

# Revised Curricula and Syllabi *for* Higher Secondary Final Year

**ARTS STREAM**

**2018**

*(To be effective from 2018-2019 Academic Session)*



**ASSAM HIGHER SECONDARY EDUCATION COUNCIL**

**Bamunimaidam : Guwahati - 21**

***Revised Syllabi for Higher Secondary Course for Final year class (Effective from 2018-2019 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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## PREFACE

For the students of +2 stage in the state, the Assam Higher Secondary Education Council has taken the responsibility to promote quality education, through a suitable academic atmosphere. 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 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 and some of the MIL subjects on the basis of NCF-2005.

Presently, Council has introduced two new subjects, viz, IT/ITes and Retail Trade for all students as elective subjects. For the students of Arts Stream, these has been included “Advance Sanskrit” as an advance language subject.

Moreover, to develop cultural performance among students council has developed syllabus of Music, which includes various wings of musical instruments, dance as well as Folk dance and Folk music.

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.

Date : 16-08-2018



Secretary

Assam Higher Secondary Education Council  
Bamunimaidam, Guwahati-21

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**ASSAM HIGHER SECONDARY EDUCATION COUNCIL**  
**BAMUNIMAIDAM, GUWAHATI-21**

**Revised curriculum for +2 stage**

*(to be effective from 2018-2019 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 :**

**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
- (xvii) Retail Trade
- (xviii) IT/ITes

**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
    - (6) Advance Sanskrit

- (xi) Geography
- (xii) Computer Science & Application
- (xiii) Sattriya Dance
- (xiv) Fine Arts
- (xv) Entrepreneurship Development
- (xvi) Multimedia & Web Technology
- (xvii) Retail Trade
- (xviii) IT/ITes
- (xix) Music

**(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
  - (xi) Retail Trade
  - (xii) IT/ITes

**Note :** \* Syllabus 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 student 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. 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 প্ৰস্তুত 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	35	60
Unit-II	Poetry	25	50
Unit-III	(A) Adolescence Education (B) Value Education	10	30
Unit-IV	Grammar	20	35
Unit-V	Essay writing	10	25
<b>Total</b>		<b>100</b>	<b>200</b>

পাঠ্যপুথি : সাহিত্য সৌৰভ,

অসম উচ্চতৰ মাধ্যমিক শিক্ষা সংসদৰ দ্বাৰা প্ৰকাশিত।

#### UNITWISE DISTRIBUTION OF COURSE CONTENTS :

**Unit-I :** (গোট-১) নিৰ্বাচিত গদ্য : (Marks 35) (Periods 60)

(ক) মোৰ মাতৃমুখ দৰ্শন : লক্ষ্মীনাথ বেজবৰুৱা

(খ) মগনিয়াৰ (কথা কবিতা) : যতীন্দ্ৰ নাথ দুৱৰা

(গ) আনন্দৰাম বৰুৱা	: উপেন্দ্ৰ চন্দ্ৰ লেখাৰু
(ঘ) হস্তিবিদ্যাৰ্ণৱ পুথি	: ড° সূৰ্যকুমাৰ ভূঞা
(ঙ) ভাৰতীয় আদৰ্শত বৈৰাগ্য	: তীৰ্থনাথ শৰ্মা
(চ) চিঠি (গল্প)	: শীলভদ্ৰ
(ছ) অসমীয়া চলচ্চিত্ৰৰ গতিধাৰা	: উৎপল দত্ত
(জ) বৈজ্ঞানিক মানসিকতা কিদৰে গঢ়িব পাৰে	: ড° দীনেশ চন্দ্ৰ গোস্বামী

**Unit-II : (গোট-২) নিৰ্বাচিত কবিতা :****(Marks 25)****(Periods 50)**

(ক) বৰগীত (উঠৰে উঠ বাপু)	: মাধৱদেৱ
(খ) বিশ্ব খনিকৰ	: মফিজুদ্দিন আহমদ হাজৰিকা
(গ) মিলন	: নলিনীবালা দেৱী
(ঘ) জনতাৰ আহ্বান	: জ্যোতিপ্ৰসাদ আগৰৱালা
(ঙ) কাঠমিস্ত্ৰীৰ ঘৰ	: ধীৰেন্দ্ৰ চন্দ্ৰ দত্ত
(চ) আঘোণৰ কুঁৱলী	: কেশৱ মহন্ত
(ছ) উভতি নহাৰ কবিতা	: নৱকান্ত বৰুৱা
(জ) কৰুণতম	: ড° নিৰ্মলপ্ৰভা বৰদলৈ

**Unit-III : (গোট-৩) :****(Marks 10)****(Periods 30)**

(ক) মূল্যবোধ শিক্ষা	: ড° দুৰ্লুমণি গোস্বামী
(খ) কৈশোৰ কাল আৰু ইয়াৰ উপযোগী শিক্ষা	: ড° স্বৰ্ণলতা দাস

**Unit-IV : (গোট-৪) Grammar :****(Marks 20)****(Periods 35)**

অসমীয়া ভাষাৰ ব্যাকৰণ :

বিভক্তি : ক্ৰিয়া বিভক্তি আৰু নাম বিভক্তি, প্ৰত্যয় : কৃৎ প্ৰত্যয়, তদ্ধিৎ প্ৰত্যয়, জতুৱা ঠাঁচ।

**Unit-V : (গোট-৫) ৰচনা :****(Marks 10)****(Periods 25)**

ৰচনাৰ বাবে বিষয় :

- (ক) সাহিত্য-সংস্কৃতি সম্পৰ্কীয়,
- (খ) বিজ্ঞান আৰু প্ৰযুক্তিবিদ্যা সম্পৰ্কীয়,
- (গ) সামাজিক আৰু প্ৰাকৃতিক পৰিৱেশ সম্পৰ্কীয়,
- (ঘ) কৃষি আৰু অৰ্থনীতি সম্পৰ্কীয়,
- (ঙ) ক্ৰীড়া সম্পৰ্কীয়,
- (চ) ভ্ৰমণ সম্পৰ্কীয়।

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## BENGALI (MIL)

### SYLLABUS FOR HIGHER SECONDARY 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 আধুনিক যুগের 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 পাঠক্রম 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 আয়ত্ত করে ব্যবহারিক জীবনে শুদ্ধ উচ্চারণ ও প্রয়োগ।
- ❖ সাহিত্য পাঠের মাধ্যমে বিভিন্নযুগের সঙ্গে পরিচয় ঘটানো।
- ❖ ছাত্র-ছাত্রীরা যেন কেবল মুখস্থ বিদ্যার উপর নির্ভরশীল না হয়ে ব্যবহারিক জীবনেও ভাষা প্রয়োগের ক্ষেত্রে উপযুক্ত হয়ে উঠতে পারে সেদিকে লক্ষ রেখে ব্যাকরণের ওপর জোর দেওয়া হয়েছে।
- ❖ মানসিক উৎকর্ষ ও কল্পনাশক্তির বিকাশ সাধন।
- ❖ ভবিষ্যতে ভাষা ও 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 :	Poetry	25	50
Unit II :	Prose	35	60
Unit III :	(A) Adolescence Education (B) Value Education	10	30
Unit IV :	Grammar	20	35
Unit V :	Essay writing and composition	10	25
<b>Total</b>		<b>100</b>	<b>200</b>

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

**Unitwise distribution of course contents :**

**Unit - I (Poetry) পদ্যাংশ :** **Marks : 25** **Periods : 50**

- (ক) অভিসারের পূর্ব-প্রস্তুতি : গোবিন্দদাস  
(খ) অন্নদার আত্মপরিচয় : ভারতচন্দ্র রায়গুণাকর  
(গ) বঙ্গভাষা : মাইকেল মধুসূদন দত্ত  
(ঘ) মাতৃহৃদয় : প্রিয়ংবদা দেবী  
(ঙ) কৃপণ : রবীন্দ্রনাথ ঠাকুর  
(চ) কুলিমজুর : কাজী নজরুল ইসলাম  
(ছ) পূব-পশ্চিম : অচিন্ত্যকুমাৰ সেনগুপ্ত  
(জ) খরা : শঙ্খ ঘোষ

**Unit - II (Prose) নির্বাচিত গদ্যাংশ :** **Marks : 35** **Periods : 60**

- (ক) ফুলের বিবাহ : বঙ্কিমচন্দ্র চট্টোপাধ্যায়  
(খ) স্বাদেশিকতা : রবীন্দ্রনাথ ঠাকুর  
(গ) আমার জীবনস্মৃতি : লক্ষ্মীনাথ বেজবরুয়  
(ঘ) মস্তের সাধন : জগদীশচন্দ্র বসু  
(ঙ) মাস্টারমহাশয় : প্রভাতকুমার মুখোপাধ্যায়  
(চ) দিবসের শেষে : জগদীশ গুপ্ত  
(ছ) গণেশ জননী : বনফুল  
(জ) ভাত : মহাশ্বেতা দেবী

**Unit III** **Marks : 10** **Periods : 30**

- (ক) মূল্যবোধ শিক্ষা : ড° সুজিত বর্ধন  
(খ) কৈশোর কাল ও উপযোগী শিক্ষা : ড° কাবেরী সাহা

**Unit -IV (Grammar) ব্যাকরণ :** **Marks : 20** **Periods : 35**

- (ক) প্রবাদ-প্রবচন (খ) বাগ্মি-বাগধারা  
(গ) প্রতিশব্দ (ঘ) সমাস

**Unit - V (Essay and composition) রচনা ও সৃষ্টিধর্মী লিখন :** **Marks : 10** **Periods : 25**

- (ক) রচনা :  
(১) অসম বিষয়ক, (২) সাহিত্য সংস্কৃতি বিষয়ক,  
(৩) বিজ্ঞান ও প্রযুক্তিবিদ্যা বিষয়ক (৪) ক্রীড়া বিষয়ক,  
(৫) সামাজিক ও প্রাকৃতিক পরিবেশ বিষয়ক (৬) ভ্রমণ বিষয়ক,  
(৭) সাম্প্রতিক সমস্যামূলক (৮) জীবনী বিষয়ক

## BODO (MIL)

### SYLLABUS FOR HIGHER SECONDARY COURSE

### बर' आयदानि फराफारि

#### राव सोल्लोनायनि 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 रॉनायनि गेजेरजों गियान बुथुमनायनि लामायाबो जेंना गैयि जायो । जोनोमनि उननिफ्राय गथ'आ राव सोलोडो । सोल्लोथाइयारि हारोंथाइ मोननो थाखाय फरायसालिसिम थांनायनि उननिफ्रायनो राव सोल्लोनायनि जरखा बिथिं बेरखाडो । समाजारि जिब महरै मानसिआ राव सोलोडो बायदि थिलियाव बायदि रोखोमै । फरायसा-फोरखौ राव फोरॉनायनि थांखिआ जाबाय बायदि फरानि गेजेरजों जिउ-आरो मुलुगनि सोमोन्दै मिथिहोनाय । राव सोल्लोनाया मोनसे गोख्रों फारिखान्थि । गोजौसिन गेजेरारि थाखोआव फरायसा-फोरखौ राव फोरॉनायाव बायदि आदब आरो खान्थि बाहायनांगौ ।

#### राव सोल्लोनायनि आदब :

राव सोल्लोनायनि 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 सोल्लोथाइनि 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 रायखंनाय, रावखान्थिनि गियान होनायै रावनि गियान बांहोनाय- बेफोर आयदाफोरनि फारसे फोरॉगिरिया गोसो होनांगोन । रनसाय लिरनाय, लाइजाम लिरनाय, सोरजिथायारि लिरनाय बायदि आयदाफोराबो फरायसाफोरनि राव रॉनायनि मख'जाथाव आयजें । फोरॉगिरिया फरायसाफोरखौ बे बिथिडव उन सोल्लोथिनि 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 सोल्लोनों/ लिरनो हानायाव

