

Revised Curricula and Syllabi *for* Higher Secondary Final Year

COMMERCE 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

CONTENTS

Revised Scheme of study (curriculum) for +2 stage	5 – 8
1. MIL Subjects :	
a) Assamese	9 – 11
b) Bengali	12 – 13
c) Bodo	14 – 17
d) Hindi	18 – 22
e) Nepali	23 – 24
f) Urdu	25 – 25
g) Khasi	26 – 26
h) Garo	27 – 27
i) Mizo	28 – 29
j) Manipuri	30 – 31
k) Hmar	32 – 32
In lieu of an MIL subject as a part of core subjects.	
2. Alternative English	33 – 33
3. English	34 – 37
4. List of Elective Subjects :	
i) Business Studies	38 – 40
ii) Accountancy	41 – 44
iii) Economics	45 – 48
iv) Salesmanship & Advertishing	49 – 51
v) Banking	52 – 53
vi) Insurance	54 – 55
vii) Mathematics	56 – 58
viii) Statistics	59 – 60
ix) Economic Geography	61 – 62
x) Computer Science and Application	63 – 67
xi) Commercial Mathematics and Statistics	68 – 69
xii) Entrepreneurship Development	70 – 72
xiii) Multimedia and Web Technology	73 – 77
xiv) IT/ITeS	78 – 83
xv) Retail Trade	84 – 88

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
Total		100	200

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।

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
Total		100	200

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 : অচিন্ত্যকুমার 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 जिने 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
		100	200

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
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
राव सोलायगिरि : बिरुपाक्ष गिरि बसुमातारी |
| 2. लाइमोन बैसो आरो बेनि गोनां सोलोंथाइ | - ड° स्वर्णलता दास
राव सोलायगिरि : उमेश बर' |

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

बेखेवफा, सोदोब बेखेवफा आरो मावरिजा बेखेवफा, दाजाबदा

थारजा दाजाबदा, बां सानराय दाजाबदा, थि फोरमायग्रा दाजाबदा,

बाथ्रा खोन्दोब, बाथ्रा फान्दाय, बाथ्राफाव ।

फरायनो गोनां बिजाब :

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

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

रनसायनि आयदा :

- क) आसाम आरो भारतारि हारियारि जिउनि सोमोन्दै
- ख) थुनलाइ आरो हारिमुनि सोमोन्दै
- ग) बिगियान आरो जुन्थियारि बिद्यानि सोमोन्दै
- घ) सुबुं अनजिमा आरो भारत हादर
- ङ) समाज आरो रांखान्थियारि हालसालनि सोमोन्दै
- च) सोलोंथाइ आरो गेलेनायनि सोमोन्दै
- छ) दावबायनायनि सोमोन्दै

फरायनो गोनां बिजाब :

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

HINDI (MIL)

SYLLABUS FOR HIGHER SECONDARY COURSE

प्रस्तावना

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
Unit-I	अपठित बोध (गद्यांश और काव्यांश-बोध)	15+5=20	40
Unit-II	रचनात्मक लेखन एवं जन-संचार		

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

Unitwise Distribution of Course contents :

Unit-I : अपठित बोध :	20
1. काव्यांश-बोध पर आधारित पाँच लघुत्तरात्मक प्रश्न (1×5)	5
2. गद्यांश-बोध पर आधारित बोध, प्रयोग, रचनांतरण, शीर्षक आदि पर लघुत्तरात्मक प्रश्न)	15
Unit-II : रचनात्मक लेखन एवं जन-संचार माध्यम :	25
1. निबंध (किसी एक विषय पर)	10
2. कार्यालयी पत्र (विकल्प सहित)	5
3. ❖ प्रिंट माध्यम, संपादकीय, रिपोर्ट, आलेख आदि पर पाँच अतिलघुत्तरात्मक प्रश्न पूछे जाएंगे ❖ आलेख (किसी एक विषय पर)	5
4. फीचर लेखन (जीवन-संदर्भी से जुड़ी घटनाओं और स्थितियों पर फीचर लेखन-विकल्प सहित)	5
Unit-III : आरोह भाग-2 (काव्य भाग और गद्य भाग)	20 + 20 = 40
1. दो काव्यांशों में से किसी एक पर अर्थ ग्रहण के चार/पाँच प्रश्न	8
2. काव्यांश के 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
पूरक पुस्तक : वितान भाग-2	15
1. पाठों की विषयवस्तु पर आधारित तीन में से दो बोधात्मक प्रश्न	3 + 3 = 6
2. विचार/संदेश पर आधारित तीन में से दो लघुत्तरात्मक प्रश्न	2 + 2 = 4
3. विषयवस्तु पर आधारित दो में से एक निबंधात्मक प्रश्न	5

निर्धारित पुस्तकें :

(i) आरोह-भाग-2

एन.सी.ई.आर.टी. द्वारा विकसित और असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी द्वारा प्रकाशित

(ii) वितान भाग-2

एन.सी.ई.आर.टी. द्वारा विकसित और असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी द्वारा प्रकाशित

(iii) अभिव्यक्ति और माध्यम

एन.सी.ई.आर.टी. द्वारा विकसित और असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी द्वारा प्रकाशित

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

काव्य खंड

- | | |
|----------------------------|-----------------------|
| 1. दिन जल्दी-जल्दी ढलता है | -हरिवंशराय बच्चन |
| 2. कविता के बहाने | -कुँवर नारायण |
| 3. 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 |

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
Total		100	200

Unitwise Distribution of Course contents :

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

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

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

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

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

१. किशोरकाल र उनीहरुका 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

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
Total		100	200

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**

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
Total		100	200

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 Umkhras
- (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.

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
Total		100	200

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
Total		100	200

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.

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
Total		100	200

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;

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
Total		100	200

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 Tlangsangah | : | 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

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
Total		100	200

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.

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

(iii) Tenses	5marks
(iv) Preposition	4marks
(v) Transformation of Sentences	4marks
D. Section-D (Prescribed Books)	
(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.

- ❖ Economic Environment in India : Impact of Government policy changes on business and industry with special reference to adoption of the policies of Liberalization, Privatization and Globalization.

