohydrates – classification, structures of pentoses and hexoses. Amino acids – Structures, peptide bond. Proteins – Simple idea of primary, secondary, tertiary and quaternary structures. Fatty acids: Saturated and unsaturated fatty acids.

## UNIT II – HUMAN DEVELOPMENT

### Meaning and Principles of Growth and Development.

- **Infancy (0 – 1 years):** Meaning and development Tasks of infancy. Physical care: Feeding: (breast feeding, artificial feeding, supplementary feeding and weaning) Bathing, Toilet training and clothing. Emotional Development: (fear, anger, joy, pleasure, tempers tantrums). Physical and Motor development. Immunisation.
- **Early childhood (1 – 4 yrs)** Meaning and development tasks of early childhood. Emotional development: (fear, anxiety, anger, jealousy, joy, pleasure, delight). Physical development. Language development. Social development. Intellectual development. Personality and Moral development. Common ailments: (fever, common cold, allergy, diarrhoea, whooping cough, worm infestation).
- **Late Childhood (4 – 12 years)** Meaning and development tasks of Late childhood. Emotional development (fear, anxiety, anger, curiosity, joy, pleasure). Physical development. Social development. Intellectual development. Development of creativity Personality and Moral development.
- **Adolescence (12 – 18 years)** Meaning and tasks of adolescence. Physical development. Emotional development: (Grief, affection, love, anger). Social development. Personality development. Moral development.

## UNIT III – FAMILY RESOURCE MANAGEMENT

- **My house and Its Care:** Meaning and characteristics of a house. Planning and layout of a house. Importance of cleaning. Care of the house (daily, weekly, monthly, seasonal cleaning) Cleaning equipments. Household pests and their prevention. Principles and types of flower arrangement
- **Resources and their Management** Meaning, characteristics and classification of resources. Family resources and their management. Budgeting, Meaning and need for management. Steps in Management (planning, organizing, controlling, implementing and evaluating)
- **Household Equipments:** Care, maintenance and use of household equipments: Gas stove, kerosene stove, immersion rod, pressure cooker, heaters, cutting devices (peelers, cutters and graters)

**PRACTICALS SYLLABUS****FULL MARKS: 30****PASS MARKS: 9**

<b>Evaluation Scheme for Examination</b>		<b>Marks</b>
1.	Chemistry	7
2.	Human Development	8
3.	Family Resource Management	8
4.	Practical Journal	5
5.	Viva Voce	2
<b>Total -</b>		<b>30</b>

1. **CHEMISTRY :- Determination of pH using pH meter of**
  - a. Water
  - b. Given Solution
  
2. **HUMAN DEVELOPMENT :-**
  - a. Prepare a feeding schedule for an infant of 8 months old.
  - b. Interview two working mothers in your neighbourhood to find out their arrangements for children in their absence for the children below 4 years and evaluate.
  
3. **FAMILY RESOURCE MANAGEMENT :-**
  - a. Plan a monthly budget with your pocket money.
  - b. Cleaning of Gas Stove and Pressure Cooker.

**Reference Books :**

1. Chemistry Textbook for Class XI and Class XII – **MBOSE**
2. A Textbook of Practical Biochemistry, 3<sup>rd</sup> Edition, by T. Plummer – **Orient Longman Pvt. Ltd.**
3. Elements of Home Science (1997) by Mullick Premlata – **Kalyani Publishers, 4863/2B, Bharat Ram Road, 24, Daryaganj, New Delhi – 110002.**



4. Elements of Child Development (1997) by K. C. Panda – **Kalyani Publishers, 1/1 Rajendra Nager, Ludhiana – 141008.**
5. Child Psychology (1984) by E. B. Hurlock – **McGraw Hill (P) Ltd.**
6. Developmental Psychology: A Life Span Approach (1985) by E. B. Hurlock – **McGraw Hill (P) Ltd.**
7. Home Management for Indian Families (1985) by M. K. Mann – **Orient Longman (P) Ltd.**
8. Home Management, Educational Planning Group (1993) – **Arya Publishing House, New Delhi.**
9. Management of Modern Families (1980) by Gross, Granall and Kholi – **Prentice Hall Inc., New Delhi.**

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**HOME SCIENCE**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Theory	-	70 marks
Practical	-	30 marks

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**Total = 100 marks**

**THEORY**

I.	Community Development and Services	-	20 marks
II.	Textiles and Clothing	-	25 marks
III.	Food and Nutrition	-	25 marks

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**Total = 70 marks**

**PRACTICAL**

I.	Community Development and Services	-	7 marks
II.	Textiles and Clothing	-	8 marks
III.	Food and Nutrition	-	8 marks
	• Practical Journal	-	5 marks
	• Viva Voce	-	2 marks

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**Total = 30 marks**

**I. Community Development and Services (Theory) (20 marks)**

- **Community Development. (8 Periods)**

Definition, Objectives, Principles and philosophy of Community Development.

- **Food Laws and Food Standards. (10 Periods)**

Consumer rights, Consumer challenges, Food adulteration and Voluntary agencies.

- **Community Development Programmes. (8 Periods)**

Feeding programmes (Local, State, National)

Rural Employment Programme (TRYSEM, Village Co-operatives, Mahila mandals, Youth clubs)

Adult Education Programmes.

- **Kitchen Gardening.** (8 Periods)

Importance of kitchen gardening,  
Layout of a Kitchen garden, Selection of Rabi and Kharif crops Selection of manures, Compost making.

**PRACTICAL** (7 marks)

**1 Practical is equal to 4 Periods**

- **Simple Test for Checking Adulteration in**

1. Wheat
2. Rice
3. Red Gram Pulse
4. Tea leaves
5. Turmeric powder
6. Chilly Powder
7. Pepper Corns

**II. Textiles and Clothing (Theory)** (25 marks)

- **Fibre Science:** (10 Periods)

Classification of fibres with examples,  
Properties of fibres (chemical and physical) of cotton, wool, silk, polyester,  
Identification of fibres (visual inspection, microscopic observation, burning and chemical tests/ of cotton, wool, silk, polyester.)

- **Yarn:** (4 Periods)

Yarn making processing, Types of Yarns.

- **Stains:** (8 Periods)

Meaning, classification of stains with examples.  
Removal of stains from different fabrics.

Fabrics – Cotton, wool, silk, synthetics.  
Stains – Blood, ink, curry, lipstick, grease, tea, ice-cream.

- **Bleaching:** (6 Periods)

Meaning and use of different bleaching agents.  
Types of bleaching agents.

- **Sewing:** (2 Periods)

Sewing equipments and tools.

**PRACTICAL****(8 marks)****1 Practical is equal to 4 Periods**

- **Microscopic Identification of Fibres:** **(2 marks)**

1. Cotton
2. Wool
3. Silk and
4. Polyester

- **Removal of Stains Cotton Fabric:** **(2 marks)**

1. Curry
2. Ice-cream
3. Lipstick and
4. Tea

**Drafting and Construction of an Apron.** **(1 + 3\*)**

(\*3 Internal Assessment of the Completed Product. The marks should be added in to the Final Board Practical Examination)

**III. Food and Nutrition (Theory)** **(25 marks)**

- **Foods and Nutrition:** **(4 Periods)**

Definition and Meaning of Food, Nutrition and Health.  
Functions and Constituents (nutrients) of food.  
Food Guide. (3, 4, 5, 7, 9 and 11)

- **Diets:** **(8 Periods)**

Definition and Meaning of Balanced and Therapeutic Diets.  
Balanced Diet and Nutritional Requirements during:  
Infancy (0- 2 yrs),  
Pre-school (2 -6 yrs),  
School Age (6-12 years) and  
Adolescence (12 – 18 yrs).

