SYLLABI & COURSES OF STUDY FOR Class XI

Published By
THE JAMMU & KASHMIR BOARD OF SCHOOL EDUCATION
## CONTENTS

<table>
<thead>
<tr>
<th>S.NO</th>
<th>DESCRIPTION</th>
<th>PAGE NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scheme of Studies</td>
<td>5-7</td>
</tr>
<tr>
<td></td>
<td>Scheme of Assessment</td>
<td>8-9</td>
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<tr>
<td>1</td>
<td>General English</td>
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<tr>
<td>2</td>
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<td>Sociology</td>
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<td>Music</td>
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<td>20</td>
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</tr>
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SCHEME OF STUDIES/ COMBINATION OF SUBJECTS

The students who shall seek admission in Higher Secondary Part-I (Class 11th) from the Academic Session (Oct – Nov) 2020 in case of Kashmir Division/Winter Zone of Jammu Division including the schools in UT of Ladakh and Academic Session (March- April) 2021 in case of Summer Zone areas of Jammu Division shall follow the given below Scheme. The Scheme of studies and the combination of subjects at +2 stage has been prepared as per new scheme of studies. The revised combination of subjects is now as per the standard at National Level the country and has vertical linkage with under graduate courses offered various universities across UT of J&K.

Subject Combination at Higher Secondary Part –I
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<td>Chemistry</td>
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<td>Biology</td>
<td>Geology</td>
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<td>Apparel.</td>
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</table>

Note:

i- A student shall have to opt any two subjects from IV to VII group, but not more than one from each group (for non-vocational students only).

ii- The students who have passed Vocational subject/s at level 2 in class 10th and intend to opt for Vocational subject at Higher Secondary Part-I (Level-3) shall opt 5th subject from Group VIII.
### Faculty of Home Science

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**Note:**

i- A student shall have to opt any one subject from Group –V (for non-vocational students only).

ii- The students who have passed their Vocational subject/s at level 2 in Class 10th and intend to opt vocational subject at Higher secondary Part-I (level-3) shall opt 5th subject from Group VI.

### Faculty of Commerce

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<td>Apparel</td>
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</table>

**Note:**

i- A student shall have to opt any two subjects from IV-VI groups but not more than one from each group (for non-Vocational students only).

ii- The students who have passed their vocational subject at level -2 in class 10th and intend to opt for vocational subject at Higher secondary Part-II (Level-3) shall opt any one subject from Group IV to Group VI and 5th subject from Group No. VII.
Faculty of Humanities

<table>
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<tr>
<th>Group I</th>
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<th>Group III</th>
<th>Group IV</th>
<th>Group V</th>
<th>Group VI</th>
<th>Group VII</th>
<th>Group VIII</th>
<th>Group IX</th>
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</table>

Note:

i- A student shall have to opt any four subjects from Group II to VIII group but not more than one from each group (for non-vocational students only),

ii- The students who have passed their Vocational subject/s at level -2 and intend to opt for vocational courses at Higher secondary Part-I (level-3) shall opt any three subjects from Group No II to Group VIII and 5th subject from Group No, IX (Vocational Course).

iii- No repetition/similarity of incomplete combination of subjects is allowed.

iv- While choosing Subject/s students are advised to opt for such subject/s or combinations of subjects which are available and taught in the institution as per the above mentioned combinations.
SCHEME OF ASSESSMENT / EXAMINATION

The Higher Secondary Part 1st (Class 11th) Examination conducted by the Board at the end of Academic session on the basis of prescribed syllabi for class 11th is open to eligible candidates and shall be conducted according to the following scheme of examination.

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<td>Information Practices</td>
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<td>Physical Education</td>
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<td>Electronics</td>
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<td>42</td>
<td>Family Health Care &amp; Prevention</td>
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<td>43</td>
<td>Food Science</td>
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<td>Management of Resources</td>
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<td>Entrepreneurship</td>
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<td>Typewriting &amp; Shorthand</td>
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<td>48</td>
<td>Business Studies</td>
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<td>49</td>
<td>Travel, Tourism and Hotel Management</td>
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<td>Business Mathematics</td>
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<td>51</td>
<td>Food Technology</td>
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General English

Objectives of Teaching English at the Senior Secondary Level.