Unit-IV- : Planning

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

Unit-V : Organising

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

Unit-VI : Staffing

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

Unit-VII : Directing

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

Unit-VIII : Controlling

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

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

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

Unit-X : Financial Markets

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

Unit-XI : Marketing

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

Unit-XII : Consumer Protection

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

ACCOUNTANCY

SYLLABUS FOR HIGHER SECONDARY COURSE

Rationale :

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

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

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

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

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

Objectives : The Objective of teaching Accountancy is :

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

ACCOUNTANCY

SYLLABUS FOR HIGHER SECONDARY SECOND YEAR COURSE

One Paper Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

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

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

EITHER

Part B : Company Accounts and

Analysis of Financial Statements (50 Marks)

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

Or

Part C : Computerised Accounting System

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

Unitwise Distribution of Course Contents :

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

[Total Marks 50/ Total Periods -100]

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

- ★ Meaning, characteristics and accounting records of Not-for-profit Organisations.
- ★ Receipts and Payments Account : Meaning and Preparation.
- ★ Income and Expenditure Account : Meaning, special terms used in Not-for-profit Organisations, treatment of some peculiar items in Income and Expenditure Account, Concept of Fund Based

and Non-fund Based accounting, Preparation of Income and Expenditure Account and Balance Sheet from a Receipts and Payments Account and additional information and from a given Trial-Balance. Incidental Trading Activities by a Not-for-Profit Organisation.

Unit II : Accounting of Partnership :

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

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

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

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

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

Unit-V : Dissolution of Partnership Firm :

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

EITHER

Part-B : Company Accounts and Analysis of Financial Statements

(Total Marks : 50/ Total Periods : 100

Unit-I : Accounting for Share Capital :

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

Unit-II : Issue and Redemption of Debentures :

- ★ Debentures : Meaning and Types.
- ★ Accounting for Issue of Debentures : Issue of debentures at par, at a premium, at a discount, oversubscription, issue of debentures for consideration other than cash, issue of debentures as a

Collateral Security.

- ★ Terms of Issue of Debentures.
- ★ Accounting for Interest on Debentures, writing off Discount/Loss on Issue of Debentures.
- ★ Redemption of debentures : by payment in Lump-sum, purchase in open market, by conversion, Sinking Fund Method.

Unit-III : Financial Statements of a Company :

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

Unit-IV : Analysis of Financial Statements :

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

Unit-V : Accounting Ratios :

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

Unit-VI : Cash Flow Statements:

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

OR

Part - C : Computerized Accounting System :

(Total Marks : 50/Total Periods : 100)

Unit - I : Overview of Computerised Accounting System :

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

Unit - II : Using Computerised Accounting System :

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

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

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

Unit - IV : Accounting Applications of Electronic Spreadsheet :

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

ECONOMICS

SYLLABUS FOR HIGHER SECONDARY COURSE

Rationale :

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

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

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

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

Objectives :

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

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

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

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

- ❖ **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.

SALESMANSHIP & ADVERTISING

SYLLABUS FOR HIGHER SECONDARY COURSE

Introduction :

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

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

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

Specific objectives:

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

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

PUBLICITY AND ADVERTISING

Unit-5 : Preparation of Advertisement :

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

Unit-6 : Organization :

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

Unit-7 : Appeal in Advertising :

Study of buying motive, their uses.

Unit-8 : Advertising Agency and Clients:

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

Unit-9 : Market Research :

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

BANKING

SYLLABUS FOR HIGHER SECONDARY COURSE

Introduction :

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

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

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

Specific Objectives :

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

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

BANKING

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Unit-1	Commercial Banking in India	20	40
Unit-2	Reserve Bank of India	10	20
Unit-3	Financial Market	15	30
Unit-4	Non-Bank financial institution	15	30
Unit-5	Negotiable instruments	15	30
Unit-6	Cheque- Collection and Payment	15	30
Unit-7	Employment of Fund	10	20
		100	200

Unitwise Distribution of Course contents :**Unit-1 : Commercial Banking in India :**

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

Unit-2 : Reserve Bank of India :

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

Unit-3 : Financial Market :

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

Unit-4 : Non-Bank Financial institutions :

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

Unit-5 : Negotiable Instruments :

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

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

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

Unit-7 : Employment of Fund :

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

INSURANCE

Introduction :

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

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

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

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

INSURANCE

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Unit-1	General Insurance Act	10	20
FIRE INSURANCE			
Unit-2	Fundamental Principle of Fire Insurance	10	20
Unit-3	Fire Insurance Policies	10	20
Unit-4	Procedure of Claims	10	20
MARINE INSURANCE			
Unit-5	Fundamental Principle of Marine Insurance	10	20
Unit-6	Types of Marine Insurance Policies	10	20
Unit-7	Marine Losses and Claim	20	40
MISCELLANEOUS INSURANCE			
Unit-8	Introduction and Classes of Miscellaneous Insurance	20	40
Total		100	200

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

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

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

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

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

Unit-3 : Fire Insurance Policies :

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

Unit-4 : Procedure of claims :

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

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

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

Unit-6 : Types of Marine insurance policy :

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

Unit-7 : Marine Losses and Claims :

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

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

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

MATHEMATICS

SYLLABUS FOR HIGHER SECONDARY COURSE

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

Objectives

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

MATHEMATICS

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Time : Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Unit-I	Relations and Functions	10	28
Unit-II	Algebra	13	40
Unit-III	Calculus	44	72
Unit-IV	Vectors and Three-Dimensional Geometry	17	25
Unit-V	Linear Programming	06	15
Unit-VI	Probability	10	20
Total		100	200

APPENDIX :

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

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

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 3×3 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.

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
Total		100	200

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 χ^2 for testing independence of attributes in 2×2 table.

