

Revised Curricula and Syllabi *for* Higher Secondary Final Year

COMMERCE STREAM

2014

(To be effective from 2014-2015 Academic Session)



ASSAM HIGHER SECONDARY EDUCATION COUNCIL

Bamunimaidam : Guwahati - 21

Revised Syllabi for Higher Secondary Course for Final year classes (Effective from 2014-2015 academic session respectively)

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Note : The Assam Higher Secondary Education Council reserves the right to ammend syllabi and course as and when it deems necessary.

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Guwahati - 21

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অসম উচ্চতৰ মাধ্যমিক শিক্ষা সংসদৰ হকে

জ্যোতি প্ৰকাশন

পাণবজাৰ, গুৱাহাটী-৭৮১০০১

PREFACE

The Assam Higher Secondary Education Council has the responsibility to take different steps to promote quality education to the learners of +2 stage in order to expose the learners to a suitable academic atmosphere through which they can get quality education. The quality education comes from the effective learning process which is based on the curriculum, syllabus and the textbooks. Hence, the revision of Curriculum, Syllabi and Textbook is a continuous and time demanding process to keep the learners well acquaint with the rapid development in different areas.

Keeping conformity with the National Curriculum Framework, 2005(NCF-2005), the Assam Higher Secondary Education Council has taken up the task of updating and revision of the Syllabus and textbooks of all subjects of different academic streams in phased manner. Initially, to maintain the uniformity with the National standard and with a view to provide a wide platform to our learners, the Council has adopted/adapted 14(fourteen) subjects from NCERT and it has already been implemented from the academic session 2010-2011. In addition to it, the Council has developed syllabus and textbooks on Education, Logic & Philosophy. Home Science, Environmental Education and some of the MIL subjects on the basis of NCF-2005.

It is expected that the teachers and students will derive maximum benefit and enrich qualities by interacting with the revised Curricula and Syllabi.

Suggestions from concerned bodies and persons will be highly appreciated for further improvement in the succeeding years.



(Dr. Bhupen Talukdar)

Secretary

Assam Higher Secondary Education Council
Bamunimaidam, Guwahati-21

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ASSAM HIGHER SECONDARY EDUCATION COUNCIL

BAMUNIMADAM, GUWAHATI-21

Revised curriculum (Scheme of studies) for +2 stage

(to be effective from 2014-2015 Academic session)

A. CORE SUBJECTS :

1. A Student of the H.S Programme of the Council shall have to offer subjects as specified hereunder:
 - (i) **English** : 200 marks (with two papers of 100 marks each-100 marks in HS First Year Examination and 100 marks in HS Final Examination).
 - (ii) **Modern Indian Language** : 200 marks (with two papers of 100 marks each-100 marks in the H.S. First Year Examination and 100 marks in the H.S. Final Examination).

Note : A student may offer Alternative English in lieu of the MIL.

2. PATTERN OF EXAMINATION :

B. H.S. Final Examination :

1. English : one paper of 100 marks.
2. MIL/Alt. English : one paper of 100 marks.
- 3 (a) Elective subjects (three) : 100 marks each $\times 3 = 300$ marks. (In case of subjects having practical parts 70 marks will be allocated to the Theory part and the rest 30 will be allocated to the practical part or the marks division of theory and practical part will be as indicated in the syllabus of concerned subject.)
 - (i) The HS Final Examination will be held at the end of second year and shall be conducted by the Council at the centres of Examination recognized by the Council.
 - (ii) The HS Final Examination will be conducted in February/ March every year.
 - (iii) The results of the HS Final Examination will be determined on the basis of marks obtained in HS Final Examination only. (Performance of a student in the HS First year Examination shall not be taken into account while declaring the performance of the student in the HS Final Examination).

3. PASS MARKS :

- (a) A student shall be declared pass only when he/she secures the minimum marks prescribed in each of the two core and three elective subjects. The pass marks shall be 30% of the total marks for subjects having no practical parts. For a subject having practical parts the minimum pass marks shall be 30% of the marks allocated to the theory part and 40% of the marks allocated in the practical part and a student must pass in the theory part and in the practical part separately. In the case of candidate offering four elective subjects, the marks secured in three subjects where the candidate's performance is better shall be taken into account for determining pass, rank, division, distinction and star marks. The marks secured in the fourth elective subject (with poorest performance) will however, be shown in the marks-sheet. The marks secured in the fourth elective subject will not be taken into

account for awarding rank, division, distinction (80% and above in a subject) and star (75% and above in aggregate). Conditions for award of division, distinction and star are given hereunder in clause (b), (c) and (d).

- (b) A successful candidate obtaining 60% and above marks in aggregate will be placed in First Division. Those obtaining 45% and above but less than 60% marks in aggregate will be placed in Second Division. Other successful candidates obtaining less than 45% marks in aggregate will be placed in Third Division.
- (c) If a successful candidate obtains 80% or more marks he/she will be declared to have secured 'DISTINCTION' in that subject.
- (d) A candidate obtaining 75% or above of the total allotted marks (in two core and three elective subjects) will be declared to have secured 'STAR MARKS'.

4. (A) List of Modern Indian Language (MIL) Subjects:

Anyone of the following:-

- a) Assamese
- b) Bengali
- c) Bodo
- d) Hindi
- e) Nepali
- f) Urdu
- g) Khasi
- h) Garo
- i) Mizo
- j) Manipuri
- k) Hmar

A student may offer 'Alternative English' in lieu of an MIL subjects as a part of core subjects.

(B) List of Elective Subjects (SCIENCE STREAM) :

- i) Physics
- ii) Chemistry
- iii) Mathematics
- iv) Biology
- v) Geology or Geography
- vi) Statistics
- vii) Anthropology
- viii) Computer Science & Application
- ix) Home Science
- x) Economics
- xi) Logic & Philosophy
- xii) Engineering Drawing
- xiii) Multimedia & Web Technology
- xiv) Biotechnology
- xv) Entrepreneurship Development
- xvi) Sanskrit

Note : A student of Science stream who desires to go for Ayurvedic Course may offer 'Sanskrit' as the fourth elective subject with specific permission from the AHSEC on express recommendations of the Principal of the concerned institution. However, marks obtained in this subject (Sanskrit) will not be taken into account for the purpose of determination of pass, rank and division etc.

(C) List of Elective Subjects (ARTS STREAM) :

- i) Economics
- ii) History
- iii) Political Science
- iv) Logic & Philosophy or Psychology
- v) Education
- vi) Sociology or Anthropology
- vii) Statistics
- viii) Mathematics
- ix) Home Science
- x) (a) One of the following classical languages :
 - 1) Arabic
 - 2) Persian
 - 3) Sanskrit

OR

 (b) One of the following advance languages :
 - 1) Advance Assamese
 - 2) Advance Bengali
 - 3) Advance Hindi
 - 4) Advance Manipuri
 - 5) Advance Bodo
- xi) Geography
- xii) Computer Science & Application
- xiii) Sattriya Dance
- xiv) Fine Arts
- xv) Entrepreneurship Development
- xvi) Multimedia & Web Technology

(D) List of Elective Subjects (COMMERCE STREAM) :

- (a) Compulsory subjects–
 - i) Business studies
 - ii) Accountancy
- (b) Optional electives subjects
 - (i) Economics
 - (ii) Salesmanship and Advertising
 - (iii) Insurance
 - (iv) Banking
 - (v) Economic Geography
 - (vi) Computer Science & Application
 - (vii) Statistics.

- (viii) Commercial Mathematics and Statistics or Mathematics
- (ix) Entrepreneurship Development
- (x) Multimedia & Web Technology

- Note :**
- Syllabi for Statistics, Mathematics, Economics, Computer Science & Application, Entrepreneurship Development, Multimedia & Web Technology of Commerce stream are same as those of Science and Arts Stream.
 - It is desired that students of all streams shall choose their elective subjects keeping in view their future courses of higher studies in general and other professional courses in particular.
5. Every learner at the +2 stage would be required to participate compulsorily in an area of co-curricular activities (CCA) out of NCC, NSS, Rover/Ranger, Games and Sports (Any one from Athletic and other team games), cultural and literary, Debating and quiz.
 6. A student must attend the minimum number of classes as specified under the Regulations to become eligible for admission into HS First Year or HS Final Year Examination as the case may be.
 7. It is desirable that for ensuring adequate exposure to the prescribed laboratory techniques practical classes may be started in HS First year class.
 8. The Council desires that Unit test be held regularly as indicated in the Academic Calendar.

ASSAMESE (MIL)

SYLLABUS FOR HIGHER SECONDARY COURSE

অসমীয়া বিষয়ৰ পাঠ্যক্রম

ভাষা-শিক্ষাৰ উদ্দেশ্য :

ভাষা মানৱ সভ্যতাৰ অপৰিহাৰ্য অংগ। সকলো মানুহে বিভিন্ন উদ্দেশ্যত ভাষা ব্যৱহাৰ কৰে। ভাষা হ'ল মানুহৰ মনৰ ভাব আদান-প্ৰদানৰ মাধ্যম। কেৱল আদান-প্ৰদানৰ মাধ্যমেই নহয়, ভাষা আয়ত্তৰ জৰিয়তে জ্ঞান আহৰণৰ পথো প্ৰশস্ত হৈ থাকে। জন্মৰ পিছৰ পৰা শিশুৱে ভাষা আয়ত্ত কৰে। শিক্ষাগত অৰ্হতা গ্ৰহণৰ বাবে বিদ্যালয়লৈ যোৱাৰ পিছৰে পৰা ভাষা শিক্ষাৰ বিশেষ দিশ উন্মোচিত হয়। সামাজিক প্ৰাণীৰূপে মানুহে ভাষা আয়ত্ত কৰে বিভিন্ন ক্ষেত্ৰত বিভিন্ন ধৰণে। ছাত্ৰ-ছাত্ৰীক ভাষা-শিক্ষা প্ৰদানৰ উদ্দেশ্য হৈছে বিভিন্ন পাঠৰ জৰিয়তে জীৱন আৰু জগত সম্পৰ্কে অৱগত কৰোৱা। ভাষা-শিক্ষা এক জটিল প্ৰক্ৰিয়া। উচ্চতৰ মাধ্যমিক স্তৰত ছাত্ৰ-ছাত্ৰীক ভাষা-শিক্ষা প্ৰদান কৰোতে বিভিন্ন পদ্ধতি আৰু কৌশল অৱলম্বন কৰিব লাগিব।

ভাষা-শিক্ষাৰ কৌশল :

ভাষা শিক্ষাৰ ক্ষেত্ৰত কেইবাটাও কৌশল অৱলম্বন কৰা হয়। প্ৰধানভাৱে পঠন, লিখন, শ্ৰৱণ আৰু কথন— এইকেইটা কৌশল প্ৰধান। অৱশ্যে উচ্চতৰ মাধ্যমিক স্তৰত আন কেতবোৰ কৌশলৰ প্ৰতিও সজাগ হ'ব লাগিব। ইয়াৰ ভিতৰত কথোপকথনৰ কৌশল, উচ্চস্তৰীয় লিখন কৌশল, টোকা প্ৰস্তুত, সাৰাংশ প্ৰস্তুত, ব্যাকৰণ জ্ঞান আহৰণ আদি অন্যতম।

বিশেষ গুৰুত্ব দিবলগীয়া দিশ :

উচ্চতৰ মাধ্যমিক শিক্ষাৰ স্তৰত পঠনৰ দিশত বিশেষ গুৰুত্ব দিয়া নহয় যদিও ইয়াৰ প্ৰয়োজন আছে। কাৰণ ব্যাকৰণৰ জ্ঞান আয়ত্ত কৰোতে অথবা সঠিক উচ্চাৰণৰ প্ৰতি লক্ষ্য ৰাখোতে পঠন অপৰিহাৰ্য। শ্ৰৱণ আৰু কথনৰ দিশতো গুৰুত্ব দিব লাগিব। ইয়াৰ লগে লগে অধিক গুৰুত্ব দিবলগীয়া বিষয়টো হ'ল লিখন। ব্যাকৰণৰ বিষয়বোৰ প্ৰস্তুত, পাঠ সম্বন্ধীয় প্ৰশ্নাৱলী প্ৰস্তুত, শ্ৰৱণ আৰু কথনৰ জৰিয়তে কথোপকথনৰ কৌশল আদি আয়ত্ত কৰাটো অতি আৱশ্যকীয়। ছাত্ৰ-ছাত্ৰীৰ (পাঠৰ) মৌখিক উপস্থাপন, সামূহিক পাৰস্পৰিক আলোচনা, পাঠৰ মূল বক্তব্যৰ প্ৰতি ছাত্ৰ-ছাত্ৰীৰ দৃষ্টি আকৰ্ষণ, টোকা সঠিকভাৱে প্ৰস্তুত, পাঠৰ লগত সংগতি থকা বিষয়ৰ অৱতাৰণা, ব্যাকৰণৰ জ্ঞান প্ৰদানৰ জৰিয়তে ভাষা-জ্ঞান বৃদ্ধি— এই বিষয়বোৰৰ প্ৰতি শিক্ষকে মনোনিবেশ কৰিব লাগিব। ৰচনা লিখন, পত্ৰ লিখন, সৃষ্টিধৰ্মী লিখন আদি বিষয়বোৰো ছাত্ৰ-ছাত্ৰীৰ ভাষা আহৰণৰ অন্যতম আহিলা। শিক্ষকে ছাত্ৰ-ছাত্ৰীক এই দিশত অনুশীলনৰ জৰিয়তে উপযুক্ত ভাবে গঢ় দিবলৈ সক্ষম হ'ব।

অসমীয়া (আধুনিক ভাৰতীয় ভাষা)

পটভূমি :

একাদশ আৰু দ্বাদশ শ্ৰেণীৰ ছাত্ৰ-ছাত্ৰীক অসমীয়া সাহিত্যৰ নিৰ্বাচিত পাঠ অধ্যয়নৰ জৰিয়তে ঐতিহ্যমণ্ডিত অসমীয়া ভাষা সাহিত্য সম্পৰ্কে সম্যক জ্ঞান দিব বিচৰা হৈছে। এই উদ্দেশ্য আগত ৰাখিয়ে অসমীয়া সাহিত্যৰ প্ৰাচীন, মধ্য আৰু

আধুনিক যুগত ৰচিত নিৰ্বাচিত লেখকৰ পাঠ পাঠ্যক্রমত অন্তৰ্ভুক্ত কৰা হৈছে। ছাত্ৰ-ছাত্ৰীয়ে অসমীয়া ভাষা শুদ্ধ ৰূপত শিকিব/লিখিব পৰাত সহায়ক হ'ব বুলি বিবেচনা কৰি আৱশ্যকীয় ব্যাকৰণ পাঠ্যক্রমত অন্তৰ্ভুক্ত কৰা হৈছে। লগতে চৰকাৰী নিৰ্দেশ মানি 'পৰিৱেশ আৰু দুৰ্যোগ ব্যৱস্থাপনা' আৰু 'মূল্যবোধ-শিক্ষা আৰু কৈশোৰ শিক্ষা' বিষয়ক চাৰিটা পাঠ অন্তৰ্ভুক্ত কৰা হৈছে।

উদ্দেশ্য :

পাঠ্যক্রম যুগুত কৰোতে এই কথাকেইটালৈ দৃষ্টি ৰখা হৈছে :

- ❖ ছাত্ৰ-ছাত্ৰীয়ে পাঠ্যক্রমৰ অন্তৰ্ভুক্ত পাঠ যাতে সহজে আয়ত্ত কৰিব পাৰে।
- ❖ পাঠবোৰ যাতে ৰসাল হয়।
- ❖ পাঠ অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰীৰ মনত যাতে জাতীয় সংস্কৃতি ঐতিহ্যৰ ভাব জাগ্ৰত হয়।
- ❖ ছাত্ৰ-ছাত্ৰীয়ে নিজৰ ভাষাৰ উপৰি শ্ৰেণীকোঠাৰ বহুভাষিক বাস্তৱ পৰিস্থিতিৰ লগত খাপ খাব পৰা হোৱাকৈ পাঠ্যক্রম যুগুত কৰা।
- ❖ বিশ্লেষণাত্মক আৰু সৃষ্টিধৰ্মী দুয়োটা দিশতে গুৰুত্ব প্ৰদান কৰা।
- ❖ বিষয়বস্তু অনুসৰি ভাষাৰ স্তৰ যে বেলেগ তাৰ প্ৰতি দৃষ্টি দিয়া।
- ❖ লিখিত ভাষা যে ব্যাকৰণ, অভিধানৰ দ্বাৰা নিয়ন্ত্ৰিত সেই কথা জানিবৰ বাবে ব্যাকৰণ আৰু অভিধান চৰ্চা কৰিবলৈ উদগনি দিয়া।

ASSAMESE (MIL)

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Time : Three Hours

Marks 100

Unitwise Distribution of Marks & Periods :

Unit	Topics	Marks	Periods
Unit-I	Prose	30	50
Unit-II	Poetry	25	40
Unit-III	(A) Adolescence Education (B) Value Education	10	15
Unit-IV	Grammar	20	25
Unit-V	Essay writing	15	10
Total		100	140

পাঠ্যপুথি : সাহিত্য সৌৰভ, অসম উচ্চতৰ মাধ্যমিক শিক্ষা

সংসদৰ দ্বাৰা প্ৰকাশিত।

UNITWISE DISTRIBUTION OF COURSE CONTENTS :

Unit-I : (গোট-১) নিৰ্বাচিত গদ্য :

(Marks 30)

- | | |
|-------------------------|-----------------------|
| ১। মিলাৰামৰ আত্মজীৱনী | : লক্ষ্মীনাথ বেজবৰুৱা |
| ২। মগনিয়াৰ (কথা কবিতা) | : যতীন্দ্ৰ নাথ দুৱৰা |