हेफाजाब होगोन होनना सानना नांनायबादियै 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

One paper

Time : Three hours

Marks - 100

#### Unitwise Distribution of marks and periods

Unit No.	Topics	Marks	Periods
Unit-I	Prose	30	60
Unit-II	Poetry	25	50
Unit-III	(a) Adolescence Education (b) Value Education	10	30
Unit-IV	Grammar	20	35
Unit-V	Essay writing	15	25
		<b>100</b>	<b>200</b>

#### Unitwise Distribution of course contents

**Unit-I ( खेन्दो-1 ) : Prose ( रायथाइ ) - Marks-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<br>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 ) - Marks-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 गाथोंसे     | - अनजु                 |
| 7. दावदो दे दाव बर' हारि | - नन्देश्वर बर'        |
| 8. मोदै                  | - धरणीधर औवारि         |

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

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

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

बेखेवफा, सोदोब बेखेवफा आरो मावरिजा बेखेवफा, दाजाबदा

थारजा दाजाबदा, बां सानराय दाजाबदा, थि फोरमायग्रा दाजाबदा,

बाश्रा खोन्दोब, बाश्रा फान्दाय, बाश्राफाव ।

फरायनो गोनां बिजाब :

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



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

रनसायनि आयदा :

- क) आसाम आरो भारतारि हरियारि जिउनि सोमोन्दै
- ख) थुनलाइ आरो हरिमुनि 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

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## HINDI (MIL)

### SYLLABUS FOR HIGHER SECONDARY COURSE

#### प्रस्तावना

दसवीं 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 चुका 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-समाज विज्ञान 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 संवेदना 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 की 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 सकारात्मक एवं विवेकपूर्ण रवैये का विकास।
- ❖ पठन-सामग्री 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।
- ❖ संचार 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 काम नहीं 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 यहाँ 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, पॉज, 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 पाठ्यसामग्रियों 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 सके कि वे भी शब्दकोश, 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 स्कूल 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
<b>Unit-I</b>	अपठित बोध (गद्यांश और काव्यांश-बोध)	15+5=20	40
<b>Unit-II</b>	रचनात्मक लेखन एवं जन-संचार		

माध्यम	5+5+5+5+5=25	60
अभिव्यक्ति और माध्यम (प्रिंट माध्यम, संपादकीय, रिपोर्ट, आलेख, फीचर-लेखन)		
<b>Unit-III</b> पाठ्य पुस्तक : आरोह (भाग-2) (काव्यांश-20, गद्यांश-20)	40	80
पूरक पुस्तक : वितान (भाग-2)	15	20
<b>Total</b>	<b>100</b>	<b>200</b>

**Unitwise Distribution of Course contents :**

<b>Unit-I : अपठित बोध :</b>	<b>20</b>
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
<b>Unit-II : रचनात्मक लेखन एवं जन-संचार माध्यम :</b>	<b>25</b>
1. निबंध (किसी एक विषय पर)	10
2. कार्यालयी पत्र (विकल्प सहित)	5
3. ❖ प्रिंट माध्यम, संपादकीय, रिपोर्ट, आलेख आदि पर पाँच अतिलघुत्तरात्मक प्रश्न पूछे जाएंगे ❖ आलेख (किसी एक विषय पर)	5
4. फीचर लेखन (जीवन-संदर्भी से जुड़ी घटनाओं और स्थितियों पर फीचर लेखन-विकल्प सहित)	5
<b>Unit-III : आरोह भाग-2 ( काव्य भाग और गद्य भाग )</b>	<b>20 + 20 = 40</b>
1. दो काव्यांशों में से किसी एक पर अर्थ ग्रहण के चार/पाँच प्रश्न	8
2. काव्यांश के सौन्दर्यबोध 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
<b>पूरक पुस्तक : वितान भाग-2</b>	<b>15</b>
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. कैमरे में बंद अपाहिज    | -रघुवीर सहाय          |
| 4. सहर्ष स्वीकारा है       | -गजानन माधव मुक्तिबोध |
| 5. उषा                     | -शमशेर 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         |

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## 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-I	Prose	35	60
Unit-II	Poetry	25	50
Unit-III	(A) Adolescence Education (B) Value Education	10	30
Unit-IV	Grammar	20	35
Unit-V	Essay Writing	10	25
<b>Total</b>		<b>100</b>	<b>200</b>

#### Unitwise Distribution of Course contents :

**Unit - I प्रकाइ - १ - गद्य :** **Marks : 35** **Periods : 60**

१. असमे नेपाली संस्कृति - दुर्गासाद घिमिरे
२. नेपाली साहित्यको इतिहासमा सर्वश्रेष्ठ पुरुष - लक्ष्मीप्रसाद देवकोटा
३. शत्रु - विश्वेश्वरप्रसाद कोइराला
४. स्वतन्त्रता सङ्ग्रामी छविलाल उपाध्याय - विष्णुलाल उपाध्याय
५. कुनै गुलाफ ओभानो छैन यहाँ - पारिजात
६. चर्यापदर नेपाली भाषा - डा खेमराज नेपाल
७. अव्यवस्थित संरचना - खडगराज गिरी

**Unit - II प्रकाइ - २-पद्य :** **Marks : 25** **Periods : 50**

१. साहित्य सुधा - धरणीधर कोइराला
२. नचिनिने भएछौं - अगमसिंह गिरी
३. तीजको बयान - महानन्द सापकोटा
४. आकाशका तारा के तारा - हरिभक्त कटुवाल
५. म रमाउन सक्ने मेरो देश - हरि गजुरेल

**Unit - III पकाइ - ३ नैतिक शिक्षा :** **Marks : 10** **Periods : 30**

१. किशोरकाल र उनीहरूका लागि उपयोगी शिक्षा - गुरुप्रसाद उपाध्याय
२. शिक्षाको आधार र उद्देश्य - तारापति उपाध्याय

**Unit - IV पकाइ - ४ - व्याकरण :** **Marks : 20** **Periods : 35**

पुरुष, वचन, लिङ्ग, काल, पक्ष, आदरार्था

**Unit - V पकाइ - ५ - निबन्ध :** **Marks : 10** **Periods : 25**

सयमको मूल्य, अनुशासन, परोपकार, विज्ञानको चमत्कार, नारीशिक्षा

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## 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	60
Unit-2 :	Poetry	25	50
Unit-3 :	Biographies and Grammar	20	40
Unit-4 :	Translation from English to Urdu	10	20
Unit-5 :	Essay Writing	15	30
<b>Total</b>		<b>100</b>	<b>200</b>

#### 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]

**Unit: 1 : Prose :** **30 Marks**

<i>Lessons</i>	<i>: Written By</i>
(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**

<i>Pieces of Poem</i>	<i>Name of Poet</i>
(i) Ghazals	: (a) Kwaja Mir Dard (b) Sheikh Ibrahim Zauq (c) Mohd. Shad Azimabadi (d) Firaq Gorakhpuri
(ii) Mathonawi (Duniya ki Be-thibati)	: Nawab Mirza Shauq Lakhnavi
(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**

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## 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	70
Unit-II	Poetry	30	60
Unit-III	Grammar	20	45
Unit-IV	Essay Writing	15	25
<b>Total</b>		<b>100</b>	<b>200</b>

**Unitwise Distribution of Course contents :**

**Unit I : Prose :**

**35 Marks**

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

Selected Pieces :

- (i) Ka Akor Kaba Tam
- (ii) U Men Mali

*Textbook :* (2) **Katto Katne Shaphang ka sonnet**

Selected Pieces :

Lynnong I & II

**Unit II : Poetry : 30 Marks**

*Textbook :* (1) **Ki Poetry Khasi**, *Author :* V. G. Bareh

Selected Pieces :

- (i) U Tiewdohmaw Ha Shiteng Riat
- (ii) Ka Wah Umkhrah
- (iii) Hapdeng Ki Law Kynjah Ka Tlang

*Textbook :* (2) **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.

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## 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	70
Unit-2 :	Poetry	30	60
Unit-3 :	Essay	15	45
Unit-4 :	Composition	15	25
<b>Total</b>		<b>100</b>	<b>200</b>

#### 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	60
Unit-2 :	Poetry	25	50
Unit-3 :	Fiction	15	30
Unit-4 :	Drama	15	25
Unit-5 :	Grammar and Composition	20	35
<b>Total</b>		<b>100</b>	<b>200</b>

#### Unitwise Distribution of Course Contents :

##### Unit-1 : Prose (THU) :

**25 Marks**

- (i) Hnam inpumkhatna kawnga  
tawng pawimawhna : P. C. 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 lenkaw l ka han thlir a : Vankhama
- (vii) Zun phur thing par : Damhauhva
- (viii) Takhlai ni kawlkung : 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 Textbooks :* **Mizo (core) XII** by MBSE, Aizawl

**Mizo Grammar and Composition** for class XI and XII By MBSE, Aizawl.

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## MANIPURI (MIL)

### SYLLABUS FOR HIGHER SECONDARY SECOND YEAR COURSE

One Paper

Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Topic	Marks	Periods
Unit-1	Prose	35	70
Unit-2	(A) Adolescence Education & (B) Need for Value Education	10	20
Unit-3	Poetry	30	50
Unit-4	Grammar	15	35
Unit-5	Essay Writing	10	25
<b>Total</b>		<b>100</b>	<b>200</b>

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**

**(35 Marks)**

**Pieces to be read**

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

**Unit-2 :**

**(10 Marks)**

- |                             |   |                        |
|-----------------------------|---|------------------------|
| ১। এডোলেসেন্স এডুকেশন       | ঃ | ওরাই, তোমটো সিংহ       |
| ২। ভেলু এডুকেশনগী তঙায়ফদবা | ঃ | এন, জি, ইবেতোস্বী সিংহ |

**Unit-3 : Peotry (শৈরেং) :**

**(30 Marks)**

**Pieces to be read**

- |                 |   |                         |
|-----------------|---|-------------------------|
| ১। মৈতৈ চনু     | ঃ | লামাবম কমল সিংহ         |
| ২। পুন্দি হিদোম | ঃ | হরাইবম নবদীপচন্দ্র সিংহ |
| ৩। কমলদা        | ঃ | অশাংবম মীনকেতন সিংহ     |
| ৪। মণিপুর       | ঃ | এলাংবম নীলকান্ত সিংহ    |

- ৫। লৈলাংবা : লাইশ্রম সমরেন্দ্র সিংহ  
 ৬। মঙাল : এস, ধবল সিংহ

**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****(10 Marks)****Preferable Topics**

- ১। আসাম, মণিপুর অমসুং ভারতকী মীওইবগী পুলি 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 শাল্ল-খোৎনবগা মরী লৈনবা;  
 ৮। লমকোয়বগা মরী লৈনবা;

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## 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	70
Unit-2	Poetry	25	60
Unit-3	Grammar & Composition	25	45
Unit-4	Essay	10	25
<b>Total</b>		<b>100</b>	<b>200</b>

**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 Pahni 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**

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## 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	70
Unit-2 :	Poetry	30	60
Unit-3 :	Grammar	20	45
Unit-4 :	Composition	15	25
<b>Total</b>		<b>100</b>	<b>200</b>

**Textbook :** 'VIBGYOR' published by Oxford University Press

#### Unitwise Distribution of Course Contents :

##### Unit-1 : PROSE :

- (i) The Verger : William Somerset Maugham
- (ii) Testament of a Walker : R.K. Narayan
- (iii) The Scarecrow : Satyajit Ray
- (iv) The Gift of the Magi : O'Henry
- (v) On Not Being a Philosopher : Robert Lynd

##### Unit-2 : POETRY :

- (i) Sita : Toru Dutt
- (ii) The Brook : Alfred Lord Tennyson
- (iii) Ozymandias of Egypt : Percy Bysshe Shelley
- (iv) La Belle Dame Sans Merci : John Keats
- (v) Village Song : Sarojini Naidu

##### Unit-3 : GRAMMAR :

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

##### Unit-4 : COMPOSITION :

Composition based on a given conversational piece.