Unit-4: Sample Survey :

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

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

ECONOMIC GEOGRAPHY

SYLLABUS FOR HIGHER SECONDARY COURSE

Introduction :

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

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

Specific Objective:

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

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

ECONOMIC GEOGRAPHY

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper

Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
GROUP - A : INDIA			
Unit-1 :	Introduction	10	20
Unit-2 :	Agriculture	15	35
Unit-3 :	Resource: Mineral, Energy:	6	10
Unit-4 :	Manufacturing Industries	9	15
Unit-5 :	Trade: Export and Import	5	10
Unit-6 :	North East India with special reference to Assam	15	30

GROUP-B : OTHER COUNTRIES

Unit-7:	USA	10	20
Unit-8:	China	10	20
Unit-9:	Japan	10	20
Unit-10:	Bangladesh, Sri Lanka and Pakistan	10	20
Total		100	200

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

Physiography, Climate, Population, Forest, Fishing.

Unit-2 : Agriculture :

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

Unit-3 : Resource :

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

Unit-4 : Manufacturing Industries :

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

Unit-5 : Trade– Export and Import :

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

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

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

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

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

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

Unit-8 : China :

Agriculture, Industries and Industrial regions, Mineral resources.

Unit-9 : Japan :

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

Unit-10 : Bangladesh, Sri Lanka and Pakistan :

Climate, Natural vegetation, Agriculture, Transport, Industries.

COMPUTER SCIENCE AND APPLICATION

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

Learning Objectives :

1. To develop logic for Problem Solving
2. To understand the concept of Object Oriented Methodology
3. To implement Object Oriented Programming using C++
4. To understand the concept of working with Relational Database
5. To understand the basic concept of Logic of Computing
6. To understand the basic concepts of Communication and Networking technologies
7. To understand Open Source Software

Competencies :

The student will develop the following proficiency :

1. Identifying Computer Components/Subsystems/Peripherals
2. Problem Solving using Object Oriented Programming Database Handling

COMPUTER SCIENCE AND APPLICATION

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

Time : 3 hours

Total Marks : 70

Unit No.	Title	Marks	Periods
Unit-I	OBJECT ORIENTED PROGRAMMING IN C++	30	70
Unit-II	DATA STRUCTURE	14	30
Unit-III	DATABASE MANAGEMENT SYSTEM AND SQL	8	20
Unit-IV	BOOLEAN ALGEBRA	8	20
Unit-V	NETWORKING AND OPEN SOURCE SOFTWARE	10	20
Total		70	160
Unit-VI	PRACTICAL	30	
		100	

Unitwise Distribution of Course Contents :

UNIT 1: OBJECT ORIENTED PROGRAMMING IN C++

REVIEW: C++ covered in HS First Year classes

Object Oriented Programming :

Concept of Object Oriented Programming - Data hiding, Data encapsulation, Class and Object, Abstract class and Concrete class, Polymorphism (Implementation of polymorphism using Function overloading as an example in C++); **Inheritance, Advantages of Object Oriented Programming over earlier programming methodologies,**
Implementation of Object Oriented Programming concepts in C++: Definition of a class, Member

of a class - Data Members and Member Functions (methods), Using Private and Public visibility modes, default visibility mode (private); Member function definition: inside class definition and outside class definition using scope resolution operator (::); Declaration of objects as instances of a class; accessing members from object (s), Objects as function arguments - pass by value and pass by reference;

Constructor and Destructor:

Constructor: special characteristics, declaration and definition of a constructor, default constructor, overloaded constructors, copy constructor, constructor with default arguments;

Destructor:

Special Characteristics, declaration and definition of destructor;

Inheritance (Extending Classes) :

Concept of Inheritances, Base Class, Derived classes, protected visibility mode; Single level inheritance, Multilevel inheritance and Multiple inheritance, Privately derived, publicly derived and Protectedly derived class, accessibility of members from objects and within derived class (es);

Data File Handling:

Need for a data file, Types of data files - Text file and Binary file;

Text File: Basic file operations on text file:

Creating/Writing text into file, Reading and Manipulation of text from an already existing text file (accessing sequentially);

Binary File:

Creation of file, Writing data into file, Searching for required data from file, Appending data to a file, Insertion of data in sorted file, Deletion of data from file, Modification of data in a file; Implementation of above mentioned data file handling in C++; Components of C++ to be used with file handling: Header file: fstream.h; ifstream, ofstream, fstream classes; Opening a text file in in, out, and app modes; Using cascading operators (>><<) for writing text to the file and reading text from the file; open(), get(), put(), getline() and close() functions; Detecting end-of-file (with or without using eof() function); Opening a binary file using in, out, and app modes; open(), read(), write() and close() functions; Detecting end-of-file (with or without using eof() function); tellg(), tellp(), seekg(), seekp() functions.

Pointers:

Introduction to Pointer, Declaration and Initialization of Pointer; Dynamic memory allocation/deallocation operators: **new**, **delete**; Pointers and Arrays: Array of Pointers, Pointer to an array (1 dimensional array), Function returning a pointer, Reference variables and use of alias; Function call by reference. Pointer to structure: De-reference/Deference operator: *, ->; self referencial structure;

UNIT 2: DATA STRUCTURES

Introduction to data structure, primitive and non-primitive data structure, linear and non-linear structure, static and dynamic data structure.

Arrays:

One and two Dimensional arrays: Sequential allocation and address calculation; One dimensional array: Traversal, Searching (Linear, Binary Search), Insertion of an element in an array, deletion of an element from an array, Sorting (Insertion, Selection) Two-dimensional arrays: Traversal Finding sum/difference of two NxM arrays containing numeric values, Interchanging Row and Column elements in a two dimensional array;

Stack (Array and Linked implementation of Stack):

Introduction to stack (LIFO_Last in First Out Operations) Operations on Stack (PUSH and POP)

and its Implementation in C++, Converting expressions from INFIX to POSTFIX notation and evaluation of Postfix expression;

Queue: (Circular Array and Linked Implementation):

Introduction to Queue (FIFO - First in First out operations) Operations on Queue (Insert and Delete and its Implementation in C++.

UNIT 3: DATABASE MANAGEMENT SYSTEM AND SQL

Data base Concepts:

Introduction to data base concepts and its need.