৩। আনন্দৰাম বৰুৱা	: উপেন্দ্ৰ চন্দ্ৰ লেখাৰু
৪। সমুদ্ৰ মস্থন	: ত্ৰৈলোক্য নাথ গোস্বামী
৫। ভাৰতীয় আদৰ্শত বৈৰাগ্য	: তীৰ্থনাথ শৰ্মা
৬। মিনতি (গল্প)	: ড° ভবেন্দ্ৰ নাথ শইকীয়া
৭। অসমীয়া কথাছবি	: ফণী তালুকদাৰ
৮। বৈজ্ঞানিক মানসিকতা কিদৰে গঢ়িব পাৰে	: ড° দীনেশ চন্দ্ৰ গোস্বামী

Unit-II : (গোট-২) নিৰ্বাচিত কবিতাঃ**(Marks 25)**

১। বৰগীত (আনন্দে গোবিন্দ বায়)	: শ্ৰীমন্ত শংকৰদেৱ
২। বিশ্ব খনিকৰ	: মফিজুদ্দিন আহমদ হাজৰিকা
৩। শেষ অৰ্থ্য	: নলিনীবালা দেৱী
৪। জনতাৰ আহ্বান	: জ্যোতিপ্ৰসাদ আগৰৱালা
৫। কাঠমিস্ত্ৰীৰ ঘৰ	: ধীৰেন্দ্ৰ চন্দ্ৰ দত্ত
৬। আঘোণৰ কুঁৱলী	: কেশৱ মহন্ত
৭। উভতি নহাৰ কবিতা	: নৱকান্ত বৰুৱা
৮। কৰুণতম	: ড° নিৰ্মলপ্ৰভা বৰদলৈ

Unit-III : (গোট-৩) :**(Marks 10)**

১। মূল্যবোধ শিক্ষা	: ড° দুৰ্লুমণি গোস্বামী
২। কৈশোৰ কাল আৰু ইয়াৰ উপযোগী শিক্ষা	: ড° স্বৰ্ণলতা দাস

Unit-IV : (গোট-৪) Grammar :**(Marks 20)**

ব্যাকৰণ :

বিভক্তি, শব্দ বিভক্তি আৰু কাৰক বিভক্তি, পুৰুষবাচক প্ৰত্যয়, কৃৎ প্ৰত্যয়, তদ্ধিত প্ৰত্যয়, নিৰ্দিষ্টতাবাচক প্ৰত্যয়, খণ্ডবাক্য, জতুৱা ঠাঁচ।

Unit-V : (গোট-৫) Essay Writing :**(Marks 15)**

ৰচনাৰ বাবে বিষয় :

- অসম আৰু ভাৰতৰ জাতীয় জীৱন আৰু ঐতিহ্য সম্পৰ্কীয়
- সাহিত্য, কলা-সংস্কৃতি সম্পৰ্কীয়
- বিজ্ঞান আৰু প্ৰযুক্তিবিদ্যা সম্পৰ্কীয়
- জনসংখ্যা, পাৰিপাৰ্শ্বিকতা সম্পৰ্কীয়
- সমাজ আৰু অৰ্থনীতি সম্পৰ্কীয়
- শিক্ষা আৰু ক্ৰীড়া সম্পৰ্কীয়
- ভ্ৰমণ সম্পৰ্কীয়

BENGALI (MIL)

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

ভূমিকা :

উচ্চতর মাধ্যমিক স্তর হল বৃহত্তর কর্মক্ষেত্রে প্রবেশের দ্বার স্বরূপ। একাদশ ও দ্বাদশ শ্রেণির বাংলাভাষার পাঠ্যসূচিতে ছাত্র-ছাত্রীদের সাহিত্যের নির্বাচিত পাঠ অধ্যয়নের মাধ্যমে ঐতিহ্যমণ্ডিত বাংলাভাষা ও সাহিত্যের সম্যক পরিচয় দেবার জন্য প্রাচীন-মধ্য ও আধুনিকযুগের কবি সাহিত্যিকদের জীবনী ও তাঁদের রচনা অন্তর্ভুক্ত করা হয়েছে।

সাহিত্য জীবনেরই ছবি এবং জীবনকে অতিক্রম করে যেহেতু কোনো মানবিক অভিজ্ঞতা সম্ভব নয় তাই সাহিত্যপাঠ ব্যতীত ছাত্র-ছাত্রীদের সুস্থ মানসিকতা গঠন সম্ভব নয়। প্রণালীবদ্ধভাবে পঠন, শ্রবণ, কথন ও লিখনের ব্যবহার ও চর্চার দিকে নজর রেখে নির্বাচিত ব্যাকরণের অংশে সৃষ্টিধর্মী লিখন ও সৃজনশীল লিখন ইত্যাদি বিষয়ে একটি সুস্পষ্ট নিয়ম অনুসরণ করে পাঠ্যসূচি তৈরি করা হয়েছে।

রাষ্ট্রীয় পাঠ্যক্রম সংস্থার নির্দেশানুযায়ী পাঠনির্বাচনে কলা ও সংস্কৃতি, সামাজিক ও মানবিক মূল্যবোধ, পরিবেশ, জাতীয়তাবোধ ও কিশোরমনের উপযোগী পাঠ সন্নিবিষ্ট করা হয়েছে। পাঠ্যসূচি তৈরি করতে গিয়ে বিশেষভাবে নিম্নলিখিত বিষয়ের দিকে লক্ষ রাখা হয়েছে :

- ❖ ভাষা আয়ত্ব করে ব্যবহারিক জীবনে শুদ্ধ উচ্চারণ ও প্রয়োগ।
- ❖ সাহিত্য পাঠের মাধ্যমে বিভিন্নযুগের সংগে পরিচয় ঘটানো।
- ❖ ছাত্র-ছাত্রীরা যেন কেবল মুখস্থ বিদ্যার উপর নির্ভরশীল না হয়ে ব্যবহারিক জীবনে ও ভাষা প্রয়োগের ক্ষেত্রে উপযুক্ত হয়ে উঠতে পারে সেদিকে লক্ষ রেখে ব্যাকরণের ওপর জোর দেওয়া হয়েছে।
- ❖ মানসিক উৎকর্ষ ও কল্পনা শক্তির বিকাশ সাধন।
- ❖ ভবিষ্যতে ভাষাও সাহিত্য বিষয়ে চর্চা করতে আগ্রহ সৃষ্টি করা।

BENGALI MIL

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper	Three Hours	Marks	100
Unit wise Distribution of Marks and Periods			
Unit No.	Title	Marks	Periods
Unit I :	Prose	25	45
Unit II :	Poetry	20	40
Unit III :	(A) Adolescence Education (B) Value Education	10	20
Unit IV :	Grammar	20	25
Unit V :	Essay writing and composition	25	10
Total		100	140

পাঠ্যপুথি : বাংলা সাহিত্য চয়নিকা
অসম উচ্চতর মাধ্যমিক শিক্ষা-সংসদের দ্বারা প্রকাশিত

Unitwise Distribution of Course contents :

Unit-I (Prose) নির্বাচিত গদ্যাংশ (Marks-25)

1. বিড়াল— বংকিমচন্দ্র চট্টোপাধ্যায়
2. পরেশ— শরৎচন্দ্র চট্টোপাধ্যায়
3. মানুষের মন— বলাইচাঁদ মুখোপাধ্যায়
4. বৈজ্ঞানিক বুদ্ধি— রাজশেখর বসু

Unit-II (Poetry) পদ্যাংশ (Marks-20)

1. দুর্ভাগ্য দেশ— রবীন্দ্রনাথ ঠাকুর
2. সাম্যবাদী— কাজী নজরুল ইসলাম
3. বাঙলার মুখ আমি দেখিয়াছি— জীবনানন্দ দাশ
4. রূপাই— জসিমউদ্দিন

Unit III (Marks-10)

1. মূল্যবোধ শিক্ষা— সুজিত বর্ধন
2. বয়ঃসন্ধিকাল
এবং এর উপযোগীশিক্ষা— কাবেরী সাহা

Unit-IV ব্যাকরণ ও (Grammar) (Marks-20)

পাঠ্যপুথিঃ আধুনিক বাংলা ব্যাকরণ : জগদীশ চন্দ্র ঘোষ

1. সন্ধি
2. সমাস
3. প্রত্যয়
4. প্রবাদ ও বাগবিধি

Unit-V রচনা ও সৃষ্টিধর্মী লিখন (Essay and composition) (Marks-15)

(ক) রচনা :

সাহিত্যবিষয়ক

বিজ্ঞান ও প্রযুক্তিবিদ্যাবিষয়ক

শিক্ষা ও ক্রীড়াবিষয়ক

জীবনীবিষয়ক

সামাজিক সমস্যা মূলক

জাতীয় জীবন বিষয়ক

অসমের প্রাকৃতিক সৌন্দর্য, সম্পদ, সংস্কৃতি, সমস্যা ইত্যাদি বিষয়ক।

(খ) শারাংশ

(Marks-10)

BODO (MIL)

SYLLABUS FOR HIGHER SECONDARY COURSE

बर' आयदानि फराफारि

राव सोलोंनायनि थांखि :

रावआ सुबुं सोदोमस्रिनि गारनो हायि बाहागो । गासैबो मानसिआ बायदि थांखियाव राव बाहायो । रावआ जादों मानसिफोरनि गोसोनि साननाय हनायखौ फोरमायलायनायनि बिजों । खालि फोरमायलायनायनि बिजोंल' नड, राव रोंनायनि गेजेरजों गियान बुथुमनायनि लामायाबो जेंना गैयि जायो । जोनोमनि उननिफ्राय गथ'आ राव सोलोडे । सोलोंथाइयारि हारोंथाइ मोननो थाखाय फरायसालिसिम थांनायनि उननिफ्रायनो राव सोलोंनायनि जरखा बिथिं बेरखाडे । समाजारि जिब महरै मानसिआ राव सोलोडे बायदि थिलियाव बायदि रोखोमै । फरायसा-फोरखौ राव फोरोंनायनि थांखिआ जाबाय बायदि फरानि गेजेरजों जिउ-आरो मुलुगनि सोमोन्दै मिथिहोनाय । राव सोलोंनाया मोनसे गोखों फारिखान्थि । गोजौसिन गेजेरारि थाखोआव फरायसा-फोरखौ राव फोरोंनायाव बायदि आदब आरो खान्थि बाहायनांगौ ।

राव सोलोंनायनि आदब :

राव सोलोंनायनि बेलायाव गोबां आदब बाहायनाय जायो । गाहायै फरायनाय, लिरनाय, खोनासंनाय आरो बुंनाय । अदेबानि गोजौसिन गेजेरारि थाखोआव गुबुन माखासे आदबनि फारसेबो गोसो होनांगौ । बेनि गेजेराव रायलायनायनि आदब, जौगा थाखोनि लिरनायनि आदब, फोरमायथि लिरनाय, सार बाहागो लिरनाय, रावखान्थिनि गियान बुथुमनाय बायदिआनो गाहाइ ।

जर'खा गोसो होनो गोनां बिथिं :

गोजौसिन गेजेरारि सोलोंथाइनि थाखोआव महरारि बिथिडव गोसो होनाय जायाब्लाबो बेनिबो गोनांथि दं । मानोना रावखान्थिनि गियान बुथुमनायाव एबा थार रिसारनायनि फारसे गोसो होनायाव महरखौ गोनांथार । खोनासंनाय आरो बुंनायनि बिथिडवबो गोसो होनांगोन । बेजों लोगोसे गोसो होनो गोनांसिना जादों लिरनाया । रावखान्थिनि फराफोर जथायनाय, फरानि सोंथिफोर बानायनाय, खोनासंनाय आरो बुंनायनि गेजेरजों रायलायनायनि गोनांथार । फरायसाफोरआ फरानि खौमोन होनाय, जयै सावरायनाय, फरानि गुबै खोथानि फारसे फरायसाफोरखौ गोसो बोहोनाय, फोरमायथि बानायनाय, फराजों सोमोन्दो थानाय आयदा रायखानाय, रावखान्थिनि गियान होनानै रावनि गियान बांहोनाय- बेफोर आयदाफोरनि फारसे फोरोंगिरिया गोसो होनांगोन । रनसाय लिरनाय, लाइजाम लिरनाय, सोरजिथायारि लिरनाय बायदि आयदाफोराबो फरायसाफोरनि राव रोंनायनि मख'जाथाव आयजें । फोरोंगिरिया फरायसाफोरखौ बे बिथिडव उन सोलोंथिनि हेफाजाबै मोजाडै गायसननो हागोन ।

बर' (गोदान भारतारि राव)

बिथा :

जिसे आरो जिनै थाखोनि फरायसाफोरखौ बर' थुनलाइनि सायख'जानाय फरा फरायहोनायनि हेफाजाबै बर' थुनलाइनि सोमोन्दै गियान होनो नाजानाय जादों । बे थांखिखौ सिगाडव लानानै बर' थुनलाइनि गोजाम, गेजेर आरो गोदान मुगायाव लिरनाय माखासे

लिरगिरिफोरनि लिरथाइखौ फराफारियाव सोनाय जादों। फरायसफोरआ बर' रावखौ गेबेडै सोलोंनो/ लिरनो हानायाव हेफाजाब होगोन होनना सानना नानायबादियै रावखान्थि आयदाबो फराफारियाव थिस'ननाय जादों। लोगोसेनो सोरखारनि बिथोन बादियै 'आबहावा आरो खैफोद राहा' आरो 'बेसेनथियारि सोलोंथाइ आरो सेंग्रासा सोलोंथाइ'नि सायाव मोनब्रै फरा सोनाय जादों।

थांखि :

फराफारि बानायनायाव बे खोथाफोरखौ गोसोआव लानाय जादो :

- ◆ फरायसाफोरा फराफारिनि फराफोरखौ जाहाथे गोरलैयै बुजिनो हायो।
- ◆ फराफोरा जाहाथे बिदै गोनां जायो।
- ◆ फराखौ फरायनायनि गेजेरजों फरायसाफोरनि गोसोआव जाहाथे हारिमायारि हारिमुनिफारसे सांग्रां जायो।
- ◆ बिजिरथायारि आरो सोरजिलु मोननैबो बिथिडव गोसो होनाय जादों।
- ◆ आयदा लाना रावनि थाखोआदि जुदा जायो बेखौ गोसो होनाय जादों।
- ◆ लिरनाय रावादि रावखान्थि, सोदोब बिहुंजों दैदेनजानाय बे खोथाखौ मिथिहोनो थाखाय रावखान्थि आरो सोदोब बिहुं बाहायनो थाखाय थुलुंगा होनाय।

BODO (MIL)

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

Unitwise Distribution of Marks & Periods :

One paper

Three hours

Marks -

100

Unitwise Distribution of marks and periods

Unit No.	Topics	Marks	Periods
Unit-I	Prose	20	50
Unit-II	Poetry	25	40
Unit-III	(a) Adolescence Education	10	20
	(b) Value Education		
Unit-IV	Grammar	20	25
Unit-V	Essay writing	15	10
Total		100	140

Unitwise Distribution of course contents

Unit-I (खेन्दो-1) : Prose (रायथाइ) - 30

Text book : Sujunai Bijab : Edited by - Editorial Board (AHSEC)

फरा बिजाब : सुजुनाय बिजाब - सुजुगिरि : सुजु आफाद

(आसाम गोजौसिन गेजेरारि सोलोंथाइ ग'थुम)

- | | |
|--|---|
| 1. एण्डेल मुगानि बर' थुनलाइ | - बिहुराम बर' |
| 2. आलारि दामब्रा | - खुगा सल' |
| 3. गोनोखोआरि गोसो माबोरै दानो हायो | - ड° दीनेश ग'स्वामी
राव सोलायगिरि : बिरुपाक्ष गिरि बसुमातारी |
| 4. बुथुवा थुंग्रि | - नीलकमल ब्रह्म |
| 5. बर' राव थुनलाइयाव प्रम'द चन्द्र ब्रह्मनि बिहोमा | - मंगलसिं हाज'वारी |
| 6. जारिमिन आरो बर' माहारि | - कामेश्वर ब्रह्म |
| 7. कासारनि हरिटिकर | - म'हिनी म'हन ब्रह्म |
| 8. खेराइ मोसानायाव फावथिना नायबिजिरनाय | - धिरेश्वर बर' नार्जी |

Unit-II (खोन्दो-2) : Poetry (खन्थाइ) - 25

- | | |
|--------------------------|------------------------|
| 1. छरखौ जं नायन बान | - मदाराम ब्रह्म |
| 2. संसारनि अन्नाइ | - प्रम'द चन्द्र ब्रह्म |
| 3. बेसे गोजोन बेसे गोजों | - नीलेश्वर ब्रह्म |
| 4. सम बेसम | - अरबिन्द उजिर |
| 5. मोनाबिलि | - समर ब्रह्म चौधुरी |
| 6. गोथां गाब गाथोंसै | - अनजु |
| 7. दावदो दे दाव बर' हारि | - नन्देश्वर बर' |
| 8. मोदै | - धरणीधर औवारि |

Unit-III (खोन्दो-3) : (a) Adolescence Education (b) Value Education - 10

- | | |
|--|---|
| 1. बेसेन मोन्दांथिनि सोलोंथाइ | - ड° दुलुमणि ग'स्वामी
राव सोलायगिरि : बिरुपाक्ष गिरि बसुमातारी |
| 2. लाइमोन बैसो आरो बेनि गोनां सोलोंथाइ | - ड° स्वर्णलता दास
राव सोलायगिरि : उमेश बर' |