- **Deficiency Diseases:** **(12 Periods)**

Definition, Causes and Preventive measures of:  
Protein-Calorie Malnutrition. (Kwashiorkor, Marasmus and Marasmic Kwashiorkor), Iron deficiency, Iodine deficiency, Vitamin-A deficiency.

- **Methods of Food Preparation:** **(10 Periods)**

General principles and methods of food preparation: Boiling, Steaming, Pressure Cooking, Deep and Shallow Frying, Roasting and Grilling

**PRACTICAL****(4 Periods)**

- **Using Different Methods of Cooking, Prepare Snacks with Locally Available Foods: (8 marks)**

1. Cereals,
2. Pulses,
3. Meat,
4. Fish and
5. Egg.

- **Practical Journal: (5 marks)**
- **Viva voce: (2 marks)**

**Reference Books:**

1. Chandra. A. Shah. A and Joshi. U: Fundamentals of Teaching Home Science, Sterling publishers, Pvt, Ltd., New Delhi, 1989.
2. Dantyagi, S: Fundamentals of Textiles and Clothing, 1985
3. Deulkar, D: Household Textiles and Laundry Work, Atma Ram and Sons publishers, Kashmere Gate, Delhi 6, 1985.
4. Educational Planning Group: Food and Nutrition, Arya Publishing House, New Delhi, 1993.
5. Mullick, Prem lata: Elements of Home Science, Kalyani Publishers, 4863/2B, Bharat Ram Nagar, 24, Daryaganj, New Delhi 110 002, 1997.
6. Reddy A.V.: Extension Education, Srilakshmi Press, Bapatla, 522101, A.P. 1997.
7. Srilakshmi B: Dietetics, New Age International (p) Ltd., 4835/24 Ansari Road, Daryaganj, New Delhi, 2005.
8. Swaminathan, M: Handbook of Food and Nutrition, Bangalore Printing and Publishing Co. Ltd., P.B. No. 1807, 88, Mysore Road, Bangalore 560 018. 1992.
9. Teachers of Lady Irwin College: A Text Book of Home Science, Orient Longman (p). Ltd., 1/24 Asaf Ali Road, New Delhi 110 002, 1999.

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**GEOLOGY**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

Theory – 70 Marks  
Practical – 30 Marks

**COURSE STRUCTURE**  
**(THEORY)**

**One Paper**

**3 Hours**

Unit	Title	Marks allotted	Estimated no. of periods
Unit I	<i>General Geology</i>	15	23
Unit II	<i>Crystallography and Mineralogy</i>	13	17
Unit III	<i>Structural Geology &amp; Tectonics</i>	14	23
Unit IV	<i>Igneous Petrology</i>	15	23
Unit V	<i>Metamorphic Petrology</i>	13	15
	Total	70	101

**Unit I: General Geology**

**(23 Periods/15 Marks)**

Geology: different branches and scope.

Recent thoughts on the origin of the Earth/Solar system.

Geological Time Scale; Principle of Order of Superposition; Principle of Original Horizontality, Principle of Uniformitarianism.

Weathering: definition, agents and processes; erosion, denudation and deposition.

Geological work of running water and resulting erosional and depositional features.

Earthquakes – causes, classification, seismic waves, seismograph, seismogram; Earthquake intensity and magnitude. Earthquake belts of the World. Earthquake zones of India.

Interpretation of the Earth's interior with the help of seismic waves.

Volcanoes: Types and products of volcanoes.

**Unit II: Crystallography and Mineralogy****(17 Periods/13 Marks)**

Crystal: its definition, external form, symmetry elements, axial elements and classification into 6 systems.

Study of the Normal class of the following systems: Isometric, Tetragonal and Hexagonal.

Minerals: definition, physical properties and chemical composition.

Elementary knowledge of optical mineralogy: Definition – polarization of light, Nicol Prism, double refraction, pleochroism, refractive index, birefringence, isotropism and anisotropism, extinction, interference color, twinning.

**Unit III: Structural Geology and Geotectonic****(23 Periods/14 Marks)**

Rock deformation: definition, types-elastic, plastic, brittle deformation; rigid and non-rigid body deformation;

Basic structural elements: line and plane (linear and planar structures) and their measurement – trend, plunge, rake/pitch, strike, dip.

Folds: definition, elements of folds – limbs, hinge, fold axis, axial surface, inflection point, median surface. Types of folds – antiform, synform, syncline, anticline, open folds, tight folds, isoclinal folds, recumbent folds, plunging and non plunging folds, symmetrical folds, asymmetrical folds, overturned folds, concentric folds, similar folds.

Faults: definition, fault zone and shear zone; elements of a fault – fault plane, hanging wall, footwall, fault angle, hade, heave, throw, slip. Types of faults – Dip Slip faults (Normal Slip fault, Reverse Slip fault, and Thrust Slip fault), Strike Slip fault, Oblique Slip fault.

Joints: definition; joint set, joint system; master joints, systematic and non – systematic joints; extensional joints and shear joints.

Concept of Plate Tectonics: lithosphere, asthenosphere, plates, plate motion and plate boundaries.

**Unit IV: Igneous Petrology****(23Periods/15 Marks)**

Magma: definition and composition; crystallization of magma – unicomponent and binary system.

Bowen's Reaction Series.

Magmatic differentiation and assimilation.

Igneous Rocks: Mode of occurrence – intrusive and extrusive rocks. Forms, structures and textures of igneous rocks.

Simple classification of igneous rocks based on mineral constituents.

**Unit V: Metamorphic Petrology****(15Periods/13 Marks)**

Metamorphism: definition and concept.

Factors and types of metamorphism; Riecke's principle.

Preliminary idea of metamorphic grades and metamorphic facies.

Structures and textures of metamorphic rocks.

**Books Recommended:**

1. A Textbook of Geology – P. K. Mukerjee (World Press, 1997)
2. Introduction to Geology, Volume I: Principles – H. H. Read and J. Watson (ELBS,1988)
3. Physical Geology – R. F. Flint and B. J. Skinner (John Wiley, 1974)
4. Understanding Earth – F. Press and R. Siever (W. H. Freeman and Co. New York, 2nd Edition, 2001)
5. Physical Geology – D. Leet and S. Judson (Prentice Hall, 1974)
6. The Changing Earth – J. S. Monroe and R. Wiecarder (Brooks/Cole, 3rd Edition, 2001)
7. Geology – W. C. Putnam (OUP, 1971)
8. Rutley's Element of Mineralogy – H. H. Read (CBS, 1984)
9. Textbook of Mineralogy – E. S. Dana and W. Ford (John Wiley,1986)
10. Structural Geology – M. P. Billings (Prentice Hall, 1986)
11. Structure of Rocks and Regions – G. H. Davis (John Wiley,1984)
12. Principles of Petrology – G. W. Tyrrell (B. I. Publications Pvt. Ltd,1998)
13. Petrology – E. G. Ehlers and H. Blatt (CBS, 1986)
14. Igneous and Metamorphic Petrology – M. G. Best (CBS, 1986)

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**PRACTICALS: 30 Marks****45 periods****3 (Three) Hours**

Study of crystals belonging to the Isometric, Tetragonal and Hexagonal systems: clinographic sketch; identification of crystals and determination of general symbol (Miller indices). 1+2=3

Identification of the following minerals in hand specimens on the basis of physical characters and chemical composition:

Quartz, orthoclase, plagioclase, calcite, augite, hornblende, olivine, garnet, tourmaline, muscovite, biotite, sillimanite, kyanite, gypsum. 1½ x 4 = 6



Identification of the following minerals on the basis of optical characters under the microscope with drawings: quartz, orthoclase, microcline, plagioclase, augite, hornblende, biotite, olivine. 4