Relational data model:

Concept of domain, tuple, relation, key, primary key, alternate key, candidate key;

Relational algebra:

Selection, Projection, Union and Cartesian product;

Structured Query Language:

General Concepts:

Advantages of using SQL, Data Definition Language and Data Manipulation Language;

Data Types:

NUMBER/DECIMAL, CHARACTER/VARCHAR/VARCHAR2, DATE;

SQL COMMANDS

CREATE TABLE, DROP TABLE, ALTER TABLE, UPDATESET....., INSERT, DELETE; SELECT, DISTINCT, FROM, WHERE, IN, BETWEEN, GROUPBY, HAVING, ORDERBY; SQL functions: SUM, AVG, COUNT, MAX AND MIN; Obtaining results (SELECT query) from 2 tables using equi-join, Cartesian product and Union

Note: Implementation of the above mentioned commands could be done on any SQL supported software on one or two tables.

UNIT 4: BOOLEAN ALGEBRA

Role of Logical Operations in Computing. Binary-valued Quantities, Boolean Variable, Boolean Constant and Boolean Operators: AND, OR, NOT; Truth Tables; Closure Property, Commutative Law, Associative Law, Identity law, Inverse Law, Principle of Duality, Idem potent Law, Distributive Law, Absorption Law, Involution Law, DeMorgan's Law and their applications; Obtaining Sum of Product (SOP) and Product of Sum (POS) form from the Truth Table, Reducing Boolean Expression (SOP and POS) to its minimal form, Use of Karnaugh Map for minimization of Boolean expressions (up to 4 variables);

Application of Boolean Logic:

Digital electronic circuit design using basic Logic Gates (NOT, AND, OR, NAND, NOR) Use of Boolean operators (NOT, AND, OR) in SQL SELECT statements Use of Boolean operators (AND, OR) in search engine queries.

UNIT 5: NETWORKING AND OPEN SOURCE SOFTWARE

Evolution of Networking:

ARPANET, Internet, Interspace Different ways of sending data across the network with reference to switching techniques (Circuit and Packet switching);

Data Communication terminologies:

Concept of Channel, Bandwidth (Hz, KHz, MHz) and Data transfer rate (bps, kbps, Mbps, Gbps, Tbps);

Transmission media:

Twisted pair cable, coaxial cable, optical fiber, infrared, radio link, microwave link and satellite link;

Network devices:

Modem, RJ45 connector, Ethernet Card, Router, Switch, Gateway, wifi card;

Network Topologies and types:

Bus, Star, Tree, LAN, WAN, MAN;

Network Protocol:

TCP/IP, File Transfer Protocol (FTP), PPP, Remote Login (Telnet), Internet Wireless/ Mobile Communication protocol such as GSM, CDMA, GPRS, WLL,

Mobile Telecommunication Technologies:

1G, 2G, 3G and 4G Electronic mail protocols such as SMTP, POP3 Protocols for Chat and Video Conferencing VOIP Wireless protocols such as Wi-Fi and WiMax

Network Security Concepts:

Threats and prevention from Viruses, Worms, Trojan horse, Spams Use of Cookies, Protection using Firewall; India IT Act, Cyber Law, Cyber Crimes, IPR issues, Hacking;

Introduction To Web services:

WWW, Hyper Text Markup Language (HTML), eXtensible Markup Language (XML); Hyper Text Transfer Protocol (HTTP); Domain Names; URL; Website, Web browser, Web Servers; Web Hosting, Web Scripting - Client side (VB Script, Java Script, PHP) and Server side (ASP, JSP, PHP), Web 2.0 (for social networking)

Class XII (Practical) -- C++

Duration : 3 hours

Total Marks : 30

Programming in C++

10

One programming problem in C++ to be developed and tested in Computer during the examination.

Marks are allotted on the basis of following:

Logic	: 5 Marks
Documentation/Indentation	: 2 Marks
Output presentation	: 3 Marks

Notes: The types of problem to be given will be of application type from the following topics

- Arrays (One dimensional and two dimensional)
- Class(es) and objects
- Stack using arrays and or linked implementation
- Queue using arrays (circular) and or linked implementation
- Binary File operations (Creation, Displaying, Searching and modification)
- Text File operations (Creation , Displaying and modification)

2. SQL Command

03

Five Query questions based on a particular Table / Reaction to be tested practically on Computer during the examination. The command along with the result must be written in the answer sheet.

3. Project Work

06

The project has to be developed in C++ language with Object Oriented Technology and also should have use of

Data files. (The project is required to be developed in a group of 2-4 students)

- Presentation on the computer

- Project report (Listing, Sample, Outputs, Documentations)
- Viva

4. Practical File 06

Must have minimum 20 programs from the following topics

- Arrays (One dimensional and two dimensional, sorting, searching, merging, deletion' & insertion of elements)
- Class(es) and objects
- Stacks using arrays (linear and circular) and linked implementation
- File (Binary and Text) operations (Creation, Updation, Query)
- Any computational Based problems

15 SQL commands along with the output based on any table/relation:

5. Viva Voce 05

Viva will be asked from syllabus covered in HS Second Year classes and the project developed by student.

Suggested reading Books

1. A textbook of Computer Science for class XI, by Seema Bhatnagar, PHI Publication
2. A textbook of Computer Science for class XII, by Seema Bhatnagar, PHI Publication
3. Computer Science with C++ Vol. I, by Sumita Arora, Dhanpat Rai & Co
4. Computer Science with C++ Vol. II, by Sumita Arora, Dhanpat Rai & Co
5. Computer Fundamentals and Programming in C, Reema Thareja, Oxford University Press

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GROUP - B : STATISTICS (40 Marks)**Unit-4 : Statistical Average :**

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

Positional measures :

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

Unit-5 : Measures of Dispersion (Variation) :

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

Unit-6 : (a) Probability : Meaning, Definition (Mathematical or Classical approach), Event, Trial, Random experiment, Equally likely events, Mutually exclusive events, Favourable cases to an event.

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

(b) Correlation : Meaning, types, Karl Pearson's Correlation Co-efficient and its significance.

