

ACCOUNTANCY

SYLLABUS FOR HIGHER SECONDARY FIRST YEAR 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 :

- ❖ 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 or 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,

Course Structure :

Accountancy syllabus has been divided into four-semester course at the higher secondary stage. Each semester would be for about six months duration.

ACCOUNTANCY

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One Paper

Time : Three hours

Marks : 100

Unitwise Distribution of Marks & Periods :

Unit	Topics	Marks	Periods
PART-A : FINANCIAL ACCOUNTING-I (60 Marks)			
Unit-1 :	Introduction to Accounting	06	10
Unit-2 :	Theory Base of Accounting	06	10
Unit-3 :	Recording of Business Transactions	20	40
Unit-4 :	Trial Balance and Rectification of Errors	08	20
Unit-5 :	Depreciation, Provision and Reserves	10	20
Unit-6 :	Accounting for Bills of Exchange Transactions	10	20
PART-B : FINANCIAL ACCOUNTING-II (40 Marks)			
Unit-7 :	Financial statements	18	25
Unit-8 :	Accounts from incomplete records	12	15
Unit-9 :	Computers in Accounting	06	10
Unit-10 :	Accounting and Database System	04	10
Total :		100	180

Part-I : Financial Accounting-I

Part-II : Financial Accounting-II

Unitwise Distribution of Course contents:

Part-I : FINANCIAL ACCOUNTING-I

Unit-1 : Introduction to Accounting

Marks : 06

- ❖ Accounting– Meaning, Objectives, Accounting as source of information, Internal and External users of accounting information and their needs.
- ❖ Qualitative Characteristics of Accounting Information– Reliability, Relevance, Understand ability and Comparability.
- ❖ Basic Accounting Terms– Asset, Liability, Capital, Expense, Income, Expenditure, Revenue, Debtors, Creditors, Goods, Cost, Gain, Stock, Purchase, Sales, Loss, Profit, Voucher, Discount, Transaction, Drawings.

Unit-2 : Theory Base of Accounting

Marks : 06

- ❖ Accounting Principles– Meaning and Nature.
- ❖ Accounting Concepts : Entity, Money Measurement, Going Concern, Accounting Period, Cost Concept, Dual Aspect, Revenue Recognition (Realisation), Matching, Accrual, Full Disclosure,

Consistency, Conservatism, Materiality.

- ❖ Accounting Standards– Concept and List of Indian Accounting Standards.
- ❖ Accounting Mechanism– Single Entry and Double Entry.
- ❖ Bases of Accounting– Cash Basis, Accrual Basis.

Unit-3 : Recording of Business Transaction

Marks : 20

- ❖ *Voucher and Transaction* : Origin of Transactions– Source documents and Vouchers, Preparation of vouchers; Accounting equation approach– Meaning and Analysis of transactions using accounting equation; Rules of debit and credit.
- ❖ *Recording of Transaction* : Books of original entry– Journal, Special purpose books : (i) Cash book- Simple, Cashbook with bank column and Petty cashbook, (ii) Purchases book, Sales book, Purchases returns book, Sale returns book; Ledger : Meaning, Utility, Format; Posting from journal and subsidiary books; Balancing of accounts .
- ❖ *Bank Reconciliation Statement* : Meaning, Need and Preparation, Correct cash balance.

Unit-4: Trial Balance and Rectification of Errors

Marks : 08

- ❖ Trial Balance : Meaning, Objectives and Preparation.
- ❖ Errors : Types of Errors; Errors affecting trial balance; Errors not affecting trial balance.
- ❖ Detection and Rectification of Errors (one sided and two sided); uses of suspense account.

Unit-5: Depreciation, Provisions and Reserves

Marks : 10

- ❖ *Depreciation* : Meaning and Need for charging depreciation, Factors affecting depreciation, Methods of depreciation– Straight line method, Written down value method (excluding change in method), Method of recording depreciation– charging to asset account, creating provision for depreciation/ accumulated depreciation account; Treatment of disposal of an asset
- ❖ *Provision and Reserve* : Meaning, Importance, Difference between provisions and reserves, Types of reserves : Revenue reserve, Capital reserve, General reserve. Specific reserve and Secret reserve.

Unit-6 : Accounting for Bills of Exchange Transactions

Marks : 10

- ❖ Bills of exchange and Promissory note : Definition, Features, Parties, Specimen and Distinction.
- ❖ Important Terms : Term of Bill, Concept of Accommodation Bill, Days of grace, Date of maturity, Bill after date, Negotiation, Endorsement, Discounting of bill, Dishonour, Retirement and Renewal of a bill.
- ❖ Accounting treatment of bill transactions,

Part-II Financial Accounting-II

Unit-7 : Financial Statements

Marks : 18

- ❖ Financial Statements : Meaning and Users,
- ❖ Distinction between capital expenditure and revenue expenditure.
- ❖ Trading and Profit and Loss Account : Gross profit, Operating profit, Net profit .
- ❖ Balance Sheet ; Need., Grouping, Marshalling of assets and Liabilities, Vertical presentation of financial statement.
- ❖ Adjustments in preparation of financial statements with respect to Closing stock, Outstanding expenses, Prepaid expenses, Accrued income; Income received in advance. Depreciation. Bad

- ❖ debts. Provision for doubtful debts. Provision for discount on debtors, Managers' commission.
- ❖ Preparation of trading and profit and loss account and balance sheet of sole proprietorship.

Unit-8: Accounts from Incomplete Records

Marks : 12

- ❖ Incomplete Records : Meaning, Uses and Limitations.
- ❖ Ascertainment of profit/loss by Statement of Affairs method .
- ❖ Preparation of trading and profit and loss account and balance sheet
- ❖ Ascertaining missing figures in Total debtors account, Total creditors account, Bill receivables, Bills payables and Cash book and Opening statement of affairs.

Unit-9: Computers in Accounting

Marks : 06

- ❖ Introduction to Computer and Accounting Information System (AIS).
- ❖ Applications of computers in accounting :
Automation of accounting process, designing accounting reports, MIS reporting, data exchange with other information systems .
- ❖ Comparison of accounting processes in manual and computerised accounting, highlighting advantages and limitations of automation.
- ❖ Sourcing of accounting system : Readymade and customised and tailor-made accounting system. Advantages and disadvantages of each option.