Identification of the following igneous and metamorphic rocks in hand specimens on the basis of their physical characters, mineralogy, texture and structure:

Granite, diorite, pegmatite, rhyolite, gabbro, dolerite, basalt, slate, schist, gneiss, marble, phyllite.  $1\frac{1}{2} \times 4 = 6$

Measurement of orientation of lines and planes with the help of the clinometer compass and protractor. 2

Description of geological maps and drawing of cross sections. 5

Field work of 4 (Four) days duration as per the requirement of the syllabus and Viva voce  $3 + 1 = 4$

**Books Recommended:**

1. Laboratory Manual of Geology – A. K. Sen (Modern Book Agency, Calcutta, 1995)
2. Manual of Geological Maps – N. Gokhale (CBS, 1987)
3. Field Geology – F. H. Lahee (McGraw Hill)
4. Field Geology – R. Compton (McGraw Hill, 1987)

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**GEOLOGY**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Theory	-	70 marks
Practical	-	30 marks
<b>Total</b>		
	-	<b>100 marks</b>

**THEORY**

I.	Sedimentology	-	13 marks
II.	Paleontology	-	15 marks
III.	Stratigraphy	-	14 marks
IV.	Mineral and Energy Resources	-	15 marks
V.	Engineering Geology, Groundwater, Environment and Disaster Studies	-	13 marks

**Total = 70 marks**

**Unit I: Sedimentology**

**(17 Periods/13 Marks)**

Processes of formation of sedimentary rocks: disintegration and decomposition, transportation, deposition, diagenesis and lithification.

Textures of sedimentary rocks.

Structures of sedimentary rocks – beds, laminations, ripple marks, current beddings, mud cracks, rain prints, borings, flute casts, load casts, nodules and concretions.

Genetic classification of sedimentary rocks: clastics-(rudaceous, arenaceous and argillaceous) and non-clastics.

Elementary idea of the classification of sedimentary environments of deposition.

**Unit II: Paleontology**

**(23Periods/15 Marks)**

Paleontology: definition and scope.

Fossils: definition, conditions for preservation and modes of preservation.

Habits and habitats of organisms.

Morphological study of the following phyla: Brachiopoda and Mollusca (Lamellibranchia, Gastropoda and Cephalopoda).

Study of the following Gondwana flora: *Glossopteris*, *Gangamopteris*, *Vertebraria* and *Ptillophylum*

**Unit III: Stratigraphy**

**(23Periods/14 Marks)**

A brief idea of Stratigraphic correlation.

Lithostratigraphy of the following:

Precambrian of Dharwar Supergroup of Karnataka, Vindhyan Supergroup of Sone Valley, Palaeozoic of Spiti and Tertiary of Upper Assam.

Lithostratigraphy of Meghalaya.

**Unit IV: Mineral and Energy Resources****(23Periods/15 Marks)**

Mineral Resources: definition and its importance.

Definition of ore, gangue and tenor.

Processes of formation of mineral deposits- Magmatic, Sedimentary and Metamorphic processes.

Genetic classification of mineral deposits- Primary (Syngenetic and Epigenetic) and Secondary deposits.

Study of the mode of occurrence, distribution in India and uses of the following mineral resources: Galena, chalcopyrite, hematite, bauxite, magnetite, chromite and mica.

Energy Resources: sources and types.

Petroleum: origin, migration and accumulation; occurrence of petroleum in North- eastern region.

Coal: origin and mode of occurrence; types of coal; coal deposits of North – eastern region.

Study of the mode of occurrence, distribution in India and uses of the radioactive minerals.

**Unit V: Engineering Geology, Groundwater, Environment and Disaster Studies****(17 Periods/13 Marks)**

Engineering Geology: definition. Geological considerations in the construction of dams.

Groundwater: definition and occurrence; porosity and permeability; hydrologic cycle; aquifer.

Environment: definition and components; impact of open-cast and underground mining on the environment.

Disasters: Landslides- causes, effects and remedial measures; Earthquakes – effects and mitigation.

**Reference Books:**

1. A Textbook of Geology – P. K. Mukerjee (World Press, 1997)
2. Principles of Petrology – G. W. Tyrrell (B. I. Publications Pvt. Ltd,1998)
3. Petrology – E. G. Ehlers and H. Blatt (CBS, 1986)
4. Invertebrate Palaeontology – H. Woods (CBS,1985)
5. Invertebrate Palaeontology – R. R. Shrock and W. Twenhofel (CBS,1987)
6. Geology of India and Burma – M. S. Krishnan (CBS,1986)
7. Fundamentals of Historical Geology and Stratigraphy of India – R. Kumar (Wiley Eastern, 1996)
8. Rec. Geological Survey of India, 107(2):80-90
9. Economic Mineral Deposits – A. M. Bateman and M. L. Jensen (John Wiley,1981)
10. Indian Mineral Resources – Krishnaswamy and Sinha (Oxford IBH, 1988)
11. A Handbook Of Economic Geology – A. K. Sen and P. K. Guha (Modern Book Agency, Calcutta,1993)
12. Geology of Petroleum – A. I. Levorsen (Vahil, Jetfor and Simon, 1997)

13. An Introduction to Geology of Coal and Indian Coalfields – N. L. Sharma and K. S. V. Ram (1991)
14. Engineering Geology – N. C. Kesavelu (Mc Millan India, 1993)
15. Environmental Geology – D. R. Coates (John Wiley)
16. Environmental Geology – E. A. Keller (Oxford, 1985)
17. Ground Water Hydrology – D. K. Todd (John Wiley)
18. Introducing Groundwater – M. Price (George Allen and Unwin, London)

**PRACTICALS: 30 Marks****45 periods      3 (Three) Hours**

Identification of the following sedimentary rocks in hand specimens on the basis of their physical characters, mineralogy, texture and structure:

Sandstone, limestone, shale, conglomerate, clay and coal. 1½ x 2 = 3

Drawing, labelling and study of the morphological characters of the following fossils with mention of their respective age-range: *Spirifer*, *Productus*, *Terebratula*, *Unio*, *Ostrea*, *Exogyra*, *Pecten*, *Cardita*, *Conus*, *Physa*, *Turritella*, *Nautilus*, *Perisphinctis*, *Glossopteris*, *Gangamopteris*, *Vertebraria* and *Ptillophylum*. 2 + (2 x 4) = 10

Identification of rocks from Meghalaya on the basis of their stratigraphic position, age and characteristic lithological features :

Mylliem Granite, Khasi Greenstone, Quartzite and Phyllite of the Shillong Group, Sylhet Trap, Mahadek Sandstone, Therria Sandstone, Lakadong Limestone, Prang Limestone, Tura Sandstone, Siju Limestone. 1 x 4 = 4

Recognition in hand specimens of the following economic minerals on the basis of physical characters and chemical composition:

Galena, sphalerite, chalcopyrite, hematite, magnetite, chromite, asbestos, bauxite and pyrolusite. 2 x 4 = 8

Field work of 4 (Four) days duration as per the requirement of the syllabus and Viva voce 3 + 2 = 5

**Reference Books:**

1. Laboratory Manual of Geology – A. K. Sen (Modern Book Agency, Calcutta, 1995)
2. A Handbook Of Economic Geology – A. K. Sen and P. K. Guha (Modern Book Agency, Calcutta, 1993)
3. Invertebrate Palaeontology – H. Woods (CBS, 1985)
4. Field Geology – F. H. Lahee (McGraw Hill)

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**ANTHROPOLOGY**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

Theory – 70 Marks  
Practical – 30 Marks  
**Total – 100 Marks**

**PART I = THEORY**  
**(Total 48 Lectures)**

- 1. Anthropology: The Study of Human** **(12 Periods)**
  - i. Meaning, aim and scope
  - ii. Core branches
  - iii. Relationships to other Science: Sociology, History, Biology, Geology and Geography.
  