Unit-IV (खोन्दो-4) : Grammar (रावखान्थि) - 20

बेखेवफा, सोदोब बेखेवफा आरो मावरिजा बेखेवफा, दाजाबदा थारजा दाजाबदा, बां सानराय दाजाबदा, थि फोरमायग्रा दाजाबदा, बाथ्रा खोन्दोब, बाथ्रा फान्दाय, बाथ्राफाव।

फरायनो गोनां बिजाब :

- | | |
|--------------------|--------------------|
| 1. गोजौ रावखान्थि | - मधुराम बर' |
| 2. गोनां रावखान्थि | - कमल कुमार ब्रह्म |

Unit-V (खोन्दो-5) : Essay writing (रनसाय) - 15

रनसायनि आयदा :

- | | |
|----|--|
| क) | आसाम आरो भारतारि हारियारि जिउनि सोमोन्दै |
| ख) | थुनलाइ आरो हारिमुनि सोमोन्दै |

- ग) बिगियान आरो जुन्थियारि बिद्यानि सोमोन्दै
- घ) सुबुं अनजिमा आरो भारत हादर
- ङ) समाज आरो रांखान्थियारि हालसालनि सोमोन्दै
- च) सोलोंथाइ आरो गेलेनायनि सोमोन्दै
- छ) दावबायनायनि सोमोन्दै

फरायनो गोनां बिजाब :

1. राव आरो रनसाय - मधुराम बर'
2. रनसाय बिथुन - नीलकमल ब्रह्म

HINDI (MIL)

SYLLABUS FOR HIGHER SECONDARY COURSE

प्रस्तावना

दसवी कक्षा तक हिंदी का अध्ययन करने वाला विद्यार्थी समझते हुए पढ़ने व सुनने के साथ-साथ हिंदी में सोचने और उसे मौखिक एवं लिखित रूप में व्यक्त कर पाने की सामान्य दक्षता अर्जित कर सुका होता है। उच्चतर माध्यमिक स्तर पर आने के बाद इन सभी दक्षताओं को सामान्य से ऊपर उस स्तर तक ले जाने की दरकार होती है, जहाँ भाषा का इस्तेमाल भिन्न-भिन्न व्यवहार-क्षेत्रों की मांगों के अनुरूप किया जा सके। आधार पाठ्यक्रम साहित्यिक बोध के साथ-साथ भाषाई दक्षता के विकास को ज्यादा अहमियत देता है। यह पाठ्यक्रम उन विद्यार्थियों के लिए उपयोगी साबित होगा, जो आगे विश्वविद्यालय में अध्ययन करते हुए हिंदी को एक विषय के रूप में पढ़ेंगे या विज्ञान-समाजविज्ञान के किसी विषय को हिंदी माध्यम से पढ़ना चाहेंगे। यह उनके लिए भी उपयोगी साबित होगा, जो उच्चतर माध्यमिक स्तर की शिक्षा के बाद किसी तरह के रोजगार में लग जाएंगे। वहाँ कामकाजी हिंदी का आधारभूत अध्ययन काम आएगा। जिन विद्यार्थियों की दिलचस्पी जनसंचार माध्यमों में होगी, उनके लिए यह पाठ्यक्रम एक आरंभिक पृष्ठभूमि निर्मित करेगा। इसके साथ ही यह पाठ्यक्रम सामान्य रूप से तरह-तरह के साहित्य के साथ विद्यार्थियों के संबंध को सहज बनाएगा। विद्यार्थी भाषिक अभिव्यक्ति के सूक्ष्म एवं जटिल रूपों से परिचित हो सकेंगे, वे यथार्थ को अपने विचारों में व्यवस्थित करने के साधन के तौर पर भाषा का अधिक सार्थक उपयोग कर पाएंगे और उनमें जीवन के प्रति मानवीय संबेदना एवं सम्यक दृष्टि का विकास हो सकेगा।

उद्देश्य

- ❖ इन माध्यमों और विधाओं के लिए उपयुक्त भाषा, प्रयोग की इतनी क्षमता उनमें आ चुकी होगी कि वे स्वयं इससे जुड़े उच्चतर पाठ्यक्रमों को समझ सकेंगे।
- ❖ सामाजिक हिंसा की भाषिक अभिव्यक्ति को समझ।
- ❖ भाषा के अंदर सक्रिय सत्ता संबंध की समझ।
- ❖ सृजनात्मक साहित्य को सराह पाने और उसका आनंद उठाने की क्षमता का विकास तथा भाषा में सौंदर्यात्मकता उत्पन्न करने वाली सृजनात्मक युक्तियों की संवेदना का विकास।
- ❖ विद्यार्थियों के भीतर सभी प्रकार की विविधताओं (धर्म, जाति, जेंडर, क्षेत्र भाषा संबंधी) के प्रति साकारात्मक एवं विवेकपूर्ण रवैये का विकास।
- ❖ पठन-समाग्री को भिन्न-भिन्न कोणों से अलग-अलग सामाजिक, सांस्कृतिक चिंताओं के परिप्रेक्ष्य में देखने का अभ्यास कराना तथा नजरिये की एकांगिकता के प्रति आलोचनात्मक दृष्टि का विकास करना।
- ❖ विद्यार्थी में स्तरीय साहित्य की समझ और उसका आनंद उठाने की स्फूर्ति, विकास, उसमें साहित्य को श्रेष्ठ, बनाने वाले तत्वों की संवेदना का विकास।
- ❖ विभिन्न ज्ञानानुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति और उसकी क्षमताओं का बोध।
- ❖ कामकाजी हिंदी के उपयोग के कौशल का विकास।

- ❖ संचय माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से परिचय और इन माध्यमों की मांगों के अनुरूप मौखिक एवं लिखित अभिव्यक्ति का विकास।
- ❖ विद्यार्थी में किसी भी अपरिचित विषय से संबंधित प्रासंगिक जानकारी के स्रोतों का अनुसंधान और उन्हें व्यवस्थित ढंग से उनकी मौखिक और लिखित प्रस्तुति करने की क्षमता का विकास।

शिक्षण-युक्तियाँ

- ❖ कुछ बातें इस स्तर पर हिंदी शिक्षण के लक्ष्यों के संदर्भ में सामान्य रूप से कही जा सकती हैं। एक तो यही कि कक्षा में दबाव एवं तनाव मुक्त माहौल होने की स्थिति में ही ये लक्ष्य हासिल किए जा सकते हैं। चूँकि इस पाठ्यक्रम में तैयारशुदा उत्तरों को कंटस्थ कर लेने की कोई अपेक्षा नहीं है, इसलिए चीजों को समझने और उस समझ के आधार पर उत्तर को शब्दबद्ध करने की योग्यता विकसित करना ही हमारा काम है। इस योग्यता के विकास के लिए कक्षा में विद्यार्थियों और शिक्षक के बीच निर्बाध संवाद जरूरी है। विद्यार्थी अपनी शंकाओं और उलझनों को जितना ही अधिक व्यक्त करेंगे, उतनी ही ज्यादा सफाई उनमें आ पाएगी।
- ❖ भाषा की कक्षा से समाज में मौजूद विभिन्न प्रकार के द्वंद्वों पर बातचीत का मंच बनाना चाहिए। उदाहरण के लिए संविधान में शब्द विशेष के प्रयोग पर मनाही को चर्चा का विषय बनाया जा सकता है। यह समझ जरूरी है कि छात्रों को सिर्फ सकारात्मक पाठ देने से नहीं काम चलेगा बल्कि उन्हें समझाकर भाषिक यथार्थ का सीधे सामना करवाने वाले पाठों से परिचय होना जरूरी है।
- ❖ शंकाओं और उलझनों को रखने के अलावा भी कक्षा में विद्यार्थियों को अधिक-से-अधिक बोलने के लिए प्रेरित किया जाना जरूरी है। उन्हें यह अहसास कराया जाना चाहिए कि वे पठित सामग्री पर राय देने का अधिकार और उसकी काबिलियत रखते हैं। उनकी राय को तवज्जो देने और उसे बेहतर तरीके से पुनर्प्रस्तुत करने की अध्यापकीय शैली यहां बहुत उपयोगी होगी।
- ❖ विद्यार्थियों को संवाद में शामिल करने के लिए यह भी जरूरी होगा कि उन्हें एक नामहीन समूह न मानकर अलग-अलग व्यक्तियों के रूप में अहमियत दी जाए। शिक्षक को अक्सर एक कुशल संयोजक की भूमिका में स्वयं को देखना होगा, जो किसी भी इच्छुक व्यक्ति को संवाद का भागीदार बनने से वंचित नहीं रखता, उसके कच्चे-पक्के वक्तव्य को मानक भाषा-शैली में ढाल कर उसे एक आभा दे देता है और मौन को अभिव्यंजना मान बैठे लोगों को मुखर होने पर बाध्य कर देता है।
- ❖ अप्रत्याशित विषयों पर चिंतन करने और सोचे हुए की मौखिक व लिखित अभिव्यक्ति करने की योग्यता का विकास शिक्षक के सचेत प्रयास से ही संभव है। इसके लिए शिक्षक को एक निश्चित अंतराल पर नए-नए विषय प्रस्तावित कर लेख एवं अनुच्छेद लिखने तथा संभाषण करने के लिए पूरी कक्षा को प्रेरित करना होगा। यह अभ्यास ऐसा है, जिसमें विषयों की कोई सीमा तय नहीं की जा सकती। विषय की निस्सीम संभावना के बीच शिक्षक यह सुनिश्चित कर सकता है कि उसके विद्यार्थी किसी निबंध-संकलन या कुंजी से तैयारशुदा सामग्री को उतार भर न ले। तैयारशुदा सामग्री के लोभ से, बाध्यतावश ही सही मुक्ति पाकर विद्यार्थी नये तरीके से सोचने और उसे शब्दबद्ध करने के यत्न में सन्नद्ध होंगे। मौखिक अभिव्यक्ति पर भी विशेष ध्यान देने की जरूरत है, क्योंकि भविष्य में साक्षात्कार संगोष्ठी जैसे मौकों पर यही योग्यता विद्यार्थी के काम आती है। इसके अभ्यास के सिलसिले में शिक्षक को उचित हावभाव, मानक उच्चारण, पाँज, बलाघात, हाजिरजवाबी इत्यादि पर खास बल देना होगा।
- ❖ मध्य कालीन काव्य की भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए जरूरी होगा कि किताबों में आए काव्यांशों की संगीतबद्ध प्रस्तुतियों के ऑडियो-विडियो कैसेट तैयार किए जाएं। अगर आसानी से कोई गायक-गायिका मिले तो

कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।

- ❖ वृत्तचित्रों और फीचर फिल्मों को शिक्षण सामग्री के तौर पर इस्तेमाल करने की जरूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के जरिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है। विद्यार्थियों को स्तरीय परीक्षा करने को भी कहा जा सकता है।
- ❖ कक्षा में सिर्फ एक पाठ्यपुस्तक की भौतिक उपस्थिति से बेहतर यह है कि शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को विद्यार्थी देख सकें और शिक्षक उनकी कक्षा में अलग-अलग मौकों पर इस्तेमाल कर सकें।
- ❖ भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी सन्दर्भकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इसका इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुंचकर संतुष्ट होने की जगह वे सही अर्थ की खोज करने का अर्थ समझ जाएंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा और उनमें संवेदनशीलता बढ़ेगी। वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएंगे।
- ❖ कक्षा-अध्यापन के पूरक कार्य के रूप में सेमिनार, ट्यूटोरियल कार्य, समस्या-समाधान कार्य, समूह चर्चा, परियोजना कार्य, स्वाध्याय आदि पर बल दिया जाना चाहिए। पाठ्यक्रम में जनसंचार माध्यमों से संबंधित अंशों को देखते हुए यह जरूरी है कि समय-समय पर इन माध्यमों से जुड़े व्यक्तियों और विशेषज्ञों को भी स्कुल में बुलाया जाए तथा उनकी देख-रेख में कार्यशालाएं आयोजित की जाएं।

HINDI (MIL)

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper	Three Hours	Marks 100	
Unitwise Distribution of Marks and Periods :			
Unit No.	Title	Marks	Periods
Unit-I	अपठित बोध (गद्यांश और काव्यांश-बोध)	15+5=20	25
Unit-II	रचनात्मक लेखन एवं जन-संचार माध्यम अभिव्यक्ति औ माध्यम (प्रिंट माध्यम, संपादकीय, रिपोर्ट, आलेख, फीचर-लेखन)	5+5+5+5+5=25	40
Unit-III	पाठ्य पुस्तक : आरोह (भाग-2) (काव्यांश-20, गद्यांश-20) पूरक पुस्तक : वितान (भाग-2)	40 15	60 10
Total		100	135

Unitwise Distribution of Course contents :

Unit-I : अपठित बोध :	20
1. काव्यांश-बोध पर आधारित पाँच लघुत्तरात्मक प्रश्न (1×5)	5
2. गद्यांश-बोध पर आधारित बोध, प्रयोग, रचनांतरण, शीर्षक आदि पर लघुत्तरात्मक प्रश्न)	15
Unit-II : रचनात्मक लेखन एवं जन-संचार माध्यम :	25
1. निबंध (किसी एक विषय पर)	10
2. कार्यालयी पत्र (विकल्प सहित)	5
3. ❖ प्रिंट माध्यम, संपादकीय, रिपोर्ट, आलेख आदि पर पाँच अतिलघुत्तरात्मक प्रश्न पूछें जाएंगे ❖ आलेख (किसी एक विषय पर)	5
4. फीचर लेखन (जीवन-संदर्भों से जुड़ी घटनाओं और स्थितियों पर फीचर लेखन-विकल्प सहित)	5
Unit-III : आरोह भाग-2 (काव्य भाग और गद्य भाग)	20 + 20 = 40
1. दो काव्यांशों में से किसी एक पर अर्थ ग्रहण के चार/पाँच प्रश्न	8
2. काव्यांश के सौंदर्यबोध पर दो काव्यांशों में विकल्प दिया जाएगा तथा किसी एक काव्यांश के तीनों प्रश्नों के उत्तर देने होंगे।	6
3. कविताओं को विषय-वस्तु से संबंधित तीन में से दो लघुत्तरात्मक प्रश्न	3 + 3 = 6
4. दो में से किसी एक गद्यांश पर आधारित अर्थ-ग्रहण के चार प्रश्न	2 + 2 + 2 + 2 = 8
5. पाठों की विषय-वस्तु पर आधारित पाँच में से चार बोधात्मक प्रश्न	3 + 3 + 3 + 3 = 12
पूरक पुस्तक : वितान भाग-2	15
1. पाठों की विषयवस्तु पर आधारित तीन में से दो बोधात्मक प्रश्न	3 + 3 = 6
2. विचार/संदेश पर आधारित तीन में से दो लघुत्तरात्मक प्रश्न	2 + 2 = 4
3. विषयवस्तु पर आधारित दो में से एक निबंधात्मक प्रश्न	5
निर्धारित पुस्तकें :	
(i) आरोह-भाग-2	
एन.सी.ई.आर.टी. द्वारा विकसित और असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी द्वारा प्रकाशित	
(ii) वितान भाग-2	
एन.सी.ई.आर.टी. द्वारा विकसित और असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी द्वारा प्रकाशित	
(iii) अभिव्यक्ति और माध्यम	
एन.सी.ई.आर.टी. द्वारा विकसित और असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी द्वारा प्रकाशित	

The following prose & Poetry pieces are prescribed for H.S. Final year course in Hindi

काव्य खंड

- | | |
|----------------------------|-----------------------|
| 1. दिन जल्दी-जल्दी ढलता है | -हरिवंशराय बच्चन |
| 2. कविता के बहाने | -कुँवर नारायण |
| 3. कमरे में बंद अपाहिज | -रघुवीर सहाय |
| 4. सहर्ष स्वीकारा है | -गजानन माधव मुक्तिबोध |
| 5. उषा | -शामशेर बहादुर सिंह |
| 6. कवितावली | -तुलसीदास |
| 7. रूबाइयाँ | -फिराक गोरखपुरी |
| 8. छोटा मेरा खेत | -उमाशंकर जोशी |

गद्य खंड

- | | |
|-------------------------------|-----------------------|
| 9. बाजार दर्शन | -जैनेंद्र कुमार |
| 10. काले मेघा पानी दे | -धर्मवीर भारती |
| 11. चार्ली चैप्लिन यानी हम सब | -विष्णु खरे |
| 12. नमक | -रजिया सज्जाद जहीर |
| 13. शिरीष के फूल | -हजारीप्रसाद द्विवेदी |

पूरक पुस्तक

- | | |
|----------------------|-------------------|
| 1. सिल्वर वैडिंग | -मनोहर श्याम जोशी |
| 2. अतीत में दबे पाँव | -ओम थानवी |

NEPALI (MIL)

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper Three Hours Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Unit-1	Prose (Essay + Short Story)	35	50
Unit-2	Poetry	30	45
Unit-3	Grammar	20	30
Unit-4	Essay Writing	15	10
Total		100	135

Textbooks : NEPALI SAHITYA SUMAN

(Published by Assam Higher Secondary Education Council)

Grammar : SARAL NEPALI VYAKARAN RA RACHANA

–Raj Narayan Pradhan, Mesars Printed, Gangtok

Unitwise Distribution of Course contents :

Unit-1 : Prose (Essay + Short Story) 35

- I. Sahitya Ek Bibechna : Lil Bahadur Chetry
- II. Assame Nepali Sanskriti : Durga Prasad Ghimire
- III. Bharatiya Sanghati Ka Adharharu : Tarapati Upadhyaya
- IV. Bigyan Ko Pragati Ra Adhunik Bharat : Tilak Sarmah
(Lamsal)
- V. Mera Barika Bhatekarela : Chandra Kumar Sarma
- VI. Bidhwastha Jiwan : Rupnarayan Sinha
- VII. Abstract Art : Shiva Kumar Rai
- VIII. Mero Euta Naga Huki : Hariprasad 'Gorkha' Rai

Unit-2 : Poetry 30

- I. Sundarkanda Ramayan : Bhanubhakta Acharya
- II. Pikdut : Motiram Bhatta
- III. Kaal Mahima : Lekhnath Poudyal
- IV. Karma : Balkrishna Sama
- V. Bholi Udaune Surya Lai : Agam Sing Giri
- VI. Tihar : Puspamal Upadhyaya

Unit-3 : Grammar 20

Pada, Karak Ra Bibhakti, Samas, Sandhi, Pratyaya, Upasarga, Linga, Vachan Ra Purush, Ukhan Ra Tukka.