Unit-10: Accounting and Database System

Marks : 04

- ❖ Accounting and Database Management System.
- ❖ Concept of Entity and Relationship : Entities and relationships in an Accounting System : Designing and Creating Simple Tables. Forms, Queries and Reports in the context of accounting system.

Prescribed Textbook :

1. Accountancy, Part I, Published by NCERT.
2. Accountancy, Part II, Published by NCERT.
- ১। হিচাপ শাস্ত্র, প্রথম খণ্ড, Published by AHSEC.
- ২। হিচাপ শাস্ত্র, দ্বিতীয় খণ্ড, Published by AHSEC.



BUSINESS STUDIES

SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE

One Paper

Time : Three hours

Marks : 100

Unitwise Distribution of Marks & Periods :

Unit	Title	Marks	Periods
Part-A : FOUNDATIONS OF BUSINESS			
Unit-I	Nature and Purpose of Business	08	15
Unit-II	Forms of Business Organisations	12	20
Unit-III	Private, Public and Global Enterprises	10	20
Unit-IV	Business Services	10	15
Unit-V	Emerging Modes of Business	08	15
Unit-VI	Social Responsibility of Business and Business Ethics	08	17
Part-B : CORPORATE ORGANISATION, FINANCE AND TRADE			
Unit-VII	Formation of a Company	07	16
Unit-VIII	Sources of Business Finance	12	20
Unit-IX	Small Business	07	10
Unit-X	Internal Trade	10	20
Unit-XI	International Business	08	12
Total		100	180

Unitwise Distribution of Course contents :

Part-A : FOUNDATIONS OF BUSINESS

Unit-I : Nature and Purpose of Business

Marks : 08

- ❖ Concept and characteristics of business.
- ❖ Business, profession and employment - distinctive features.
- ❖ Objectives of business- economic and social, role of profit in business.
- ❖ Classification of business activities : industry and Commerce.
- ❖ Industry– types : primary, secondary, tertiary.
- ❖ Commerce : Trade and Auxiliaries.
- ❖ Business risks– Nature and causes.

Unit-II : Forms of Business Organisations :

Marks : 12

- ❖ Sole Proprietorship: Joint Hindu Family Business- meaning, features. merits and limitations.
- ❖ Partnership– meaning. types, registration, merits; limitations, types of partners.
- ❖ Cooperative Societies– types, merits and limitations.
- ❖ Company : Private Ltd., Public Ltd.– merits, limitations.

- ❖ Choice of form of business organisations.
- ❖ Starting a business– Basic factors.

Unit-III : Private, Public and Global Enterprises

Marks : 10

- ❖ Private Sector and Public Sector.
- ❖ Forms of Organising public sector enterprises :
 - Departmental Undertaking
 - Statutory Corporation
 - Government Company
- ❖ Changing role of public Sector.
- ❖ Global Enterprises (Multinational Companies) : meaning and features.
- ❖ Joint ventures - meaning, benefits.

Unit-IV : Business Services

Marks : 10

- ❖ Nature and types of Business services- Banking, Insurance, Transportation, Warehousing Communication.
- ❖ Banking– types of Banks, Functions of Commercial banks, E-banking.
- ❖ Insurance : principles, types : life, fire and marine.
- ❖ Postal and Telecom services.
- ❖ Warehousing : types and functions.

Unit-V : Emerging Modes of Business

Marks : 08

- ❖ E-Business– Meaning, scope and benefits, Resources required for successful e-business implementation, On-line transactions, payment mechanism, security and safety of business transactions.
- ❖ Outsourcing– concept, need and scope.

Unit-VI : Social Responsibility of Business and Business Ethics

Marks : 08

- ❖ Concept of social responsibility;
- ❖ Case for social responsibility;
- ❖ Responsibility towards different interest groups: owners, investors, employees, consumers, government, community and public in general;
- ❖ Business and environmental protection;
- ❖ Business ethics : concept and elements.

Part-B : CORPORATE ORGANISATION, FINANCE AND TRADE

Unit-VII : Formation of a Company :

Marks : 07

Stages in the formation of a company :

- ❖ Promotion,
- ❖ Incorporation, and
- ❖ Commencement of business.

Unit-VIII : Sources of Business Finance

Marks : 12

- ❖ Nature and significance

- ❖ Financial requirements and sources : owners funds and borrowed funds
- ❖ Methods of raising Finance :
 - Equity and Preference shares
 - Debentures and Bonds
 - Retained profits
 - Public deposits
 - Loan from Commercial Banks
 - Loan from Financial Institution
 - Trade Credit
 - Discounting of Bills of Exchange
 - Global Depository Receipt, American Depository Receipt

Unit-IX : Small Business

Marks : 07

- ❖ Small Scale industry; Tiny Sector; cottage and rural industry;
- ❖ Role of small business in rural India;
- ❖ Problems of small business in India.
- ❖ Government Assistance and Special Schemes for Industries in rural, backward and hilly areas.

Unit-X : Internal Trade

Marks : 10

- ❖ Meaning and types of internal trade : wholesale and retail;
- ❖ Services of a wholesaler and a retailer.
- ❖ Types of Retail Trade:
 - Itinerant retailers and fixed shops.
 - Departmental store, super market, malls, chain store, mail order business, consumer's cooperative store
 - Automatic Vending Machine
- ❖ Role of Chambers of Commerce and Industry in promotion of internal trade.

Unit-XI : International Business

Marks : 08

- ❖ Nature, Importance, scope and complexities involved in International Business;
- ❖ Basic information about ways of entering into International Business;
- ❖ Contract manufacturing; licensing; franchising; Joint ventures and Setting up Wholly Owned Subsidiaries;
- ❖ Export-Import procedures and Documentation;
- ❖ Foreign Trade Promotion : Organisational Support and Incentives; Nature and Importance of Export Processing Zone/Special Economic Zones;
- ❖ International Trade Institutions and Agreement : WTO, UNCTAD, World Bank/IMF.

Prescribed Textbook : Business Studies, Published by NCERT.
ব্যবসায় অধ্যয়ন, Published by AHSEC.

FINANCE

SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE

Introduction :

As 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-economics 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 bank 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 Finance 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 inculcates attitude and values leading to integration of banking service with the social system in general and the commercial world in particulars.