At the higher secondary level the students are expected to

- listen and comprehend lectures oral presentations on a variety of topics
- develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation on given topics
- perceive the overall meaning and organization of the text (i.e., co-relation of the vital portions of the text)
- identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- translate texts from mother tongue(s) into English and vice versa
- develop ability and acquire knowledge required in order to engage in independent reflection and enquiry
- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: 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, explaining or developing a topic, arguing a case, etc. write formal/informal letters and applications for different purposes
- make use of contextual clues to infer meanings of unfamiliar vocabulary
- select, compile and collate information for an oral presentation
- produce unified paragraphs with adequate details and support
- use grammatical structures accurately and appropriately
- write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.;
- filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.
- use of passive forms in scientific and innovative writings.
- convert 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.
Listening and Speaking

Students are expected to develop the following reading skills.

- take organized notes on lectures, talks and listening passages
- listen to news bulletins and to develop the ability to discuss informally wide-ranging issues like current national and international affairs, sports, business, etc.
- respond in interviews and to participate in formal group discussions
- make enquiries meaningfully and adequately and to respond to enquiries for the purpose of travelling within the country and abroad
- listen to business news and to be able to extract relevant important information
- develop public speaking skills.

Assessment in Listening and Speaking Skills

- Subject teachers should refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.
- Language learning projects / activities should not be confined to classroom teaching only but should enable the students to deal with real life situations. The format and the variety of activities should be extensive.

Suggested Activities

The suggested activities aim to improve the communication skills and personality of the students. These should be followed by individual, peer and group talk.

- Screening of relevant and age appropriate audio-videos of stories/documentaries/ discussions/ films
- Listening to phone calls
- Model Reading by teacher
- Storytelling
- Narrating incidents
- Interviews
- Group Discussions and Talk Shows
- Role plays
- Debates/ Presentations
- Convening meetings/talks in informal situations such as going to the shopkeeper, describing real time events like festivals and matches, picnics, vacations and travelogues
Parameters for Assessment:

- Interactive competence (Initiation & turn taking, relevance to the topic)
- Fluency (cohesion, coherence and speed of delivery)
- Pronunciation
- Language (accuracy and vocabulary)

Schedule:

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

Reading

**Students are expected to develop the following study skills:**

- skim for main ideas and scan for details
- refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer’s purpose and tone
- comprehend the difference between the literal and the figurative meaning
- differentiate between claims and realities, facts and opinions, form business opinions on the basis of latest trends available
- comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text
- specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one’s opinion and making notes based on a text.
- respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc.
- understand and appreciate the oral, mobile and visual elements of drama
- identify the elements of style such as humour, pathos, satire and irony, etc.
- make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

Inculcating good reading habits in children has always been a concern for all stakeholders in education.
The purpose is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can learn, unlearn and relearn. If our children are in the habit of reading, they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them.

Consequently, they become independent thinkers capable of taking their own decisions in life rationally. Hence, a few activities are suggested below which teachers may use as a part of the reading project.

- Short review / dramatization of the story.
- Commentary on the characters.
- Critical evaluation of the plot, storyline and characters.
- Comparing and contrasting the characters within the story, with other characters in stories by the same author or by different authors.
- Extrapolating about the story read or life of characters after the story ends defending characters actions in the story.
- Making an audio story out of the novel/text to be read aloud.
- Interacting with the author.
- Holding a literature fest where students role-play as various characters to interact with each other.
- Role playing as authors/poets/dramatists, to defend their works and characters
- Symposiums and seminars for introducing a book, an author, or a theme.
- Creating graphic novels out of novel or short stories they read.
- Dramatizing incidents from a novel or a story.
- Creating their own stories.
- Books of one genre to be read by the whole class.

Teachers may select books and e-books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child. Teachers may later suggest books from other languages by dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a student’s progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the book, giving a short quiz or a work sheet about the book/short story. A befitting mode of assessment may be chosen by the teacher.
Writing

- write letters to friends, relatives, etc. to write business and official letters.
- open accounts in post offices and banks. To fill in railway/airline reservation forms.
- draft notices, advertisements and design posters effectively and appropriately
- write on various issues to institutions seeking relevant information, lodge complaints, express gratitude or render apology.
- write applications, fill in application forms, and prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.
- write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- write formal reports for school magazines/events/processes/or in local newspapers about events or occasions.
- express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures
- draft papers to be presented in symposia.
- take down notes from talks and lectures.
- write examination answers according to the requirement of various subjects.
- summarise a text.