- 2. Man's Place In The Animal Kingdom** **(12 Periods)**
  - i. Classification of the order of primate.
  - ii. Characteristic of primate order – great apes and man.
  - iii. Evolutionary Changes in Primate (upright posture and bipedalism)
  
- 3. Human Evolution** **(12 Periods)**
  - i. Evidences of Evolution (Embryological, Morphological and Palaeontological).
  - ii. Principles of Evolution (Natural-Selection, Mutation, Genetic Drift & Migration).
  - iii. Stages of evolution (Prosimii to Hominoid, Hominoid to hominid)
  
- 4. Theories of Evolution** **(12 Periods)**
  - i. Theory of Lamark (Lamarkism.)
  - ii. Theory of Darwin (Darwinism).
  - iii. Mutation Theory (Hugo De Vries).

**PART II =THEORY**  
**(Total 72 Lectures)**

- 1. Culture and society:** **(12 Periods)**
  - i. Culture and its characteristics, Ethnocentrism, Cultural-Relativism and Xenophobia.
  - ii. The concept of Society and Socialization.
  - iii. Relation between Society and Culture.

2. **Social Institutions:** (12 Periods)
  - i. Family – function and types.
  - ii. Marriage – types, regulations of marriage, marriage payment.
  - iii. Kinship – Descent and residence, Kinship Terminology (Morgan).
  
3. **Social Groups:** (12 Periods)
  - i. Primary and Secondary groups.
  - ii. Kin-groups (Lineage, Clan, Phantry and Moiety)
  - iii. Fission and Segmentation of social groups.
  
4. **Religious Aspect of Culture:** (12 Periods)
  - i. Religion – definition, function and types. (Animism, Animatism, Manaism and Naturism).
  - ii. Magic – definition, function and types (Frazer's)
  - iii. Relationship between Magic and Religion.
  
5. **Economic Aspect of Culture:** (12 Periods)
  - i. Foraging, Hunting and Fishing.
  - ii. Domestication of animals and plants (food production).
  - iii. System of Exchange: Reciprocity, Redistribution and Market
  
6. **Fieldwork in Anthropology:** (12 Periods)
  - i. Development and significance of fieldwork.
  - ii. Stages of fieldwork
  - iii. Data collection – Interview, observation and genealogy.

**PART – III = PRACTICAL**  
(Total 30 Classes)

1. **Somatometry:** (15 Classes)

Measurements of the following somatometric indices should be taken from at least five subjects:

- i. Cephalic-Index: Head-length, breadth and circumference;
- ii. Nasal & Facial Index - Nasal length and breadth, Facial height and Bizogamatic breadth.
- iii. Height vertex and sitting height.

2. **Somatoscopy:** (15 Classes)

Observation and classification of the following samatoscopic characteristics should be taken from at least five subjects:

- i. Skin colour, Hair-colour, hair-form and texture.
- ii. Eye-colour, slit and epicanthic fold.
- iii. Nose form, Chin form and Lips form.

**Reference Books:**

1. Bhattacharya D. K. 1997 (1<sup>st</sup> published 1973) *Prehistoric Archaeology (A Comparative Study of Human Succession)* Delhi, Hindustan Publishing Corporation (India).
2. Basu Roy, Indrani 2003, *Anthropology: The Study of Man* New Delhi, S. Chand & Co. Ltd.
3. Das, B. M. *Outlines of Physical Anthropology*, Allahabad 1997 (1<sup>st</sup> published 1961, Kitab Mahal).
4. Das, B. M. & Deka, R. 1992, *Practical in Physical Anthropology*, Allahabad, Kitab Mahal.
5. Doshi S. L. and Jain, P. C. 2001, *Social Anthropology*, New Delhi, Rawat Publications.
6. Hasnain Nadeem, 1992, *General Anthropology*, New Delhi, Jawahar Publishers and Distributors.
7. Mair Lucy, 1984 (1<sup>st</sup> published 1965) *An Introduction to Social Anthropology*, New Delhi, Oxford University Press.
8. Jha Makhan, 1994, *An Introduction to Social Anthropology* Vikas Publishing House Pvt. Ltd., Sarkar, R. M. 1994, *Fundamentals of Physical Anthropology*, Calcutta, Book World Publishers.
9. Scupin, Raymond and Decorse, Christopher R. 2005, *Anthropology: A Global Perspective*, New Delhi, Prentice Hall of India.
10. Srivastava, A. R. N. 2005, *Essentials of Cultural Anthropology*, New Delhi, Prentice Hall of India.

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**ANTHROPOLOGY**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Theory – 70 marks  
Practical – 30 marks

**PART I: THEORY**  
**(Total 48 Periods)**

1. **Hominid Evolution** **(12 Periods)**
  - i. Australopithecine.
  - ii. Homo – Erectus
  - iii. Homo – Neanderthal.
  
2. **Human Adaptation** **(12 Periods)**
  - i. Concept of Adaptation
  - ii. Morphological adaptation
  - iii. Ecological adaptation (cases of Mountain, Desert, Coastal & Riverine)
  
3. **Human Growth** **(12 Periods)**
  - i. Concept of Growth.
  - ii. Stages of growth.
  - iii. Factors responsible for growth and development.
  
4. **Human Race** **(12 Periods)**
  - i. Race formation.
  - ii. Major races of the world
  - iii. Classification of Indian population by Risley and Guha.

**PART II: THEORY**  
**(72 Lectures)**

1. **Human Cultural Evolution** **(12 Periods)**
  - i. Emergence of life on earth, geological time-scale and cultural – chronology.
  - ii. Nature, Causes and Evidences of Glaciation
  - iii. Bio-cultural Mechanism Behind the evolution of Man.
  
2. **Prehistoric Technology** **(12 Periods)**
  - i. Techniques of tool-making.
  - ii. Paleolithic typologies (Chopper, Hand-axes and Cleavers)
  - iii. Mesolithic and Neolithic typologies (Microliths and Celts)



- 3. Main features of Prehistoric Cultures (12 Periods)**
- i. Paleolithic: Lower, Middle & Upper Paleolithic cultures.
  - ii. Mesolithic & Neolithic cultures.
  - iii. Prehistoric Arts.
- 4. Political Aspect of Society (12 Periods)**
- i. Traditional Political structure in tribal societies
  - ii. Sanctions and Taboo, Customary Law and Statutory Law.
  - iii. Justice and punishment in tribal societies.
- 5. Gender and Culture (12 Periods)**
- i. Concept of Sex and Gender, Gender Roles and Socialization
  - ii. Women in the Public and Private domain
  - iii. Women's status in North-East India (Patrilineal and Matrilineal societies)
- 6. Indian Society (12 Periods)**
- i. Caste: Origin, formation and characteristics of caste; concept of Schedule Caste and OBC.
  - ii. Tribe: Concept of Tribe, Tribal Problems and Welfare measures.
  - iii. Social change in India: Culture contact, Sanskritization and Modernization.

**PART III: PRACTICAL  
(30 Classes)**

- 1. Prehistoric Culture (15 Periods)**
- Drawing and identification of the following:
- i. Chopper, Handaxe & Cleavers (5 Nos.)
  - ii. Blades and Scrapers (4 Nos.)
  - iii. Microliths, Celts and Ring-stones (6 Nos.)
- 2. Human Bones (15 Periods)**
- Drawing and identification of the following:
- i. Long bones (4 Nos.)
  - ii. Flat bones (2 Nos.)

**Reference Books:**

Bhattacharya D. K. 1997 (1<sup>st</sup> published 1973). *Prehistoric Archeology (A Comparative Study of Human Succession)*. Delhi Hindustan Publishing Corporation (India).