FINANCE**SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE****One Paper****Time : Three hours****Marks : 100****Unitwise Distribution of Marks & Periods :**

Unit	Topics	Marks	Periods
Unit-1	Nature and organization of Bank	20	35
Unit-2	Associated concepts	15	30
Unit-3	Different types of Banks	20	35
Unit-4	Functions of Central Banks	20	35
Unit-5	Different types of Bank accounts	15	25
Unit-6	Different types of customer	10	20
Total :		100	180

Unitwise Distribution of Course contents:**Unit-1 : Nature and organization of Bank :****Marks : 20**

Evolution, origin and growth of Banking. Definition of Bank, Functions of Bank, Creation of credit by commercial Bank and its limitation.

External and internal organization of commercial banks, Management, Capital License, Branch opening, Cash reserve Ratio, Loans and Advances, Different Department of Banks .

Unit-2 : Associated Concepts :**Marks : 15**

Meaning of Barter, Basic difficulties of Barter, meaning and affects of Inflation. Trade Cycle, characteristics and phases of trade cycle.

Unit-3 : Different types of Banks :**Marks : 20**

Central Bank, Commercial Bank, Retail Banking, Exchange Bank, Regional Rural Bank. Investment Bank, Development Bank, Co-operative Bank, Agricultural Bank, Indigenous Bank, Savings Bank, Land Development Bank, International Bank. Export-Import Bank, Difference between Central, commercial and cooperative. Banks.

Unit-4 : Function of Central Bank :**Marks : 20**

Basic knowledge of the following :

Note issue, Bankers Bank, Government Bank, Lender of last resort, Custodian of foreign exchange reserve, Acting as clearing house, Controller of Credit, Bank rate, Open market operation, Variable reserve ratio, Margin requirements, Rationing of credit, Moral suation, Inspection and Supervision of Banks.

Unit-5 : Different types of Bank accounts :**Marks : 15**

Meaning of Banker and customer, Different types of Bank accounts, opening and operation of

current, saving accounts, Recurring and Fixed deposit account, Pay-in-slip book, Pass book and Cheque book. Insurance of Bank deposit, Meaning of credit card. ATM. E-Banking.

Unit-6 : Different types of Customer :

Marks : 10

Individual, Minor, Married woman, Lunatics, Joint account, Partnership Firm, Company, Clubs and School, College, Executors and Administrators, Liquidators, Illiterate person and Trustee, Meaning of Ombudsman.

Prescribed Textbook : প্রাথমিক বেংকিং, Published by AHSEC.



ENGLISH (Core)

SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE

Background

Students are expected to have acquired a reasonable degree of language proficiency in English by the time they come to class XI, 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 organization of the text (i.e., the relationships of the different units 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 languages skills with an aim to developing the skills of reasoning, drawing inferences etc. through meaningful activities.
- to translate texts from mother tongue (s) into English and vice versa
- to develop the ability and knowledge required in order to engage in independent reflection and enquiry
- to develop the capacity to appreciate literary use of English
- to develop the creative and imaginative use of English.

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, 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 notes relating to the workplace (minutes, memoranda, notices, summaries reports, filling up of forms preparing CVs, e-mail messages etc.)

- Taking/making notes from reference materials, recorded talks etc.

Language Items:

The Core Course should draw upon the language items suggested for classes IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar;

- The uses of different tense forms for different kinds of narration (e.g. media commentaries, reports, programmes etc.)
- 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
- Modal auxiliaries - uses based on semantic considerations.

The study of formal (descriptive) grammar, at a very elementary level, will be introduced in Class XI. 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, a multi-skilled, learner-centered, activity based approach, of which there can be many variations, is recommended. 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.

Syllabus Class XI**One Paper****Three Hours****Marks: 100****Unit wise Distribution of Marks and Periods:**

Unit	Areas of Learning	Marks	Periods	
A	Reading Unseen Passages (two)	20	30	
B	Writing	20	30	
C	Grammar	10	20	
D	Textual Questions	40	80	
	(i) Textbook			30
	(ii) Supplementary Reader			10
E	Conversation Skills	20		
	(i) Listening	05		
	(ii) Speaking	05		
Total		100	180	

Section -A**Reading unseen Passages for comprehension and note making**

Two unseen passages with variety of questions including 5 marks exclusively for vocabulary such as

- Word formation
- Inferring meaning

The total length of both the passages together should be around 1100 words.

- Types of the passages:**
1. factual passages e.g. instructions, descriptions, reports
 2. Discursive passages involving opinion
e.g. argumentative, persuasive

Section Wise - [Summary]

Unit No	Unseen passage	No. of Words	Testing areas	Marks	Total Marks
01	01	600	SA type Questions to test Local, Global and Inferential Comprehension	10 marks • Local Comprehension test --- 4 Questions of 1 mark each (1x4=4) • Global and inferential comprehension test 3 questions of 2 marks each (3x2 =6)	12
			Vocabulary	02 marks • 2 questions of 1 mark each (on inferring meaning)	
	02	500	Note making in	05 marks	08

			appropriate format Vocabulary	03 marks • 3 questions of 1 mark each (Word formation)	
				Total marks	20

Section - B Writing

No	No. of questions	Types	Marks	Word limit
03	One out of two	(a) A Factual description of any event or incident, Or/ (b) A report based on the verbal input provided	06	80-100 Words
04	One out of two	Compositions based on a visual and / or verbal output [The output may be descriptive or argumentative in nature - such as an article for publication in a newspaper or a school magazine or a speech]	06	100-150 words
05	One out of two	Writing a letter based on the given input. Letter types include a) business or official letter for making enquires registering complaints asking for and giving information, placing orders and sending replies. b) letters to editors (giving suggestions, opinions on an issue of public interest.) c) Application for a job	08	
Total Marks			20	

Section - C

Grammar

Different grammatical structures in meaningful contexts will be tested. Item types will include:

- a) Gap filling
- b) Sentence re-ordering
- c) Dialogue completion
- d) Sentence transformation

The grammar syllabus include

Q. No.	Language Item	Mark	Marking Scheme
Q. No.6	i. Determiners	1 mark	½ mark × 2 questions
	ii. Tense	1 mark	½ mark × 2 questions
	iii. Modal Auxiliary	1 mark	½ mark × 2 questions
	iv. Error Correction	1 mark	½ mark × 2 questions
Q. No.7	i. Dialogue completion	2 marks	1 mark × 2 questions
	ii. Sentence transformation	2 marks	1 mark × 2 questions
Q. No.8	i. Reordering of sentence	2 marks	1 mark × 2 questions
Total		10 marks	

Section - D (Textual Questions)

Prescribed Books : Hornbill - Textbook published by AHSEC, Guwahati

Selected pieces

	Name of the topic	Writer
Prose	1. The Portrait of a lady	Khushwant Sillgh
	2. Landscape of the Soul	Nathalie Trouveroy
	3. The Ailing Planet: the Green Movements Role	Nani Palkhivala
	4. My Impressions of Assam	Verrier Elwin
	Poetry	1. A photograph
2. The Voice of the Rain		Walt Whitman
3. Childhood		Markus Natten
4. Father to Son		Elizabeth Jennings

Q.no 9. 08 marks

One out of two extracts based on poetry from the text for comprehension and appreciation.