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 (dictionary, thesaurus, 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 students should be encouraged to interpret texts in different ways.

Group and pair activities can be resorted to when desired, although 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.
GENERAL ENGLISH

CLASS – XI          TIME: 3 HOURS
MAX MARKS: 100     80 (THEORY) +20 (INTERNAL ASSESSMENT)

Prescribed Textbooks

1. *Hornbill*: Textbook in English for Class-XI (Core Course) published by NCERT, New Delhi
2. *Snapshots*: Supplementary Reader in English for Class XI (Core Course) published by NCERT, New Delhi.

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<th>Q No</th>
<th>DESCRIPTION</th>
<th>Weightage</th>
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<tr>
<td></td>
<td><strong>SECTION A: READING COMPREHENSION</strong></td>
<td><strong>20 marks</strong></td>
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<tr>
<td>1</td>
<td>One unseen passage of 400-500 words in length for note-making (5 marks) and summarizing (5 marks).</td>
<td>10 marks</td>
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<td>2</td>
<td>One unseen prose passage of 400-500 words in length followed by five ten objective type questions including MCQ’s, fill ups, true/false, yes/no to assess comprehension, vocabulary, interpretation and inference. OR One unseen poetry passage of 15-30 lines in length followed by five MCQ’s and five objective type questions to assess comprehension, interpretation and inference.</td>
<td>1x10=10 marks</td>
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<td><strong>SECTION B: WRITING SKILLS AND GRAMMAR</strong></td>
<td><strong>30 marks</strong></td>
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<td>3</td>
<td>One out of two questions on notice/ poster/ advertisement. (50 words)</td>
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<td>4</td>
<td>One out of two questions on letter writing (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/opinions on an issue; letter to the school or college authorities, regarding admissions, school issues, requirements / suitability of courses, etc.) (120-150 words)</td>
<td>6 marks</td>
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<td>One question on writing a personal email (to a friend/relative/etc.). (50-80 words)</td>
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<td>6</td>
<td>One out of two questions on article/speech/report/ narrative/debate writing. (200-250 words)</td>
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<td>7</td>
<td>One passage 100-150 words in length for assessing through error correction the following items: determiners, tenses, punctuation, modals, conjunctions and prepositions. (8 items).</td>
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### SECTION C: LITERATURE

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<td>An extract from the prescribed poems followed by three objective type questions (two to be attempted) assessing reference to context comprehension and appreciation.</td>
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<td>9</td>
<td>Five out of six short answer type questions (four each from Hornbill and Snapshots) based on poetry, prose and plays to assess inference and critical thinking.</td>
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<td>10</td>
<td>One out of two long answer questions from Hornbill to assess global comprehension and extrapolation beyond the texts. Questions to provide evaluative and analytical stimuli to the learners, using incidents, events, themes as reference points. (120-150 words)</td>
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<tr>
<td>11</td>
<td>One out of two long answer questions from Snapshots based on incidents or events to test global comprehension and extrapolation beyond the texts. Questions to elicit creative responses and ability to form opinions. (120-150 words)</td>
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<tr>
<td>12</td>
<td>One out of two long answer questions from Hornbill to provide evaluative and analytical stimuli to the learners using incidents, events, themes as reference points. (120-150 words)</td>
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### INTERNAL ASSESSMENT

**Assessment of Listening and Speaking Skills**

Assessment of Listening and Speaking Skills will be for 20 marks. Practice and assessment is to be based on the activities included in the prescribed textbooks and by taking recourse to various resources and techniques available in the school.

**Suggested Reading**

For grammar, teachers and students can refer to any standard grammar textbook for further reading and clarification of concepts. Some of the books include:

- English Grammar in Use by Raymond Murphy published (Cambridge University Press)
- Oxford Practice Grammar by John Eastwood published (Oxford University Press)
- Grammar Practice Activities by Penny Ur (Cambridge University Press)
- A Practical English Grammar by Thomson and Martinet (Oxford University Press)
- High School English Grammar by Wren and Martin (S Chand Publishing)