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## 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
<b>Section-A</b>		
<b>A. Reading Skills</b>		<b>10</b>
Reading unseen prose passage		
<b>Section-B</b>		
<b>B. Advanced Writing Skills</b>		<b>25</b>
<b>Section : C</b>		
<b>C. Grammar</b>		
(i) Narration : Direct and Indirect	4marks	<b>20</b>
(ii) Voice	3marks	

(iii) Tenses	5marks
(iv) Preposition	4marks
(v) Transformation of Sentences	4marks
<b>D. Section-D (Prescribed Books)</b>	
(i) Flamingo	30
(ii) Vistas	15

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

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:

- Factual Passages e.g. instructions, descriptions, reports.
- Discursive passage involving opinion e.g. argumentative, persuasive or interpretative text.
- 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**

- 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
- A report or a factual description based on verbal input provided (one out of two) (100-125 words) 10
- Writing one out of two letters based on verbal input. Letter types include : 10
  - Business or official letters** (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies):
  - Letters to the editor** (giving suggestions on an issue)
  - Application for a job**

**SECTION-C-Grammar****20 Marks**

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

## SECTION-D

45 Marks

## Prescribed Textbooks : (i) FLAMINGO

30 marks

## Prose : Selected Text

1. The Last Lesson : Alphonse Daudet
2. Memoirs of Chota Sahib : John Rowntree
3. Lost Spring : Anees Jung
4. Indigo : Louis Fischer
5. Going places : A.R. Barton

## Poetry : Selected Poetries

1. My Mother At Sixty Six : Kamala Das
2. Keeping Quiet : Pablo Neruda
3. A Thing of beauty : John Keats
4. A Roadside Stand : 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.  $2 \times 3 = 6$
8. Five very Short answer questions out of seven questions based on the lessons from prescribed text.  $1 \times 5 = 5$
9. Five short answer questions out of seven questions based on the lessons from prescribed text  $2 \times 5 = 10$
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

## Prescribed Textbooks : (ii) VISTAS

15 marks

## Selected Pieces

1. The Tiger King : Kalki
2. The Enemy : Pearl S. Buck
3. On the Face of it : Susan Hill
4. Memories of Childhood : Zitkala Sa and Bama
5. Magh Bihu or Maghar Domahi : Dr. Praphulladatta Goswami

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 (2x4) 08

Prescribed books :

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

# 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 :**

<b>Unit No.</b>	<b>Title</b>	<b>Marks</b>	<b>Periods</b>
<b>Part-A : INTRODUCTORY MICROECONOMICS</b>			
Unit-I	Introduction	04	10
Unit-II	Consumer Behaviour and Demand	13	25
Unit-III	Producer Behaviour and Supply	15	32
Unit-IV	Forms of Market and Price Determination	10	20
Unit-V	Simple applications of Tools of demand and supply	08	12
<b>Part-B : INTRODUCTORY MACROECONOMICS</b>			
Unit-VI	National Income and Related Aggregates	12	25
Unit-VII	Determination of Income and Employment	12	25
Unit-VIII	Money and Banking	08	17
Unit-IX	Government Budget and the Economy	12	20
Unit-X	Balance of Payments	06	14
<b>Total</b>		<b>100</b>	<b>200</b>

**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**

Change in cost conditions and its impact on the firm’s and market supply.

- ❖ Geometric method to determine the elasticity of supply.
- ❖ Effects of taxation : Per unit tax, lump sum tax  
Price ceilings and price floor.

**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.
- ❖ The introduction of **GST** in the Indian Economy.

**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.

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## POLITICAL SCIENCE

### SYLLABUS FOR HIGHER SECONDARY COURSE

#### Rationale :

At the higher secondary level students who opt under the Social Sciences/Humanities stream are given an opportunity to get introduced to the diverse concerns of a Political Scientist. At this level course, there is also a need to enable students to engage with political process that surrounds them and provide them with an understanding of the historical context that has shaped the present. The different courses introduce the students to the various streams of the discipline of political science: Political Theory, Indian politics and International politics. Concerns of the other two streams– Comparative Politics and Public Administration– are accommodated at different- places in these courses. In introducing these streams, special care has been taken not to burden the students ,with the current jargon of the discipline. The basic idea here is to lay the foundations for a serious engagement with the discipline at the BA stage rather than anticipate the BA syllabi.

## POLITICAL SCIENCE

### 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
<b>Part-A : CONTEMPORARY WORLD-POLITICS</b>			
Unit-I	Cold War Era in World Politics	5	12
Unit-II	Disintegration of the Second World and the Collapse of Bipolarity	7	14
Unit-III	US Dominance in World Politics	7	14
Unit-IV	Alternative centres of Economic and Political Power	6	12
Unit-V	South Asia in the Post-cold war Era	5	10
Unit-VI	International organizations in a unipolar world	6	12
Unit-VII	Security in Contemporary World	6	12
Unit-VIII	Environment and Natural Resources in Global Politics	4	8
Unit-IX	Globalization and its Critics	4	8
<b>Part-B : POLITICS IN INDIA SINCE INDEPENDENCE</b>			
Unit-I	Era of one-party dominance	6	12
Unit-II	Nation-Building and its problems	4	8
Unit-III	Politics of Planned Development	6	10
Unit-IV	India's External relations	6	13
Unit-V	Challenges to and Restoration of the Congress System	4	8

Unit-VI	Crisis of the Constitutional order	6	13
Unit-VII	Regional aspirations and conflicts	6	13
Unit-VIII	Rise of New Social Movements	4	9
Unit-IX	Democratic upsurge and coalition parties	4	8
Unit-X	Recent issues and challenges	4	8
<b>Total</b>		<b>100</b>	<b>204</b>

### **Part-A : CONTEMPORARY WORLD-POLITICS**

#### **Course Rationale :**

The political map of the world has undergone a dramatic change after the end of the cold war. The present course is an introduction to this new world of politics that we live in. It aims at encouraging and equipping the student to think about India's place in this new world. It seeks to impart relevant information and develop a perspective so as to initiate the student in the discipline of international relations and to a limited extent, comparative politics. The course moves away from the conventional focus of introductory courses on world politics in many ways. Its focus is clearly on the post-1990 world, with a brief introduction to cold war and bipolar world to serve as a background. The emphasis here is not only on relations among nations; the course also seeks to introduce the students to post-democratisation political systems across the world and to processes of globalization in internal and external relations of the nations. While paying attention to the role of big powers, it gives careful attention to alternative centres of power and the global South. It seeks to shift the focus away from a formal description of the UN and its organs, to new institutions of global governance. Given its emphasis on locating India in contemporary world politics, the course does not limit the discussion on India to a chapter on India's foreign policy. Instead, it seeks to situate India in the context of each of the themes and regions discussed in the course, while paying special attention to India's relations with its neighbours. An extensive use of maps is strongly recommended for this course.

#### **Learning Objectives :**

- ❖ Enable the students to expand their horizon beyond India and make sense of the political map of contemporary world.
- ❖ Familiarise the students with some of the key political events and processes in the post cold war era.
- ❖ Equip student to be conscious of the way in which global events and processes shape our everyday lives.
- ❖ Strengthen their capacity for political analysis by thinking of contemporary development in historical perspective.

#### **Unitwise Distribution of Course contents :**

##### **Unit-I : Cold War Era in World Politics:**

Emergence of two power blocs after the second world war. Arenas of the cold war. Challenges to Bipolarity : Non Aligned Movement, quest for new international economic order. India and the cold war.

##### **Unit-II : Disintegration of the 'Second World' and the Collapse of Bipolarity :**

Russia, Balkan states and Central Asian states, Introduction of democratic politics and capitalism in post-communist regimes. India's relations with Russia and other post-communist countries.

**Unit-III : US Dominance in World Politics :**

Growth of unilateralism : Afghanistan, first Gulf War, response to 9/11 and attack on Iraq. Dominance and challenge to the US in economy and ideology, India's renegotiation of its relationship with the USA.

**Unit-IV : Alternative Centres of Economic and Political Power :**

Rise of China as an economic power in post-Mao era, creation and expansion of European Union, ASEAN. India's changing relations with China.

**Unit-V : South Asia in the Post-Cold War Era :**

Democratisation and its reversals in Pakistan and Nepal. Ethnic conflict in Sri Lanka. Impact of economic globalization on the region. Conflicts and efforts for peace in South Asia. India's relations with its neighbours.

**Unit-VI : International Organisations in a Unipolar World :**

Restructuring and the future of the UN. India's position in the restructured UN. Rise of new international across : new international economic organisations, NGOs. How democratic and accountable are the new institutions of global governance?

**Unit-VII : Security in Contemporary World :**

Traditional concerns of security and politics of disarmament. Non-traditional or human security : global poverty, health and education. Issues of human rights and migration.

**Unit-VIII : Environment and Natural Resources in Global Politics :**

Environment movement and evolution of global environmental norms. Conflicts over traditional and common property resources. Rights of indigenous people. India's stand in global environmental debates.

**Unit-IX : Globalization and Its Critics :**

Economic, cultural and political manifestations. Debates on the nature of consequences of globalization. Anti-globalization movements. India as an arena of globalization and struggles against it.

**Part-B : POLITICS IN INDIA SINCE INDEPENDENCE****Course Rationale :**

It is a common experience that the younger generation of citizens does not know very much about the first and formative fifty years in the history of independent India. They often know more about India of 1920s or 1940s than they do about any decade in post-independence period including even the 1990s. This course seeks to fill this lacuna with a view to providing the students with information and perspective that would help them in their further study of Political Science and their role as a citizen. That is why there is a focus on political history; other dimensions are brought in only to the extent they impinge on political history. In doing so, the course seeks to incorporate the lessons learnt from the discipline of history: that history must not become a mere chronicle of dates and events, that it should be integrated into an analytical narrative, that the history of politics must not become a narrow history of national political events and personalities and that history writing must not take place from a narrow partisan angle. The syllabus has to be illustrative rather than comprehensive: the idea is to identify some major developments in any period and then illustrate it with some events and personalities at the national level as well as in a select state or region. It is suggested that some of the recent political developments should be handled in general terms avoiding reference to persons active in today's politics.

**Learning Objectives :**

- ❖ Enable students to be familiar with some of the key political events and figures in the post-independence period.
- ❖ Develop skills of political analysis through events and processes of recent history.
- ❖ Develop their capacity to link macro processes with micro situations and their own life.
- ❖ Encourage the students to take a historical perspective of making sense of the contemporary India.

**Unitwise Distribution of Course contents :****Unit-I : Era of One-Party Dominance :**

First three general elections, nature of Congress dominance at the national level, uneven dominance at the state level, coalitional nature of Congress. Major opposition parties.

**Unit-II : Nation-Building and Its Problems :**

Nehru's approach to nation-building; Legacy of partition; challenge of 'refugee' resettlement, the Kashmir problem. Organisation and reorganisation of states; Political conflicts over language.

**Unit-III : Politics of Planned Development :**

Five year plans, expansion of state sector and the rise of new economic interests. Famine and suspension of five year plans. Green revolution and its political fallouts.

**Unit-IV : India's External Relations :**

Nehru's foreign policy. Sino-Indian war of 1962, Indo-Pak war of 1965 and 1971. India's nuclear programme and shifting alliance in world politics.

**Unit-V : Challenge to and Restoration of Congress System :**

Political succession after Nehru. Non-Congressism and electoral upset of 1967, Congress split and reconstitution, Congress victory in 1971 elections, politics of 'garibi hatao'.