Unit-4 :Essay Writing (Unseen) 15

- I. Sahitya
- II. Sanskriti
- III. Science & Environmental Studies
- IV. Sports
- V. Current Affairs

URDU (MIL)

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No. Title	Marks	Periods
Unit-1 : Prose	30	45
Unit-2 : Poetry	25	45
Unit-3 : Biographies and Grammar	20	20
Unit-4 : Translation from English to Urdu	10	10
Unit-5 : Essay Writing	15	20
Total	100	140

Unitwise Distribution of Course contents :

Following lessons and pieces of poem are to be read from the book “Urdu Ki Nai Kitab” for class XII published by NCERT, New Delhi in the year 1996 except item No. IV(a) of unit 2 which can be had from Assam Higher Secondary Education Council, Bamunimaidam, Guwahati-21.

Unit: 1 : Prose :

30 Marks

Lessons	: Written By
(a) Marhoom ki yad main	: Petros Bokhari
(b) Chirya Chirye Ki Kahani	: Abul Kalam Azad
(c) Mirza Zahirdar Beg	: Dr. Nazir Ahmed
(d) Bhoola	: Rajendra Singh Bedi

Unit-2 : Poetry :

25 Marks

Pieces of Poem	Name of Poet
(i) Ghazals	: (a) Kwaja Mir Dard (b) Sheikh Ibrahim Zauq (c) Mohd. Shad Azimabadi (d) Firaq Gorakhpouri
(ii) Mathonawi (Duniya ki Be-thibati)	: Nawab Mirza Shauq Lakhnawi
(iii) Marthia (Garmi-e-Dast-e-Karbala)	: Mir Babur Ali Anis
(iv) Nazam	
(a) Tarana-e-A'sam	: Anjum Shujabadi (Abul Hussain Mazumder)
(b) Shuay-e-Ummid	: Dr.Mohd. Iqbal

Unit-3: Biographies :	10 Marks
Grammar :	10 Marks
(i) Fail and its kind	
(ii) Jumla and its kind	
(iii) Jins and Adad	
(iv) Muhawara	
Unit-4 : Translation (Tarjuma) from English to Urdu :	10 Marks
Unit-5 : An Essay on general topics :	15 Marks

KHASI (MIL)

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper **Three Hours** **Marks 100**

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Unit-I	Prose	35	35
Unit-II	Poetry	30	35
Unit-III	Grammar	20	30
Unit-IV	Essay Writing	15	15
Total		100	115

Unitwise Distribution of Course contents :

Unit I : Prose :

35 Marks

Textbook : (1) Phuit ka Sabuit, *Author :* S. J. Duncan

Selected Pieces :

- 1) Ka Akor Kaba Tam
- 2) U Men Mali

Textbook : (2) Katto Katne Shaphang ka sonnet

Selected Pieces :

Lynnong I & II

Unit II : Poetry :

30 Marks

Textbook : Ki Poetry Khasi, *Author :* V. G. Bareh

Selected Pieces :

- 1) U Tiewdohmaw Ha Shiteng Riat
- 2) Ka Wah Umkhrah
- 3) Hapdeng Ki Law Kynjah Ka Tlang

Textbook : Ha Ki Sur Ka Poetry, *Author :* S. S. Majaw

Selected pieces

Ka Shnong Jingthala

Unit III : Grammar :

20 Marks

Textbook : Ka Grammar by H. W. Sten

Pieces : Lynnong II, IV, VI, VIII

Unit IV : Essay Writing :

15 Marks

To write a topical essay on the subjects other than political and religious.

GARO (MIL)

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper **Three Hours** **Marks 100**

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Unit-1 :	Prose	40	40
Unit-2 :	Poetry	30	35
Unit-3 :	Essay	15	20
Unit-4 :	Composition	15	20
Total		100	115

Unitwise Distribution of Course contents :

Unit -1 : Prose : **40 Marks**

Pieces to be read :

- | | | |
|-------|-------------------------------|---------------|
| (i) | Kitap Seani | : H.K. Sangma |
| (ii) | Katchaani Chimik | : S.G. Momin |
| (iii) | Ang Aganronggipa Kattarang | : S.K. Marak |
| (iv) | Bipana Krakra | : B.S. Momin |
| (v) | Lekka Pora aro Gisik Bimik | : K.A. Momin |
| (vi) | Gital Chasongo Janggi Tangani | : L.R. Marak |

Textbook : A Chikni Chanchibewale Seanirang,

Edited By K.M. Momin

Unit-2 : Poetry : **30 Marks**

Pieces to be read :

- | | | |
|-------|------------------------------|---------------------|
| (i) | Anga Mechik | : J.D. Shira |
| (ii) | A chik A song | : B.Bangshall |
| (iii) | Do Kru | : J.D. Shira |
| (iv) | Tingtotsa Chi | : Noho B. Sangma |
| (v) | Seng nat | : H.D. Momin |
| (vi) | Waimong Bri, Matchuni Simchi | : Herilla Rechil |
| (vii) | Dongsogimin Rasong | : Thakdir N. Sangma |

Textbook : A chik Poedorang, *Compiled By* L.D. Shira

Unit - 3 : Essay : **15 Marks**

Unseen - Topics may be on contemporary problems or issues on Assam and India like Arts, Culture, Economy, Science, Technology etc.

Unit - 4 : Composition : **15 Marks**

Book recommended : A chik composition by K.M. Momin

MIZO (MIL)

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Unit-1 :	Prose	25	25
Unit-2 :	Poetry	25	25
Unit-3 :	Fiction	15	15
Unit-4 :	Drama	15	15
Unit-5 :	Grammar and Composition	20	20
Total		100	100

Unitwise Distribution of Course Contents :

Unit-1 : Prose (THU) :

25 Marks

- (i) Hnam inpumkhatna kawnga tawng pawimawhna : PC. Biaksiama
- (ii) Mizo inneih dan : B. Lalthangliana
- (iii) Mizo nula huaisen pahnih : R.L. Thanmawia
- (iv) Val upa : Darchhawna
- (v) Lung in malsawmna : H. Lallungmuana
- (vi) Tu nge Mizo : Z. T. Sangkhuma
- (vii) Zoram indopui pahnihua : C. Chhuanvawra
- (viii) Tlangvalte u, nangmahni khawvel a nei : P.L. Liandinga (Lehlin)
- (ix) Lungphang lo la : L. Keivom
- (x) Thlaa lawn : A. Sawihlira

Unit-2 : Poetry (HLA) :

25 Marks

- (i) Pi pu chhuahtlang hlui : Liandala
- (ii) Lungdawh hla : V. Hawla
- (iii) Kan ram nuaruah : Rokunga
- (iv) Piallci hmun rem kan bel e : Dozinga
- (v) Tleitirah : Dura Chongthu
- (vi) Awkhawhar lenkawla ka han thlir a : Vankhama
- (vii) Zun phur thing par : Damhauhva
- (viii) Takhlai ni kawlung : Romani
- (ix) Khuavel i la chhing ngei ang : V. Thangzama
- (x) Panlai kei ka ram tuanna : Lalsangzuali Sailo
- (xi) Phungrual an tin ang a : Laithangpuia
- (xii) Ka tan ni leh thla reng a eng tawh lo : Taivela

Unit-3 : Fiction : **15 Marks**

(i) Lali Biakliana

Unit-4 : Drama : **15 Marks**

(i) Chharmawia : Laltluangliana Khiangte

(ii) Zothangsangi : Vanneihluanga

Unit-5: Grammar and Composition : **20 Marks**

(i) Precis ziak

(ii) Prefix and Suffix

(iii) Essay Ziak

(iv) Tawng upa

Prescribed Textbook : Mizo (core) XII by MBSE, Aizawl
Mizo Grammar and Composition for
class XI and XII By MBSE, Aizawl.

MANIPURI (MIL)

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper Three Hours Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Topic	Marks	Periods
Unit-1	Prose	30	50
Unit-2	(A) Adolescence Education & (B) Need for Value Education	15	25
Unit-3	Poetry	25	35
Unit-4	Grammar	15	25
Unit-5	Essay Writing	15	10
Total		100	145

Unitwise Distribution of Course Contents :

Textbook : Anouba Manipuri Wareng -Sheireng

(MIL, Final Year Higher Secondary)

Published by : Assam Higher Secondary Education Council, Guwahati.

Unit-1 : Prose

(30 Marks)

Pieces to be read

- | | |
|-------------------------|-------------------|
| ১। মণিপুরী লোকসাহিত্য | : অশংবম মীনকেতন |
| ২। হৌজিকী মণিপুরী বারেং | : এলাংবম নীলকান্ত |
| ৩। মৈতৈ নুপী | : এস, কৃষ্ণমোহন |
| ৪। ইলিশা অমগী মহাও | : এন, কুঞ্জমোহন |

Unit-2 : (ক) এডোলেসেন্স এডুকেশন

অমসুং

(15 Marks)

(খ) ভেলু এডুকেশনগী তঙায়ফদবা

- | | |
|-----------------------------|---------------------|
| ১। এডোলেসেন্স এডুকেশন | : ওরাই, তোমচৌ |
| ২। ভেলু এডুকেশনগী তঙায়ফদবা | : এন, জি, ইবেতোস্বী |

Unit-3 : Poetry (শৈরেং) :

(25 Marks)

Pieces to be read

- | | |
|-----------------|----------------------|
| ১। মৈতৈ চনু | : লমাবম, কমল |
| ২। পুন্নি হিদোম | : হরাইবম নবদীপচন্দ্র |

- ৩। কমলদা : অশাংবম মীনকেতন
 ৪। মণিপুর : এ, নীলকান্ত
 ৫। লৈলাংবা : লাইশ্রম সমরেন্দ্র
 ৬। মঙাল : এস, ধবল

Unit-4 : Grammar**(15 Marks)***Recommended Books*

1. Miteirongi Wahouron : N. Amusana Singha
 2. Manipuri Grammar : Published by : Council of Higher
 Secondary Education, Manipur.

- ১। সমাস;
 ২। কারক;
 ৩। বিভক্তি;
 ৪। উপসর্গ;
 ৫। প্রত্যয়;

Unit-5 : Essay Writing**(15 Marks)**

Preferable Topics -

- ১। আসাম, মণিপুর অমসুং ভারতকী মীওইবগী পুন্নি অমসুং পরম্পরা;
 ২। সাহিত্য, কলা অমসুং নাৎ (সংস্কৃতি) গা মরী লৈনবা;
 ৩। সাইন্স অমসুং টেকনোলজিগা মরী লৈনবা;
 ৪। মীশিং (Population);
 ৫। অকোয়বগী ফিভম (Environment);
 ৬। সমাজ অমসুং অর্থনীতিগা মরী লৈনবা;
 ৭। মইহে-মশীং অমসুং শান্ন-খোৎনবগা মরী লৈনবা;
 ৮। লমকোয়বগা মরী লৈনবা;

HMAR (MIL)

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper Three Hours Marks 100

Unitwise Distribution of Marks & Periods :

Unit	Topics	Marks	Periods
Unit-1	Prose	40	45
Unit-2	Poetry	25	35
Unit-3	Grammar & Composition	25	50
Unit-4	Essay	10	10
Total		100	130

Unitwise Distribution of Course Contents :

Unit-1 : Prose : Marks-40

- | | | |
|--------------------------|-------------------------|----|
| i) Lachit Barphukan | : Thangnuntluong Ralsun | 15 |
| ii) Sinlung | : Dr. Lal Dena | 5 |
| iii) Chulram Fang | : H F Nghakaka | 5 |
| iv) Mithi Sm'Ingbawl Dan | : H V Vara | 5 |
| v) Khuongpuitlur | : S N Ngurte | 5 |
| vi) Dr. Ambedkar | : R Tawna Khawbung | 5 |

Unit-2 : POETRY Marks-25

Classical :

- | | | |
|--------------|-------------|---|
| i) Chawn Lam | : Folk song | 5 |
|--------------|-------------|---|

Modern :

- | | | |
|----------------------------|-------------------|---|
| ii) Sawrthlapui | : W. R. Pudaite | 4 |
| iii) Zo Tlansangah | : L. Keivom | 4 |
| iv) Thangvan Sang | : Kama Sungte | 4 |
| v) Zion Khawvar Nghaktuhai | : Pautinkhup | 4 |
| vi) Aw Kan Hmar Ram | : Lalkhum Keivawm | 4 |

Unit-3 : Grammar & Composition Marks-25

- | | |
|--------------------------------------|---|
| i) Parts of Speech | 2 |
| ii) Noun | 2 |
| iii) Verb | 2 |
| iv) Tawng Upa (Idioms & Phrases) | 2 |
| v) Thumal Iniaichin Bikhai | 3 |
| vi) Ziek Kawp le Ziek Kawp Lo Ding | 3 |
| vii) Thumal Pahn Hmang Kawkal Awlhai | 3 |
| viii) Hmar Tawng Ziek Dik Dan | 3 |
| ix) Tawngkasuok le A Hrilfiena | 2 |
| x) Idiomatic Phrase le Tawng Upa | 3 |

Unit-4 :Essay Marks-10

ALTERNATIVE ENGLISH

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Topic	Marks	Periods
Unit-I :	Prose	35	50
Unit-2 :	Poetry	30	30
Unit-3 :	Grammar	20	20
Unit-4 :	Composition	15	20

Textbook : 'Effusions' published by Oxford University Press

Unitwise Distribution of Course Contents :

Unit-I : Prose :

1	Who is a Great Man?	Dr. B.R. Ambedkar
2	The Testament of a Walker	R K Narayan
3	A Letter to the Mahatma	Jawaharlal Nehru
4	Two Cheers for Democracy	E.M. Forster
5	The Scientific Technique	Bertrand Russell

Unit-II: Poetry :

6	In Time of 'The Breaking of Nations'	Thomas Hardy
7	Talking Leave of a Friend	Ezra Pound
8	Sita	Toru Dutt
9	Rickshaw-wallah	A.K. Ramanujan

Unit-III : Grammar :

(i)	Transformation of Sentences (affirmative, interrogative, negative)
(ii)	Question Tags
(iii)	Use of Prepositions
(iv)	Use of Tenses

Unit-IV : Composition :

Composition based on a given conversational piece.

ENGLISH (Core)

SYLLABUS FOR HIGHER SECONDARY COURSE

Background :

Students are expected to have acquired a reasonable degree of language proficiency in English by the time they come to class XII, and the course will aim, essentially, at promoting the higher-order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. But for another large group, the higher secondary stage may be a preparation for entry into the world of work. The Core Course should cater to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

Objectives :

The general objectives at this stage are :

- ❖ to listen to and comprehend live as well as recorded oral presentations on a variety of topics,
- ❖ to develop greater confidence and proficiency in the use of language skills necessary for social and academic purposes.
- ❖ to participate in group discussions/interviews, making short oral presentations on given topics.
- ❖ to perceive the overall meaning and organisation of the text (i.e., the relationships of the different “chunks” in the text to each other).
- ❖ to identify the central/main point and supporting details, etc.
- ❖ to build communicative competence in various registers of English.
- ❖ to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities.
- ❖ to translate texts from mother tongue (s) into English and vice versa.
- ❖ to develop ability and knowledge required in order to engage in independent reflection and enquiry.
- ❖ to develop the capacity to appreciate literary use of English and also use English creatively and imaginatively.

At the end of this stage, learners will be able to do the following:

- ❖ Read and comprehend extended texts (prescribed and non-prescribed) in the following genres: fiction, science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- ❖ Text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts)
- ❖ Understand and respond to lectures, speeches, etc.
- ❖ Write expository/argumentative essays of 250-500 words, explaining or developing a topic, arguing a case, etc.
- ❖ Write formal/informal letters and applications for different purposes.
- ❖ Write items related to the workplace (minutes, memoranda, notices, summaries, reports; filling up of forms, preparing CVs, etc.).
- ❖ Taking/making notes from reference materials, recorded talks etc.

Language Items :

The Core Course should draw upon the language items meant for their language proficiency. Particular attention may, however, be given to the following areas of grammar:

The uses of different tense forms for different kinds of narration.

The use of passive forms in scientific and innovative writings.

Converting one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses.

A conscious knowledge of some grammatical rules and sound patterns may be useful and interesting at this stage.

Methods and Techniques :

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations. The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role play, dramatization, group discussion, writing, etc. although many such activities could be carried out without the preliminary use of textual material. It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionaries, thesauruses, etc.) where necessary. Some pre-reading activity will generally be required, and the course books should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities. It is important to remember that every text can generate different readings. Students should be encouraged to interpret texts in different ways.

Group and pair activities can be resorted to when desired, but many useful language activities can be carried out individually.

In general, teachers should encourage students to interact actively with texts and with each other. Oral activity (group discussion, etc.) should be encouraged.