- Comprehension Question SA type 4 questions of 1 mark each.
- Appreciation SA type 1 question of 4 marks

Q no 10. 06 marks Two out of three Short answer type questions from the poetry section to test local and global comprehension of the text.(up to 30 words)

- SA Type question 2 questions of 3 marks each

Q no 11. 10 marks Five out of six short answer type questions on the lessons from the prescribed text.(Up to 30 words)

- SA Type Question 5 questions of 2marks each

Q no. 12. 06 marks 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 would be about 100-125 words each)

- LA Type Question 1 question of 6 marks

Supplementary Reader

Total mark 10

Prescribed Textbook - Snapshots, Published by AHSEC

Selected pieces:

1. Ranga's Marriage - Masti Venkatesha Iyengar
2. Albert Einstein at School - Patrick Pringle

Q No 13. One out of two long answer type questions based on the Supplementary Reader to test comprehension of theme character and incidents. (Up to 100 words)

LA Type Question 1 question of 6 marks **06 marks**

Q No 14. Two of three short answer type questions from the Supplementary Reader. (Upto 30 words)

SA Type Question 2 questions 2 marks each **04 marks**

ASSESSMENT OF LISTENING & SPEAKING SKILL

ALLOTTED MARKS = 10 MARKS

Speaking and Listening

Speaking needs a very strong emphasis and is an important objective leading to professional competence. Hence testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in the actualization of the skills.

Assessment of Speaking and Listening Skills (ASL)

The Assam Higher Secondary Education Council had introduced the formal assessment of speaking and listening skills in class XI with effect from the session 2012-13. As a part of the CCE, it is believed that assessment should be used to control and regulate the quality and also to maintain the desired standards of performance in specific areas of learning. As good communication skills raise the self esteem and give a student the confidence to face the challenges of life, it is desired that the student acquires proficiency in this by the time he or she completes the secondary level education. Speaking and listening being considered to be the essential skills of learning a language a formal assessment of speaking and listening skills has been included in the overall assessment scheme with a view to bringing in a 'washback' effect in the teaching process.

Speaking Assessment

The assessment of speaking skill is based on four aspects of a language which include language functions, grammar, lexis or range of vocabulary and phonology. Students will be assessed on a scale of 5-1 where 1 is the lowest point and 5 is the highest. If a student performs reasonably well but doesn't fall in the highest category he or she can be marked in between 3 and 5.

Specific Objectives of Listening & Speaking:

Students are expected to develop the ability:

1. to listen to lectures and talks and to be able to extract relevant and useful information for a specific purpose.
2. to listen to news bulletins and to develop the ability to discuss informally on a wide ranging issues like current national and international affairs, sports, business, etc.
3. to respond in interviews and to participate in formal group discussions.
4. to make enquiries meaningfully and adequately and to respond to enquiries for the purpose of within the country and abroad.
5. to listen to business news and to be able to extract relevant important information.
6. to develop the art of formal public speaking.

CONVERSATION SKILLS ASSESSMENT SCALE
GIDDELINE FOR ASSESSMENT OF LISTENING

The teacher will read aloud a passage based on a relevant theme or a short story. The passage may be factual or discursive. The length of the passage should be around 350 words. The examinees are expected to complete the listening comprehension tasks given in a separate sheet while listening to the teacher. The tasks set may be gap-filling, multiple choice, true or false or short answer questions. There may be 10 different questions for half mark each.

ASSESSMENT SCALE

LISTENING

The learner

1. has the ability to understand words and phrases in a familiar context but cannot follow connected speech.
2. has ability to follow short connected utterances in a familiar context.
3. has ability to understand explicitly stated information in both familiar and unfamiliar contexts.
4. understands a range of longer spoken texts with reasonable accuracy and is able to draw inferences.
5. shows ability to interpret complex discourse in terms of points of view; adapts listening strategies to suit purposes.

MARKING SCHEME FOR LISTENING

Allotted Marks – 05

Allotted Time 10 minutes

Sl No.	Listening Skill	Total Mark	Marks obtained
(a)	Comprehends a word uttered at an average speech rate	$(\frac{1}{2} \times 4) = 2$	
(b)	Evaluate whether a statement in a given context is true or false .	$(\frac{1}{2} \times 2) = 1$	
(c)	Grasps the meaning of words in context	$(\frac{1}{2} \times 4) = 2$	

GUIDELINES FOR ASSESSMENT OF SPEAKING

Narration based on a sequence of pictures. In this section the candidate will be required to use narrative language.

Description of a picture (Can be pictures of people or places)

Speaking on a given topic.

ASSESSMENT SCALE
SPEAKING

The learner

1. shows ability to use only isolated words and phrases but cannot operate on connected speech level.
2. in familiar situations, uses only short connected utterances with limited accuracy.

3. shows ability to use more complex utterances with some fluency in longer discourse; still makes some errors which impede communication.
4. organizes and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication.
5. can spontaneously adapt style appropriate to purpose and audience; makes only negligible errors.

MARKING SCHEME FOR SPEAKING

Allotted Marks – 05

SI No.	Speaking Skill	Total Marks	Marks obtained
(a)	Speaks loud and clear with acceptable pronunciation (minimum 4 sentences)	$(\frac{1}{2} \times 4) = 2$	
(b)	Presents the idea in a logical sequence with minimal hesitation	1	
(c)	Speaks using appropriate sentence structures (minimum 4 sentences)	$\frac{1}{2} \times 4 = 2$	

- NOTE :**
1. At the start of the examination the examiner will give the candidate some time to prepare. In case of narration the present tense should be used.
 2. Topics chosen should be within the personal experience of the examinee such as: relating a funny anecdote, retelling the theme of a book read or a movie seen recently.
 3. Once the candidate has started to speak, the examiner should intervene as little as possible.