**Unit-VI : Crisis of the Constitutional Order :**

Search for 'committed' bureaucracy and judiciary. Navnirman movement in Gujarat and the Bihar movement. Emergency; context, constitutional and extra-constitutional dimensions, resistance to emergency. 1977 elections and the formation of Janata Party. Rise of civil liberties organisations.

**Unit-VII : Regional Aspirations and Conflicts :**

Rise of regional parties. Punjab crisis and the anti-Sikh riots of 1984. The Kashmir situation. Challenges and responses in the North East.

**Unit-VIII : Rise of New Social Movements :**

Farmers' movements, Women's movement, Environment and Development-affected people's movements. Implementation of Mandal Commission report and its aftermath.

**Unit-IX : Democratic Upsurge and Coalition Politics :**

Participatory upsurge in 1990s. Rise of the JD and the BJP. Increasing role of regional parties and coalition politics. UF and NDA governments. Elections 2004 and UPA government.

**Unit-X : Recent Issue and Challenges :**

Challenge of and responses to globalization : new economic policy and its opposition. Rise of OBCs in North Indian politics. Dalit politics in electoral and non-electoral arena. Challenge of communalism : Ayodhya dispute, Gujarat riots.

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# HISTORY

## SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Time : Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

	Marks	Periods
<b>Section A : Archaeology, Ancient India &amp; Assam through the ages</b> Unit 1-4	35	65
<b>Section B : Medieval India</b> Unit 5-9	25	60
<b>Section C : Modern India</b> Unit 10-15	30	60
<b>Unit 16 : Map Work</b>	10	15
<b>Total</b>	<b>100</b>	<b>200</b>

Unitwise Distribution of Course contents :

### THEMES

**Unit-1 : The story of the First Cities :**

**Harappan Archeology**

**Broad overview :** Early urban centres

**Story of discovery :** Harappan civilization.

**Excerpt :** Archeological report on a major site.

**Discussion :** how it has been utilized by archeologists/historians.

**Unit -2 : Political and Economic History :**

**How Inscriptions tell a story**

**Broad overview :** Political and economic history from the Mauryan to the Gupta Period.

**Story of discovery :** Inscriptions and the understanding of political and economic history.

**Excerpt :** Asokan inscription and Gupta period land grants.

**Discussion :** Interpretation of inscriptions by historians.

**Unit-3 : Social Histories: Using the Mahabharata**

### OBJECTIVE

- ❖ Familiarise the learner with early urban centres and economic and social institutions.
- ❖ Introduce the ways in which new data can be lead to revision of existing notions of history.
- ❖ Illustrate how archeological reports are analysed and interpreted by scholars.
- ❖ Familiarise the learner with major trends in the political and economic history of the subcontinent from c. 4th century BCE to c. 5th century CE.
- ❖ Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.

**Broad overview :** Issues in social history, including castes, kinship and gender.

**Story of discovery :** Transmission and publications of the Mahabharata.

**Excerpt :** From the Mahabharata, illustrating how it has been used by historians.

**Discussion :** Other sources for reconstructing social history.

#### **Unit-4 : A History of Buddhism: Sanchi Stupa**

**Broad overview :** (a) A brief review of religious histories of Vedic religion, Jainism, Vaisnavism, Saivism.

(b) Focus on Buddhism.

**Story of discovery :** Sanchi Stupa.

**Excerpt :** Reproduction of sculptures from Sanchi.

**Discussion :** Ways in which sculpture has been interrupted by historians, other sources for reconstructing the history of Buddhism.

#### **Assam Through the Ages :**

**Broad overview :** Stages of the history of Assam from prehistoric to modern period.

- ❖ Familiarise the learner with issues in social history.
- ❖ Introduce strategies of textual analysis and their use in reconstruction of social history.
- ❖ Discuss the major religious developments in early India.
- ❖ Introduce strategies of visual analysis and their use in reconstructing histories of religion.
- ❖ Familiarise the learners different stages of Assam History from prehistoric to modern period.
- ❖ Focus the political, social, economic, religious and cultural History of Assam.
- ❖ Familiarise the learners with accounts in travellers and chroniclers.
- ❖ Brief discussion on Assam's participation in freedom movement.

### **Part -II**

#### **Unit-5 :Agrarian relations: The Ain-i-Akbari**

**Broad overview :** a) Structure of agrarian relations in the 16th and 17th centuries.

(b) Patterns of change over the period.

**Story of discovery :** Account of the compilation and translation of Ain-i Akbari.

**Excerpt :** From the Ain-i Akbari

**Discussion:** Ways in which historians have used the text to reconstruct history.

- ❖ Discuss developments in agrarian relations.
- ❖ Discuss how to supplement official document with other source.

#### **Unit-6 : The Mughal Court: Reconstructing**

- ❖ Familiarise the learner with the major

**Histories through Chronicles**

**Broad Overview :** (a) Outline of political history 15th-17th centuries.

(b) Discussion of the Mughal court and politics.

**Story of Discovery:** Account of the production of court chronicles, and their subsequent translation and transmission.

**Excerpts:** from the Akbarnama and Padshabnama.

**Discussion :** Ways in which historians have used the texts to reconstruct political histories.

landmarks in political History.

- ❖ Show how chronicles and other sources are used to reconstruct the histories of political institutions.

**Unit-7 :New Architecture: Hampi**

**Broad overview :** (a) Outline of new buildings during Vijaynagar period– temples, forts, irrigation facilities.

(b) Relationship between architecture and the political system.

**Story of Discovery :** Account of how Hampi was found.

**Excerpts:** Visuals of buildings at Hampi.

**Discussion:** Ways in which historians have analysed and interpreted these structures.

**Unit-8 : Religions Histories: The Bhakti-Sufi Tradition**

**Broad overview :** (a) Outline of religious developments during this period.

(b) Ideas and practices of the Bhakti-Sufi saints.

**Story of Transmission:** How Bhakti-Sufi compositions have been preserved.

**Excerpts :** Extracts from selected Bhakti-Sufi works.

**Discussion:** Ways in which these have been interpreted by historians.

**Unit-9 : Medieval Society through Travellers' Account**

**Broad overview:** Outline of social and cultural life as they appear in traveller's accounts.

**Story of their writings :** A discussion of where they travelled, why they travelled, what they wrote and for whom they wrote.

- ❖ Familiarise the learner with the new buildings that were built during the time.
- ❖ Discuss the ways in which architecture can be analyzed to reconstruct history.
- ❖ Familiarise the learner with religious developments.
- ❖ Discuss ways of analysing devotional literature as sources of history.
- ❖ Familiarise the learner with the salient features of social histories described by the travellers.
- ❖ Discuss how travellers' accounts can be used as sources of social history.



**Excerpts :** from Alberuni, Ibn Batuta, Bernier.

**Discussion :** What these travel accounts can tell us and how they have been interpreted by historians.

### Part-III

#### Unit-10 : Colonialism and Rural Society:

##### Evidence from Official Reports

**Broad overview :** (a) Life of zamindars, peasants and artisans in the late 18th century.

(b) East India Company, revenue settlements and surveys.

(c) Changes over the nineteenth century.

**Story of official records :** An account of why official investigations into rural societies were undertaken and the types of records and reports produced.

**Excerpts :** From Firminger's Fifth Report, Accounts of Francis Buchanan-Hamilton, and Deccan Riots Report.

**Discussion :** What the official records tell and do not tell, and how they have been used by historians.

#### Unit-11 :Representations of 1857

**Broad Overview:** (a) The events of 1857-58

(b) How these events were recorded and narrated

**Focus:** Lucknow.

**Excerpts:** Pictures of 1857. Extracts from contemporary accounts.

**Discussion:** How the pictures of 1857 shaped British opinion of what had happened.

#### Unit-12 :Colonialism and Indian Towns:

##### Town Plans and Municipal Reports

**Broad overview:** The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th century.

**Excerpts:** Photographs and paintings. Plans of cities. Extract from town plan reports. Focus on Kolkata town planning.

**Discussion:** How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.

#### Unit-13 : Mahatma Gandhi through Contemporary Eyes

❖ Discuss how colonialism affected zamindars, peasants and artisans.

❖ Understand the problems and limits of using official sources for understanding the lives of people.

❖ Discuss how the events of 1857 are being reinterpreted.

❖ Discuss how visual material can be used by historians.

❖ Familiarise the learner with the history of modern urban centres. Discuss how urban histories can be written by drawing on different types of sources.

❖ Familiarise the learner with significant elements of the nationalist movement and

**Broad Overview :** (a) The nationalist movement 1918-48, (b) The nature of Gandhian politics and leadership.

**Focus:** Mahatma Gandhi in 1931.

**Excerpts:** Reports from English and Indian language newspapers and other contemporary writings.

**Discussion:** How newspapers can be a source of history.

#### **Unit-14 : Partition through Oral Sources**

**Broad Overview :** (a) The history of the 1940s; (b) Nationalism, Communalism and Partition.

**Focus:** Punjab and Bengal.

**Excerpts:** Oral testimonies of those who experienced partition.

**Discussion:** Ways in which these have been analysed to reconstruct the history of the event.

#### **Unit-15 :The Making of the Constitution**

**Broad Overview :** (a) Independence and the new nation state. (b) The making of the Constitution.

**Focus:** The Constitutional Assembly debates.

**Excerpts:** From the debates.

**Discussion :** What such debates reveal and how they can be analyzed.

#### **Unit-16 : Map Work**

the nature of Gandhian.

- ❖ Discuss how Mahatma Gandhi was perceived by different groups.
- ❖ Discuss how historians need to read and interpret newspapers, dairies and letters as historical source.
- ❖ Discuss the last decade of the national movement, the growth of communalism and the story of Partition.
- ❖ Understand the events through the experience of those who lived through these years of communal violence.
- ❖ Show the possibilities and limits of oral sources.
- ❖ Familiarise students with the history of the early years after independence.
- ❖ Discuss how the founding ideals of the new nation state were debated and formulated.
- ❖ Understand how such debates and discussions can be read by historians.
- ❖ Familiarise the learner with the outline map of ancient India and Assam.
- ❖ Familiarise the learner with the cities and places of ancient India and Assam.
- ❖ Familiarise the learners with the effected areas/ places of ancient India where historical events were took place.
- ❖ Familiarise the learners with the ancient World map with special reference to South Asia.

## LOGIC AND PHILOSOPHY

### SYLLABUS FOR HIGHER SECONDARY COURSE

#### Objective :

Philosophy enquires into the meaning and significance of life and the world. It is called a second order discipline in so far as it enquires into the foundations and presuppositions of various disciplines. Logic is a science which deals with forms of arguments. In an extended sense, it studies the methodology of deductive as well as inductive science. Modern logic is a fastly developing science and it is closely related to mathematics. It does not cancel the Aristotelian logic but points out its limitations. So in the syllabus, we intend to acquaint the students with the elements of traditional logic, modern logic and scientific method. The syllabus will also acquaint students with a few essential problems of Western and Indian Philosophy.