**Prescribed Textbooks**

1. Hornbill: Textbook published by NCERT, New Delhi,
2. Snapshots: Supplementary reader Published by NCERT, New Delhi.
<table>
<thead>
<tr>
<th>Section</th>
<th>Competencies</th>
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<tr>
<td>Reading Comprehension</td>
<td>Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s</td>
<td>20 Marks</td>
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<tr>
<td>Writing Skill and Grammar</td>
<td>Reasoning, appropriacy of style and tone, using and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity</td>
<td>30 Marks</td>
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<tr>
<td>Literature Textbook and Supplementary Reader Text</td>
<td>Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency</td>
<td>30 Marks</td>
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<td>TOTAL</td>
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<td>80 Marks</td>
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<tr>
<td>Assessment of Listening and Speaking Skills</td>
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<td>20 Marks</td>
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<td>GRAND TOTAL</td>
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HISTORY

Introduction to World History

Maximum Marks: 100
Theory: 90 Marks

Time: 3 hrs
Project work: 10 marks

Section A: Early Societies
1. From the beginning of time. 06
   Focus: Africa, Europe till 15000 B.C.
   a) Views on the origin of Human beings.
   b) Early societies.
   c) Historians views on present day hunter- gathering societies.

2. Early Cities. 06
   Focus: Iraq 3 Millennium B.C
   a) Growth of towns.
   b) Nature of early urban societies.
   c) Historians debate of uses of writing

Section B: Empires
3. An empire across three continents. 09
   Focus: Roman Empire, 27 B.C to AD 600.
   a) Political evolution.
   b) Economic expansion.
   c) Religion.
   d) Late Antiquity.
   e) Debate on the institution of slavery.

4. The Central Islamic Lands. 08
   Focus: 7th to 12th Centuries
   a) Polity.
   b) Economy.
   c) Culture.
   d) Historians’ viewpoints on the nature of the crusaders.
5. **Nomadic Empires.**
   Focus: The Mongol, 13th to 14th Century.
   a) The nature of nomadism.
   b) Formation of empires.
   c) Conquests and relations with other states.
   d) Historians’ view on nomadic societies and state formation.

Section C: Changing Traditions
6. The Three orders.
   Focus: Western Europe, 13th to 16th Century.
   a) Feudal society and economy.
   b) Formation of states.
   c) Church and society.
   d) Historians’ view on decline of feudalism.

Project Work: Project No. 1 Heritage sites of J&K
   Focus: Europe 14th to 17th Century.
   a) New idea, and new trends in literature and arts.
   b) Relationship with earlier ideas.
   c) The contribution of the West Asia.
   d) Historians’ viewpoints on the validity of the notion ‘European Renaissance’.

8. Confrontation of Cultures.
   Focus: Europe 15th to 18th Century.
   a) European voyages of exploration.
   b) Search for gold; enslavement, raids, extermination.
   c) Indigenous people and cultures- the Arawaks, the Aztecs, the Incase.
   d) The history of displacements.
   e) Historians’ viewpoints on the slave trade.

Section D: Paths to Modernization
9. The Industrial Revolution.
   Focus: England, 18th and 19th Centuries’
   a) Innovations and 19th Centuries.
   b) Pattern of growth.
   c) Emergence of working class
   d) Historians’ viewpoint, debate on ‘was there an industrial Revolution’.
10. Displacing indigenous People
   Focus: North America and Australia, 18\textsuperscript{th} to 20\textsuperscript{th} Century.
   a) European colonists in North America and Australia.
   b) Formation of white settler societies.
   c) Displacement and repression of local people.
   d) Historians’ viewpoints on the impact of European settlement on indigenous population.

11. Paths to Modernization.
   Focus: East Asia, late 19\textsuperscript{th} and 20\textsuperscript{th} Century.
   a) Militarization and economic growth in Japan.
   b) China and the communist alternative.
   a) Historians’ debate on the meaning of modernization.

Project Work    Project No 2 – Bhakti and Sufi traditions in J&K / Arts and Crafts in J&K.

History 11th

\begin{itemize}
\item Section A Early Societies \hspace{0.5cm} 12 Marks
\item Section B Empires \hspace{0.5cm} 25 Marks
\item Section C Changing tradition \hspace{0.5cm} 26 Marks
\item Section D Paths to modernization \hspace{0.5cm} 27 Marks
\item Project work \hspace{0.5cm} 10 Marks
\item Total \hspace{0.5cm} 100 Marks
\end{itemize}

BOOK SUGGESTED:
Themes in World History, Published by NCERT New Delhi.
Unit 1: Introduction 7 Marks
What is Economics?
Meaning: Scope and importance of statistics in Economics?