Note to the Teacher:

The teacher may assess the students on the basis of the given guidelines at his/her convenience during the session. The marks allotted should then be recorded for submission at the time of declaration of the result of H.S. 1st year annual examination.

ASSAMESE (MIL)

SYLLABUS FOR HIGHER SECONDARY COURSE

অসমীয়া বিষয়ৰ পাঠ্যক্রম

ভাষা-শিক্ষাৰ উদ্দেশ্য :

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

ভাষা-শিক্ষাৰ কৌশল :

ভাষা-শিক্ষাৰ ক্ষেত্ৰত কেইবাটাও কৌশল অৱলম্বন কৰা হয়। 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, ব্যাকৰণৰ জ্ঞান আহৰণ আদি অন্যতম।

বিশেষ গুৰুত্ব দিবলগীয়া দিশ :

উচ্চতৰ মাধ্যমিক স্তৰত পঠনৰ দিশত বিশেষ গুৰুত্ব দিয়া নহয় যদিও, ইয়াৰ প্ৰয়োজন আছে। কাৰণ ব্যাকৰণৰ জ্ঞান আয়ত্ত কৰোঁতে অথবা সঠিক উচ্চাৰণৰ প্ৰতি লক্ষ্য ৰাখোঁতে এই 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 অতি আৱশ্যক। 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 বিষয়বোৰ ছাত্ৰ-ছাত্ৰীৰ ভাষা আহৰণৰ অন্যতম আহিলা। শিক্ষকে ছাত্ৰ-ছাত্ৰীক এই দিশত অনুশীলনৰ জৰিয়তে উপযুক্ত কৰি 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 দিবলৈ 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।

উদ্দেশ্য :

পাঠ্যক্রম যুগুত কৰোঁতে 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 FIRST YEAR COURSE

One Paper

Time : Three hours

Marks : 100

Unitwise Distribution of Marks & Periods :

Unit	Topics	Marks	Periods
Unit-I	Prose	40	80
Unit-II	Short Story	07	10
Unit-III	Poetry	25	40
Unit-IV	Drama	18	30
Unit-V	Composition & Grammar	10	20
Total :		100	180

পাঠ্যপুথি : সাহিত্য সৌৰভ (অসম উচ্চতৰ মাধ্যমিক শিক্ষা সংসদৰ দ্বাৰা প্ৰকাশিত)

Unitwise Distribution of Marks & Periods :

Unit-I : (গোট-১) নিৰ্বাচিত গদ্য :	(Marks 40)
১। ধনৰ ব্যৱহাৰ	: সত্যনাথ বৰা
২। অসমত মহাত্মা গান্ধীৰ পোন প্ৰথম পদাৰ্পণ	: পদ্মনাথ গোস্বামী বৰুৱা
৩। গৌৰৱ	: কালিৰাম মেধি
৪। কিতাপৰ কথা	: প্ৰফুল্ল দত্ত গোস্বামী
৫। গিবন	: হোমেন বৰগোস্বামী
৬। কে'ম্ব্ৰিজৰ শিক্ষা ব্যৱস্থা আৰু শিক্ষানুষ্ঠান	: ড° হীৰেন গোস্বামী
৭। অসমৰ পুৰণি খেল-খেমালি	: সুবোধ মল্ল বৰুৱা
৮। এভাৰেষ্টৰ সপোন আৰু বিভীষিকা	: প্ৰণয় বৰদলৈ
Unit-II : (গোট-২) চুটিগল্প :	(Marks 07)
১। বিয়াৰ প্ৰেজেন্ট	: চৈয়দ আব্দুল মালিক
Unit-III : (গোট-৩) নিৰ্বাচিত কবিতা :	(Marks 25)
১। ৰাৱণক বিভীষণৰ সজ উপদেশ	: মাধৱ কন্দলি
২। বৰগীত : জয় জয় যাদৱ জলনিধিজা	: শংকৰদেৱ
৩। ধনবৰ আৰু ৰতনী	: লক্ষ্মীনাথ বেজবৰুৱা
৪। বনকুঁৱৰী	: চন্দ্ৰকুমাৰ আগৰৱালা

৫। লাচিত ফুকন	: দেবকান্ত বৰুৱা
৬। বাজপথ	: ভৱানন্দ দত্ত
৭। এখন চিঠি	: হেম বৰুৱা

Unit-IV : (গোট-৪) নাটক :

(Marks 18)

১। কুশল কোঁৱৰ	: উত্তম বৰুৱা
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Unit-V : (গোট-৫) চমু ৰচনা আৰু ব্যাকৰণ :

(Marks 10)



ALTERNATIVE ENGLISH

SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE

Background

The course is intended to give students a high level of competence in English with an emphasis on the study of literary texts. The course will provide extensive exposure to a variety of rich texts from world literature as well as Indian writings in English, including classics. It also aims at developing a sensitivity to the creative and imaginative use of English in students and giving them a taste for reading with delight and discernment.

Objectives:

The general objectives at the initial stage are:-

- i) to provide extensive exposure to a variety of writings in English, including some classics to develop a sensitivity to literary and creative use of the language.
- ii) to further expand the learners' vocabulary through the use of dictionary, thesaurus and encyclopedia.
- iii) to develop a taste for reading.
- iv) to critically examine a text.
- v) to develop proficiency in English both in receptive and productive skills.

At the end of this course, the learner

- i) grasps the global meaning of the text, its gist and understands how its theme and sub-themes relate.
- ii) relates to the details provided in the text. For example, how the details support a generalization or the conclusion either by classification or contrast and comparison.
- iii) comprehends details, locates and identifies facts, arguments, logical relationships, generalization, conclusion in the texts.
- iv) draws inferences, supplies missing details, predicts outcomes, grasps the significance of particular details and interprets texts.
- v) assesses and analyzes the attitude and bias of the author.
- vi) infers the meanings of words and phrases from the context; differentiates between apparent synonyms and appreciates the nuances of words.
- vii) appreciates stylistic nuances, the lexical structure--its literal and figurative uses and analyses a variety of texts.
- viii) identifies different styles of writing like humorous, satirical, contemplative, ironical and burlesque.
- ix) can produce text-based writing (writing in response to questions or tasks based on prescribed as well as 'unseen' texts.)
- x) develops the advanced skills of reasoning, inferring, analysing, evaluating and creating.
- xi) develops familiarity with the poetic uses of language including features of the language through which artistic effect is achieved.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. The multi-skill, learner-centred, activity based approach already recommended for the previous stages of education, is still in place, though it will be used in such a way that silent reading of prescribed selected texts for comprehension will receive greater focus as one of the activities. Learners will be trained to read independently and intelligently, interacting actively with texts and other reference materials (dictionary, thesaurus, encyclopedia, etc.) where necessary. Some pre-reading activity will generally be required, and course books should suggest those activities. The reading of texts should be followed by post reading activities. It is important to remember that every text can generate different reading strategies.