Basu Roy, Indrani. 2003. *Anthropology: The Study of Man*. New Delhi. S. Chand & Company Ltd.

Das, B. M. *Outlines of Physical Anthropology*. Allahabad.1997 (1<sup>st</sup> Published 1961. Kitab Mahal)

Das, B. M.and Deka, R.1992. *Practical in Physical Anthropology*. Allahabad. Kitab Mahal

Doshi S.L. and Jain, P. C.2001. *Social Anthropology*. New Delhi. Rawat Publications.

Hasnain Nadeem. 1992. *General Anthropology*. New Delhi. Jawahar Publishers and Distributors.

Mair Lucy. 1984 (1<sup>st</sup> published 1965). *An Introduction to Social Anthropology*. New Delhi. Oxford University Press

Jha Makhan. 1994. *An Introduction to Social Anthropology*. Vikas Publishing House Pvt. Ltd.

Sarkar, R.M 1994. *Fundamentals of Physical Anthropology*. Calcutta. Book World Publishers.

Scupin, Raymond and Decorse, Christopher R. 2005.*Anthropology: A Global Perspective*. New Delhi. Prentice-Hall of India.

Srivastava, A.R.N. 2005. *Essentials of Cultural Anthropology*. New Delhi. Prentice-Hall of India.

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**STATISTICS**  
**CLASS – XI**

100 marks  
3 (three) hours

**GROUP – A**

1. **Algebra:** Permutation and combination (Theorems with proofs and simple examples): Binomial theorem for a positive integral index (without proof): simple examples on Binomial co-efficients, logarithms. Exponential and logarithmic series with simple examples (without proof).
2. **Finite Differences:**  $\Delta$  and E operators, construction of difference table. Newton's forward and backward interpolation formulae, Lagrange's formula (Numerical application of Lagrange's formula not required).

**GROUP – B**

**Probability:**

Random experiments, sample point and sample space (finite, simple and compound events, relation among events. Basic assumptions and definition of probability. Theorem on total probability (two events only). Definition of conditional probability, compound probability (Elementary problems only).

**GROUP – C**

1. **Descriptive Statistics:** Definition, scope and limitations of Statistics; collection of data; classification and tabulation; diagrammatic representation of statistical data. Frequency distributions; Histograms, Frequency Polygon and Ogive. Measures of location and dispersion.
2. **Vital Statistics:** Sources of vital statistics. Death rates and mortality rates.

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**STATISTICS**  
**CLASS – XII**

100 marks  
3 (three) hours

**GROUP – A**

1. **Mathematical expectation:** Definition of random variable and expectation. Statement of theorem on the expectation of sum and product of several variables. (Proof not necessary) Simple problems.
2. **Standard distribution:** Definition of Bernoulli trials, Binomial, Poisson and Normal distributions. (Their definitions, expressions for mean and standard deviation, properties, example and simple problems involving their uses, no derivations).

**GROUP – B**

1. **Index Numbers:** Construction and use of index numbers; Simple and weighted relative of aggregates and averages of relatives; Laspeyre's, Paasche's, Marshall Edgeworth's and Fisher's formulae.
2. **Time Series:** Components of time series and moving average. To determine trends. (Only free hand smoothing and method of moving averages).

**GROUP – C**

**Sample survey:** Sampling versus census; sources of errors in a survey – sampling and non-sampling: simple random sampling (definitions, uses, expressions for estimation of mean, total and standard deviations). Stratified random sampling; definition, uses, advantages, expression for the estimates of mean and total. (Derivation is not necessary).

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**ELECTIVE ENGLISH**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

1)	Short Stories	-	45
2)	Short Modern Plays	-	40
3)	Writing	-	15

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Total marks = **100**

**I. Short Stories 45 Marks**

**The Prescribed Pieces are:**

1. The Gift of the Magi – *by O. Henry*
2. The Gold Watch – *by Mulk Raj Anand*
3. The Night the Ghost Got in – *by James Thurber*
4. Dr. Heidegger’s Experiment – *by Nathaniel Hawthorne*

**Name of the textbook:** **Short Stories of Yesterday And Today**  
 Edited by Shiv K. Kumar  
 Published by - Oxford University Press, Danish Road,  
 Pan Bazar, Guwahati – 781001.

**II. Short Plays 40 Marks**

**The Prescribed Plays are:**

1. The Carrier Pigeon – *by Eden Phillpoots*
2. The Three Wayfarers – *by Thomas Hardy*
3. The Conspiracy – *by Robert Barr and Sydney Ransom*
4. Comedy and Tragedy – *by W. S. Gilbert*

**Name of the textbook:** **Short Modern Plays – Second Series**  
**Selected by – S. R. Littlewood.**  
 Published by - Macmillan India Ltd., S. C. Goswami Road,  
 Pan Bazar, Guwahati – 781001.

**III. Writing (Unseen) 15 Marks**

- a) To write an essay on an argumentative/discursive/descriptive topic (200-250 words)  
 - **08 marks**
- b) To write a shorter composition such as an article/report (100-125 words)  
 - **07 marks**

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**ELECTIVE ENGLISH**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

I.	Prose	-	15 marks
II.	Poetry	-	15 marks
III.	Fiction	-	25 marks
IV.	Drama	-	25 marks
V.	Reading/Writing	-	20 marks

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**Total = 100 marks**

**I. PROSE**

**Pieces To Be Read:**

1. The Conquest of Malaria – *T. C. Bridges & H. H. Tiltman*
2. On The Rule of the Road – *A. G. Gardiner*

**II. POETRY**

**Poems To Be Read:**

1. The Highwayman – *Alfred Noyes*
2. The Solitary Reaper – *William Wordsworth*
3. On His Blindness – *John Milton*

**III. FICTION**

The Guide - *R. K. Narayan*

**IV. DRAMA**

Arms and the Man - *Bernard Shaw*

**V. Reading/Writing**

- a) Phonology (Phonology or the study of sounds is not included for written examination)
- b) Comprehension  
(Unseen)  
Poetry of fifteen lines followed by short questions to test interpretation and appreciation.
- c) Essay: Argumentative, Discursive, Reflective, Narrative and Descriptive.

- No Textbook has been recommended for Grammar & Phonology.

***Recommended Textbooks:***

- 1. Gateways to Prose and Poetry – R. S. Macnicol**  
Published by – Oxford University Press, Danish Road, Pan Bazar,  
Guwahati – 781001
  
- 2. Novel: The Guide (Unabridged) – R. K. Narayan**  
Published by – Indian Thought Publications  
New No. 38, Thinakachalam Road, T. Nagar, Chennai – 600017
  
- 3. Arms And The Man – Bernard Shaw**  
Published by – Orient Blackswan Private Limited, H. B. Road,  
Mission Compound, Pan Bazar, Guwahati – 781001.