## LOGIC AND PHILOSOPHY

### SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Time : Three Hours

Marks 100

#### Unitwise Distribution of Marks and Periods :

		Marks	Periods
<b>GROUP-A : LOGIC (Marks-60)</b>			
Unit-1	Induction, its kinds	15	30
Unit-2	Grounds of Induction	15	30
Unit-3	Hypothesis and its kinds	15	30
Unit-4	Mill's Methods of Experimental Enquiry	15	30
<b>GROUP-B : PHILOSOPHY (Marks-40)</b>			
Unit-5	Realism– Native Realism	10	20
Unit-6	Idealism– Subjective Idealism	10	20
Unit-7	Ethics– Its meaning and Nature	10	20
Unit-8	Religion– Its meaning and Nature, Religion and Morality	10	20
<b>Total</b>		<b>100</b>	<b>200</b>

#### Unitwise Distribution of Course contents :

#### GROUP-A : LOGIC (Marks-60)

<b>Unit-1 : Induction :</b>	<b>15</b>
Its kinds– Scientific Induction, Unscientific Induction and Analogy	
<b>Unit-2 : Grounds of Induction :</b>	<b>15</b>
Formal ground and Material ground,	

	Paradox of Induction	
<b>Unit-3:</b>	<b>Hypothesis and its Kinds, :</b>	<b>15</b>
	Conditions of valid Hypothesis	
<b>Unit-4:</b>	<b>Mills Methods of Experimental Enquiry :</b>	<b>15</b>
<b>GROUP-B : PHILOSOPHY (Marks-40)</b>		
<b>Unit-5:</b>	<b>Realism :</b>	<b>10</b>
	Native Realism and Scientific Realism	
<b>Unit-6:</b>	<b>Idealism :</b>	<b>10</b>
	Subjective Idealism and Objective Idealism.	
<b>Unit-7:</b>	<b>Ethics– Its meaning and Nature,</b>	
	Object of Moral judgment	<b>10</b>
<b>Unit-8:</b>	<b>Religion–</b>	<b>10</b>
	Its meaning and nature, Religion and Morality.	

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# PSYCHOLOGY

## SYLLABUS FOR HIGHER SECONDARY COURSE

### Introduction :

Psychology is the one of the fast growing sciences. There is no human endeavour which is not effected by the knowledge of psychology. Thus psychology has made inroad into many new domain. Psychology is introduced as an elective subject at the higher secondary stage of education. As a discipline, psychology specialises as the study of experiences, behaviours and mental processes of human being within a socio-cultural context. This higher secondary course of psychology purports to introduce the learners to the basic ideas, principles and methods of psychology so as to enable them to understand themselves and their social world better. The specific objectives of Higher Secondary Second year course of Psychology are :

1. to develop an understanding about the psychological attributes on which people differ from each other.
2. to give a clear concept about self and personality.
3. to develop an awareness among students about life challenges and the ways to cope with these challenges.
4. to develop an understanding among students about the major psychological disorders.
5. to familiarise students with basic nature and process of psychotherapy.
6. to acquaint student with attitude and social cognition process.
7. to develop an understanding among students about social influence and group process.
8. to enable learners to apply psychology to common problems of life.
9. to acquaint students with psychological skill.

**Total Marks : 70 (Theory)**

**Periods : 180**

### Unitwise Distribution of Marks and Periods (Theory) :

Unit No.	Title	Marks	Periods
Unit-1:	Variations in Psychological Attributes	10	20
Unit-2:	Self and Personality	10	22
Unit-3:	Meeting life challenges	6	16
Unit-4:	Psychological Disorders	6	16
Unit-5:	Therapeutic Approaches	6	18
Unit-6:	Attitude and Social cognition	8	24
Unit-7:	Social Influence and Group processess	8	24
Unit-8:	Psychology and life	8	20
Unit-9	Developing Psychological skills	8	20
<b>Total</b>		<b>70</b>	<b>180</b>

**Unitwise Distribution of Course contents :****Unit-1 : Variations in Psychological Attributes**

- (i) Individual differences in human functioning
- (ii) Assessment of Psychological attributes
- (iii) Intelligence : Theories of Intelligence
  - \* Theory of Multiple Intelligence
  - \* Triarchic theory of Intelligence
  - \* Planning, Attention arousal and simultaneous-Successive Model of Intelligence
- (iv) Individual difference in Intelligence
- (v) Culture and Intelligence
- (vi) Emotional Intelligence
- (vii) Special Abilities

**Unit-2 : Self and personality**

- (i) Concept of Self
- (ii) Cognitive behavioural aspects of Self–Self esteem, Self-efficacy and Self-regulation.
- (iii) Culture and Self
- (iv) Concept of personality
- (v) Major Approaches to the study of Personality-Type Approach, Trait Approach, Five factor Model of personality, Psychodynamic Approach, Behavioural Approach, Cultural Approach, Humanistic Approach, Healthy Personality
- (vi) Assessment of personality

**Unit-3 : Meeting life Challenges**

- (i) Nature, Types and Sources of Stress
- (ii) Effect of Stress on Psychological Functioning and health
- (iii) Coping with stress
- (iv) Promoting positive health and well-being

**Unit-4 : Psychological Disorders**

- (i) Concept of Abnormality and Psychological Disorders
- (ii) Classifications of Psychological Disorders
- (iii) Factors Underlying Abnormal Behaviour
- (iv) Major Psychological Disorders

**Unit-5 : Therapeutic Approaches**

- (i) Nature and process of Psychotherapy
- (ii) Types of Therapies
- (iii) Rehabilitation of the Mentally ill

**Unit-6 : Attitude and Social Cognition**

- (i) Explaining Social Behaviour
- (ii) Nature and Components of Attitudes
- (iii) Attitude formation and change
- (iv) Prejudice and Discrimination
- (v) Strategies for Handling Prejudice
- (vi) Social Cognition
- (vii) Schemas and Stereotypes

- (viii) Impression Formation and Explaining
- (ix) Behaviour of others through Attribution
- (x) Behaviour in presence of others
- (xi) Pro-social behaviour

**Unit-7 : Social Influences and Group Process**

- (i) Nature and promotion of Groups
- (ii) Types of Groups
- (iii) Influence of group on Individual behaviour
- (iv) Conformity, Compliance and Obedience
- (v) Co-operation and competition
- (vi) Social Identity
- (vii) Inter-group conflict : Nature and causes
- (viii) Conflict Resolution Strategies

**Unit-8 : Psychology and Life**

- (i) Human Environment Relationship
- (ii) Environmental Effects on Human Behaviour  
Pollution, Crowding, Natural Disasters
- (iii) Promoting pro-environmental Behaviour
- (iv) Psychology and social concerns
  - \* Poverty and discrimination
  - \* Aggression, violence and peace
  - \* Mahatma Gandhi on Non-violence
  - \* Health
  - \* Impact of Television on Behaviour

**Unit-9 : Developing Psychological Skills**

- (i) Developing an Effective Psychologist
- (ii) General Skills
- (iii) Observational Skills
- (iv) Specific Skills
- (v) Interview Skills
- (vi) Counselling Skills

**PSYCHOLOGICAL PRACTICAL (H.S. 2nd Year)**

**Total Marks- 30**

**Periods-60**

**(Projects, Psychological Testing, Case Studies, etc.)**

The students shall be required to prepare one case profile and conduct five practicals related to the topics covered in the course. The case profile will include developmental history of the subject, using both qualitative (observation, interview, rating etc.) and quantitative approaches. Practical would involve using standardised psychological assessment devices in different domains (intelligence, personality, aptitude, adjustment, attitude, self-concept and anxiety).

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## EDUCATION

### SYLLABUS FOR HIGHER SECONDARY COURSE

#### Introduction :

Education is a triune concept having three connotation– a process, a product and a discipline. Education as a discipline in an organized body of knowledge which deals with issues of what, why, how, who and even when in the educational process. Thus, as a subject of study ‘Education’ deals with such questions of context, reasons and methods and timing in the process of education as well as the background of the individual to be educated. These questions are under different specialization within the broader field of Education. The need of the subject ‘Education’ is felt, basically, for professional growth of teacher as well as those associated with various areas of education system. The Higher secondary course in ‘Education’ is to be treated as a preparatory course leading to the higher study in the subject. Therefore, general objective of this course is to provide a general understanding of the basic and fundamental concepts of the subject and to create an appreciation towards the subject.

#### Specific Objectives :

The specific objectives of Higher Secondary Second year course are–

- (a) to acquaint the students with the developmental trend of Secondary Education in India as well as in Assam.
- (b) to make students familiar with the system of Non-formal Education as an alternative mode of formal education.
- (c) to acquaint the students with different current trends in Education.
- (d) to develop an understanding among the students about the psychological process of learning.
- (e) to familiarize students with the mental processes of memory, attention and interest as important elements in learning process.
- (f) to make students aware about the importance of mental health and hygiene.
- (g) to introduce students with the elementary statistical techniques.

## EDUCATION

### 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	Development of Secondary Education in India and Assam (Post Independence Period)	15	30
Unit-II	Non-formal Education	10	20
Unit-III	Current Trends in Education	15	30
Unit-IV	Learning	15	30



Unit-V	Memory, Forgetting, Attention and interest	15	30
Unit-VI	Mental Health and Hygiene	10	20
Unit-VII	Elementary Educational Statistics	20	40
<b>Total</b>		<b>100</b>	<b>200</b>

**Unitwise Distribution of Course contents :**

**Unit-I: Secondary Education in India and Assam  
(Post Independence Period) :**

- (a) Mudaliar Commission–
  - Defects of education
  - Aims of education
- (b) Kothari Commission–
  - Aims of education
  - Structural pattern
  - Vocationalisation of Secondary Education
- (c) National Policy of Education 1986– Salient Features
- (d) Secondary Education in Assam in Post Independence Period
  - Development after independence
  - Problems of Secondary Education in Assam

**Unit-II: Non-formal Education**

- (a) Non-formal Education
  - Meaning, definition, Objective, scope and Characteristics of Non-formal Education
  - Importance of Non-formal Education
- (b) Correspondence Education– Meaning, definition, objective and importance
- (c) Distance Education– Meaning, definition objective, nature and importance
- (d) Open Education– Meaning, objective, merits and demerits
- (e) Open University– Meaning, objective and development of Open University

**Unit-III: Current Trends in Education**

- (a) Environmental Education
  - Concept, Objective and Scope
  - Need and Importance
  - Principles of Environmental Education
  - Environmental Education in Educational institutions.
- (b) Population Education
  - Concept, Objectives and Characteristics
  - Need and importance
  - Population Education in Educational institutions
- (c) Physical Education
  - Meaning and Definitions
  - Need and importance

- Physical Education in Educational institutions
- (d) Value Education
  - Meaning and characteristics
  - Need and importance
  - Value Education in Educational institutions
- (e) Women empowerment
  - Meaning and Definitions
  - Status of women in Indian Educational system
  - Education for women empowerment

**Unit-IV : Learning**

- Meaning, nature and characteristics
- Learning and maturation
- Factors of learning
- Methods of learning–
  - Trial and error
  - Learning by conditioning
  - Insightful learning
- Major laws of learning and their Educational significance

**Unit-V : Memory, Foregetting, Attention and interest**

- (a) Memory and forgetting
  - Meaning and characteristics of Memory
  - The process of memorization
  - Types and marks of good memory
  - Improvement of memory
  - Meaning of forgetting
  - Causes of forgetting
  - Role of teacher in improvement of memory.
- (b) Attention and interest
  - Meaning and characteristics of attention
  - Determinants (conditions) of attention
  - Types of attention
  - Interest– Meaning, Sources and Types
  - Relation between attention and interest
  - Educational significance of attention and interest

**Unit-VI : Mental Health and Hygiene**

- (a) Mental health
  - Meaning and characteristics
  - Characteristics of a mentally healthy person
- (b) Mental hygiene
  - Meaning, Objective and Scope

- Functions of Mental Hygiene
- Home environment and Mental health
- Mental health and school

**Unit-VII : Educational Statistics**

- (a) Concept of Statistics, Uses of statistics in Education and Psychology
- (b) Statistical methods–
  - Tabulation of data Frequency distribution table
  - Graphic representation of data- meaning advantages and rules –Histogram and polygon
  - Diagram-Bar diagram and Pie diagram
- (c) Measures of Central Tendency
  - Meaning and uses
  - Various measures of Central Tendency (mean, median and mode) –Their meaning, uses, merits and demerits
  - Calculation of mean, median and mode– from grouped and ungrouped data (In case of mean both long and short method)
- (d) Measures of variability
  - Meaning and uses
  - Various measures of variability
  - Range-meaning, uses, merits-demerits and calculation
  - Quartile Deviation– meaning, uses, merits-demerits and calculation

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# SOCIOLOGY

## SYLLABUS FOR HIGHER SECONDARY COURSE

### Rationale :

Sociology is introduced as an elective subject at the higher secondary stage. The syllabus is designed to help learners to reflect on what they hear and see in the course of everyday life and develop a constructive attitude towards society in change; to equip a learner with concepts and theoretical skills for the purpose. The curriculum of Sociology at this stage should enable the learner to understand dynamics of human behaviour in all its complexities and manifestations. The learners of today need answers and explanations to satisfy the questions that arise in their minds while trying to understand social world. Therefore, there is a need to develop an analytical approach towards the social structure so that they can meaningfully participate in the process of social change. There is scope in the syllabus not only for interactive learning, based on exercises and project work but also for teachers and students to jointly innovate new ways of learning.