Unit 2: Collection, Organisation and Presentation of Data 13 marks
- Collection of data Sources of data – primary secondary how basic data is collected: Methods of collecting data; Some important source of secondary data; Census of India and National Sample Survey Organization.
- Organization of Data: Meaning and types of variables: Frequency Distribution.
- Presentation of Data: Tabular Presentation and Diagrammatic Presentation of data.
  i) Geometric forms (bar diagram and pie diagrams)
  ii) Frequency diagrams (histogram, polygon and ogive) and
  iii) Arithmetic line graphs (times series graph)

Unit 3: Statistical Tools and Interpretation 20 marks
(For all the numerical problems and solutions, the appropriate economic interpretation may be attempted. This means, the students need to solve the problems and provide interpretation for the results derived).
- Measures of Centre Tendency- means (Simple and weighted), median and mode.
- Measures of Dispersion – absolute dispersion (range, quartile deviation, mean deviation and standard deviation); relative dispersion (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), Spearman’s rank correlation.
- Introduction to index Numbers – meaning, types – wholesale price index, consumer price index and index of industrial production, uses of index numbers; inflation and index numbers.
Unit 4: Development Projects in Economics  (Project work)  10 marks

The students may be encouraged to develop projects, which have primary data, secondary data or both. Case studies of a few organization/ outlets may also be encouraged. Some of the examples of the projects are as follows (they are not mandatory but suggestive);

i) A report on demographic structure of your neighborhood;
ii) Consumer awareness amongst households
iii) Changing prices of a few vegetables in your market
iv) Study of a cooperative institution milk cooperatives

The idea behind introducing this unit is to enable the students to develop the easy and means by which a project can be developed using the skills learned in the course. This includes all the steps involved in designing a project starting from choosing a title, exploring the information relating to the title collection of primary and secondary data, analyzing the data, presentation of the project and using various statistical and their interpretation and conclusion.

Unit 5: Indian Economic Development:  10 marks

Development Politics and Experience (1947- 90):

• A brief introduction of the state of Indian economy on the eve of independence.
• Common goals of Five Year Plans.
• Main features, problems and polices of agriculture (institutional aspects and new agricultural strategy etc), industry (industrial licensing etc) and foreign trade.

Unit 6: Economic Reforms since 1991:  10 marks

• Need and main features – liberalization, globalization and privatization;
• An appraisal of LPG policies.

Unit 7: Current Challenges Facing Indian Economy  20 marks

• Poverty – absolute and relative; Main programmes for poverty alleviation; A critical assessment.
• Rural development; Key issues – credit and marketing role of cooperatives.
• Human Capital Formation; how people become resource; Role of human capital in economic development; Growth of Education Sector in India.
• Employment; Growth, informalisation and other issues; Problems and policies
• Infrastructure; Meaning and types; Case Studies; Energy and Health; Problems and Policies – A critical assessment;
• Sustainable Economic Development.
• Meaning Effects of Economic Development on Resources and Environment.
Unit 8: Developing Experience of India: 10 marks

- A Comparison with neighbours
- India and Pakistan
- India and China

Issues: growth, population, and other developmental indicators.

Books Suggested
1. Indian Economic Development, Published by NCERT New Delhi
2. Statistics for Economics, Published by NCERT New Delhi
GEOGRAPHY

M. Marks: 100           Time: 3 hrs
Theory: 70 marks         Practical: 30 marks

A. Fundamentals of Physical Geography

Unit I: Geography as a Discipline  5 marks
• Geography as an integrating discipline, as a science of spatial attributes;
• Branches of geography importance of physical geography.