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**ASSAMESE (ELECTIVE)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

1)	Prose	-	30
2)	Poetry	-	30
3)	Novel	-	15
4)	Rhetoric and Prosody	-	15
5)	Essay	-	10

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**Total marks - 100**

**A. Prose**

**Pieces To Be Read:**

1. Sahityar Mulkatha – *by S. K. Bhuyan*
2. Adhunik Galpa Sahitya – *by H. Baruah*

**Name of the Textbook: Prabandhawali**  
Guwahati University, Guwahati – 781001.

**B. Poetry**

**Pieces To Be Read:**

1. Bhiksha Bahagir Biya Keteki
2. Charai; Golpo; Basisthasram; Sankardev; Gowa be Eber Mar Priya
3. Bihangini (7 poems)

**Name of the Textbook: Sadari – by Raghunath Chaudhary**

**C. Novel: Bhanumati – by Padmanath Gohain Borah**

**D. Rhetoric and Prosody and Unseen**

**E. Essay:**

**For Rhetoric and Prosody:**

(Students are expected to have some general idea of the topics along with definitions and examples)

1. Alankara – Sabdalam Kara and Arthalam Kara Anuprasa, Upama; Rupaka; Tamaka
2. Chanda – Yati; Parba Carama; Stavaka; Mitakshara and Mitalshara Pada; Chavi; Dulari; Lechari

**Book Recommended: Sahitya Say – by Senapati Dev Sharmah**

**Book Recommended as Reference: Sahitya Vidya Parikrama: Tirtha Nath Sarmah**



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**ASSAMESE (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

A.	Prose	-	30 Marks
B.	Poetry	-	30 Marks
C.	Drama	-	20 Marks
D.	History of Assamese Literature	-	20 Marks

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**Total - 100 Marks**

**A. Prose: Prabandhawali: Guwahati University**

**Pieces To Be Read:**

1. Omar Khaiyam – *by Jatindranath Dowerah*
2. Sahitya Sadhana Art aru Ruchi – *by M. Neog*
3. Madhavdevar Rachanat – *by S. N. Sarmah Dhaltiras*

**B. Poetry: Kavya**

**Pieces To Be Read:**

1. Khatasuh-Badh – *by Rama Saraswati*

**C. Drama:**

**Pieces To Be Read:**

1. Maariban Ajan – *by Sarada Bardaloi*

**D. History of Assamese Literature**

**Topics To Be Read:**

1. Assamiya Vaiwava Sahitya (Sankardev, Madhavdev and Battadev)
2. Adhunik Assamiya Sahitya (1826 – 1910) (Michanarir Avadan and General idea of Janaki writers)

**RECOMMENDED BOOKS:**

1. Assamiya Sahityar Dristipat – *by Hemanta Kumar Sarmaah*
2. Assamiya Sahityar Katha – *by Satendra Goswami*
3. Assamiya Sahityar Chamu Buranji – *by Jatindranath Goswami*

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**BENGALI (ELECTIVE)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

1)	Novel	-	20
2)	Poetry	-	15
3)	Short Stories	-	15
4.	Grammar & Composition		
	a) Metre (Chanda)	-	10
	b) Rhetoric (Alankar)	-	10
	c) Essay	-	15
	d) Unseen	-	15

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**Total marks = 100**

**I. Novel**

**Name of the Novel: Datta – by Sarat Chandra Chatterjee**

**II. Poetry**

**The Prescribed Poems are:**

1. Bangla Bhasha
2. Kashiramdas
3. Yaser Mandir
4. Aswin Mas
5. Sita Devi
6. Kapolaksanad
7. Bijoya Dasami
8. Samapta

**Name of the textbook: Chaturdaspati Kabitabali – by M. S. Dutta**

**III. Short Stories**

**The Prescribed Pieces are:**

1. Ichchapuran
2. Anadhikar Prabes
3. Sadar O Andar
4. Megh O Roudra

**Name of the textbook: Galpaguccha (Short Story) – by Rabindranath Tagore**

**Note: Any standard Publication of the Prescribed Books may be followed.**

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**BENGALI (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

I.	Bibidha Prabandha – Bankim Chatterjee	-	20 marks
II.	Prayaschitta (Drama) Rabindranath Tagore	-	30 marks
III.	Pre- University Poetry Selection	-	30 marks
IV.	History of Bengali Literature	-	20 marks
<b>Total</b>			<b>- 100 marks</b>

**I. Bibidha Prabandha – Bankim Chatterjee**

**Pieces To Be Read:**

- 1) Banglar nabya Lekhadiger Prati
- 2) Banglar Itihas
- 3) Bhalobasar Atyachar
- 4) Anukaran

**II. Prayaschitta (Drama) Rabindranath Tagore**

**Portions To Be Read:**

The Whole Drama

**III. Pre – University Poetry Selection**

**Pieces To Be Read:**

- 1) Purbarang
- 2) Padukagrahan
- 3) Annandar Atmaparichaya O Bhabananda Bhabane Gaman
- 4) Dasananer Bilap
- 5) Satisunya Kailas
- 6) Prasna
- 7) Abar Asiba Phire
- 8) Sree Kshetre

**IV. History of Bengali Literature**

**Portions To Be Read:**

Charyapad theke Bharat Chandra parjanta.

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**GARO (ELECTIVE)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

1.	Prose	-	45 marks
2.	Poetry	-	35 marks
3.	Grammar	-	20 marks

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**Total = 100 marks**

**I. Prose**

**Recommended Textbook:** Maniani Bidik – by Mihir N. Sangma  
Tura Book Room, Tura.

**The prescribed pieces are:**

**“Gamma Ge·ani Bidingo A·chikrangni Manianirang”**

- a) A·a o·pata ba jumang sia
- b) Rama krita ba a·a bakchata ba den·bilsia ba wa·cheng balrroa
- c) A·galmaka ba a·galmak doa
- d) A·krita ba me·jak sim·a
- e) Rongchu gala ba wanna stita guri janggia
- f) Me·gap ra·ona ba ja·pang ra·a ba ja·megapa
- g) Wangala ba wanna rongchua ba dru wanbola

**II. Poetry**

**Recommended Textbook:** Chasong Gital A·chik Poedorang  
Compiled and Edited – by Keneth M. Momin,  
Published by – Tura Book Room, Tura

**The prescribed pieces are:**

- |    |                    |   |                    |
|----|--------------------|---|--------------------|
| a) | Pring              | - | S. S. Marak        |
| b) | Nokgipani Pattia   | - | Phoebe W. Momin    |
| c) | Ka·saa             | - | Keneth Momin       |
| d) | Rasongni Kimbriona | - | Rev. Gilbert Marak |
| e) | A·chik A·song      | - | Perkins K. Sangma  |

**III. Grammar**

**Pieces To Be Read:** Bak I and II

**Recommended Textbook:** A·chik Grammar – by E. G. Phillips  
Published by – Tura Book Room, Tura

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**GARO (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1. Prose	-	55 marks
2. Dakmesokani (Drama)	-	30 marks
3. Garo Grammar	-	15 marks

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**Total = 100 marks**

**I. PROSE**

**RECOMMENDED TEXTBOOKS:**

**A. Chigitchakgreni Nokma by Icylian R. Marak**

- Published by Tura Book Room, Tura.

**B. Maniani Bidik by Mihir N. Sangma**

- Published by Tura Book Room, Tura.

**Pieces To Be Read:**

a) Asi Malja

b) Nokpante

**II. DAKMESOKANI (ONE ACT PLAY)**

**RECOMMENDED TEXTBOOK:**

**Dak Ge·sao Dakmesokani by Viola Sonachi B. Sangma**

- Distribution: Mrs V. S. B. Sangma,  
Upper Chandmari, Tura, West Garo Hills,  
Meghalaya – 794002.

**The Prescribed Pieces are:**

a) Do·sia

b) Watanggimin Ripeng

**III. GRAMMAR**

**RECOMMENDED TEXTBOOK:**

**A·chik Grammar Bak III & IV by E. G. Phillips**

- Published by - Tura Book Room, Tura.