ENGLISH (Core)

SYLLABUS FOR HIGHER SECONDARY SECOND YEAR COURSE

One paper

3 Hours

Marks : 100

Unit wise Weightage :

	Unit/Areas of Learning	Marks
A.	Section-A Reading Skills Reading unseen prose passage	10
B.	Section-B Advanced Writing Skills	25
C.	Section : C Grammar (i) Narration : Direct and Indirect 4marks (ii) Voice 3marks (iii) Tenses 5marks (iv) Preposition 4marks (v) Transformation of Sentences 4marks	20
D.	Section-D (Prescribed Books) (i) Flamingo (ii) Vistas	30 15

SECTION - A**Reading unseen Passage****10 Marks 10 Periods**

Reading unseen prose passage for comprehension.

The total length of the passage will be between 500-800 words. The passages may be one of the following:

- (a) Factual Passages e.g. instructions, descriptions, reports.
- (b) Discursive passage involving opinion e.g. argumentative, persuasive or interpretative text.
- (c) Literary passage e.g. extract from fiction, drama, poetry, essay or biography.

SUMMARY - H.S. Final year

	Unseen Passages	No of words	Testing Areas	Marks allotted
1		500-800	Short answer type questions to test local, global and inferential comprehension	07
			Vocabulary	03

SECTION - B**Advanced Writing Skills****25 Marks**

- 2. One out of two short compositions of not more than 50 words each e.g. advertisement and notices, designing or drafting posters, writing formal and informal invitations and replies. 05
- 3. A report or a factual description based on verbal input provided (one out of two) (100-125 words) 10
- 4. Writing one out of two letters based on verbal input. Letter types include : 10
 - (a) **Business or official letters** (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies):
 - (b) **Letters to the editor** (giving suggestions on an issue)
 - (c) **Application for a job**

SECTION-C-Grammar**20 Marks**

- 5.
 - 1. Narration : Direct and Indirect 4marks
 - 2. Voice 3marks
 - 3. Tenses 5marks
 - 4. Preposition 4marks
 - 5. Transformation of Sentences 4marks

SECTION-D**Textbooks****45 Marks****Prescribed Books :****Flamingo****30 marks****Selected Text****1. The Last Lesson****Alphonse Daudet****2. Memoirs of Chota Sahib****John Rowntree**

3. **Lost Spring**
4. **Indigo**
5. **Going places**

Anees Jung
Louis Fischer
A.R. Barton

Poetry

1. **My Mother At Sixty Six**
2. **Keeping Quite**
3. **A Thing of beauty**
4. **A Roadside Stand**

Kamala Das
Pablo Neruda
John Keats
Robert Frost

- | | |
|--|--------|
| 6. One out of two extracts based on poetry from the text to test comprehension and appreciation | 4 |
| 7. Three out of four short questions from the poetry section to test local and global comprehension of text. | 2×3=6 |
| 8. Five very Short answer questions out of seven questions based on the lessons from prescribed text. | 1×5=5 |
| 9. Five short answer questions out of seven questions based on the lessons from prescribed text | 2×5=10 |
| 10. One out of two long answer type questions based on the text to test global comprehension and extrapolation beyond the set text. (Expected word limit about 80-100 words each) | 5 |

VISTAS

15

Selected Pieces

1. The Tiger King
2. Journey to the end of the Earth
3. On the Face of it
4. Memories of Childhood

- | | |
|---|----|
| 11. One out of two long answer type question based on Supplementary Reader to test comprehension and extrapolation of theme, character and incidents (Expected word limit about 125-150 words) | 07 |
| 12. Four short answer questions from the Supplementary Reader (2×4) | 08 |

Prescribed books :

1. **Flamingo** : English Reader *published by Assam Higher Secondary Education Council, Bamunimaidam, Guwahati-21.*
2. **Vistas** : Supplementary Reader *published by Assam Higher Secondary Education Council, Bamunimaidam, Guwahati-21.*

BUSINESS STUDIES

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Time - Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Part-A PRINCIPLES AND FUNCTIONS OF MANAGEMENT			
Unit-I	Nature and Significance of Management	08	15
Unit-II	Principles of Management	08	15
Unit-III	Business Environment	08	10
Unit-IV	Planning	08	10
Unit-V	Organizing	08	10
Unit-VI	Staffing	08	10
Unit-IV	Directing	08	10
Unit-IV	Controlling	08	10
PART-B BUSINESS FINANCE AND MARKETING			
Unit-IX	Financial Management	10	20
Unit-X	Financial Markets	10	20
Unit-XI	Marketing	10	20
Unit-XII	Consumer Protection	06	15
Unit-XIII	Entrepreneurship Development	06	15
		100	165

(This unit is elective. A student may opt for it against unit XII (Consumer Protection))

Unitwise Distribution of Course contents

PART-A : PRINCIPLES AND FUNCTIONS OF MANAGEMENT

Unit-I : Nature and Significance of Management

- ❖ Management– concept, objectives, importance.
- ❖ Nature of management; Management as Science, Art, Profession
- ❖ Levels of Management— top, middle, supervisory (First level).
- ❖ Management functions - planning, organising, staffing, directing and controlling.
- ❖ Coordination– nature and importance.

Unit-II : Principles of Management

- ❖ Principles of Management — meaning, nature and significance.
- ❖ Fayol’s Principle of Management
- ❖ Taylor’s Scientific Management– Principles and Techniques.

Unit- III : Business Environment

- ❖ Business Environment— meaning and importance.
- ❖ Dimensions of Business Environment— Economic, Social, Technological, Political and Legal.
- ❖ Economic Environment in India : Impact of Government policy changes on business and industry with special reference to adoption of the policies of Liberalization, Privatization and Globalization.

Unit-IV- : Planning

- ❖ Meaning, features, importance, limitations.
- ❖ Planning process.
- ❖ types of Plans- Objectives, Strategy, Policy, Procedure, Method, Rule, Budget, Programme

Unit-V : Organising

- ❖ Meaning and importance.
- ❖ Steps in the process of organising.
- ❖ Structure of organization- functional and divisional.
- ❖ Formal and information organisation
- ❖ Delegation : meaning, elements and importance.
- ❖ Decentralization : meaning and importance,
- ❖ Difference between delegation and decentralisation.

Unit-VI : Staffing

- ❖ Meaning, need and importance of staffing.
- ❖ Staffing as a part of Human Resources Management.
- ❖ Steps in staffing process.
- ❖ Recruitment - meaning and sources.
- ❖ Selection— meaning and process.
- ❖ Training and Development- meaning, need, methods- on the job and off the job methods of training.

Unit-VII : Directing

- ❖ Meaning, importance and principles.
- ❖ Elements of Direction :
 - Supervision- meaning and importance.
 - Motivation- meaning and importance. Maslow's hierarchy of needs; Financial and non-financial incentives.
 - Leadership- meaning, importance, qualities of a good leader.
 - Communication— meaning and importance, formal and informal communication: barriers of effective communication.

Unit-VIII : Controlling

- ❖ Meaning and importance.
- ❖ Relationship between planning and controlling.
- ❖ Steps in the process of control.
- ❖ Techniques of controlling.

PART-B : BUSINESS FINANCE AND MARKETING**Unit-IX : Business Finance**

- ❖ Business finance— meaning, role, objectives of financial management.
- ❖ Financial planning— meaning and importance.
- ❖ Capital Structure— Meaning and factors.
- ❖ Fixed and Working Capital— Meaning and factors affecting their requirements.

Unit-X- Financial Markets

- ❖ Concept of Financial Market : Money Market– nature, instruments;
- ❖ Capital Market : nature and types– primary and secondary market.
- ❖ Distinction between capital market and money market.
- ❖ Stock Exchange– meaning, functions, NSEI, OCTEL, Trading Procedure,
- ❖ Securities and Exchange Board of India (SEBI)– Objectives, Functions.

Unit-XI : Marketing

- ❖ Marketing– meaning, functions, role.
- ❖ Distinction between marketing and selling.
- ❖ Marketing mix– concept and elements :
 - Product —nature, classification, branding, labeling and packaging
 - Physical distribution : meaning, role, Channels of distribution-meaning, types, factors, determining choice of channels.
 - Promotion — meaning and role, promotion mix, Role of Advertising and personal selling; objections to Advertising.
 - Price : factors influencing pricing.

Unit-XII : Consumer Protection

- ❖ Importance of consumer protection.
- ❖ Consumer rights.
- ❖ Consumer responsibilities.
- ❖ Way and means of consumer protection — Consumer awareness and legal redressal with special reference to Consumer protection Act.
- ❖ Role of consumer organizations and NGOs.



ACCOUNTANCY

SYLLABUS FOR HIGHER SECONDARY COURSE

Rationale :

The course in 'Accountancy' is introduced at +2 stage of Senior Secondary education, as formal commerce education is provided after first ten years of schooling.

With the fast changing economic scenario and business environment in a state of continuous flux, elementary business education along with accountancy as the language of business and as a source of financial information has carved out a place for itself at the Senior Secondary stage. Its syllabus content should give students a firm foundation in basic accounting principles and methodology and also acquaint them with the changes taking place in the presentation and analysis of accounting information, keeping in view the development of accounting standards and use of computers.

Against this background, the course puts emphasis on developing basic understanding about the nature and purpose of the accounting information and its use in the conduct of business operations. This would help to develop among students logical reasoning, careful analysis and considered judgement.

Accounting as an information system aids in providing financial information. The emphasis at Class XI is placed on basic concepts and the process of accounting leading to the preparation of accounts for a sole proprietorship firm. Computerised accounting is becoming more and more popular with increased awareness about use of computers in business. Keeping this in view, the students are exposed compulsorily to the basic knowledge about computers and its use in accounting in the same year.

In Class XII, Accounting for Not-for-Profit Organisations and Partnership Firms are to be taught as a compulsory part. Students will also be given an opportunity to understand further about Computerised Accounting System, as an optional course to Company Accounts and Analysis of Financial Statements.

Objectives : The Objective of teaching Accountancy is :

- ❖ to familiarise the students with accounting as an information system;
- ❖ to acquaint the students with basic concepts of accounting and accounting standards;
- ❖ to develop the skills of using accounting equation in processing business transactions;
- ❖ to develop an understanding about recording of business transactions and preparation of financial statements;
- ❖ to enable the students with accounting for reconstitution of partnership firms;
- ❖ to enable the students to understand and analyse the financial statements; and
- ❖ to familiarise students with the fundamentals of computerised system of accounting.

ACCOUNTANCY

SYLLABUS FOR HIGHER SECONDARY SECOND YEAR COURSE

One Paper

Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

**Part A : Accounting for Not-for-Profit Organisations
and Partnership Firms (50 Marks)**

Unit No.	Topics	Marks	Periods
Unit No-I	Accounting for nor Not-for Profit Organisations	10	20
Unit No-II	Accounting for Partnership : Basic Concepts	10	20
Unit No-III	Reconstitution of Partnership Firm– Admission of a Partner	10	25
Unit No-IV	Recnostitution of Partnership Firm– Retirement/Death of a Partner	10	20
Unit No-V	Dissolution of Partnership Firm	10	15
		50	100

EITHER

Part B : Company Accounts and

Analysis of Financial Statements (50 Marks)

Unit No.	Topics	Marks	Periods
Unit No-I	Accounting for Share Capital	15	30
Unit No-II	Issue and Redemption of Debentures	10	20
Unit No-III	Financial Statements of a Company	08	15
Unit No-IV	Analysis of Financial Statements	07	15
Unit No-V	Accounting Ratios	05	10
Unit No-VI	Cash Flow Statement	05	10
		50	100

Or

Part C : Computerised Accounting System

Unit No.	Topics	Marks	Periods
Unit No-I	Overview of Computerised Accounting System	10	20
Unit No-II	Using Computerised Accounting System	15	30
Unit No-III	Accounting Using Database Management System	15	30
Unit No-IV	Accounting Applications of Electronic Spreadsheet	10	20
		50	100

Unitwise Distribution of Course Contents :

Part A : Accounting for Not-for-Profit Organisations and Partnership Firms

[Total Marks 50/ Total Periods -100]

Unit I : Accounting for Not-for-profit Organisations :

- ★ Meaning, characteristics and accounting records of Not-for-profit Organisations.

- ★ Receipts and Payments Account : Meaning and Preparation.
- ★ Income and Expenditure Account : Meaning, special terms used in Not-for-profit Organisations, treatment of some peculiar items in Income and Expenditure Account, Concept of Fund Based and Non-fund Based accounting, Preparation of Income and Expenditure Account and Balance Sheet from a Receipts and Payments Account and additional information and from a given Trial-Balance. Incidental Trading Activities by a Not-for-Profit Organisation.

Unit II : Accounting of Partnership :

- ★ Basic Concepts, Characteristics of Partnership, Partnership Deed, Contents of Partnership Deed.
- ★ Maintenance of Capital Accounts of Partners : Fixed and Fluctuating Capital, Distribution of profit among partners, interest on capital, drawings. interest on drawings, interest on Partner's loan to a firm, salary/commission to a partner, Guarantee of Profit to a partner, Past adjustments.
- ★ Preparation of Final Accounts of Partnership Firm.

Unit-III : Reconstitution of Partnership Firm – Admission of a Partner :

- ★ Modes of Reconstruction of Partnership Firm.
- ★ Admission of New Partner : Matters relating to admission of a New Partner, New Profit Sharing Ratio, Sacrificing Ratio.
- ★ Goodwill: Nature, needs, factors affecting and methods of valuation : Average profits, Super profits and Capitalisation method, accounting treatment of goodwill on admission of a partner.
- ★ Treatment of Accumulated Profits and Losses, Revaluation of assets and Re-assessment of Liabilities.
- ★ Adjustment of capitals, change in Profit sharing ratio among the Existing Partners.

Unit-IV : Reconstitution of Partnership Firm – Retirement/Death of a Partner :

- ★ Ascertaining the Amount Due to Retiring/Deceased Partner.
- ★ Matters requiring attention at the time of retirement : New Profit Sharing Ratio, Gaining Ratio, Treatment of Goodwill, Revaluation of assets and Re-assessment of Liabilities, Adjustment of accumulated Profits/Reserve and Losses.
- ★ Disposal of Amount due to Retiring Partner.
- ★ Adjustment of Partners capital.
- ★ Death of a partner : Calculation of profit for the current period. Treatment of Joint Life Policy and Individual Life Policy in case of death of a partner.

Unit-V : Dissolution of Partnership Firm :

- ★ Meaning, Dissolution of Partnership, Dissolution of a Firm.
- ★ Settlement of Accounts : Preparation of Realisation Accounts and other related accounts; (excluding Piece meal distribution, insolvency of a partner and sale to a company).

EITHER

Part-B : Company Accounts and Analysis of Financial Statements

(Total Marks : 50/ Total Periods : 100)

Unit-I : Accounting for Share Capital :

- ★ Company : Meaning and definitions, features and types.
- ★ Share Capital : Meaning, classifications, Nature and class of shares. Accounting for Issue and allotment of Equity and Preference shares, Oversubscription – proportionate allotment, under subscription, Calls-in-Arrears, Calls-in-Advance, Issue of share at par, at a premium and at a discount, Issue of shares for consideration other than cash. Accounting for forfeiture of shares and Re-issue of forfeited shares. Buy-back of shares – meaning.

Unit-II : Issue and Redemption of Debentures :

- ★ Debentures : Meaning and Types.

- ★ Accounting for Issue of Debentures : Issue of debentures at par, at a premium, at a discount, oversubscription, issue of debentures for consideration other than cash, issue of debentures as a Collateral Security.
- ★ Terms of Issue of Debentures.
- ★ Accounting for Interest on Debentures, writing off Discount/Loss on Issue of Debentures.
- ★ Redemption of debentures : by payment in Lump-sum, purchase in open market, by conversion, Sinking Fund Method.

Unit-III : Financial Statements of a Company :

- ★ Financial Statement : Meaning, Nature, Objectives, Types, Uses and Importance, Limitations.
- ★ Income Statement : Form and Contents.
- ★ Balance Sheet : Form and Contents.

Unit-IV : Analysis of Financial Statements :

- ★ Meaning, Significance, Objectives, Tools of Financial Statements : Comparative Statement, Common Size Statements, Trend Analysis, Limitations of Analysis of Financial Statements.

Unit-V : Accounting Ratios :

- ★ Meaning of Accounting Ratios.
- ★ Ratio Analysis : Objectives, Advantages, Limitations and Types – Liquidity Ratios, Solvency Ratios, Activity (Turnover) Ratios and Profitability Ratios.

Unit-VI : Cash Flow Statements:

- ★ Meaning, Nature and Objectives of Cash Flow Statements.
- ★ Preparation of Cash Flow Statements (as per Accounting Standard issued by ICAI)

OR

Part - C : Computerized Accounting System :

(Total Marks : 50/Total Periods : 100)

Unit - I : Overview of Computerised Accounting System :

- ★ Concept and Types of Computerised Accounting System (CAS).
- ★ Features of a Computerised Accounting System.
- ★ Structure of a Computerised Accounting System.

Unit - II : Using Computerised Accounting System :

- ★ Steps in installation of CAS. Preparation of chart of accounts, Codification and Hierarchy of account heads.
- ★ Data Entry, Date Validation and Data verification.
- ★ Adjusting Entries. Preparation of financial statements. Closing entries and opening entries, Security features generally available in CAS (Students are expected to understand and practise the entire accounting process).

Unit -III : Accounting Using Database management System (DBMS):

- ★ Concept of DBMS.
- ★ Objective of DBMS : Tables, Queries, Forms, Reports.
- ★ Creating data tables for accounting.
- ★ Using Queries, forms and Reports for generating accounting information, Applications of DBMS in generating accounting information such as shareholders records, sales reports, customers profile, suppliers profile, pay roll, employees profile, petty cash register.