Students should be encouraged to interpret texts in different ways while presenting their views. Some projects may also be assigned to students from time to time.

ALTERNATIVE ENGLISH**SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE****One Paper****Time : Three hours****Marks : 100****Unitwise Distribution of Marks & Periods :**

Unit	Topics	Marks	Periods
Unit-I	Reading an unseen passage and a poem	15	25
Unit-II	Poetry	25	50
Unit-III	Prose	25	50
Unit-IV	Grammar	20	35
Unit-V	Creative Writing Skill	15	20
Total :		100	180

Prescribed text : CHINAR Published by Cambridge University Press Pvt. Ltd. on behalf of AHSEC**Unitwise Distribution of Course Contents:****Unit-I : Reading an unseen passage and a poem** **15 marks**

1. Very Short and Short Answer type Questions: Literary or discursive passage of about 900- 950 words.
 - i. Four very short answer type questions of 1 mark each 4×1 mark = 4 marks
 - ii. Three short Answer Type questions of 2 marks each 3×2 mark = 6 marks
2. Very short Answer Questions: A poem of about 08-12 lines.
 - i. Five very short Answer Type questions of 1 marks each 5×1 marks= 5 marks

Unit-II : Poetry **25 marks****Selected pieces:**

- | | |
|----------------------------|---------------------------|
| 1. The Daffodils | William Wordsworth |
| 2. When Autumn Came | Faiz Ahmed Faiz |
| 3. The Listeners | Walter De La Mare |
| 4. Once Upon A Time | Gabriel Okara |

No.1 : One out of two extracts from the text to test the students skills of comprehension and appreciation.

- Two out of three short answer type questions to test comprehension of 1 mark each. 2 × 1 mark = 2 marks
- One out of two short answer type questions of 3 marks to test the students understanding of the text. 1 × 3 marks = 3 marks

No.2 : One out of the two long answer type questions based on the text to test the students skills of global comprehension in about 80 words. 1 × 5 marks = 5 marksNo.3 : Three out of five short answer type questions of 2 marks each on the lessons within 25 words. 3 × 2 marks = 6 marks

No.4 : Two out of four short answer type questions of 3 marks each on the lessons in about 30 words.
 $2 \times 3 \text{ marks} = 6 \text{ marks}$

No.5 : Three out of five very short answer type questions of 1 mark each on the lessons in one sentence each.
 $3 \times 1 \text{ mark} = 3 \text{ marks}$

Unit-III : Prose

25 marks

Selected pieces

1. The Suitor and Papa

Anton Chekhov

2. The Rule of the Road

A G Gardiner

3. The Many and the None

Bansuri Taneja and Ashish Kothari

4. Box and Cox

John Maddison Morton

No.6: One out of two extracts from the text to test the students skills of comprehension and appreciation. (Explanation)

- Two out of three short answer type questions to test the students skills of comprehension of 1 mark each. $2 \times 1 \text{ mark} = 2 \text{ marks}$
- One out of two short answer type questions to test the students skills of appreciation of 3 marks. $1 \times 3 \text{ marks} = 3 \text{ marks}$

No.7: One out of two long answers type questions based on the text to test the students skills of global comprehension in about 80 words / summary. $1 \times 5 \text{ marks} = 5 \text{ marks}$

No.8: Two out of four short answer type questions of 2 marks each on the lessons within 25 words. $2 \times 2 \text{ marks} = 4 \text{ marks}$

No.9: Two out of four short answer type questions of 3 marks each on the lessons within 30 words. $2 \times 3 \text{ marks} = 6 \text{ marks}$

No.10: Word meaning (1 mark), synonyms (2 marks), antonyms (2 marks) from the text. $1 + 2 + 2 = 5 \text{ marks}$

Unit-IV : Grammar

Mark 20

Language Items	Marks	No. of Questions	Total Marks
i) Use of Articles	½ mark	6	3 marks
ii) Tenses using conditionals	1 mark	3	3 marks
iii) Prepositions	½ mark	6	3 marks
iv) Question tags	½ mark	4	2 marks
v) Identifying nouns and adjectives in a given passage	½ mark	1 5 noun 5 adjective	5 marks
vi) Pairs of words	2 mark	2 @ 2 marks per pair of words	4 marks
Total marks			20 marks

Unit-V : Creative Writing Skill :**15 marks**

- | | |
|--|---------|
| 1. Developing a story from the given outline | 5 marks |
| 2. Paragraph writing | 5 marks |
| 3. Substance writing | 5 marks |

Weightage to Questions:

Type of Questions		No of Questions	Marks
LA Type	5 mark	5	25
SA Type	3 marks	6	18
	2 marks	12	24
VSA Type	1 marks	20	20
	½ mark	26	13
	Total	65 nos.	100 marks

Weightage to Objectives:

Objectives	Marks	%
Knowledge	20	20%
Understanding	30	30%
Application	50	50%

ECONOMICS

SYLLABUS FOR HIGHER SECONDARY COURSE

Rationale:

Economics is one of the social sciences which has a lot of influence on each individual yet but 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 in 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 that 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.

The details of the syllabus of economics for the two years HS course are as follows:

H.S. First year : (i) Introductory Microeconomics.
(ii) Statistics for Economics.

H.S. Second year : (i) Introductory Macroeconomics.
(ii) Indian Economic Development.