Unit II: The Earth  5 marks
• Origin and evolution of the earth; interior of the earth Wegener’s continental drift theory and plate tectonics; Earthquakes and volcanoes;

Unit III: Land Forms  6 marks
• Rocks and minerals – major types of rocks and their characteristics;
• Land forms and their evolution
• Geomorphic processes – weathering, mass wasting, erosion and deposition; soils – formation

Unit IV: Climate  11 marks
• Atmosphere – compositions and structure, elements of weather and climate;
• Insulation – angle of incidence and distribution; heat budget of the earth- heating and cooling of atmosphere (conduction, convection, terrestrial radiation, advection); temperature – factors controlling temperature; distribution of temperature- horizontal and vertical; inversion of temperature.
• Pressure – pressure belts; winds – planetary seasonal and local, air masses and fronts; tropical and extra tropical cyclones;
• Precipitation – evaporation; condensation – dew, frost, fog, mist and cloud; rainfall – types and world distribution;
• World – climates – classification (Koeppen); greenhouses effect, global warming and climatic changes.

Unit V: Water (Oceans)  4 marks
• Hydrological Cycle
• Oceans – submarine relief; distribution of temperature and salinity; movements of ocean water waves, tides and currents.
Unit VI: Life on the Earth 4 marks
• Biosphere – importance of plants and other organisms; biodiversity and conservation; ecosystems, bio- geochemical cycle and ecological balance.

B. India – Physical Environment

Unit VII: Introduction 5 marks
• Location – space relations and India’s place in the worlds.

Unit VIII: Physiography 7 marks
• Structure and Relief;
• Drainage system; concept and water sheds; the Himalayan and the Peninsular;
• Physiographic divisions.

Unit IX: Climate, Vegetation and Soil 14 marks
• Weather and Climate – spatial and temporal distribution of temperature, pressure, winds and rainfall, Indian monsoons, mechanism, onset and variability – spatial and temporal; climatic types;
• Natural vegetation – forest types and distribution; wild life; conservation; biosphere reserves;
• Soils – major types (ICAR’s classification) and their distribution, soil degradation and conservation.

Unit X: Natural Hazards and Disasters: Causes, Consequences and Management (One case study to be introduced for each tropic). 9 marks
• Floods and droughts
• Earthquakes and Tsunami
• Cyclones
• Landslides

C. Practical Work 30 Marks

Unit I: Fundamentals of Maps
• Maps – types, scales – types construction of linear scales, measuring distance finding direction and use of symbols;
• Latitude, Longitude and time;
• Map projection – typology, construction and properties of conical with one standard parallel and Mercator’s projection.
Unit II: Topographic and Weather Maps

- Study of topographic maps (1:50,000 or 1:25,000 Survey of India Maps): contour cross section and identification and landforms – slopes, hills, valleys, waterfalls, cliffs; distribution of settlements;
- Aerial Photographs and Satellite Images;
  Aerial photographs; Types and Geometry – vertical aerial photographs; difference between maps and aerial photographs; photo scale determination.
  Satellite images; Stages in remote sensing data acquisition, platform and sensors and data products (photographic and digital).
- Use of weather instruments; thermometer, wet and dry – bulb thermometer, barometer wind vane, rainguage.
- Use of weather charts; describing pressure, wind and rainfall distribution.

Books Suggested
1. Fundamentals of Physical Geography, Published by NCERT New Delhi
2. Practical in Geography, Published by NCERT New Delhi
Unit I
Indian Constitution at work:

1. **Making of the constitution**: Why do we need constitution? What does a constitution do? Who made our constitution? How did the country’s partition affect the working of the constitution assembly? What were the sources of constitutions?
   
   4 marks

2. **Fundamental Rights**: Why do we need for a bill of rights in the constitution? What are the fundamental rights provided by the constitution? Why was the right of the property removed from fundamental rights? How have the interpretation by the courts influenced Fundamental Rights? How has provision of Fundamental Rights provided the basis for civil liberties movement in India? What are the fundamental Duties?
   
   6 Marks

3. **System of representational democracy**: What are the different methods of election? How do these methods affect parties and politics? Why was the post system chosen in India? What have been the effects of this system? Why is there a system of reserved seats? What are the provisions to ensure free and fair elections? What does the Election Commission do?
   
   6 Marks

Unit II

4. **Executive in a parliamentary system**: Why are parliamentary system chosen over other forms of government? Why does the parliamentary system need a constitutional head? How are the Prime Minister and the Chief Ministers elected? What are the formal and real powers of the President of India? What are the powers of Prime Minister or the Chief Ministers and the Council of Ministers? What are the powers of the Governor?
   
   6 marks
5. **Legislature at the central and state level:** Why does the Parliament of India have two Houses? How are the parliament and the state Assemblies constituted? What are the 3 powers of the Rajya Sabha and Lok Sabha? How are the laws passed? How the executive is made accountable? What are the constitutional means to prevent defection?