- ❖ **Sociology studies society :** The child's familiarity with the society in which she/ he lives makes the study of Sociology a double edged experience. At one level Sociology studies institutions such as family and kinship, class, caste and tribe, religion and region– contexts with which children are familiar, even if differentially. For example, India is a society which is varied both horizontally and vertically. The effort in the books will be to grapple overtly with this both as a source of strength and as a site for interrogation.
- ❖ **Significantly the intellectual legacy of sociology** equips the discipline with a plural perspective that overtly engages with the need for defamiliarisation, to unlearn and question the given. This interrogative and critical character of sociology also makes it possible to understand both other cultures as well as relearn about one's own culture.
- ❖ This plural perspective makes for an inbuilt richness and openness that not too many other disciplines in practice share. From its very inception sociology has had mutually enriching and contesting traditions of an interpretative method that openly takes into account 'subjectivity' and causal explanations that pays due importance to establishing causal correspondences with considerable sophistication. Not surprisingly its field work tradition also entails large scale survey methods as well as a rich ethnographic tradition. Indeed Indian sociology in particular has bridged this distinction between what has often been seen as distinct approaches of sociology and social anthropology. The syllabus provides ample opportunity to make the child familiar with the excitement of field work as well as its theoretical significance for the very discipline of sociology.
- ❖ The plural legacy of sociology also enables a bird's eye view and a worm's eye view of the society the child lives in. This is particularly true today when the local is inextricably defined and shaped by macro global processes.
- ❖ The syllabus proceeds with the assumption that gender as an organizing principle of society cannot be treated as an add on topic but is fundamental to the manner that all chapters shall be dealt with.
- ❖ The chapters shall seek for a child centric approach that makes it possible to connect the lived reality of children with social structures and social processes that Sociology studies.

- ❖ A conscious effort will be made to build into the chapters a scope for exploration of society that makes learning a process of discovery. A way towards this is to deal with sociological concepts not as given but a product of societal actions, humanly constructed and therefore open to questioning.

**Objectives :**

- ❖ To enable learners to relate classroom teaching to their outside environment.
- ❖ To introduce them to the basic concepts of sociology that would enable them to observe and interpret social life.
- ❖ To be aware of the complexity of social processes.
- ❖ To appreciate diversity in society in India and the world at large.
- ❖ To build the capacity of students to understand and analyse the changes in contemporary Indian society.

**SOCIOLOGY****SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE****One Paper****Times : Three Hours****Marks 100****Unitwise Distribution of Marks and Periods :**

Unit No.	Title	Marks	Periods
<b>INDIAN SOCIETY</b>			
Unit-I	Structure of Indian Society	12	22
Unit-II	Social Institutions : Continuity & Change	15	26
Unit-III	Social Inequality & Exclusion	10	22
Unit-IV	The Challenges of Unity in Diversity	15	26
<b>CHANGES AND DEVELOPMENT IN INDIA</b>			
Unit-V	Process of Social Change in India	10	20
Unit-VI	Social Change and the Polity	8	22
Unit-VII	Social Change and the Economy	10	22
Unit-VIII	New Areas of Social Change	10	20
Unit-IX	Social Movements	10	20
<b>Total</b>		<b>100</b>	<b>200</b>

**Unitwise Distribution of Course contents :****INDIAN SOCIETY****Unit-I: Structure of Indian Society**

- ❖ **Introducing Indian Society :** Colonialism, Nationalism, Class and Community
- ❖ Demographic Structure
- ❖ Rural-Urban Linkages and Divisions

**Unit-II: Social Institutions : Continuity and Change**

- ❖ Family and Kinship
- ❖ The Caste System
- ❖ Tribal Society

- ❖ The Market as a Social Institutions

**Unit-III : Social Inequality and Exclusion**

- ❖ Caste Prejudice, Scheduled Castes and Other Backward Classes.
- ❖ Marginalisation of Tribal Communities
- ❖ The Struggle for Women's Equality
- ❖ The Protection of Religious Minorities

**Unit-IV : The Challenges of Unity in Diversity**

- ❖ Problems of Communalism, Regionalism, Casteism and Patriarchy
- ❖ Role of the State in a Plural and Unequal Society
- ❖ What We Share

**CHANGES AND DEVELOPMENT IN INDIA**

**Unit-V : Process of Social Change in India**

- ❖ **Process of Structural Change :** Colonialisation, Industrialisation, Urbanisation
- ❖ *Process of Cultural Change :* Modernization, Westernisation, Sanskritisation, Secularisation.
- ❖ Social Reform Movements and Laws

**Unit-VI : Social Change and the Polity**

- ❖ The Constitution as an instrument of Social Change
- ❖ Parties, Pressure Groups and Democratic Politics
- ❖ Panchayati Raj and the Challenges of Social Transformation

**Unit-VII : Social Change and the Economy**

- ❖ Land Reforms, the Green Revolution and Agrarian Society
- ❖ From Planned Industrialisation to Liberalisation
- ❖ Changes in the Class Structure

**Unit-VIII : New Areas of Social Change**

- ❖ Media and Social Change
- ❖ Globalisation and Social Change

**Unit-IX : Social Movements**

- ❖ **Class-Based Movements :** Workers, Peasants
- ❖ **Caste-Based Movements :** Dalit Movement, Backward Castes, Trends in Upper Caste Responses
- ❖ Women's Movements in Independent India
- ❖ Tribal Movements
- ❖ Environmental Movements

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# ANTHROPOLOGY

## SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

**One Paper**

**Three Hours**

**Marks 70**

### Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Unit-I:	Physical Anthropology (ii)	15	30
Unit-2:	Pre historic Archaeology (ii)	15	30
Unit-3:	Material Culture and Economic Anthropology	10	20
Unit-4:	Social Anthropology and Ethnography	20	40
Unit-5:	Ecology	10	20
<b>Total</b>		<b>70</b>	<b>140</b>

### Unitwise Distribution of Course contents :

#### Unit-1 : Physical Anthropology (ii) :

- (i) Preliminary knowledge of Human genetics. Mendel's Laws of heredity Monohybrid and Dihybrid ratio.
- (ii) Definition of Race and Racial criteria, significance of skin colour, Eye form and colour, Head form, and ABA blood groups as racial criteria.
- (iii) Racial classification, distinctive physical features and geographical distribution of the major racial groups of man: Caucasoid, Mongoloid, Negroid and Australoid.

#### Unit-2 : Prehistoric Archaeology (ii) :

- (i) Tool Making: Techniques of manufacturing core and flake tools, primary and secondary flaking, pressure flaking, grinding and polishing. Materials used in making prehistoric tools.
- (ii) Tool families: Pebble tools, Hand axe, Cleaver, Scrapers, Microliths, Points, Blades, Awl, Graver, Celts, Sickles, Spear-head, Arrow-head and Bone tools.
- (iii) Prehistoric Cultures: A brief outline of the following prehistoric cultures of the Paleolithic, Mesolithic and Neolithic periods-
- (iv) A comparative study of the salient features of Paleolithic and Neolithic cultures.

#### Unit-3 : Material culture and economic Anthropology :

- (i) Economic life: meaning and aspects, characteristic features of primitive or simple economic system.
- (ii) Subsistence economy: domestication of animals-pastoralism, agriculture-shifting cultivation, horticulture, terrace cultivation and plough cultivation.
- (iii) Brief outline of the methods of hunting, fishing and agriculture with reference to Various communities of North East India as far as practicable.

#### Unit-4 : Social Anthropology and Ethnography :

A : *Social Anthropology* :

- (i) Family: Definition, forms and types: nuclear family, joint family, family of orientation, family of

procreation, monogamous and polygamous (polygynous and polyandrous).

- (ii) Clustered relationship in nuclear family.
- (iii) Rules of residence: Patrilocal, matrilocal, neolocal, avunculocal, bi-local, matripatri local. Rules of descent: Patrilineal and matrilineal descent.
- (iv) Functions of family, social nature of family.

**B : Ethnography :**

- (i) A brief outline of the land and people of North-East India.
- (ii) Study of material culture and economic life of the following communities  
The Garo : Shifting or Jhum cultivation.  
The Mishing : Plough cultivation
- (iii) A study of social organization of the Ao Naga and the Apatani.

**Unit-5 : Ecology :**

- (i) Meaning and definition of ecology and environment.
- (ii) Elements of environment: Solid, liquid, and gas.
- (iii) Physical or abiotic environment, biological or biotic environment and sociocultural environment.
- (iv) Man as the main agent to disturb the ecological balance.

**SYLLABUS FOR ANTHROPOLOGY PRACTICAL**

**Time : Three Hours**

**Total Marks- 30**

**Unit-I: Physical Anthropology:**

**15 Marks**

A. Osteology :

- (i) Introduction to the subject
- (ii) Study and acquiring knowledge of anatomical position of the following Human bones- Frontal, Occipital, Parietal, Temporal, Mandible, Humerus, Radius, Ulna, Scapula, Innominate, Femur, Tibia, Fibula.  
Students are required to draw the above bones (one each) proportionately Labeling the important features and to describe them.  
Side identification of the following bones are to be made: Parietal, Scapula, Innominate, Femur.

**Unit-2 : Social Survey:**

**15 Marks**

- (a) Students are to be given very preliminary idea on anthropological field work and social survey in the classroom. The survey schedule to be used shall be explained to them.
- (b) The students are required to collect demographic data by using the survey schedule given in annexure "A" (at least 10 families each) in a neighboring area and the teacher/ teachers accompanying them will teach them the technique of collecting such data.
- (c) The collected data are to be tabulated, analyzed under the following heads:
  - (i) Age -sex distribution (taking age group of five years starting from 0 to 80)
  - (ii) Marital status (showing married, widow/ widower, divorced/ divorcee and unmarried)
  - (iii) Family type (primary family, joint family, polygamous family)
  - (iv) Educational standard.
  - (v) Occupation (showing primary and subsidiary)
 Students are to prepare a model table for each of the above heads and fit/tabulate their data in them. Each table is to be followed by a short analysis of the same.



- (d) The survey schedules used by the students are to be varified and corrected by the teachers and the same are to be submitted along with the analysis of the survey data at the time of examination.

### Distribution of Marks in Practical Examination

1. Osteology	10
2. Note book on osteology	3
3. Viva Voce	2
4. Social Survey	10
5. Viva Voce on Social Survey	5
<b>Total</b>	<b>30</b>

### ANNEXURE : A

#### DEMOGRAPHIC SURVEY SCHEDULE

Serial No..... Tribe/Caste/Community..... Name of the  
 House hold No..... Religion..... Informant.....  
 Investigator..... ViII/Town.....  
 Date..... Police Station.....  
 District.....

SI No	Name of the family members	Sex	Age	Place of birth	Relation with head of the family	Mother tongue	Secondary language	Education	Occupation		Marital status	Remark
									Primary	Secondary		
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

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## 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	45
Unit-2 :	Theory of Probability	40	65
Unit-3 :	Elementary Theory of Sampling and Test of Significance	25	50
Unit-4 :	Sample Survey	15	40
<b>Total</b>		<b>100</b>	<b>200</b>

#### 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, Mutually exclusive and equally likely events. Probability of an event. Classical, Emperical 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). Students '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  $\chi^2$  for testing independence of attributes in  $2 \times 2$  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.