Unit - IV : Accounting Applications of Electronic Spreadsheet :

- ★ Concept of an Electronic Spreadsheet (ES).
- ★ Features offered by Electronic Spreadsheet (ES).
- ★ Applications of Electronic Spreadsheet in generating accounting information, preparing depreciation schedule, loan repayment schedule, pay-roll accounting and other such applications.

❖❖❖

ECONOMICS

SYLLABUS FOR HIGHER SECONDARY COURSE

Rationale :

Economics is one of the social sciences which has a lot of influence on every human being. Yet it received little attention in the school curriculum in India. As economic life and the economy go through changes, the need to ground education in children's own experience becomes essential. While doing so, it is imperative to provide them with opportunities to acquire analytical skills to observe and understand the economic realities. Bringing economics as an abstract knowledge in the early stages of school education would promote rote learning of the subject.

At the higher secondary stage, learners are in a position to understand abstract ideas, exercise the power of thinking and to develop their own perception. It is at this stage, the learners are exposed to the rigour of the discipline of economics in a systematic way.

Economics courses are being introduced in such a way that, in the initial stage, the learners are introduced to the economic realities that the nation is facing today, along with some basic statistical tools to understand these broader economic realities. In the later stage, the learners are to be introduced to economics as a theory of abstraction.

The economics courses also contain many projects and activities. These will provide opportunities for the learners to explore various economic issues both from their day-to-day life and also issues which are broader and invisible in nature. The academic skills that they acquire in these courses would help to develop the projects and activities. The syllabus is also expected to provide opportunities to use information and communication technologies to facilitate their learning process.

Objectives :

- ❖ Understanding of some basic economic concepts and developing economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.
- ❖ Realisation of learners' role in nation building and sensitise them to the economic issues that the nation is facing today.
- ❖ To equip learners with basic tools of economics and statistics to analyse economic issues. This is pertinent for even those who may not pursue this course beyond the higher secondary stage.
- ❖ To develop an understanding that there can be more than one view on any economic issue and to develop the skills to argue logically with reasoning.

The economics subject should be taught in two years at the higher secondary stage. The details of course for each semester are as follows :

H.S. First year : (i) Statistics for Economics (ii) Indian Economic Development.

H.S. Second year : (i) Introductory Microeconomics (ii) Introductory Macroeconomics

ECONOMICS

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper **Three Hours** **Marks 100**

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Part-A : INTRODUCTORY MICROECONOMICS			
Unit-I	Introduction	04	10
Unit-II	Consumer Behaviour and Demand	13	25
Unit-III	Producer Behaviour and Supply	23	36
Unit-IV	Forms of Market and Price Determination	10	20
Unit-V	Simple applications of Tools of demand and supply	-	12
Part-B : INTRODUCTORY MACROECONOMICS			
Unit-VI	National Income and Related Aggregates	15	28
Unit-VII	Determination of Income and Employment	12	25
Unit-VIII	Money and Banking	08	18
Unit-IX	Government Budget and the Economy	08	17
Unit-X	Balance of Payments	07	14
Total		100	205

Unitwise Distribution of Course contents :

Part-A : INTRODUCTORY MICROECONOMICS

This course introduces the learner to economics as a science of abstraction and reasoning. It introduces some basic concepts and tools to understand economic issues of an individual or a firm and how decisions are taken in variety of markets. It also intends to provide exposure to the learners on how choices are made and how a variety of statistical tools are used to optimally allocate the resources.

Unit-I Introduction

- ❖ What is microeconomics?
- ❖ Central problems of an economy, production possibility curve and opportunity cost.

Unit-II Consumer Behaviour and Demand

- ❖ **Consumer's Equilibrium** : meaning and attainment of equilibrium through Utility Approach: One and two commodity cases.
- ❖ **Demand** : Concept of demand, determinants of demand, demand schedule, demand curve, market demand, movement along and shifts in demand curve, price elasticity of demand, measurement of price elasticity of demand– percentage, total expenditure and geometric methods.

Unit-III Producer Behaviour and Supply

- ❖ **Production function** : returns to factor and returns to scale.
- ❖ **Supply** : market supply, determinants of supply, supply schedule, supply curve, movement along and shifts in supply curve, price elasticity of supply, measurement of price elasticity of supply– percentage and geometric methods.

- ❖ **Cost and Revenue** : Concepts of costs, short-run cost curves (fixed and variable costs; total, average and marginal costs); concepts of revenue– total, average and marginal revenue and their relationship. Producer's equilibrium– with the help of MC and MR.

Unit-IV Forms of Market and Price Determination

- ❖ Forms of market– perfect competition, monopoly, monopolistic competition– their meaning and features.
- ❖ Price determination under perfect competition– equilibrium price, effects of shifts in demand and supply.

Unit-V Simple applications of Tools of demand and supply Curves

The teachers can be given the flexibility to choose the issues : rationing, floors and ceilings and Food Availability Decline (FAD) Theory (the teachers may also choose alternative examples that are simple and easy to understand).

Part-B : INTRODUCTORY MACROECONOMICS

The overall working of an economy and some of its economic theorisation are introduced in this course. The learners will get some basic idea of how the government regulates the functioning of economic aspects of a country through accounting of the production activities, running financial institutions, budgeting and the accounting of its economic interaction with other countries. The impact it will have on citizens is also briefly introduced.

Unit-VI National Income and Related Aggregates– *Basic Concepts and Measurement*

- ❖ **Macroeconomics** : meaning.
- ❖ Circular flow of income, concepts of GDP, GNP, NDP, NNP (at market price and factor cost), National Disposable Income (gross and net); Private Income, Personal Income and Personal Disposable Income.
- ❖ Measurement of National Income– Value Added method, Income method and Expenditure method.

Unit-VII Determination of Income and Employment

- ❖ Aggregate demand, aggregate supply and their components.
- ❖ Propensity to consume and propensity to save (average and marginal)
- ❖ Meaning of involuntary unemployment and full employment.
- ❖ Determination of income and employment : two sector model.
- ❖ Concept of investment multiplier and its working.
- ❖ Problems of excess and deficient demand.
- ❖ Measures to correct excess and deficient demand– availability of credit, change in government spending.

Unit-VIII Money and Banking

- ❖ **Money** : meaning, evolution and functions
- ❖ **Central bank** : meaning and functions.
- ❖ **Commercial banks** : meaning and functions
- ❖ **Recent significant reforms and issues in Indian Banking System** : privatisation and modernisation.

Unit-IX Government Budget and the Economy

- ❖ Government budget– meaning and its components.
- ❖ Objectives of government budget.
- ❖ Classification of receipts– revenue and capital; classification of expenditure– revenue and capital, plan and non-plan and developmental and non-developmental.

- ❖ Balanced budget, surplus budget and deficit budget : meaning and implications.
- ❖ Revenue deficit, fiscal deficit and primary deficit : meaning and implications; measures to contain different deficits.
- ❖ Downsizing the role of government : meaning and implications.

Unit-X Balance of Payments

- ❖ Foreign exchange rate– meaning (fixed and flexible), merits and demerits; determination through demand and supply.
- ❖ Balance of payments accounts– meaning and components.
- ❖ A brief analysis about recent exchange rate issues.

SALESMANSHIP & ADVERTISING

SYLLABUS FOR HIGHER SECONDARY COURSE

Introduction :

At present the students of the first 10 years of schooling are not given formal instructions in the subjects of commerce streams. Against this background it becomes necessary that of Higher Secondary level (i.e. +2 stage) instructions in commercial subjects be given in such a manner that students have a good understanding of the fundamental principles and practices bearing on business, trade and industries and their relation to society. The students need to be exposed to the realities of business world as part of socio-economic environment in the present economic set up.

The increasing complexity in the present day business world makes it obligatory for students to be conversant with terminology and the principles and practices of Salesmanship and Advertising. A study of the terminology, concept etc. will make the students aware of the usefulness and importance of salesmanship and advertising in the present day society.

In view of the above general objectives the contents of the syllabus on Salesmanship and Advertising for Higher Secondary First year and Second year class have been so arranged that linkage among the topics of the syllabus is maintained.

Specific objectives:

The major objectives of teaching Salesmanship and Advertising of Higher Secondary stage are to enable the students...

- (i) to understand the need of the art of Salesmanship and Advertising.
- (ii) to acquaint with the importance of the study.
- (iii) to understand the scope of the subject
- (iv) to understand the relationship of Salesmanship and Advertising with different sequence of the commercial world.
- (v) to acquaint with the principles and practices of Salesmanship and Advertising as an essential part of commercial activities.
- (vi) to give fundamental knowledge regarding organisation and operation of sales management
- (vii) to include attitudes and values leading to integration of salesman's service with the social system and the commercial world.

SALESMANSHIP & ADVERTISING

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

FUNDAMENTALS OF SALESMANSHIP (Marks : 50)

Unit No.	Title	Marks	Periods
Unit-1	Sales Organization	20	24
Unit-2	Selection of Salesman	10	12
Unit-3	Salesman's authority/Consumer Protection	10	12
Unit-4	Remuneration	10	12
PUBLICITY AND ADVERTISING (Marks : 50)			
Unit-5	Preparation of advertising	10	12
Unit-6	Organ isation	15	18
Unit-7	Appeal in advertising	10	12
Unit-8	Advertising Agency and Clients	15	18
Unit-9	Market Research	10	12
		100	120

Unitwise Distribution of Course contents :

FUNDAMENTALS OF SALESMANSHIP

Unit-1 : Sales Organisation :

Methods of Sales, selling through own organization or Agents, their control, organization of sales department, sales routine, other departments, control of salesman, sales reports, its analysis and utility, evaluation of salesman's performance.

Unit-2 : Selection of Salesman :

Methods of selection, traits, training of salesman

Unit-3 : Salesman's authority/Consumer Protection:

Limits, allocation of territory, fixation of quota, sales conference. Importance of Consumer protection, consumer rights, responsibilities, ways and means of consumer protection. Consumer awareness and legal redressal with special reference to consumer protection Act. Role of consumer organization and NGO's.

Unit-4 : Remuneration:

Remuneration of Salesman

PUBLICITY AND ADVERTISING

Unit-5 : Preparation of Advertisement :

Definition of copy, its theme, essentials, size, feature, classification of lay-out, elements of lay-out.

Unit-6 : Organization :

Organization of Advertising department, functions, publicity programme, Media selection, planning and policy, budget, market research, competitor's product advertising, stock for sale, adequacy of finance, object, cost relation with other departments, evaluation of effectiveness of advertisement.

Unit-7 : Appeal in Advertising :

Study of buying motive, their uses.

Unit-8 : Advertising Agency and Clients:

Agency- Need, organization, evolution, obtaining business, benefit and cost to advertisers, relation with clients. Departments, creation of advertising materials, media, checking.

Unit-9 : Market Research :

Meaning importance and needs, Market research process, techniques and methods. Identification of target groups in relation to a product.



BANKING

SYLLABUS FOR HIGHER SECONDARY COURSE

Introduction :

At present the students at the first 10 years of schooling are not given formal instructions in the subjects of Commerce stream. Against this background, it becomes necessary that at Higher Secondary level (i.e. +2 stage) instructions in Commerce subjects be given in such a manner that students have a good understanding of the fundamental principles and practices bearing on business, trade and industry and their relation to society. The students need to be exposed to the realities of business world as part of socio-economic environment in the present economic setup.

The increasing complexity in the present day world makes it obligatory for students to be conversant with the principles and practices of banking. A study of the fundamental principles of banking and related concept will make the students aware of the basic functions and importance of banking.

Keeping an eye on the above general objectives the contents of the syllabus for Higher Secondary First year & Second year class have been so arranged that it maintains linkage among the topics of the syllabus.

Specific Objectives :

The major objectives of teaching Banking at Higher Secondary level are to enable the students:

- (i) to acquaint with the importance of banking service for the society.
- (ii) to understand the relationship of banking institution with the commercial World.
- (iii) to acquaint with principles of banking as an essential part of commercial activities.
- (iv) to give fundamental knowledge regarding organisation and operation of bank.
- (v) to inculcate attitude and values leading to integration of banking service with the social system in general and the commercial world in particulars.

BANKING

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Unit-1	Commercial Banking in India	20	20
Unit-2	Reserve Bank of India	10	15

Unit-3	Financial Market	15	20
Unit-4	Non-Bank financial institution	15	25
Unit-5	Negotiable instruments	15	20
Unit-6	Cheque- Collection and Payment	15	25
Unit-7	Employment of Fund	10	20
		100	155

Unitwise Distribution of Course contents :

Unit-1 : Commercial Banking in India :

Growth of Banking in India, Presidency banks, Imperial banks, State Bank of India and other banks. Classification of banks, Scheduled and Non scheduled banks, Private and public sector banks, Nationalization of banks and its progress, Lead Bank scheme. Banking system, Branch system, Branch Banking vs. Unit Banking, Group Banking vs Chain Banking.

Unit-2 : Reserve Bank of India :

Organization, Management of RBI, its functions, Method of note issue, RBI as the controller of money and credit and Banks, clearing functions of the RBI.

Unit-3 : Financial Market :

Meaning and types of Financial markets, Money and capital market, Foreign exchange market, Definition of money market. Features of Indian money market and capital market. Stock exchange, Functions of Stock exchange. Non bank financial institution-meaning and features.

Unit-4 : Non-Bank Financial institutions :

Development Banks: IFCI, IDBI, SFCI, NABARD, SIDC, UTI, etc. LIC, GIC, and Money market, Mutual Fund. International Financial institutions-IBRD, IMF, IDA, IFC, ADB etc. their meaning and purpose.

Unit-5 : Negotiable Instruments :

Meaning of Negotiable instrument, features of Bill of exchange, Promissory note, cheque and Hundies and their differences, Meaning of holder, Holder in due course, payment in due course. Endorsement, significance of different kinds of endorsement.

Unit-6 : Cheque - Collection and Payment of cheque :

Bearer and Order cheque, Open and crossed cheque, Types of crossing and their significance, Not negotiable and account payee crossing. Protection of collecting banker, Payment of cheque, Proper form of cheque, date, amount, material alteration. Condition for dishonor of cheques.

Unit-7 : Employment of Fund :

Significance of liquidity, Cash balance, Cash reserves, Statutory Liquidity Ratio, Principles of sound investment and lending, Overdraft, Cash credit, Loans and advance, Hypothecation, Letter of credit.



INSURANCE

Introduction :

The increasing complexity of business organisation and the risk involved in the present day world makes it obligatory for students choosing commerce as a career to be conversant with the principles and practice of insurance. A study of these principles and practice will make the students aware of the function of insurance in general and the purpose of its business in particular.

The present syllabus of insurance paper for Higher Secondary First Year and Second Year class is framed in such a way that it covers the entire course of study within the prescribed time limit of the Council. The topics included in the course of study are expected to be helpful to the student who wish to pursue higher studies in the subject and also provide opportunity to those who wish to choose careers in insurance.

As such the major objectives of teaching insurance at Higher Secondary stage are as follows:

1. To acquire knowledge and understand various definitions, concepts, terms and insurance principles.
2. To acquaint the students with practice and procedure of insurance business.
3. To create an awareness of the necessity of insurance in business as well as in the society.
4. To give fundamental knowledge regarding organisation and operation of insurance business.
5. To understand the importance of insurance and its scope in modern business.

INSURANCE

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper	Three Hours	Marks 100
Unitwise Distribution of Marks and Periods :		
Unit No. Title		Marks Periods
Unit-1	General Insurance Act	10 12
FIRE INSURANCE		
Unit-2	Fundamental Principle of Fire Insurance	10 12
Unit-3	Fire Insurance Policies	10 12
Unit-4	Procedure of Claims	10 18
MARINE INSURANCE		
Unit-5	Fundamental Principle of Marine Insurance	10 12
Unit-6	Types of Marine Insurance Policies	10 12
Unit-7	Marine Losses and Claim	20 25
MISCELLANEOUS INSURANCE		
Unit-8	Introduction and Classes of Miscellaneous Insurance	20 25
	Total	100 128

Unitwise Distribution of Course contents :**Unit-1 : General Insurance Act :**

- (i) Marine Insurance Act 1963
- (ii) General Insurance Business (Nationalization) Act 1972 Organization and its working GICI and its subsidiaries

FIRE INSURANCE**Unit-2 : Fundamental Principles of Fire Insurance :**

Introduction- definition-meaning and causes of Fire, Functions of Fire Insurance, History of Fire Insurance.

Fundamental Principles– utmost good faith, insurable interest, indemnity and Subrogation. Distinction between Fire insurance and gambling, Fire insurance and life insurance.

Unit-3 : Fire Insurance Policies :

Procedure for taking out a Fire insurance policy; Renewal of Policy, cancellation and assignment of a Fire insurance policy. Proposal Form, classification of risks, Fire tariff and fixation of rate of premium.

Unit-4 : Procedure of claims :

Procedure for recovering claim under fire policy. Effects of more than one fire and one policy on claim, Ex-gratia payment, Rating and average condition and its effect on claim.

MARINE INSURANCE**Unit-5 : Fundamental Principles of Marine Insurance :**

Meaning and definition of Marine insurance contract. Subject matter of Marine Insurance policy, Origin of Marine insurance. Principles of Marine insurance policy. Distinction between Marine insurance and Life insurance and Fire Insurance.

Unit-6 : Types of Marine insurance policy :

Different types of Marine insurance policy, Clauses in a marine insurance policy, Bottomry Bond, Respondentia Bond.

Unit-7 : Marine Losses and Claims :

Types of Marine losses- total loss, actual total loss, constructive total loss, partial Loss, Particular loss and general loss. Procedure for making a claim under marine policy. Distinction between- actual and constructive total loss, Partial losses, Particular Average loss and general average loss.