ENTREPRENEURSHIP DEVELOPMENT

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

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

Objectives :

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

ENTREPRENEURSHIP DEVELOPMENT

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper Time : Three Hours

Marks 100

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks		Periods	
		Theory	Practical	Theory	Practical
Unit-1	Importance and launching of an enterprise	20	-	40	-
Unit-2	Project implementation	20	-	35	-
Unit-3	Managing Enterprise	20	-	35	-
Unit-4	Review of Govt. Policies and Act	10	-	30	-
		70	30	140	50

Unitwise Distribution of Course contents :

Marks

UNIT-1 : IMPORTANCE AND

LAUNCHING OF AN ENTERPRISE

20

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

- ❖ Enterprise planning & business module formulation.
 - ❖ Preparation of detail project report (DPR).
- UNIT-2 : PROJECT IMPLEMENTATION :** **20**
- ❖ Sources of assistance available :
 - (i) Promotional
 - (ii) Financial
 - (iii) Technical
 - (iv) Marketing
 - ❖ Market strategy
 - ❖ Project funding
 - ❖ Input on resource mobilization.
 - ❖ Registration, licensing and other legal formalities.
- UNIT-3 : MANAGING ENTERPRISE** **20**
- ❖ Management : Concept & process
 - ❖ Financial management :
 - (i) Term finance
 - (ii) Short term finance
 - (iii) Cost of production & pricing
 - ❖ Marketing management :
 - (i) Channel of distribution
 - (ii) Sales promotion technique
 - (iii) Product mix
 - ❖ Human resource management.
 - ❖ Operational management.
 - ❖ Record & Account management.
 - ❖ Taxation (Income tax/ VAT, CST, Excise duty etc.)
- UNIT-4 REVIEW OF GOVERNMENT POLITICS AND ACT :** **10**
- ❖ Industrial policies (since liberalization, 1991).
 - ❖ MSME Act 2006
- EVALUATION :** **30**
- ❖ **Internal Assessment : (Practical)** Preparation of individual bankable project report, Case Study on successful as well as unsuccessful entrepreneur, industrial profile, performance of local SME, marketing strategies of consumer durable etc.
 - ❖ **External Assessment : (Theory)** Written examination on the content of **UNIT-1 to 4**. Marks of each **UNIT** should not be allocated so as to evaluate the total course as a whole.

CREATING ENTREPRENEURSHIP AWARENESS

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

the option of setting up their own enterprises.

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

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

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

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

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

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

MULTIMEDIA AND WEB TECHNOLOGY

SYLLABUS FOR HIGHER SECONDARY COURSE

Objectives :

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

MULTIMEDIA AND WEB TECHNOLOGY

SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

One Paper (Theory)

Time : Three Hours

Marks 70

Periods 100

Unitwise Distribution of Marks and Periods :

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

Unitwise Distribution of Course contents :

Unit-1 : ADVANCED COMPUTER SYSTEM :

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

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

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

Introduction to RDBMS : Various types or RDBMS

Introduction to SQL

Creation of database, tables and views

Introduction to Stored Procedures, and Triggers

Backup and Restoring of database

Introduction of replications

Connecting to a back end database using connection string and other ways.

Unit-2 : ADVANCED NETWORKING :

Internet Protocol (IP) : IP Classes, IPV4, IPV6, CIDR, Subnetting.

Mobile Computing/ Communication, GSM, CDMA, WLL, SMS, Chat, Video Conferencing.

Network Security concepts : Firewall, Cyber law, Encryption/decryption.

Unit 3 : ADVANCED WEB TECHNOLOGY :

Review of HTML/ DHTML/ XML

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

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

Constants : String and Numeric ;

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

Variables : Explicit and Implicit Declaration;

Operators :

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

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

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

String Operator : & or + (for Concatenation);

Functions :

Conversion functions: Abs(), CBool(), CByte(), CInt(), CStr(), CSng(), CLng(), CDate(); String

Manipulation Functions : UCase(), LCase(), Len(), Left(), Right(), Mid(), LTrim(), InStr(), RTrim(), LTrim();

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

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

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

DO..LOOP WHILE, DO UNTIL. LOOP;

Procedures and Functions, Passing parameters/arguments;

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

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

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

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

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

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

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

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

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

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

Server Variables : HTTP_User_Agent, REMOTE_ADDER, REMOTE_HOST, SERVER_NAME;

Unit-4 : MULTIMEDIA AUTHORING TOOLS :

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

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

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

Multimedia Authoring Using Macromedia Flash

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

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

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

Adding/deleting a layer; Frame : Concept or Frame;

Creating a Key Frame, Inserting Text Into the Frame, Inserting Graphical Elements into the frame,

Converting Text/Graphics to Symbol, Inserting Symbol into the Frame, Setting

Symbol Property (Graphics/Button/Movie), Inserting Blank Frame, Inserting Blank Key Frame,

Inserting Key Frame into the Blank frame, Selecting all/Specific frames of a Layer Copying/ Pasting selected Frames,

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

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

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

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

SYLLABUS FOR MULTIMEDIA AND WEB TECHNOLOGY PRACTICAL

Total Marks : 30

1. Advanced Web Technology : Marks-15

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

Web page should be designed with following features.

- ❖ HTML Basic Tags (html/head/title/body/B/I/U/BR/HR)
- ❖ Functions
- ❖ Conditional and Control Statements
- ❖ Objects : Response/Request/ Application
- ❖ Session /Server /ASP error
- ❖ Image Editing using Photo Shop /Corel draw
- ❖ Merging layers /Moving and Copying Layers
- ❖ Use of Multimedia Authoring (Using Macromedia Flash)

(Note : Output as Web page/Flash Movie/ Windows Projector/ Quick Time)

2. Multimedia : Marks-10

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

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

4. Viva Voce : Marks-5

Five questions from topics covered in the curriculum

Reference Books :

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

IT/ITeS

SYLLABUS FOR HIGHER SECONDARY SECOND YEAR COURSE

India has been marching towards a dynamic knowledge economy and occupying a prominent place in the global arena. However, the shortcomings of our school and college education system in preparing our children for productive employment have been recognized by Industry, Government and Academicians for a long time. Keeping this in mind, in 2007, the MHRD initiated the process of revamping the Centrally Sponsored Scheme of Vocationalisation of Secondary Education, which was introduced in 1988 at +2 level in almost all the States and Union Territories. In the scheme it was proposed that there is a need to develop a National Skills Qualifications Framework (NSQF) for establishing a system of clear educational pathways from school through higher education. It was also suggested that the revamped scheme should be flexible in nature with multiple entry and exits, etc. so as to provide greater options to the students for choosing modules, keeping in view their aptitude and economic requirements. The proposed plan under the National Skills Qualifications Framework (NSQF) attempts to develop the skills of Secondary and Higher Secondary school students in classes 9 to 12 in the ages 14-18 years in an enabling environment that addresses their needs continuum – academic educational, technical, social, recreational and workplace readiness.