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## 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 and Three-Dimensional Geometry	17	25
Unit-V	Linear Programming	06	15
Unit-VI	Probability	10	20
<b>Total</b>		<b>100</b>	<b>200</b>

**APPENDIX :**

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

**Unitwise Distribution of Course contents :****Unit-I: RELATIONS AND FUNCTIONS**

1. **Relations and Functions :** **(Periods 14)**  
Types of relations : Reflexive, symmetric, transitive and equivalence relations. One to one and onto functions, composite functions, inverse of a function. Binary operations.
2. **Inverse Trigonometric Functions :** **(Periods 14)**  
Definition, range, domain, principal value branches. Graphs of inverse trigonometric functions. Elementary properties of inverse trigonometric functions.

**Unit-II: ALGEBRA**

1. **Matrices :** **(Periods 20)**  
Concept, notation, order, equality, types of matrices, zero matrix, transpose of a matrix, symmetric and skew symmetric matrices. Addition, multiplication and scalar multiplication of matrices, simple properties of addition, multiplication and scalar multiplication. Non-commutativity of multiplication of matrices and existence of non-zero matrices whose product is the zero matrix (restrict to square matrices of order 2). Concept of elementary row and column operations. Invertible matrices and proof of the uniqueness of inverse, if it exists; (Here all matrices will have real entries).
2. **Determinants :** **(Periods 20)**  
Determinant of a square matrix (up to  $3 \times 3$  matrices), properties of determinants, minors, cofactors and applications of determinants in finding the area of a triangle. Adjoint and inverse of a square matrix. Consistency, inconsistency and number of solutions of system of linear equations by example, solving system of linear equations in two or three variables (having unique solution) using inverse of a matrix.

**Unit-III: CALCULUS**

1. **Continuity and Differentiability :** **(Periods 20)**  
Continuity and differentiability, derivative of composite functions, chain rule, derivatives of inverse trigonometric functions, derivative of implicit function. Concept of exponential and logarithmic functions and their derivatives. Logarithmic differentiation. Derivative of functions expressed in parametric forms. Second order derivatives. Rolle's and Lagrange's Mean Value Theorems (without proof) and their geometric interpretations.
2. **Application of Derivatives :** **(Periods 10)**  
Applications of derivatives : Rate of change, increasing/ decreasing functions, tangents and normals, approximation, maxima and minima (first derivative test motivated geometrically and second derivative test given as a provable tool). Simple problems (that illustrate basic principles and understanding of the subject as well as real-life situations).
3. **Integrals :** **(Periods 20)**  
Integration as inverse process of differentiation. Integration of a variety of functions by substitution, by partial fractions and by parts, only simple integrals of the type.

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

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

and  $\int \sqrt{x^2 - a^2} dx$  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.

4. **Applications of the Integrals :** (Periods 10)

Applications in finding the area under simple curves, especially lines, arcs of circles/ parabolas/ ellipses (in standard form only), area between the two above said curves (the region should be clearly identifiable).

5. **Differential Equations :** (Periods 12)

Definition, order and degree, general and particular solutions of a differential equation. Formation of differential equation whose general solution is given. Solution of differential equations by method of separation of variables, homogeneous differential equations of first order and first degree. Solutions of linear differential equation of the type :

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

**Unit-IV : VECTORS AND THREE-DIMENSIONAL GEOMETRY**

1. **Vectors :** (Periods 10)

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 :** (Periods 15)

Direction cosines/ ratios of a line joining two points. Cartesian and vector 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** (Periods 15)

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** (Periods 20)

Multiplication theorem on probability. Conditional probability, independent events, total probability, Baye's theorem. Random variable and its probability distribution, mean and variance of haphazard 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.

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# GEOGRAPHY

## SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

### Rationale :

Geography is introduced as an elective subject at the higher secondary stage. After ten years of general education, students branch out at the beginning of this stage and are exposed to the rigours of the discipline for the first time. Being an entry point for the higher education, students choose geography for pursuing their academic interest and, therefore, need a broader and deeper understanding of the subject. For others, geographical knowledge is useful in daily lives because it is a valuable medium for the education of young people. Its contributions lie in the content, cognitive processes, skills and values that geography promotes and thus helps the students explore, understand and evaluate the environmental and social dimensions of the world in a better manner.

Since geography explores the relationship between people and their environment, it includes studies of physical and human environments and their interactions at different scales— local, state/region, nation and the world. The fundamental principles responsible for the varieties in the distributional pattern of physical and human features and phenomena over the earth's surface need to be understood properly. Application of these principles would be taken up through selected case studies from the world and India. Thus, the physical and human environment of India and study of some issues from a geographical point of view will be covered in greater detail. Students will be exposed to different methods used in geographical investigations.

Common Core Components (NPE 1986) such as India's common cultural heritage, equality of sexes, protection of environment, observance of the small family norm and inculcation of scientific temper will be reflected in the geography syllabus.

The geography course will incorporate some issues of NCF–2005 such as making children sensitive to environment and its protection to nature and preserve the environment, and using geographical knowledge in understanding various environmental and socio-economic issues of the community, region and the country, e.g. gender and marginalised groups.

### Objectives :

#### The course in geography will help learners :

- ❖ Familiarise themselves with the terms, key concepts and basic principles of geography;
- ❖ Search for, recognise and understand the processes and patterns of the spatial arrangement of the natural as well as human features and phenomena on the earth's surface;
- ❖ Understand and analyse the inter-relationship between physical and human environments and their impact;
- ❖ Apply geographical knowledge and methods of inquiry to new situations or problems at different levels— local/regional, national and global;
- ❖ Develop geographical skills, relating to collection, processing and analysis of data/information and

- ❖ preparation of report including maps and graphics and use of computers wherever possible; and
- ❖ Utilize geographical knowledge in understanding issues concerning the community such as environmental issues, socio-economic concerns, gender and become responsible and effective member of the community.

## GEOGRAPHY

### 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
<b>A. FUNDAMENTAL OF HUMAN GEOGRAPHY</b>			
Unit-I	Human Geography	02	05
Unit-II	People	08	18
Unit-III	Human Activities	08	26
Unit-IV	Transport, Communication and Trade	07	18
Unit-V	Human Settlements	05	10
<b>B. INDIA- PEOPLE AND ECONOMY</b>			
Unit-I	People	02	05
Unit-II	Human Settlements	04	08
Unit-III	Resources and Development	09	20
Unit-IV	Transport, Communication and International Trade	07	16
Unit-V	Geographical Perspective on Selected Issues and Problems	06	15
<b>C. ASSAM- LAND, PEOPLE, AND ECONOMY</b>			
Unit-I	Physio graphy, drainage Climate	03	05
Unit-II	People : Composition, distribution, Density	03	05
Unit-III	Economy : Agriculture and industrial base and development	03	05
Unit-IV	Transport and Communication	03	05
<b>D. PRACTICAL WORK (UNIT I AND II)</b>			
Unit-I	Processing of Data and Thematic Mapping	16	20
Unit-II	Field Study or Spatial Information Technology	14	20
<b>Total</b>		<b>100</b>	<b>201</b>

**Unitwise Distribution of Course contents :**

#### **A. FUNDAMENTALS OF HUMAN GEOGRAPHY**

##### **Unit I : Human Geography**

- ❖ Nature and scope

##### **Unit II : People**

- ❖ Population of the world– distribution, density and growth;
- ❖ Population change-spatial patterns and structure; determinants of population change;
- ❖ Age-sex ratio; rural-urban composition;
- ❖ Human development– concept; selected indicators, international comparisons.



**Unit III : Human Activities**

- ❖ Primary activities– concept and changing trends; gathering, pastoral, mining, subsistence agriculture, modern agriculture; people engaged in agriculture and allied activities– some examples from selected countries;
- ❖ Secondary activities– concept; manufacturing : agro-processing, household, small scale, large scale; people engaged in secondary activities– some examples from selected countries;
- ❖ Tertiary activities– concept; trade, transport and communication; services; people engaged in tertiary activities– some examples from selected countries;
- ❖ Quaternary activities– concept; knowledge based industries; people engaged in quaternary activities– some examples from selected countries.

**Unit IV : Transport, Communication and Trade**

- ❖ Land transport– roads, railways– rail network; trans– continental railways;
- ❖ Water transport– inland waterways; major ocean routes;
- ❖ Air transport– Intercontinental air routes;
- ❖ Oil and gas pipelines;
- ❖ Satellite communication and cyber space;
- ❖ International trade– Basis and changing patterns; ports as gateways of international trade, role of WTO in international trade.

**Unit V : Human Settlements**

- ❖ Settlement types– rural and urban; morphology of cities (case study); distribution of mega cities; problems of human settlements in developing countries.

**B. INDIA : PEOPLE AND ECONOMY****Unit I : People**

- ❖ Population– distribution, density and growth; composition of population : linguistic and religious; rural-urban population change through time– regional variations; occupation;
- ❖ Migration : international, national– causes and consequences;
- ❖ Human development– selected indicators and regional patterns;
- ❖ Population, environment and development.

**Unit II : Human Settlements**

- ❖ Rural settlements– types and distribution;
- ❖ Urban settlements– types, distribution and functional classification

**Unit III : Resources and Development**

- ❖ Land resources– general land use; agricultural land use– major crops; agricultural development and problems, common property resources;
- ❖ Water resources– availability and utilization– irrigation, domestic, industrial and other uses; scarcity of water and conservation methods– rain water harvesting and watershed management (one case study related with participatory watershed management to be introduced);
- ❖ Mineral and energy resources– metallic and non-metallic minerals and their distribution; conventional and non-conventional energy sources;
- ❖ Industries– types and distribution; industrial location and clustering; changing pattern of selected industries– iron and steel, cotton textiles, sugar, petrochemicals and knowledge based industries; impact of liberalisation, privatisation and globalisation on industrial location;
- ❖ Planning in India– target area planning (case study); idea of sustainable development (case study).

**Unit IV : Transport, Communication and International Trade**

- ❖ Transport and communication– roads, railways, waterways and airways; oil and gas pipelines; national electric grids; communication networkings– radio, television, satellite and internet;
- ❖ International trade– changing pattern of India’s foreign trade; sea ports and their hinterland and airports.

**Unit V : Geographical Perspective on Selected Issues and Problems  
(One case study to be introduced for each topic)**

- ❖ Environmental pollution; urban-waste disposal;
- ❖ Urbanisation-rural-urban migration; problem of slums;
- ❖ Land Degradation.

**C. ASSAM– LAND PEOPLE AND ECONOMY****Unit I : Physiography, Drainage Climat.****Unit II : People : Composition, Distribution, Density****Unit III : Economy : Agriculture and Industrial base and Development****Unit IV : Transport and Communication****D. PRACTICAL WORKS****Unit I : Processing of Data and Thematic Mapping**

- ❖ Sources of data;
- ❖ Tabulating and processing of data; calculation of averages, measures of central tendency, deviation and rank correlation;
- ❖ Representation of data– construction of diagrams : bars, circles and flowchart; thematic maps; construction of dot; choropleth and isopleth maps.
- ❖ Use of computers in data processing and mapping.

**Unit II : Field Study or Spatial Information Technology**

Field visit and study : map orientation, observation and preparation of sketch; survey on any one of the local concerns : population, ground water changes, land use and land-use changes, poverty, energy issues, soil degradation, drought and flood impacts (any one topic of local concern may be taken up for the study; observation and questionnaire survey may be adopted for the data collection; collected data may be tabulated and analysed with diagrams and maps).