Unit-8 : Miscellaneous insurance and classes of Miscellaneous insurance :

Personal accidental insurance, definition and feature of personal accidental Insurance. Motor vehicle insurance, Burglary insurance, Credit insurance, Fidelity insurance and employer liability insurance, Mediclaim.



MATHEMATICS

SYLLABUS FOR HIGHER SECONDARY COURSE

The Syllabus in the subject of Mathematics has undergone changes from time to time in accordance with growth of the subject and emerging needs of the society. Senior Secondary stage is a launching stage from where the students go either for higher academic education in Mathematics or for professional courses like engineering, physical and Bioscience, commerce or computer applications. The present revised syllabus has been designed in accordance with National Curriculum Frame work 2005 and as per guidelines given in Focus Group on Teaching of Mathematics 2005 which is to meet the emerging needs of all categories of students. Motivating the topics from real life situations and other subject areas, greater emphasis has been laid on application of various concepts.

Objectives

The broad objectives of teaching Mathematics at senior school stage intend to help the pupil:

- ❖ To acquire knowledge and critical understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles, symbols and mastery of underlying processes and skills.
- ❖ To feel the flow of reasons while proving a result or solving a problem.
- ❖ To apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method.
- ❖ To develop positive attitude to think, analyze and articulate logically.
- ❖ To develop interest in the subject by participating in related competitions.
- ❖ To acquaint students with different aspects of mathematics used in daily life.
- ❖ To develop an interest in students to study mathematics as a discipline.
- ❖ To develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of sex biases.
- ❖ To develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.

MATHEMATICS

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Time : Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Unit-I	Relations and Functions	10	28
Unit-II	Algebra	13	40
Unit-III	Calculus	44	72

Unit-IV	Vectors Algebra and Three-Dimensional Geometry	17	25
Unit-V	Linear Programming	06	15
Unit-VI	Probability	10	20
Total		100	200

APPENDIX :

1. **Proofs in Mathematics :**
2. **Mathematical Modelling :**

Unitwise Distribution of Course contents :**Unit-I RELATIONS AND FUNCTIONS****(i) Relations :**

Types of relations : (Empty, universal, identity, reflexive, symmetric, antisymmetric and transitive relations in a set) Equivalence relation and equivalence class in a set.

(ii) Functions :

Types of functions : (injective, surjective and bijective functions) Composition of functions Invertible function Binary operation.

(iii) Inverse Trigonometrical functions Basic concepts :

(domain, co-domain, range (principal value branches) and graphs of inverse trigonometric functions) Properties of inverse trigonometric functions.

Unit-II ALGEBRA**(i) Matrices**

Concept of a matrix and its notation and order :

Types of matrices (row, column, square, diagonal, scalar identity and zero matrices) Equality of matrices, Operation on matrices (addition of matrices, multiplication of a matrix by a scalar, multiplication of matrices)

Properties of matrix addition, scalar multiplication of a matrix and multiplication of matrices Transpose of a matrix symmetric and skew symmetric matrices. Elementary row and column operations of a matrix. Invertible matrices.

(ii) Determinants :

Determinant of a square matrix (up to 3×3 matrices), properties of determinants, Area of a triangle, Minors and co-factors, Adjoint and inverse of a matrix. Applications of Determinants and matrices.

Unit-III CALCULUS**(i) Continuity and Differentiability :**

Continuity, differentiability, derivative of composite functions, (chain rule), Derivatives of implicit function, Exponential and logarithmic functions and its differentiation, Logarithmic differentiation, derivatives of functions in parametric forms, second order, derivative, Roll's and Lagrange's mean value theorem (without proof) and their geometrical interpretations.

(ii) Application of Derivatives :

Rate of Change of quantities, increasing and decreasing functions, tangents and normals, approximation, maxima and minima.

(iii) Integrals :

Integration as an inverse process of differentiation. Integration by substitution, Integration using trigonometric identities. Integration by partial fractions and integration by parts. Evaluation of the integrals of the type–

$$\int \frac{dx}{x^2 \pm a^2}, \int \frac{dx}{\sqrt{x^2 \pm a^2}}, \int \frac{dx}{\sqrt{a^2 - x^2}}, \int \frac{dx}{ax^2 + bx + c},$$

$$\int \frac{dx}{\sqrt{ax^2 + bx + c}}, \int \frac{(px + q) dx}{ax^2 + bx + c}, \int \frac{(px + q) dx}{\sqrt{ax^2 + bx + c}},$$

$$\int \sqrt{a^2 \pm x^2} dx, \text{ and } \int \sqrt{x^2 - a^2} dx \text{ to be evaluated.}$$

Definite integrals as a limit of a sum. Fundamental Theorem of Calculus (without proof). Basic properties of definite integrals and evaluation of definite integrals.

(iv) Applications of the Integrals :

Area under simple curves

Area between two curves.

(v) Differential Equations :

Concepts of differential equation, concept of order and degree of a differential equation. General and particular solutions of a differential equation. Formation of a differential equation whose primitive is given. Solution of differential equation with variables separable, solution of homogeneous differential equations of first order and first degree. Solutions of linear differential equation of the type.

$$\frac{dy}{dx} + Py = Q, \text{ where P and Q are constants or functions of } x \text{ only.}$$

Unit-IV VECTOR ALGEBRA AND THREE-DIMENSIONAL GEOMETRY**1. Vector Algebra :**

Vectors and scalars, magnitude and direction of a vector. Direction cosines/ ratios of vectors. Types of vectors (equal, unit, zero, parallel and collinear vectors), position vector of a point, negative of a vector, components of a vector, addition of vectors, multiplication of a vector by a scalar, position vector of a point dividing a line segment in a given ratio. Scalar (dot) product of vectors, projection of a vector on a line. Vector (cross) product of vectors.

2. Three-dimensional Geometry :

Direction cosines/ ratios of a line joining two points. Cartesian and vectors equation of a line, coplanar and skew lines, shortest distance between two lines. Cartesian and vector equation of a plane. Angle between (i) two lines, (ii) two planes, (iii) a line and a plane. Distance of a point from a plane.

Unit-V LINEAR PROGRAMMING

Introduction, related terminology such as constraints, objective function, optimization, different types of linear programming (L.P.) problems, mathematical formulation of L.P. problems, graphical method of solution for problems in two variables, feasible and infeasible regions, feasible and infeasible solutions, optimal feasible solutions (up to three non-trivial constraints).

Unit-VI PROBABILITY

Multiplication theorem on probability. Conditional probability, independent events, total probability, Baye's theorem. Random variable and its probability distribution, mean and variance of random variable. Repeated independent (Bernoulli) trials and Binomial distribution.

Appendix**1. *Proofs in Mathematics :***

Through a variety of examples related to mathematics and already familiar to the learner, bring out different kinds of proofs : direct, contrapositive, by contradiction, by counter-example.

2. *Mathematical Modelling :*

Modelling real-life problems where many constraints may really need to be ignored (continuing from Class XI). However, now the models concerned would use techniques/ results of matrices, calculus and linear programming.

ECONOMIC GEOGRAPHY

SYLLABUS FOR HIGHER SECONDARY COURSE

Introduction :

The students those who opt Geography among the different optional/elective subject of High School level acquires some idea of Economic Geography. But Economic Geography is not taught in its form and contents at High school. As such the students have to be imparted with good understanding from the initial stage of the subject. The students have to be exposed to the realities of economic world. They have to be made to understand the used and importance of world resources and their exploration.

The course contents for Higher Secondary First year and Second year Class have been arranged maintaining proper linkages.

Specific Objective:

The major objectives of teaching Economic Geography at Higher Secondary stage are to enable the students :

- ❖ to acquaint with the importance of resources and its distribution.
- ❖ to understand the relationship of resources, its development to economic development of a region.
- ❖ to understand the distribution of Geographical resources to different parts of the Globe.
- ❖ to give an idea regarding natural resources, its uses and value.
- ❖ to make comparative study of different regions.
- ❖ to develop an insight into world economy.

ECONOMIC GEOGRAPHY

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
GROUP - A : INDIA			
Unit-1 :	Introduction	10	15
Unit-2 :	Agriculture	15	18
Unit-3 :	Resource: Mineral, Energy:	6	8
Unit-4 :	Manufacturing Industries	9	10
Unit-5 :	Trade: Export and Import	5	7
Unit-6 :	North East India with special reference to Assam	15	14

GROUP-B : OTHER COUNTRIES

Unit-7 : USA	10	12
Unit-8 : China	10	12
Unit-9 : Japan	10	12
Unit-10: Bangladesh, Sri Lanka and Pakistan	10	12
<hr/>		
Total	100	120

Unitwise Distribution of Course contents :**GROUP - A : INDIA****Unit-1 : Introduction :**

Physiography, Climate, Population, Forest, Fishing.

Unit-2 : Agriculture :

Problems of soil erosion, soil conservation, development of irrigation, Cultivation of Rice, Wheat, Tea, Coffee, Rubber, Sugarcane, Jute and Cotton. Concept of green revolution.

Unit-3 : Resource :

Mineral resources available in India., Energy resources available in India.

Unit-4 : Manufacturing Industries :

Industries and Industrial regions, Textile, Iron and Steel, Ship building, Pulp and Paper making, Cement, Fertilizer and Oil refining.

Unit-5 : Trade– Export and Import :

External trade– its features, major items of export and import.

Transport– Railways, roadways, Inland waterways, Shipping and Airways. Major ports in India.

Unit-6 : North east India with special reference to Assam :

Topography– Climate, Forest, Agriculture, Mining Industries and Transport. Problems of flood and erosion. Transport, Tea industry, Oil and Gas, Pulp and Paper making, Coffee and Rubber cultivation, Sericulture.

GROUP-B : OTHER COUNTRIES**Unit-7 : U.S.A. :**

Agriculture, Mining, Iron and Steel industry, Cotton Textile industry.

Unit-8 : China :

Agriculture, Industries and Industrial regions, Mineral resources.

Unit-9 : Japan :

Agriculture, Sericulture, Fishing, Iron and Steel industry, Ship building industry.

Unit-10 : Bangladesh, Sri Lanka and Pakistan :

Climate, Natural vegetation, Agriculture, Transport, Industries.



COMPUTER SCIENCE AND APPLICATION

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

Unit No.	Title	Marks	Periods (Theory +Prac.)	Total
Unit-1	Programming Methodology and Flowchart.	15	(24 + 24)	48
Unit-2	Programming in C++	30	(33 + 33)	66
Unit-3	Data Structures in C++	15	(15 + 15)	30
Unit-4	Introduction to computer Networking	10	(30 + 00)	30
	Total	70	(102 + 72)	174
5.	Practical	30		
	Total	100		

Unitwise Distribution of Course contents :

Unit-1 : PROGRAMMING METHODOLOGY AND FLOW CHART (15 Marks)

Flowcharts– Various symbols, examples of flowcharts in simple problems.

Simple data types like Integer, Float, Character, constant and Variables.

Operators– Arithmetic operators, Unary Operators, Increment and Decrement operators, Relational operators, Logical Operators.

Statements- Assignments, variable initialization. Simple Input/Output statements, getch, puts, scanf, printf. Flow control statements-If. then .. else, For... Do. while, Switch ... Case, Break, Exit etc. use of Arrays, Pointers & Simple Structures.

Suggestion– Use of a language like C is recommended under LINUX environment (Software is free). Practical periods should include familiarization with the LINUX environment, using editors for program entry, compilation and execution of programs, also simple operations like taking backup printout etc. should be taught. Also it will provide the necessary background for learning C++.

Unit-2: PROGRAMMING IN C++ (30 Marks)

Concepts of Class and objects-Data Members and Member Functions; C++ constructs for class and objects; Simple Input/Output Statement (cin/cout) :

Constructor and Destructor-Default Constructor, Parameterized constructor and constructor with default arguments.

Inheritance-Base and Derived class; public and private Access, Simple problems.

Suggestion : For C++ also, LINUX environment can be used (C++ compiler is built in with LINUX)

Unit-3: DATA STRUCTURES IN C++ (15 Marks)

Array-One and Two-dimensional Array; Algorithm for one dimensional array traversal, searching (linear and binary search), Insertion, Deletion and Sorting (Bubble sort).

Stack-Basic concept, Push and pop operations, Array implementation of Stack.

Queue- Basic concept, Insert and Delete operations in a Queue, Array implementation of Queue.

Suggestion : C++ should be used to implement all data structures.

Unit-4: INTRODUCTION TO COMPUTER NETWORKING (10 Marks)**(Theory only)**

Introduction to Computer Networking.

Need for Networking-Computational Speed up, resource sharing and Communications. Communication medium-Cables, wireless, Telephone network, Satellite, DSL, Powerline. Transmitting raw bits across a medium, transmitting packets across a network.

Hosts, Nodes, Links, Connectivity.

Different topologies-Star, Ring, Bus, Tree, Graph. Concepts of LAN, WAN, MAN.

Repeater Bridge, routes gateway, Modem, Hubs, Switch 7 layer OSI-ISO model 5 layer ICT/IP model.

Internet and its services, E-Mail.

File Transfer (FTPO, WWW, Remote login, Browsing on the Network, Network security, fire walls.

Client-Server Technology, Distributed Network.

Suggestion : Recommended to use a web browser and E-mail facility: Familiarize the students with the connectivity (LAN) of the Computing environment (cables, hub, switches etc.)

GUIDELINES FOR PROJECTS :

The Academic Course in Computer Science and Applications include one Project in 2nd year. The purpose behind this is to consolidate the concepts and practice imparted during the course and to serve as a record of competence.

A group of two students may be allowed to work in one project.

PROJECT CONTENT should be based on the study of the following topics.

- (a) Problem solving
- (b) Data structures.
- (c) Programming in C++
- (d) File Processing Algorithms

The aim of the project is to highlight the abilities of algorithmic formulation, program and data flow representation, modular programming, optimized code preparation, systematic documentation and other associated aspects of Software Development. The project may be developed in C/C++ MS-ACCESS.

The assessment should be through the project Demonstration and project report which should portray:

- (a) Programming Style, Structured Design
- (b) Good documentation of the code representation that ensures readability and ease of maintenance.
- (c) Test case samples, enough in number to adequately rule out the possible chances or errors.
- (d) User Manual.

SYLLABUS FOR COMPUTER SCIENCE AND APPLICATION PRACTICAL**Total Marks- 30**

1. (A) Two programming problems in C++ to be solved during the examination on computer. Marks for the program are to be given on the basis of documentation/indentation, algorithm and result (out put)

PRACTICAL FOR H.S. SECOND YEAR (SYLLABUS)**16 Marks**

1. Programs using problem mainly computational to illustrate expression and operator precedence.
2. Problem relating to sequence, selection and iteration.
3. Problems relating to arrays.
4. Problems which involve manipulation of two dimensional arrays such as addition, subtraction, multiplication and transpose.
5. Problems which make use of and manipulate arguments to main ().
6. Problems involving manipulation of arrays of structures.
7. Problems involving file manipulations.
8. Problems for dynamic storage allocation such as link list, Stack.

1. (B) **Project Work :****8 Marks**

Project must be taken up from the real life problems.

Marking schemes for the project.

- Programming styles, Structured Design
- Userfriendly Input/Output and online help
- Documentation (User Manual)

I. (C) **Viva-voce and Practical record file****6 Marks**

Records of at least 20 programs in C++ (with listing and outputs) based on programming' concepts.

COMMERCIAL MATHEMATICS AND STATISTICS

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper **Three Hours** **Marks 100**

Unitwise Distribution of Marks and Periods :

Unit No	Title	Marks	Periods
GROUP-A : COMMERCIAL MATHEMATICS (60 Marks)			
Unit - 1	Simple and Compound Interest	15	10
Unit - 2	Linear inequalities	25	35
Unit - 3	(a) Set Theory (b) Determinants (c) Matrices	20	30
GROUP - B : STATISTICS (40 Marks)			
Unit - 4	Statistical Average Positional measures }	12	15
Unit - 5	Measures of Dispersion (Variation)	12	15
Unit - 6	(a) Probability (b) Correlation }	16	15
Total		100	150

Unitwise Distribution of Course contents :

GROUP-A : COMMERCIAL MATHEMATICS (60 Marks)

- Unit-1 : Simple and Compound Interest :** Simple and Compound Interest, Annuity
- Unit-2 : Linear inequalities :** Linear inequalities and their graphical representation, Permutation & Combination (Elementary ideas and simple problems), Mathematical Induction (Simple problems), Binomial Theorem for positive Integral Index (Omit Binomial Co-efficient)
- Unit-3 : (a) Set Theory :** (Elementary Ideas), Elements, Types of Sets, Subsets (Proper and improper), Union, Intersection and Difference of Set, Complement of Set, Venn Diagram, Application of Sets (Simple Problems)
- (b) Determinants :**
(Up to 3rd order), Meaning, Properties and Simple problems, Solution of equation by Cramer's Rule
- (c) Matrices :**
Definition and type of Matrices, Equality of Matrices, Addition, Subtraction, Scalar Multiplication and Matrix Multiplication, (Adjoint and Inverse matrices should be excluded)

GROUP - B : STATISTICS (40 Marks)

- Unit-4 : Statistical Average :**
Meaning, Purpose, Measures, Mean (A.M. G.M. H.M.), Median, Mode (For all series), their uses, merits and demerits, essential qualities of a good average.

Positional measures :

Quartiles, Deciles, Percentiles, Graphic method olocation of median, of quartiles and mode

Unit-5 : Measures of Dispersion (Variation) :

Meaning, objects and function – Measures : Range, Quartile deviation, Mean deviation, Standard deviation (all series), Lorenz curve, Their uses, merits and demerits, Essential qualities of a good measure of dispersion, Co-efficient of variation.