ECONOMICS**SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE****One Paper****Time : Three hours****Marks : 100****Unitwise Distribution of Marks & Periods :**

Unit	Topics	Marks	Periods
Part-A Introductory Microeconomics :			
Unit-I	Introduction	04	08
Unit-II	Consumers Equilibrium and Demand	13	25
Unit-III	Producer Behaviour and Supply	15	30
Unit-IV	Forms of Market and Price Determination	10	20
Unit -V	Simple Applications of Tools of Demand & Supply	08	12
Part-B Statics For Economics			
Unit-VI	Introduction	05	08
Unit-VII	Collection, Organization & Presentation of Data	15	22
Unit-VIII	Statistical Tools & Interpretation	30	55
Total :		100	180

Unitwise Distribution of Course Contents:**Part A : Introductory Microeconomics**

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

Unit-I : Introduction : Marks : 04

What is microeconomics?
Central Problems of an economy, Production possibility curve and opportunity cost.

Unit-II : Consumers Equilibrium and Demand : Marks : 13

Consumer's Equilibrium : Meaning and attainment of equilibrium through Utility Approach : One and two commodity cases.
Demand : Concept of demand, Determination of demand, Demand schedule, Demand curve, Market demand, Movement along and shifts in demand curve, Price elasticity of demand, Measurement of price elasticity of demand—percentage, Total expenditure and geometric methods.

Unit-III : Producer Behaviour and Supply : Marks : 15

Production function : Returns to factor and returns to scale.
Supply : Market supply, Determinants of supply, Supply schedule, Supply curve, Movement

along and shifts in supply curve, Price elasticity of supply, Measurement of price elasticity of supply- percentage and geometric methods.

Cost and Revenue : Concept of cost, Short run cost curve (fixed and variable cost, total, average and marginal cost); concept 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 : Marks : 10

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 : Marks : 08

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 ceiling and price floor.

Part B : Statistics for Economics

In this course, the learners are expected to acquire skills in collection, organisation of quantitative and qualitative information pertaining to various, but simple, economic aspects systematically. It also intends to provide some basic statistical tools to analyse and interpret any economic information and draw appropriate inferences. In this process, the learners are also expected to understand the behaviour of various economic data.

Unit-VI : Introduction : Marks : 05

Definition, nature and scope of economics.

Meaning and scope of statistics, importance of statistics in Economics.

Unit-VII : Collection and Organisation of Data : Marks : 15

Collection of data : Sources of data – Primary and Secondary, Methods of collecting data. Some important sources of secondary data : Census of India and National Sample Survey Organisation.

Organisation of data : Meaning and types of variables; frequency distribution.

Presentation of data : Tabular and diagrammatic presentation of data :

(i) Geometric forms (bar diagrams and pie diagrams)

(ii) Frequency diagrams (histogram, polygon and ogive) and

(iii) Arithmetic line – Graphs (time series graph)

Unit-VIII : Statistical Tools and Interpretation : Marks : 30

Measures of Central Tendency – mean (simple and weighted), median and mode.

Measures of Dispersion – absolute dispersion (range, quartile deviation, mean deviation and standard deviation);

Relative dispersion (co-efficient of quartile deviation, co-efficient of mean deviation and co-efficient of variation); Lorenz Curve : Meaning and its application.

Correlation – meaning, scatter diagram, Measures of correlation – Karl Pearson’s Method (Two variables ungrouped data) and Spearman’s rank correlation.

Introduction to Index Numbers : meaning, types – wholesale price index, consumer price index of industrial production, uses of index numbers; Inflation and index numbers (For all the numerical problems and solutions, the appropriate economic interpretation may be attempted. This means that students need to solve the problems and provide interpretations for the results derived)

- Prescribed textbooks :**
1. Microeconomics, Published by NCERT
 2. Statistics for Economics, Published by NCERT

 1. ব্যক্তিবাদী অর্থবিজ্ঞান পৰিচয়, Published by AHSEC
 2. অর্থনীতিৰ বাবে পৰিসংখ্যা, Published by AHSEC

[**Note :** The textbooks are available in Bangla Medium also]



ENTREPRENEURSHIP DEVELOPMENT

SYLLABUS FOR HIGHER SECONDARY COURSE

Introduction :

Introducing of Entrepreneurship in the 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.

SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE

One Paper

Time : Three Hours

Marks : 100

Unitwise Distribution of Marks & Periods :

Unit	Title	Marks		Periods	
		Theory	Practical	Theory	Practical
Unit-1	Concept of Entrepreneurship	20	–	30	–
Unit-2	Development of Entrepreneurial Quality and Motivation	20	–	30	–
Unit-3	Dynamics of Entrepreneurship	20	–	30	–
Unit-4	Government Policies and Scheme	10	–	20	–
Total :		70	30	110	70

Unitwise Distribution of Course Contents:

	Marks
Unit-1: INTRODUCTION (Concept of Entrepreneurship)	20
<ul style="list-style-type: none">❖ Concept of Entrepreneurship .❖ Aims and objectives of Entrepreneurship Development.❖ Scope (subject matter) and need of entrepreneurship development.❖ Evolution of entrepreneurship .❖ Relationship between entrepreneurship and other discipline.	
Unit-2: DEVELOPING ENTREPRENEURIAL QUALITY AND MOTIVATION	20
<ul style="list-style-type: none">❖ Entrepreneurs and his/her attributes.❖ Base of Entrepreneurial behaviour (Needs, Drives and Motives),❖ Self-Analysis (Strength & Weakness), Creative thinking, Problem analysis and Problem solving, Innovation, Convincing & Communication skill.❖ Entrepreneurial motivation❖ Charms of becoming an entrepreneur.	
Unit-3: DYNAMICS OF ENTREPRENEURSHIP	20
<ul style="list-style-type: none">❖ Different thought of entrepreneurship.❖ Entrepreneurship movement in India with special reference to North East.❖ Opportunities. and resource identification of entrepreneurial activities in India and a comparative study of global trend.❖ Entrepreneurial scope and opportunities in North East based on its Socio-economic and cultural background.❖ Problems and prospects of entrepreneurship development in North East.	
Unit-3: GOVERNMENT POLITICS AND SCHEMES	10
<ul style="list-style-type: none">❖ Industrial policy resolution since independence at National, Regional and State level.❖ Various Government schematic schemes and their procedural formalities.	
EVALUATION :	30
<ul style="list-style-type: none">❖ Internal Assessment: (Practical) Different topics related project work SWOT analysis of self and project or report on local exposure visit to small enterprises and promotional institutions 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.	