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**HINDI (ELECTIVE)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

1)	Nibandh	-	35
2)	Natak	-	35
3)	Upanyas	-	30

**Total = 100**

**1. Nibandh**

**Prescribed Pieces**

1. Ruchi – Balakrishna Bhatt
2. Utsaha – Acharya Ramachandra Shukla
3. Dakshin Ganga Godavari – Kaka Kalelkar
4. Gehun Banam Gulab – Ramvriksha Banipuri
5. Ninda Rasa – Harishankar Parasai

**Book Prescribed:** **Parijat – Harbans Lal Sharma and Brijbhusan Sharma,**  
NCERT, New Delhi

**2. Natak**

**Book Prescribed:** **Ashadh Ka Ek Din – Mohan Rakesh**  
- Published by Rajpal and Sons, Delhi

**Book for reference:** **Mohan Rakesh Aur Unke Natak – Dr.Girish Rastogi**  
- Published by Lok Bharati Prakashan, Allahabad.

**3. Upanyas**

**Book Prescribed:** **Nirmala – Premchand**  
- Published by Saraswati Prakashan, Allahabad

**Book for Reference:** **Premchand Ke Upanyasa Ka Silp Vidhan**  
– Dr. Kamal Kishore Goenka.

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**HINDI (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

I.	Prose	-	30 marks
II.	Poetry	-	30 marks
III.	Rapid Reader	-	15 marks
IV.	Essay	-	10 marks
V.	Shabda-shakti, Rasa, Alankar	-	15 marks

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**Total = 100 marks**

**I. PROSE**

**Pieces To Be Read:**

1.	Premdhan Ki Smritichchaya	-	Ramchandra Shukla
2.	Sumirini Ke Manke	-	Pundit Chandradhar Sharma Guleri
3.	Kachcha Chittha	-	Brajmohan Vyas
4.	Gandhi, Nehru aur Yasser Arafat	-	Bhishm Sahini
5.	Doosra Devdas	-	Mumta Kaliyan

**II. POETRY**

**Poems To Be Read:**

1.	Devsena Ka Geet	-	Jaishankar Prasad
2.	Geet Gane Do Mujhe	-	Suryakant Tripathi Nirala
3.	Yah Deep Akela Agya	-	Sachchidanand Heeranand Vatsyayan
4.	Satya	-	Vishnu Kher
5.	Bharat-Ram Ka Prem	-	Tulsidas
6.	Barahmasa	-	Malik Muhammad Jayasi

***Recommended Textbook for Prose & Poetry:***

**Antaraa Bhag – 2**  
- NCERT Publications

**III. Rapid Reader**

**Pieces To Be Read:**

1.	Surdas Ki Jhopri	-	Premchand
2.	Aarohan	-	Sanjeev
3.	Biskohar Ki Mati	-	Vishwanath Tripathi
4.	Apna Malwa	-	Prabhash Joshi

***Recommended Textbook for Rapid Reader:***

**Antaral Bhag – 2**  
- NCERT Publications

**IV. Shabda – Shakti, Rasa, Alankar**

1. Shabda: Shakti – Abhida – Lakshana, Vyanjana.
2. Rasa: Sthayi – bhava, Vibhava, Anubhava, Sanchari – bhava, Rasa – Nishpatti
3. Alankar: Anuprasa, Yamak, Shlesha, Uparna, Roopak, Utpreksha, Drishtanth, Manaveekaran.

***Recommended Textbook:* Sahitya Shastra Parichaya – Prem Swaroop Gupta  
- NCERT Publications.**

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**KHASI (ELECTIVE)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

i)	Elementary Theory and Criticism	-	20
ii)	History of Khasi Literature	-	30
iii)	Poetry	-	30
iv)	Short Story	-	20

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**Total marks = 100**

**1. Elementary Theory and Criticism:**

**Textbook prescribed - Ki Snap Ka Bishar Bniah**  
- by H. W. Sten, B. L. Swer and B. War

**Pieces to be read – All**

**2. History of Khasi Literature**

**Textbook prescribed - Ka History Ka Thoh Ka Tar (Bynta I)**  
- by R. S. Lyngdoh

**Pieces To Be Read – All**

**3. Poetry:**

**Textbooks Prescribed -**

**a) Ka Snap U Longshuwa – by Pascal Malngiang**

**Pieces To Be Read -** Chapter 17: Shong Ruh Jhieh  
Chapter 18: U Lok Bashisha

**b) Ka Marynthing Rupa – by L. G. Shullai**

**Pieces To Be Read -**

- i. Pumpum Tdem Dewiong, Diesel & Bad Duma
- ii. Talawiar U Sohpetbneng

**4. Short Story:**

**Textbooks Prescribed - Shithiar Ki Khana Lyngkot – by Paul Lyngdoh**

**Pieces To Be Read -**

- i) Mab Bad Klet
- ii) U Nongialam
- iii) U Thlen

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**KHASI (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

1) Theory and Criticism	-	10
2) Poetry	-	30
3) Drama	-	25
4) Novel	-	25
5) Folklore	-	10

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**Total = 100 marks**

**1. THEORY AND CRITICISM**

**Recommended Textbook**

Katto Katne Shaphang Ka Sonnet  
by B. L. Swer

**Pieces To Be Read**

Chapter 1 and Chapter 2

**2. POETRY**

**Recommended Textbooks**

1) Na Dymmiew Tngen by Edward Dkhar -

**Pieces To Be Read**

Chapter 3: “Ka Snap B’la Jah”  
Chapter 12: “Phi Dei Ma Phi”

ii) Ha Ki Sur Ka Poetry by S. S. Majaw -

Chapter: “Ka Shnong Jingthala”

iii) Ki Sur Shongsbai by K. W. Nongrum -

Chapter: “Ka Saia Nongrum”

**3. DRAMA**

**Recommended Textbook**

- Ka Sohpdung Ki Jingphohsniew by W. D. Jyrwa.

**4. NOVEL**

**Recommended Textbook**

- U Klop by C. Wolflang

**5. FOLKLORE**

**Recommended Textbook**

Ki Khana Nongtymmen Na Ki  
Tnum Soppring U 7 Trep  
by E. W. Dkhar

**Pieces To Be Read**

Chapter II: “Ka Panshandi”  
Chapter XXXII: “U Sim Tyngwieng”  
Chapter XXXVI: “Ka Sunapani”  
Chapter XXXVIII: “Tiew Lalyngngi Pep Shad”.

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**MIZO (ELECTIVE)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

I.	Hla (Poetry)	-	25 marks
II.	Thu (Prose)	-	25 marks
III.	Thawnthu (Short Story)	-	25 marks
IV.	Lemchan (Plays)	-	25 marks

**Total = 100 marks**

**I. Hla (Poetry)**

**Pieces To Be Read:**

1.	Zo Hnam Hla	-	Thanga
2.	Damlai Tuipui Fawn	-	C. Z. Huala
3.	Awmkhawmna In Hlui	-	Hrawva
4.	Kawmu	-	Chhuana
5.	Pathian Ralthuam Hmangtute Chu	-	Saihnuna
6.	Fur	-	Lalthangfala Sailo
7.	German Run Zai		
8.	Abor Run Zai		
9.	Japan Ral Len Hla		
10.	Kumsul Liam Hnu	-	C. Lalkhawliana
11.	Tan Hla	-	R. L. Kamlala
12.	Lenna Khua Hmun Lo	-	Lalzova
13.	Mi Zawn Inchuh	-	James Dokhuma
14.	Ziak Loh Zirlai	-	Laltluangliana Khiangte
15.	Thlawhhma Hla	-	Romani

**II. Thu (Prose)**

**Pieces To Be Read:**

1.	Hmangaihna	-	Lalhmingliana Saiawi
2.	Mizo Thu Leh Hla Mawi	-	C. Chhuanvawra
3.	Hri Dai Theu	-	C. Vanlallawma
4.	Thalaite Intodelhna	-	P. C. Biaksiama
5.	Nghah	-	Darchhawna
6.	Mizo Thangval Rual Leh Japan Ral	-	Zokima
7.	Mizo Tawng Khawvel	-	C. Sangzuala
8.	Zin Kawng Thim	-	R. L. Thanmawia
9.	Fam Ta Lo Chu	-	James Dokhuma
10.	Mizo Thu Leh Hla Tobul	-	B. Lalthangliana

**III. Thawnthu (Short Story)****Pieces To Be Read:**

- |    |                 |   |               |
|----|-----------------|---|---------------|
| 1. | Eng nge Pawi?   | - | Lalzuithanga  |
| 2. | Leitlang Dingdi | - | C. Thuamluaia |

**IV. Lemchan (Plays)****Pieces To Be Read:**

- |    |                      |   |                  |
|----|----------------------|---|------------------|
| 1. | Hausakna Nun Dik Tak | - | Chawngzika       |
| 2. | Diktea Vahvaihna     | - | C. Lalsiamthanga |

**Textbook Prescribed:**

**Mizo – XI (Elective) – by MBSE**

- Printed by Milan Press,  
Zodin Square, Aizawl – 796001.