**OR**

**Spatial Information Technology**

Introduction to GIS; hardware requirements and software modules; data formats : raster and vector data, data input, editing and topology building; data analysis; overlay and buffer.

**Note :** There will be six text books, two for theory and one for practical work for each class.

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## HOME SCIENCE

### SYLLABUS FOR HIGHER SECONDARY COURSE

Home Science as a discipline aims to empower learners by developing an understanding in four different areas namely :

- Food and Nutrition
- Human Development
- Community Resource Management and Extension
- Fabric and Apparel Science

#### **Objectives :**

The Syllabus at senior secondary level will help the learners to develop an understanding that the knowledge and skills acquired through the subject Home Science facilitates development of self, family and community. It endeavours to –

- ❖ acquaint learners with the basics of human development with specific reference to self and child.
- ❖ help to develop skills of judicious management of various resources.
- ❖ enable learners to become alert consumers.
- ❖ impart knowledge of nutrition and life styles to enable prevention and management of disease and also to inculcate healthy food habits.
- ❖ help to develop an understanding of textiles for selection and care of clothes.

## HOME SCIENCE

### SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

**One Paper (Theory)**

**Three Hours**

**Marks 70**

#### **Unitwise Distribution of Marks and Periods :**

<b>Unit No.</b>	<b>Title</b>	<b>Marks</b>	<b>Periods</b>
Unit-I	Know Little Children	17	36
Unit-II	Nutrition for Self and Family	16	34
Unit-III.	Money Management and Consumer Education	16	34
Unit-IV	Our Apparel	16	34
Unit-V	Home Science : Its applications	5	16
<b>Total</b>		<b>70</b>	<b>154</b>

#### **Unit-I : Know Little Children (0-3 years)**

**Concept of Pre-natal period :** Concept; Stages of Prenatal Development Characteristics of baby-hood.

**Some specific characteristics :** Physical Development height, Weight, body proportions; Motor development during 0-3 months, 3-6 months, 6-9 months, 9-12 months and 1-3 years (Mile stones only); Social and emotional developments recognition of people around; Socialization, expression of

emotions; Cognitive development; Stages of Cognitive Development.

**Protection from preventable diseases :** Definition of Disease, Different types of Childhood diseases and how they spread, Immunity and Immunization– concept and types (natural and acquired), breast feeding (One of the ways to develop natural immune) immunization chart symptoms of childhood diseases– TB, DPT, Polio, measles, cholera, diarrhoea.

**Special needs of disadvantaged and disabled children :** Concept different needs of children causes, Type of disabilities (Handicap)– Physical Neurological, Social Maladjustment Defect characteristics and needs.

**Substitute care at little children :** Concept, Different needs of children Kinds of Substitute child care, ICDS– Objective and functions.

#### **Unit-II : Nutrition for Self and Family**

**Planning meals for the family :** Meaning and importance of meal planning principles and factors affecting meal planning, Planning meals for the family; Keeping in mind the needs of individual members, including children, pregnant women, lactating mother, members suffering from fever and diarrhoea; role and preparation of O.R.S.

**Ways to ensure good health for the family :** Water for Health, Function, Qualities, household method of making water safe for drinking– Chemical, Physical, Mechanical, Food adulteration– definition and meaning of food adulteration as given by PFA Common adulterants of different food stuff, Simple test for detection of the Adulteration ill effects of some of the adulterants present in the food, Kesari dal, metanil yellow, argemone seed.

#### **Unit-III : Money Management and Consumer Education**

**Family finance/ Management of family finance and consumer Education.**

**Family Income :** Definition, Types, Sources of family income supplementing family income need and ways.

**Management of family income :** Planning family budget– Objectives, importance, steps in planning budget. Types of budget, Record Keeping– Meaning, needs and importance procedure.

**Savings and Investment :** Meaning and importance of savings, investment– Institutions for savings and Investment banks, post-office, LIC, Units, P.P.F., P.F; – Basis for selection of method of investment– risk, security, profit, tax saving.

**Consumer Protection and Education :** Meaning, Rights Duties and Responsibilities, problems faced by consumer, Consumer Protection Act (1986) and Services; Consumer aids; Labels, standardization marks, advertising, guide books/ leaflets, consumer redresses forum.

#### **Unit-IV : Our Apparel**

**Clothing and its relation to personality :** Elements of design– line, form, colour, texture, light; Principles of design : balance, rhythm, proportion, harmony emphasis; Factors influencing selection of clothes– Personality, age, climate, occupation, figure, occasion, fashion; purchase of fabrics– Purpose, quality, cost, season and Reliable shops (buying place).

**Selection of Readymade Garments :** Body measurement– needs and method; quality of Garment and Good Workmanship. Fabric, drape, design, seams, hem plackets and Pleats, Fasteners etc.

**Care of clothes :** General Principles and methods of washing, removing stains, finishing, cleaning, agents : Soap and detergent. Water, Storage of clothes– Importance, general rules and methods.

#### **Unit-V : Home Science : Its applications**

**Knowledge of Home Science and its application in everyday life–**

Application of skill learnt through Home Science for supplementing family income– Needs and ways.

Home Science related Vocations and careers.

Home Science as a subject in schools, college and institute– High School level, Higher Secondary level, College level, University, Institute provide certificate & Diploma ITI and Institution providing through Distance Education.

### SYLLABUS FOR HOME SCIENCE PRACTICAL

**Time: 3 Hours**

**30 Marks**

<u>Unit</u>		<u>Marks</u>	<u>Periods</u>
Unit-I	Know Little Children	04	08
Unit-II	Nutrition for Family	08	15
Unit-III	Family Finance and Consumer Education	03	08
Unit-IV	Our Apparel	08	15
Unit-V	Application of Home Science	05	
	Viva	02	
<b>Total</b>		<b>30</b>	<b>46</b>

#### Unitwise Distribution of Course contents :

##### Unit-I: Know Little Children

**Activity :** Observe a child in neighbourhood or at home for various milestones of physical and motor developments and prepare a chart.

**Practical :** Make an interview schedule for working mother.

**Activity :** Interview three working mothers to find out their arrangements of substitute care in their children in their absence.

**Practical :** Prepare a chart of mile stones and a chart for immunization of a child.

##### Unit-II: Nutrition for Family

**Practical :** Plan meals for the family and carry out modification to suit an individual suffering from fever or diarrhoea, Pregnant and lactating mother. Prepare one dish only.

**Practical :** Preparation of oral dehydration solution.

**Practical :** Simple tests for checking adulteration in common food item (any three) Cereals, Pulses, Milk, Tea leaves Red chillies, Haldi powder, Black Pepper.

##### Unit-III: Money management and Consumer Education

**Activity :** Find out the procedure of opening an account in a bank and post office and collect forms.

**Practical :** Fill up the forms of bank/ post office.

**Activity :** Read and evaluate labels of any three items bearing different standardization marks.

**Practical :** Prepare one label each for three items or product bearing different standardization marks.

##### Unit-IV: Our Apparel

**Practical :**

(a) Make a sample of (any three) basic stitches and seams.

(b) Make a sample of Fasteners– buttons & hooks.

Or Make an apron and incorporate all the above (a, b)

**Activity :** Examine quality in ready-made garments.

**Practical :** Removal of stains of (any three) Tea, Curry, Grease, Ball point-ink, lipstick, blood.

**Practical :** Make a soap/ detergent (Liquid/ Powder/ Cake) (any one)

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# ARABIC

## SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper Three Hours Marks 100

### Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
<b>Unit-1</b>	<b>Literature :</b>		
	(i) Prose	35	60
	(ii) Poetry	20	30
<b>Unit-2</b>	<b>Language :</b>		
	(i) Grammar (Applied)	20	40
	(ii) Writing Skills	15	40
	(iii) Reading skills	10	30
<b>Total</b>		<b>100</b>	<b>200</b>

### Unitwise Distribution of Course contents :

#### A. Literature :

(i) Prose

Marks-35

(ii) Poetry

Marks-20

1. Portions from Holy Quran
2. Selected Traditions of prophet Muhammad (sm)
3. Wasfullahi Subhanahu (Poetry) *by* Abul Atahiya
4. Kulliyatee (Narrative essay) *from* Al Qiratul Arabiyya.
5. Khadija Bint Khuwailid (Historical essay) *from*: Al-Lu'Lu-ul-Maknoon.
6. Madhun Nabiyy (Poetry) *by* Hassan bin Thabit.
7. Bai 'ul khadrawaat (Conversation) *from* Durusul Lughatil Arabiyya Lil Muftadi'in.
8. Dhatun Nataqayn (Historical treatise) *from* Al-Qira'atul Mayassara
9. Su'ul Fahm (Poetry) *by* A hammad Muharram
10. Hulmul-Bakhil (Fictitious story) *from* Al-Lugaatul 'Arabiyya Li gairin-Natiqina biha -vol-III.
11. Qismatun Ja'iratun (Humour) *from* Al-Lugatul 'Arabiyya Li gairin Natiqina biha-vol-III.
12. Tulu'ul Fajr (Poetry) *by* Nazik al-Mala'ikah

#### B. Language :

(i) Grammar (Applied)

Marks-20

- (a) Al-Asma'ul Mushtaqqa  
Ismul-Faa'il  
Ismul-Maf'ool  
Ismut-Tafdeel  
Ismuj-Jarr  
Ismul-Mubaaligha

- Ismul- 'Aala  
As-Sifatul Mushabba
- (b) Abwaab Thulaathi Mazeed Fih (5 Abwaab only)  
If 'aal  
Taf 'eel  
Mufaa 'alah  
Ifti 'aal  
Istif 'aal
- (c) Murakkab 'Adadi ('Adad and Ma'dood)
- (d) Use of Asmaai– Mausoolah and Damair
- (e) Use of Huroof Jaarraah  
Huroofun-Nidaaiya  
Huroof Mushabbaha bil Fe'il  
Huroofun-Nasiba lil-Mudari, 'Huroof Jazima lil-Mudari'
- (ii) Writing skills :** **Marks-15**  
a) Letter writing or Short essay writing  
b) Sentence making
- (iii) Reading skills** **Marks-10**  
An unseen passage of about 100 words followed by  
Some short questions for testing comprehension :

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## PERSIAN

### SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

**One Paper**

**Three Hours**

**Marks 100**

#### Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
<b>Unit-1</b>	<b>Language</b>		
	A. Advanced Reading skills	10	25
	B. Effective writing skills	15	35
	C. Applied Grammar	25	50
<b>Unit-2</b>	<b>Literature</b>	50	90
	A. Prose		
	B. Poetry		
<b>Total</b>		<b>100</b>	<b>200</b>

#### Unitwise Distribution of Course contents :

**Marks**

#### Unit-1 : Language

- |  |           |
|--|-----------|
| <b>A. Advanced Reading skill</b>   | <b>10</b> |
| Comprehension of an unseen passage consisting of $\frac{100}{120}$ words with $\frac{3}{4}$ short questions including vocabulary testing |           |
| <b>B. Advanced Writing skill</b>   | <b>15</b> |
| (i) Letter & Application writing   | 10        |
| (ii) Summary writing of a lesson in Persian/ English/ Assamese/ Bengali  | 05        |
| <b>C. Applied Grammar</b>  | <b>25</b> |
| (i) Definition of the following terms with example   | 05        |
| (a) Noun (Ism)   |           |
| (b) Pronoun (Zamir)  |           |
| (c) Prepositions (Ezafe)   |           |
| (d) Verb (F'eil)   |           |
| (ii) <b>Formation of the following :</b>   | <b>05</b> |
| (a) Infinitives (Masdar)   |           |
| (b) Imperatives (A'mar)  |           |
| (c) Aorists (Muzare)   |           |
| (iii) <b>Conjugation of verbs in different tenses</b>  | <b>05</b> |
| iv) <b>Translation into Persian from English/ Assamese/Bengali</b>   | <b>10</b> |