Specific outcomes expected from implementation of NSQF are:

- ❖ Mobility between vocational and general education by alignment of degrees with NSQF
- ❖ Recognition of Prior Learning (RPL), allowing transition from non-formal to organized job market
- ❖ Standardized, consistent, nationally acceptable outcomes of training across the country through a national quality assurance framework
- ❖ Global mobility of skilled workforce from India, through international equivalence of NSQF
- ❖ Mapping of progression pathways within sectors and cross-sectorally.
- ❖ Approval of NOS/QPs as national standards for skill training.

Objectives of NSQF:

The objectives of the NSQF are to provide a framework that:

- ❖ Accommodates the diversity of the Indian education and training systems.
- ❖ Allows the development of a set of qualifications for each level, based on outcomes which are accepted across the nation.
- ❖ Provides structure for development and maintenance of progression pathways which provide access to qualifications and assist people to move easily and readily between different education and training sectors and between those sectors and the labour market.
- ❖ Gives individuals an option to progress through education and training and gain recognition for their prior learning and experiences.
- ❖ Underpins national regulatory and quality assurance arrangements for education and training.

- ❖ Supports and enhances the national and international mobility of persons with NSQF-compliant qualifications through increased recognition of the value and comparability of Indian qualifications.

Information Technology is the modern technology of producing meaningful output and information through computer. Information technology (IT) is the use of any computers, storage, networking and other physical devices, infrastructure and processes to create, process, store, secure and exchange all forms of electronic data.

The global sourcing market in India continues to grow at a higher pace compared to the IT-BPM industry. India is the leading sourcing destination across the world, accounting for approximately 55 per cent market share of the US\$ 185-190 billion global services sourcing business in 2017-18. Indian IT & ITeS companies have set up over 1,000 global delivery centres in about 80 countries across the world.

More importantly, the industry has led the economic transformation of the country and altered the perception of India in the global economy. India's cost competitiveness in providing IT services, cost savings of 60–70 per cent over source countries, continues to be the mainstay of its Unique Selling Proposition (USP) in the global sourcing market. However, India is also gaining prominence in terms of intellectual capital with several global IT firms setting up their innovation centres in India.

India has become the digital capabilities hub of the world with around 75 per cent of global digital talent present in the country. India has been identified as upcoming Giant and Global hub of IT and IT enabled services sector.

This Learning Outcome Based Curriculum for the IT/ITeS Trade Vocational Subject has been designed for Job Roles approved by the Ministry of Human Resource Development (MHRD), Government of India under the National Skill Qualification Framework (NSQF).

At higher secondary level students who opt for this subject will get a brief introduction to the IT enabled applications and Software Development. In the ever growing and developing digital generation Information technology has established itself as a value aided learning tool which may be used by any person now a days. The syllabus includes the basic level knowledges of programming language as well as application development module. Studying this topics will help the students to understand the idea of application building and various ideas and methodologies of software development. The basic idea of the syllabus at this level is to lay a proper foundation for the students who themselves want to engage in the professional field of software development in near future.

After completion of this course, learners will be able to:

- ❖ The students will understand the role of C Language in application development
- ❖ Students will understand the importance of C Language
- ❖ They will get a clear idea of the concepts such as:
 - ◆ Keywords
 - ◆ Identifiers
 - ◆ Tokens
 - ◆ Datatypes

- ◆ Constants
- ◆ Variables
- ◆ use of different operators
- ◆ various Input Output operations
- ◆ use of various control statements and expressions
- ◆ use of various loops for iteration or repetitive tasks in program
- ◆ The Concepts of Array and Strings
- ◆ Procedure oriented programming and object oriented programming(OOP) approach
- ◆ Various OOP concepts like abstraction, encapsulation, polymorphism, inheritance etc.
- ◆ Algorithm and its importance and its types
- ◆ Data structure and its various types
- ◆ Representations of various data structures
- ◆ Stack and Queue and their applications
- ◆ Recursion

Methods and Techniques :

Classroom Activities

- ◆ Classroom activities are an integral part of this programme and interactive lecture sessions, followed by discussions should be conducted by teachers. Teachers should make effective use of a variety of instructional aids, such as Videos, Colour Slides, Charts, Diagrams, Models, Exhibits, Handouts, Recorded Compact Discs, etc. to transmit knowledge in projective and interactive mode.

Practical activities

- ◆ The activities which provides a proper understanding of all the topics by use of audio-visual tools are included. With the use of lab equipments, students are involved in various group discussions and presentation sessions where they get a proper chance to utilise their knowledge in depth to cope up with the latest technologies.