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**MIZO (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

I. Hla (Poetry)	-	25 marks
II. Thu (Prose)	-	25 marks
III. Fiction	-	25 marks
IV. Drama	-	25 marks

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**Total = 100 marks**

**I. HLA (POETRY)**

**Pieces to be read:**

1.	Chai Hla	-	Hla 8
2.	Chawngchen Zai	-	Hla 8
3.	Ram Hmangaihna hla	-	R. L. Kamlaha
4.	Zoram Ka Ram	-	Kaphleia
5.	Parnawi Thang Vulna	-	Liandala
6.	Khuanuleng Chawi	-	Hrawva
7.	Kan Sutpui Ber	-	R. L. Thanmawia
8.	Ka Nu	-	P. S. Chongthu
9.	Chunnu	-	Biakliana
10.	Chul Ram Ka Thlir	-	C. Zachhungna
11.	Nungchate	-	R. Rochungnunga
12.	Zun	-	C. Chhuanvawra
13.	Pum	-	James Dokhuma
14.	Ka Hmaah Luiral Khaw Mawi	-	Zumi
15.	Ka Awmkhawhar Changin	-	Zasiama

**II. THU (PROSE)**

**Pieces to be read:**

1.	Mi Puitling	-	Lalena
2.	Nun Puitling	-	C. Vanlallawma
3.	Awithangpa Hla Phuah Thiamzia	-	R. Lallianzuala
4.	Mizo Zai Leh Hla	-	C. Lalsiamthanga
5.	Mizo, Hnam Leh Sakhua	-	Lal Rinawma
6.	Mi Huaisen	-	J. Malsawma
7.	Nihawi Par	-	Vanneihthuanga
8.	Duhthusam	-	P. L. Liandinga
9.	Kan Nun Khuarei A Chang Tur Hi	-	C. Thuamluaia
10.	Zirlaite Hnena Thuchah	-	Zikpui pa
11.	Mizo Arsi Hriat Dan	-	Liangkhaia
12.	America Ram Ha Hmuh Dan	-	R. Vanlawma

**III. FICTION****Pieces to be read:**

- |    |                      |   |                |
|----|----------------------|---|----------------|
| 1. | Lal Hlau Lo Thi      | - | Lalzuia Colney |
| 2. | Lallianvunga Vanglai | - | H. Thangkhuma  |

**IV. DRAMA****Pieces to be read:**

- |    |                         |   |                          |
|----|-------------------------|---|--------------------------|
| 1. | Tlai ngai lo Pathian    | - | Liansailova              |
| 2. | The Taming of the Shrew | - | P. L. Liandinga (Lehlin) |

**RECOMMENDED TEXTBOOKS:**

- |    |   |   |   |
|----|---|---|---|
| 1. | <b>Mizo – XII (Elective) by MBSE</b>  | - | Baptist Literature Service<br>Serkawn, Lunglei. |
| 2. | <b>The Taming of the Shrew (Drama) -<br/>Translated by P. L. Liandianga</b> | - | do -  |
| 3. | <b>Lal Hlau Lo Thi (Fiction)<br/>by Lalzuia Colney</b>                      | - | do -  |

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**NEPALI (ELECTIVE)**  
**CLASS – XI**

**DISTRIBUTION OF MARKS**

Literature	-	60 marks
Grammar	-	15 marks
Reading Unseen	-	10 marks
Composition & Writing	-	15 marks

**Total = 100 marks**

**A. Poetry (20 marks)**

<b>Pieces To Be Read:</b>	<b>Writer</b>
1. Pinjara Ko Suga	- Lekh Nath Paudel
2. Udbodhan	- Dharndhar Koirala
3. Jabiko Chara	- Uddha Prasad Mishra
4. Manish Chainan	- Siddhicharan Shrestha
5. Nirjhar	- Narendra Kumai
6. Bhikhari	- Laxmi Prasad Deokota

**B. Prose (Story) (20 marks)**

<b>Pieces To Be Read:</b>	<b>Writer</b>
1. Sahid	- Guru Prasad Mainali
2. Machha Ko Mol	- Shiv Kumar Rai
3. Tangan Ghoda	- Balkrishna Sam
4. Pavitra	- Biswessar Prasad Koirala

**C. Prose (Essay) (20 marks)**

<b>Pieces To Be Read:</b>	<b>Writer</b>
1. Bhani Bisauni Thego	- Dr. Jagat Chettri
2. Birsiyeko Sanskriti	- M. M. Gurung
3. Hamro Rashtriya Chad Ra Sayapatri Phul	- Bishnu Ram Rai
4. Lok Sahityama Sawai Ko Sthan	- Shiv Kumar Rai

**Textbook Prescribed:**

1. **Uchha Madhyamik Nepali Sahitya**  
by Textbook Committee (Nepali), Shillong – 2.

**D. Grammar (15 marks)**

**Chapters:** Paryayevachi Shabda, Viparitarthak Shabda, Anekarthak Shabda, Saar Shabda, Shabda Suddhi Prakriya

**Essay Writing:** Atmaparak, Vastuparak

**Letter Writing:** Vyaktigat, Daftari, Smarak Patra

**Reading Unseen:**

**(10 marks)**

**(i) Composition and Writing**

**(15 marks)**

**Textbook Prescribed:**

1. **Madhyamik Nepali Vyakaran Ra Rachana**  
by Shree Raj Prakashan, Darjeeling
2. **Ramro Rachana Mitho Nepali**  
by Krishna Prasad Parajuli  
- Sahayogi Press, Kathmandu

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**NEPALI (ELECTIVE)**  
**CLASS – XII**

**DISTRIBUTION OF MARKS**

Literature	-	60 marks
Grammar	-	15 marks
Reading Unseen	-	10 marks
Composition & Writing	-	15 marks

**Total = 100 marks**

**A. NOVEL (30 marks)**

**Pieces To Be Read:**

Basai

-

**Writer**

Lil Bahadur Chettri

- Sajha Prakashan, Kathmandu

**B. DRAMA (30 marks)**

**Pieces To Be Read:**

Masan

-

**Writer**

Gopal Prasad Rimal

- Sajha Prakashan, Kathmandu

**C. GRAMMAR (15 marks)**

**Pieces To Be Read:**

**1. Ramro Rachana Mitho Nepali**

by Krishna Prasad Parajuli

- Sahayogi Press, Kathmandu

**2. Madhyamik Nepali Vyakaran Ra Rachana**

by Shree Raj Prakashan, Darjeeling

Chapters: Chanda Parichaya, Alankar, Wachya, Shabdabibhao, Karak Ra Vivakti, Ras Parichaya

**D. COMPOSITION & WRITING**

**(i) Letter Writing and Essay Writing**

**(15 marks)**

**(ii) Reading Unseen**

**(10 marks)**

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