ENVIRONMENTAL EDUCATION

SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE

Introduction :

The present status of Environment Education in schools had its genesis in the National Policy of Education (NPE) 1986 (modified in 1992), in which ‘Protection of the Environment’ is stated as a common core around which a National Curriculum Framework would be woven. The NPE, 1986 emphasized the need to create awareness of environmental concerns by integrating it in the educational process at all stages of education and for all sections of the society. Accordingly, the National Curriculum for Elementary and Secondary Education : A Framework-1988 presented the NCERT’s view: “ The school curriculum should highlight the measures of protection and care of the environment, prevention of pollution and conservation of energy.” Understanding of the environment in its totality, both natural and social, and their interactive processes, the environmental problems and the ways and means to preserve the environment was one of the General Objectives of Education as per National Curriculum Framework, 2005.

Considering the relevance of Environmental Education, as per National Curriculum Framework- 2005, the new syllabi being proposed here aim at generating among young students an awareness and sensitivity to the total environment in a holistic manner and the problems associated with it. Again, the Hon’ble Supreme Court of India has also served a directive to introduce Environmental Education in all stages as a compulsory subject.

As per guidelines of honorable Supreme Court, Assam Higher Secondary Education Council has introduced a new subject i.e. Environmental Education for higher secondary First Year from the session 2012-13 with the aim of creating awareness and interest among the students.

Again as per indication of honourable Supreme Court “Road Safety” issue and as per indication of government of Assam, “Disaster Management”, these two new units are incorporated in Environmental Education in view of the importance and significance of the two topics as per decision of Assam Higher Secondary Education Council.

Main objectives of Environmental Education :

The main focus of Environmental Education should be to expose students to the real - life world, natural and social, in which they live, to enable them to analyse, evaluate, and draw inference about problems and concerns related to the environment and ‘to add’ where possible, to our understanding of environmental issues, and to promote positive environmental actions in order to facilitate the move towards sustainable development. To achieve these goals, the curriculum may be based on:

- Learning about the environment;
- Learning through the environment;
- Learning for environment;

In the course curricula of AHSEC, the subject Environmental Education is compulsory for the students of all the streams in HS 1st year course. The students will be assessed through written examination and project work. Though total marks 50 are allotted for the subject but the obtained mark is not calculated in the overall result. Instead of it, grade is awarded on the basis of the marks obtained by the learner. The grading scheme for the subject is as follows...

Grade	Percentage	Marking Range
A	80%-100%	40 – 50
B	60%-79%	30 – 39
C	40%-59%	20 – 29
D	0%-39%	0 – 19

SYLLABUS FOR ENVIRONMENTAL EDUCATION**One Paper****Time : One hour****Marks : 50****Marks in Theory (Written Examination) : 40**

Unit	Topics	Marks	Periods
Unit-1	Environmental Education	20	30
Unit-2	Disaster Management	10	15
Unit-3	Road Safety	10	15
	Marks in Project	10	
Total :		50	

Unitwise Distribution of Course contents:**Unit-1 : Environmental Education (Marks 20)**

Chapter -1 Basic Concept of Environment

Components of Environment, Environmental Segments, Environmental Education, Multidisciplinary nature, Need for Environmental Awareness.

Chapter - 2 Ecological Concept

Meaning of ecology and ecosystem, Types of Ecosystem, Structure of Ecosystem, Function of an Ecosystem, Food chain, food web and trophic levels.

Chapter - 3 Biodiversity and its conservation

The term Biodiversity, Value of biodiversity, Threats to biodiversity, Conservation of biodiversity, National Conservation Strategies.

Chapter - 4 Natural Resources

Natural Resources, Different types of Natural Resources, Forest Resources, Conservation of Natural Resources, Water Resource, Land Resource, Mineral Resources.

Chapter - 5 Environmental Pollution

Introduction, The term pollution, Different types of pollution, Classification of pollutants, Causes of environmental pollution, Air Pollution, Deforestation, Vehicular emissions, Burning of fossil fuels, Rapid industrialization, Classification of air pollutants, Water Pollution, Water borne diseases, Soil Pollution, Noise Pollution, Environmental effects of solid wastes.

Chapter - 6 Social Issues and Environment

Concept of Sustainable Development, Sources of energy, Energy Conservation, Environment and Health, Greenhouse Effect, Global warming, Climate change, Depletion of ozone layer, Acid rain.

Unit 2 : Disaster Management (Marks 10)

Responsibilities and Precautions

Introduction, Natural Disasters, Man-made Disasters, Disaster Management, Role of Students in Disaster Management, Steps to be taken during Search and Rescue Operation, What 'Not to DO' during Disaster, Disaster management Initiatives in India.

Unit 3 : Road Safety

(Marks 10)

What does road safety mean, Causes of road accidents, Issues of road safety, Some Statistics of Road Accidents, Rules of the Road, Must obey, While traveling by bus, Helmet, Vehicular emission pollution, Seat belt, Driving licence, International Driving Permit, Major Motor Vehicle Laws, Traffic Light, Road signs.

PROJECT
(Total Marks - 10)

Each student should carry out and submit a project under the supervision of a teacher. Ten marks allotted for the project is to be credited in the final examination of Environmental Education.

Students may perform their projects on anyone of the following topics. Besides students may also perform their projects under the guidance of teacher on topics related to the subject matter.

- (a) To collect data by visiting a local environmental resource like– River / Forest / Grassland / Agriculture land / Hill.
- (b) To prepare a note by visiting some polluted areas like- city, village, industrial area etc.
- (c) To prepare a list on daily basis by observing a nearby plant / insect / bird / animal for three months enlisting their changes, movements and impacts on environment.
- (d) Submit a report by visiting a particular place during summer vacation and note down its natural environment, natural resources, environment dependent economy, social issues related to conservation of environment.
- (e) Prepare a first-aid-box to be used during a disaster.
- (f) Prepare a list of emergency service related phone numbers and addresses like - Police Station, Fire Station. Hospital. Disaster Management divisional office, Municipal office, Deputy Commissioner's office, Block Development office etc.
- (g) Prepare a report by visiting disaster affected neighbouring area with details of causes, results, measures for rescue operations and steps to neutralize future probabilities.
- (h) Prepare a pictorial table on mandatory / alarming road symbols as per traffic rules.
- (i) Prepare a pictorial note on movement of traffic, around your school and rules to be followed to make the institution pollution free and maintain a healthy environment.
- (j) To form eco club in the school and celebrate various environment related programmes / World Environment Day / Road Safety Week / National Disaster Management Day (29 October) etc.

Textbook : Environmental Education, prepared and published by Assam Higher Secondary Education Council