IT/ITES

SYLLABUS FOR HIGHER SECONDARY SECOND YEAR COURSE

One Paper One & half hour Marks 30

(Theory Paper)

HS 2ND YEAR (NSQF) LEVEL 4) SYLLABUS		
TOPIC	THEORY	HOURS
Unit 1: Data Structure	10 Marks	20
Unit 2: Programming in C++	10 Marks	30
Unit 3: Programming in C	10 Marks	30
Total	30 Marks	80hrs for Theory

DESCRIPTIVE SYLLABUS:

Unit 1: DATA STRUCTURE	10 MARKS
1. INTRODUCTION TO DATA STRUCTURE	1 mark
I. Data Structure Instruction And Objectives	
ii. Algorithm Definition	
iii. Basic Critaria Of Algorithim	
Iv. Data Structure Definition	
V. Data Types	
Vi. Types Of Data Structures	
Vii. Representation Of Data Structure	
Viii. Data Structure Operations	
Ix. Summary	
2. BASIC OF ALGORITHM	1 Mark
I. Introduction	
ii. Objectives	
iii. Types Of Algorithm	
Iv. Summary	
3. ARRAY	3 Marks
I. Intruduction And Objectives	
ii. Definition Of Array	
iii. Delaration And Initialization Of Array	
Iv. One Dimensional Array And Its Representation	
V. Operation On Linear Array	
Vi. Two Dimensional Array And Its Representation	
Vii. Summary	
4. Stack	2 Marks
I. Introduction And Objectives	
ii. Array Representation Of Stack	
iii. Operations On Stack	
Iv. Application Of Stack	
V. Summary	
5. RECURSION	1 Mark
I. Introduction And Objectives	
ii. Definition Of Recursion	
iii. Processof Recursion	
Iv. Summary	

6. QUEUE**2 Marks**

- I. Introduction And Objectives
- ii. Definition Of Queue
- iii. Representation Of Queue
- iv. Insertion And Deletion In Linear Queue
- V. Types Of Queue
- vi. Summary

Unit 2: PROFGRAMMING IN C++**10 MARKS**

1. Procedure Oriented Programming Approach 1 Mark
2. Object Oriented Programming (Oop) 1 Mark
3. Encapsulation, Polymorphism, Inheritance 1 Mark
4. Introduction To C++ 1 Mark
5. Tokens And Data Types In C++ 1 Mark
6. Statements, Expressions and Operators 1 Mark
7. Control Structure In C++ 2 Marks
8. Classes In C++ 2 marks

Unit 3: PROFGRAMMING IN C**10 MARKS**

1. Introduction To C Programming 1 Mark
2. Basic Elements Of C Language 1 Mark
3. Data Types In C Language 1 Mark
4. Operation In C 1 Mark
5. Input /Output 1 Mark
6. Control Statement 1 Mark
7. Loops 2 Marks
8. Array And String 2 Marks

IT/ITES**SYLLABUS OF ASSAM HIGHER SECONDARY SECOND YEAR COURSE**

One Paper

Two hour

Marks 70

(Practical Paper)

Unit -2	Pragramming in C++	25 marks
Unit-3	Pragramming in C	25 marks
Internal Assessment	Portfolio	5 marks
	Project	5 marks
	Direct Observation	5 marks
	Viva	5 marks
	Total	70 marks

DESCRIPTIVE SYLLABUS:

UNIT 2 : PROFGRAMMING IN C++	50 hours	25 Marks
1. Writing Simple C++ Program Using Statement Experssion And Operators		5 Marks
2. Writing Program Using Control Structures In C++		3 Marks
3. Writing Program Using Functions In C++		10 Marks
4. Writing Program Using Arrays And String In C++		3 Marks
5. Writing Program Using Classesin C++		3 Marks
6. Writing Program Using Constructor And Destructor In C++		1 Marks
UNIT 3: PROGRAMMING IN C	50 hours	25 Marks
1. Writing Simple C Program Using Statement, Expression And Operators		10 Marks
2. Writing Program Using Control Structure In C		10 Marks
3. Writing Program Using Functions In C		3 Marks
4. Writing Program Using Arrays And Strings In C		2 Marks

Retail Trade

SYLLABUS FOR HIGHER SECONDARY SECOND YEAR COURSE

India has been marching towards a dynamic knowledge economy and occupying a prominent place in the global arena. However, the shortcomings of our school and college education system in preparing our children for productive employment have been recognized by Industry, Government and Academicians for a long time. Keeping this in mind, in 2007, the MHRD initiated the process of revamping the Centrally Sponsored Scheme of Vocationalisation of Secondary Education, which was introduced in 1988 at +2 level in almost all the States and Union Territories. In the scheme it was proposed that there is a need to develop a National Skills Qualifications Framework (NSQF) for establishing a system of clear educational pathways from school through higher education. It was also suggested that the revamped scheme should be flexible in nature with multiple entry and exits, etc. so as to provide greater options to the students for choosing modules, keeping in view their aptitude and economic requirements. The proposed plan under the National Skills Qualifications Framework (NSQF) attempts to develop the skills of Secondary and Higher Secondary school students in classes 9 to 12 in the ages 14-18 years in an enabling environment that addresses their needs continuum – academic educational, technical, social, recreational and workplace readiness.

Specific outcomes expected from implementation of NSQF are:

- ◆ Mobility between vocational and general education by alignment of degrees with NSQF
- ◆ Recognition of Prior Learning (RPL), allowing transition from non-formal to organized job market
- ◆ Standardized, consistent, nationally acceptable outcomes of training across the country through a national quality assurance framework
- ◆ Global mobility of skilled workforce from India, through international equivalence of NSQF
- ◆ Mapping of progression pathways within sectors and cross-sectorally.
- ◆ Approval of NOS/QPs as national standards for skill training.

Objectives of NSQF:

The objectives of the NSQF are to provide a framework that:

- ◆ Accommodates the diversity of the Indian education and training systems.
- ◆ Allows the development of a set of qualifications for each level, based on outcomes which are accepted across the nation.
- ◆ Provides structure for development and maintenance of progression pathways which provide access to qualifications and assist people to move easily and readily between different education and training sectors and between those sectors and the labour market.
- ◆ Gives individuals an option to progress through education and training and gain recognition for their prior learning and experiences.
- ◆ Underpins national regulatory and quality assurance arrangements for education and training.
- ◆ Supports and enhances the national and international mobility of persons with NSQF-compliant qualifications through increased recognition of the value and comparability of Indian qualifications.

Retail is the process of selling goods or services to customers through multiple channels of distribution to earn profit. Retailing is the last link that connects the individual consumer with the manufacturing and distribution chain. It adds value in terms of bulk breaking and providing a wide variety of goods and services to customers. Retailing in India is one of the biggest sectors witnessing tremendous transformation. The Indian retail industry is fifth largest industry and second largest employer after agriculture offering bright and exciting career opportunities. This Learning Outcome Based Curriculum for the Retail Trade Vocational Subject has been designed for Job Roles approved by the Ministry of Human Resource Development (MHRD), Government of India under the National Skill Qualification Framework (NSQF).