Unit-6 : (a) Probability :

Meaning, Definition (Mathematical or Classical approach), Event, Trial, Random experiment, Equally likely events, Mutually exclusive events, Favourable cases to an event.

[Numerical problems on definition of probability only. Addition and multiplication theorem on probability should be excluded]

(b) Correlation :

Meaning, types, Karl Pearson's Correlation Co-efficient and its significance.



ENTREPRENEURSHIP DEVELOPMENT

SYLLABUS FOR HIGHER SECONDARY COURSE

Introduction : Introducing of Entrepreneurship in the course curriculum of class XI & XII of Assam Higher Secondary Education Council is the need of the hours. Students are the potential sources of entrepreneurs of the future. The process of entrepreneurship will effectively imbibe a positive mindset among the budding students. Realizing the need and importance of entrepreneurship in the formal education system, the entrepreneurship curriculum has been designed keeping in mind of the following objectives.

Objectives :

- ❖ To make students aware about need and importance of entrepreneurship in the changing scenario.
- ❖ To encourage the self-analysis (thinking) process.
- ❖ To generate a spirit of work and self-employment.
- ❖ To develop attitudes, interest and values among the students towards entrepreneurship development and its contribution in the growth of individual as well as nation building.
- ❖ To enable them to make realistic choice of entrepreneurship activities.
- ❖ To promote entrepreneurship as a career option.
- ❖ To enable them to launch, manage and grow an enterprise.

ENTREPRENEURSHIP DEVELOPMENT

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Time : Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks		Periods			
		Theory	Practical	Theory	Practical		
Unit-1	Importance and launching of an enterprise			20	-	35	-
Unit-2	Project implementation			20	-	35	-
Unit-3	Managing Enterprise			20	-	30	-
Unit-4	Review of Govt. Policies and Act			10	-	20	-
				70	30	120	50

Unitwise Distribution of Course contents :

**UNIT-1 : IMPORTANCE AND
LAUNCHING OF AN ENTERPRISE**

**Marks
20**

- ❖ SME sector and its role in economic development.
- ❖ Enterprise and its classification.
- ❖ Identification of the project.

- ❖ Enterprise planning & business module formulation.
- ❖ Preparation of detail project report (DPR).

UNIT-2 : PROJECT IMPLEMENTATION : 20

- ❖ Sources of assistance available :
 - (i) Promotional
 - (ii) Financial
 - (iii) Technical
 - (iv) Marketing
- ❖ Market strategy
- ❖ Project funding
- ❖ Input on resource mobilization.
- ❖ Registration, licensing and other legal formalities.

UNIT-3 : MANAGING ENTERPRISE 20

- ❖ Management : Concept & process
- ❖ Financial management :
 - (i) Term finance
 - (ii) Short term finance
 - (iii) Cost of production & pricing
- ❖ Marketing management :
 - (i) Channel of distribution
 - (ii) Sales promotion technique
 - (iii) Product mix
- ❖ Human resource management.
- ❖ Operational management.
- ❖ Record & Account management.
- ❖ Taxation (Income tax/ VAT, CST, Excise duty etc.)

UNIT-4 REVIEW OF GOVERNMENT POLITICS AND ACT : 10

- ❖ Industrial policies (since liberalization, 1991).
- ❖ MSME Act 2006

EVALUATION : 30

- ❖ **Internal Assessment : (Practical)** Preparation of individual bankable project report, Case Study on successful as well as unsuccessful entrepreneur, industrial profile, performance of local SME, marketing strategies of consumer durable etc.
- ❖ **External Assessment : (Theory)** Written examination on the content of **UNIT-1 to 4**. Marks of each **UNIT** should not be allocated so as to evaluate the total course as a whole.

CREATING ENTREPRENEURSHIP AWARENESS

This is the path-breaking stage as it aims at making the students look at Entrepreneurship as an effective alternative to a 'White-collar job'. The following activities could be taken up for creating awareness about entrepreneurship among the XII year students so that from very initial stage, they can focus their attention on the option of setting up their own enterprises.

Creative Corner : A prominent place of the institution may be allotted to display information about product, success stories of 'high achievers' and salient features of an Entrepreneurship Development Programme.

Forming an Entrepreneurship Forum : Those students, who are interested in Entrepreneurship, can club-together and form a forum with the support from the faculty of the institutions. The forum can organize on a continuous basis activities such as i) inviting achievers and successful entrepreneurs to talk to the students, ii) elocution & essay competitions, iii) exhibitions on new products/ process and iv) video films on success stories, products/ process, etc.

Trade Fair Visit : Interested students can be taken to trade fairs to collect information on industrial products of their interest.

Seminars : One day seminars on 'I can do it' can be organized on business opportunities based on available resources & skills and how these can be utilized in establishing business ventures.

Institutional Visit : Students visit to financial institutions, promotional organizations, industry associations, research institutions and banks would help them in collecting information on availability of finance, technology, raw-materials and export potentials.

Establishment of a Commercial Activities Centre : The educational institutions can take up the initiative to establish a 'Commercial Activities Centre' (CAC) within the institution. Such a centre may include a stationery shop, canteen etc. to be run by the students or the members of Entrepreneurship forum. The main objective of the CAC is to provide students 'hand-on-experience' of managing a commercial activity. Later on, the Centre can extend its role by providing market opportunities for the products designed and produced by the students. This will promote not only new initiatives among the students but also experimental learning in Entrepreneurship.

MULTIMEDIA AND WEB TECHNOLOGY

SYLLABUS FOR HIGHER SECONDARY COURSE

Objectives :

1. To get proficiency in Handling Computer Networks and the web.
2. To get proficiency in creating and Managing Web site.
3. To be able to write server & client scripts.
4. To design Graphical images using Image-Editing tools.
5. To get proficiency in audio & video capture and editing using software tools.
6. To get proficiency in creating presentation with Audio and Video clips.
7. To become an entrepreneur in IT field.

MULTIMEDIA AND WEB TECHNOLOGY

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper (Theory)

Time : Three Hours

Marks 70

Periods 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks		Periods	
		Theory	Practical	Theory	Practical
Unit-1	Advanced Computer System	10		20	08
Unit-2	Advanced Networking	10		20	06
Unit-3	Advanced Web Technology	25	15	50	18
Unit-4	Multimedia Authoring Tools	25	10	50	18
	Viva Voce		05		
Total		70	30	140	50

Unitwise Distribution of Course contents :

Unit-1 : ADVANCED COMPUTER SYSTEM:

Database Terminology : Data, Record/ Tuple, Table, Database

Concept of Keys : Candidate Key, Primary Key, Alternate Key and Foreign Key;

Database Tool : Using MS-Access, Creating and Saving Table, Defining Primary Key, Inserting and Deleting Column, Renaming Column, Inserting records, Deleting Records, Modifying Records, and Table Relationship

Introduction to RDBMS : Various types or RDBMS

Introduction to SQL

Creation of database, tables and views

Introduction to Stored Procedures, and Triggers
 Backup and Restoring of database
 Introduction of replications
 Connecting to a back end database using connection string and other ways.

Unit-2 : ADVANCED NETWORKING :

Internet Protocol (IP) : IP Classes, IPV4, IPV6, CIDR, Subnetting.
 Mobile Computing/ Communication, GSM, CDMA, WLL, SMS, Chat, Video Conferencing. Network Security concepts : Firewall, Cyber law, Encryption/decryption.

Unit 3 : ADVANCED WEB TECHNOLOGY :

Review of HTML/ DHTML/ XML

WEB-Server : Internet Information Server (IIS) / Personal Web Server (PWS)/Apache Server

Active Server Pages (ASP) : Concept of ASP, features of ASP, other equivalent tools– JSP, PHP;

Constants : String and Numeric ;

Data types : Integer, Floating Point (Single, Double), String, Date, Boolean, Currency, Variant, Object;

Variables : Explicit and Implicit Declaration;

Operators :

Arithmetic : +, - (Unary and Binary), *, /, \ (integer division) mod, ^;

Comparison : <, >, <=, >=, <>, =;

Logical : AND, OR, NOT, XOR, EQV, IMP;

String Operator : & or + (for Concatenation);

Functions :

Conversion functions: Abs(), CBool(), CByte(), CInt(), CStr(), CSng(), CLng(), CDate(); String Manipulation Functions : UCase(), LCase(), Len(), Left(), Right(), Mid(), LTrim(), InStr(), RTrim(), LTrim();

Time & Date Functions: Date(), Day(), Hour(), Left(), Len(), Minute(), Month(), Monthname(), Now();

Arrays : Declaration and use of 1 dimensional and 2 dimensional arrays;

Controls : IF..THEN, IF..THEN..ELSE..END IF, IF..THEN..ELSEIF..THEN..END IF, SELECT..CASE..END SELECT, FOR..NEXT, FOR EACH..NEXT, DO WHILE..LOOP, DO..LOOP WHILE, DO UNTIL. LOOP;

Procedures and Functions, Passing parameters/arguments;

Concept of object model structure (client to server and server to client);

Objects : Properties, Methods, Events, Setting Object properties, Retrieving Object properties, calling objects/methods;

Types of Objects : Response, Request, Application, Session, Server, ASPError;

Response Object : Write Method, AddHeader, AppendToLog, Binary Write, Using Shortcuts <%=value/expr%>, Controlling information : Buffer, Flush Clear, End;

Request Object : Request Object Collection : QueryString, Form, Server Variables, Cookies, Client Certificate;

Application : Contents, Lock, Unlock, Remove, RemoveAll;

ASP Components : AD Rotator, Content Rotator, Counter, Page Counter, Permission Checker;

Text Files : Open and Read content from a text file;

Elementary Database Concepts : Concept of Table/Relation, Relationship, Candidate Key, Primary Key, Alternate Key, Foreign Key, Connecting with Databases : Creation of DSN, using OLE DB.

Working on Database : Inserting, Retrieving, Modifying/Updation of records from Tables in Databases using server objects (ADODB. Connection, ADODB. Recordset);

Server Variables : HTTP_User_Agent, REMOTE_ADDER, REMOTE_HOST, SERVER_NAME;

Unit-4 : MULTIMEDIA AUTHORIZING TOOLS :

Movie File Formats : AVI, MPEG, SWF, MOV, DAT;

Movie Frames : Concept or Frame, Frame Buffer and Frame Rate;

Authoring Tools; Making Animation, Embedding Audio/Video, and Embedding on the web page;

Multimedia Authoring Using Macromedia Flash

Making of Simple Flash Movie, Setting Properties, Frame Rate, Dimensions, and Background Color;

Scene : Concept of Scene, Duplicate Scone, Add Scene, Delete Scene, and Navigating between Scenes;

Layers : Concept of Layer, Layer Properties, Layer Name, Show/Hide/Lock layers, Type of Layer - Normal/Guide/Mask, Outline Color, Viewing Layer as outline, Layer Height,

Adding/deleting a layer;

Frame : Concept or Frame;

Creating a Key Frame, Inserting Text Into the Frame, Inserting Graphical Elements into the frame, Converting Text/Graphics to Symbol, Inserting Symbol into the Frame, Setting

Symbol Property (Graphics/Button/Movie), Inserting Blank Frame, Inserting Blank Key Frame, Inserting Key Frame into the Blank frame, Selecting all/Specific frames of a Layer Copying/ Pasting selected Frames,

Special Effects : Motion Tweening, Shape Tweening, Color effect, Inserting Sound Layer; Testing a Scene and Movie;

Import/ Export (Movie/Sound and other multimedia objects)

Publishing : Publishing A Flash Movie; Changing publish Settings; Producing

SWF (Flash Movie), HTML page, GIF image, JPEG Image (*.jpg), PNG Image, Windows Projector (*.exe), Macintosh Projector (*.hqx), Quick Time (*.mov), Real Player (*.smil); Testing with Publish Preview.

SYLLABUS FOR MULTIMEDIA AND WEB TECHNOLOGY PRACTICAL

Total Marks : 30

1. Advanced Web Technology :

Marks-15

A website, based on a particular topic, has to be developed by each student using various commands covered in HTML, VB Script and ASP with at least 4 web pages.

Web page should be designed with following features.

❖ HTML Basic Tags (html/head/title/body/B/I/U/BR/HR)

- ❖ Functions
 - ❖ Conditional and Control Statements
 - ❖ Objects : Response/Request/ Application
 - ❖ Session /Server /ASP error
 - ❖ Image Editing using Photo Shop /Corel draw
 - ❖ Merging layers /Moving and Copying Layers
 - ❖ Use of Multimedia Authoring (Using Macromedia Flash)
- (Note : Output as Web page/Flash Movie/ Windows Projector/ Quick Time)

2. Multimedia :**Marks-10**

Create an electronic movie with various pictures, audio clipping, movie clippings, and factual text related to school/ organisation :

- ❖ Introduction to 3D Animation (Using 3D Studio)
- ❖ Embedding video and audio in web pages.
- ❖ An introduction to interactive walk-through.
- ❖ Embedding walk-through into web pages .

4. Viva Voce :**Marks-5**

Five questions from topics covered in the curriculum

Reference Books :

1. HTML Complete– Sybex (BPB)
2. Mastering HTML 4 Premium Edition– Ray (BPB)
3. HTML Example Book– Farrar (BPB)
4. Mastering WEB DESIGNING– Maccoy (BPB)
5. Inside Adobe Photoshop 6– Bouton (BPB)
6. Multimedia on the PC– Sinclair (BPB)
7. Multimedia Magic– Gokul, S (BPB)
8. Mastering CorelDraw 9– Altman (BPB)
9. CorelDraw 9 - Training Guide– Lotia, M (BPB)
10. Effective Web Design– Navarro (BPB)
11. ASP, ADO and XML Complete– Sybex (BPB)
12. Mastering Active Server Pages 3– Russell (BPB)
13. Inside Flash 5– Kea thing (BPB)
14. MP3 Complete– Hart (BPB)
15. Computer Science Vol-I by P. H. Talukdar & Utpal Bhattacharjee.
16. Computer science and Applications vol-II, by P.H. Talukdar NS Mr S. Kalita.

STATISTICS

SYLLABUS FOR HIGHER SECONDARY COURSE

Objectives :

The main objectives of the course are to enable students ..

- To acquire knowledge on basic statistical concepts.
- To acquire the skill of statistical analysis of data from real life situation in a scientific manner.
- To acquire knowledge on the basic aspects of statistical reasoning and drawing conclusions.
- To create an aptitude for Statistics for those students who show a promise for higher studies and creative work in Statistics.
- To develop aptitude for applications of statistical techniques in Biological Sciences, Social sciences, Education and Psychology.

STATISTICS

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Unit-I:	Calculus of Finite difference	20	20
Unit-2:	Theory of Probability	40	60
Unit-3:	Elementary Theory of Sampling and Test of Significance	25	30
Unit-4:	Sample Survey	15	20
Total		100	130

Unitwise Distribution of Course contents :

Unit-1 : Calculus of Finite Difference :

Operators A and E. Construction of diagonal Difference tables. Estimation of missing values, Idea of interpretation. Statements and applications of Newtons Forward, Backward and Longranges interpolation formulae. Idea of numerical integration, General quadrature formula. Statement and applications of trapezoidal rule, Simpsons

$\frac{1}{3}$ rd rule and Simpsons $\frac{3}{8}$ th rule along with the conditions under which they are derived.

Unit-2 : Theory of Probability :

Basic concepts of Random experiment, Sample point, Sample space and Event occurrence of an event, Union and intersection of events. Complement of an event. Certain and null events. Exhaustive

tive, Mutually exclusive and equally likely events. Probability of an event. Classical, Empirical and axiomatic (without introducing idea of measure theory). Unconditional probability, conditional probability, Dependent and independent events. Addition rule of Probability, Generalized Addition rule of probability (upto three events). Statements and application of multiplication rule of Probabilities.

Random Variable and Distribution :

Random variable; Discrete and continuous distribution of a random variable, p.m.f. and p.d.f., density function. Representation of discrete probability distribution. Probability curve of a continuous distribution, Mathematical expectation of a random variable. Mathematical expectation of the function of a random variable. Theorems on expectation of the sum and product of random variables - only application (without derivation).

Idea of Bernoulli Trials; Binomial distribution; Mathematical form, occurrence of the distribution, Derivation of the distribution, Calculation of Mean and variance. Poisson distribution; Mathematical form, Occurrence of the distribution, derivation as a limiting form of Binomial distribution, calculation of mean and variance. Normal distribution, Mathematical form (without proof). Important properties and their applications. Derivation of distribution of standard normal variate and its applications.

Unit-3 : Elementary Theory of Sampling and Test of Significance :

Sample and Sampling. Random sampling, Parameter and Statistic.

Sampling distribution. Unbiased estimate of a parameter. Standard error of sampling mean and sample preparation for random sampling (without Derivation) - simple applications. Statistical hypothesis - Null hypothesis alternative hypothesis, Level of significance. Test (only two tailed test) for a hypothetical population mean on the basis of information supplied by a random sample drawn from a normal having known standard deviation (application only). Student's 't' test (only two tailed test) for an assumed mean (examples only), Large sample test (only two tailed test) for proportion (examples only). Examples on use of frequency χ^2 for testing independence of attributes in 2×2 table.

Unit-4 : Sample Survey :

Sample survey and complete enumeration. Basic principles of sample survey, validity of optimization. Principal steps in a survey, Errors in a survey. Sampling and non sampling errors. Advantage of sample survey over complete enumeration.

Simple random sampling with and without replacement - method of selection of SRS making use of Table of random number, Estimation Population mean and total, use of formula - mean and estimated population total. Limitations of SRS. Idea of stratified random sampling. Estimation of population mean (method of allocation not included). Preparation of Questionnaire and schedule. Idea of pilot survey.