After completion of this course, learners will be able to:

- ◆ Identify the functions of a retailer
- ◆ classify the various formats of store and non -store retailing
- ◆ Demonstrate the process of material management and identify the types of material handling equipment
- ◆ Receive & store goods in retail operations and arrange the products to delivery to the customers
- ◆ Identify the effective customer service and dealing effectively with customers
- ◆ Describe the duties and responsibilities of store operations assistant
- ◆ Identify the role and functions of junior merchandiser and list out the functions, principles and techniques of visual merchandising.
- ◆ Handle the various modes of payments during billing process and manage the cash activities
- ◆ Find out the advantages and disadvantages of different forms of communication
- ◆ Identify the health care measures in Retail and list out the unsafe working conditions
- ◆ Identify the duties of and responsibilities of Retailers
- ◆ Identify the duties and responsibilities of cashier
- ◆ Describe the duties and responsibilities of customer service associate
- ◆ Identify the duties and responsibilities of Trainee Associate
- ◆ Identify the steps in determining the right assortment of Merchandise.
- ◆ Describe the duties and responsibilities of Merchandiser
- ◆ Identify the major functions and responsibilities of store associate
- ◆ Identify the Methods of selling in Retail and find out the sales promotion activities in store
- ◆ Describe the duties and responsibility of sales associate
- ◆ Identify relevance of e -retailing resources and Information & communication Technology
- ◆ Identify the various telemarketing technologies and categorize the telemarketing activities.
- ◆ Handle the various Modes of Payments during Billing Process
- ◆ Describe the features of bank reconciliation statement and explain the procedure for reconciliation of cash and pass book balances.

Methods and Techniques:

Classroom Activities

Classroom activities are an integral part of this programme and interactive lecture sessions, followed by discussions should be conducted by teachers. Teachers should make effective use of a variety of instructional aids, such as Videos, Colour Slides, Charts, Diagrams, Models, Exhibits, Handouts, Recorded Compact Discs, etc. to transmit knowledge in projective and interactive mode.

Practical activities

Activities that provide practical experience in case based problems, role play, games, etc. and practical

exercises using props, tools and equipment. Teachers should teach specialized techniques such as handling of products and equipment, maintaining safety and hygiene in workplace, handling customer's complaints and requirements, etc. Field Visits and Industrial visits should be organized for better exposure and hands on experience.

SYLLABUS FOR HIGHER SECONDARY SECOND YEAR COURSE

One Paper

One & half hour

Marks 30

(Theory Paper)

Unit	Book	Periods	Mark
Unit- RS401	Advances in Retailing	24	5
Unit-RS 402	Inventory Management in Retailing	21	4
Unit -RS 403	Security and Housekeeping Supervision in Retailing	21	5
Unit -RS 404	Retail Sales Management	23	3
Unit -RS 405	Supply Chain Management in Retailing	23	4
Unit -RS 406	Non-Store Retailing	23	5
Unit -RS 407	Event Management in Retailing	21	2
Unit -RS 408	Managing Cash and Accounting in	24	2
		Total	30

Unitwise Distribution Of Course Content :		Theory (Mark)	Unit total	Periods
Unit-RS 401: Advances in Retailing				
	Retail Organizational Structure	2	5	6
	Retail Research			6
	Retail Strategy	3		6
	Retail Consumer Behaviour			
Unit-RS 402: Inventory Management in Retailing .				
	Types of Inventory	2	4	5
	Inventory Management	2		6
	Inventory Control			5
	Stock Valuation and Recording			5
Unit-RS 403: Security and Housekeeping Supervision in Retailing				
	Functions and points of Security	3	5	5
	Safety and Surveillance Equipment	2		5
	Handling of Materials and Equipment in Housekeeping			5
	Duties and Responsibilities of Security and Housekeeping Associate			6

Unit-RS 404: Retail Sales Management				
	Display of Products and Satisfy Customer Needs		3	6
	Sales and Delivery of Products			6
	Maintenance of Store Area and Communicate Effectively with Stakeholders			5
	Duties and Responsibilities of Sales Associate	3		6
Unit-RS 405: Supply Chain Management in Retailing				
	Introduction to SCM	2	4	5
	Principles of Supply chain Management	2		6
	Participants in the Process of SCM			6
	Steps in supply chain Management			6
Unit-RS 406: Non -Store Retailing				
	E-Retailing	2	5	5
	E-Marketing	2		6
	Telemarketing			6
	Internet Business	1		6
Unit-RS 407: Event Management in Retailing				
	Understanding Event Management	2	2	6
	Documentation for Conducting Events			5
	Logistics and Standard Operating Procedure(Sop)			5
	Supervising Events			5
Unit-RS 408: Managing Cash and Accounting in Retailing				
	Managing Cash in Retail	2	2	6
	Fundamentals of Accounting			6
	Preparation of Journal and Ledger			6
	Preparation of Subsidiary Books and Bank Reconciliation Statement			6

Weightage to Questions (Theory Paper):

Type of Questions	Pattern of Questions	Distribution of Marks	No. of Questions	Marks
LA Type	Descriptive	3 Marks	2	6
SA Type	Descriptive	2 Marks	6	12
VSA Type	Fill in the Blanks	1 Mark	4	12
	True-False		4	
	MCQ		4	
	Total		20 Nos.	30 Marks

SYLLABUS FOR HIGHER SECONDARY SECOND YEAR COURSE**One Paper****Two hour
(Practical Paper)****Marks 70****Practical Details for 50 Marks**

SL No	Topics	Unit	Marks
1	Group Discussion	401,403,406	10
2	Role Play	402,404,408	10
3	Product Display and Presentation/Product Identification	402,404	10
4	Case Study	401,405,407	10
5	GST, Bill/Voucher/Journal/Event Documents/Resume/Job Applicant	407,408	10

Internal Assessment Details for 20 marks

SL No.	Topics	Marks
1	Viva- Voce	5
2	Direct Observation	5
3	Portfolio	5
4	Project	5