4 Marks

6. **Judiciary:** What is the rule of law? Why do we need an independent judiciary? What are the provisions that ensure the independence of judiciary in India? How are judges appointed? What are the powers of the Supreme Court and the High Courts? How do they use their powers for public interest?

5 Marks

7. **Federalism:** What is Federalism? How does federalism ensure accommodation of diversities? In which ways is the Indian constitution federal? In which ways does the constitution strengthen the centre? Why are there special provision for some states and areas?

4 Marks

8. **Local Government:** Why do we need decentralization of powers? What has been the status of local government in the constitution? What are the basic features of rural and urban local governments? Why has been the effect of giving constitutional status to local governments?

5 Marks

9. **Political philosophy underlying the constitution:** What are the core provisions of the constitution? What are the visions underlying these core provisions? How are these shaped by modern Indian political thought?

5 Marks

10. **Constitution as a living document:** How has the constitution changed since it inception? What further changes are being debated? What has the working of democracy done to the constitution?

5 Marks

11. **Introduction to Political Theory:** What is Politics? Do we find politics in seemingly non-political domain? Can political argument be resolved through reasoning? Why do we need political theory?

5 Marks

12. **Freedom:** Why is freedom? What are reasonable constrains on individual liberty? How are limits defined?

5 Marks

13. **Equality:** Do all differences involve inequality? Does equality simply saneness? What are the major forms of inequality? How can equality be realized?

5 Marks
14. Social Justice: Is justice all about fairness? What is the relationship between justice and equality? What are the different forms of injustice? In which ways can justice be secured?  

15. Rights: How is a right different from any claim? What are the major kinds of right claims? How do we resolve a conflict between individual and community rights? How does the state enable and obstruct rights? 

16. Citizenship: Who is a citizen? What are relevant grounds for inclusion and exclusion? How are new claims to citizenship negotiated? Can we have a global citizenship? 

17. Nationalism: How are the boundaries of a nation defined? Must every nation have a state? What demands can a nation make of its citizens? What is the basis of the right to self-determination? 


20. Development: What is development? Is there a universally accepted model of development? How to balance the claims of present generation with claims of future generation? 

Books Suggested 
1. Political Theory, Published by NCERT New Delhi 
2. Indian Constitution at work, Published by NCERT New Delhi
## PHILOSOPHY

**Maximum Marks: 100**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Nature and Scope of Philosophy</th>
<th>Time: 3 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>(i) Meaning and definition of philosophy</td>
<td></td>
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<tr>
<td></td>
<td>(ii) Nature of Philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(iii) Branches of Philosophy</td>
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<tr>
<td>II</td>
<td>(i) Origin of Philosophy</td>
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<tr>
<td></td>
<td>(ii) Relation of Philosophy with Science</td>
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<td></td>
<td>(iii) Relation of Philosophy with Religion</td>
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<tr>
<td>III</td>
<td>(i) Rationalism</td>
<td></td>
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<tr>
<td></td>
<td>(ii) Empiricism</td>
<td></td>
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<tr>
<td></td>
<td>(iii) Intuitionism</td>
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<tr>
<td>IV</td>
<td>(i) Deism</td>
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<tr>
<td></td>
<td>(ii) Pantheism</td>
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<tr>
<td></td>
<td>(iii) Theism</td>
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<tr>
<td>V</td>
<td>(i) What is logic</td>
<td></td>
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<tr>
<td></td>
<td>(ii) Uses and applications of logic</td>
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<tr>
<td>VI</td>
<td>(i) Definition and Meaning of Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) Nature of Ethic</td>
<td></td>
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<tr>
<td></td>
<td>(iii) Scope of Ethics</td>
<td></td>
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</tbody>
</table>
Unit – VIII  Hedonism  
(i) Meaning of Hedonism  
(ii) Psychological and Ethical Hedonism  
(iii) Utilitarianism  

Unit – VIII  Theories of Punishment  
(i) Crime  
(ii) Punishment, theories of Punishment. (Preventive, reformative, retributive)  

Unit – IX  
(i) Mahatama Gandhi – Ahimsa (Non- Violence)  
(ii) Gautam Buddha – Four noble truth  
(iii) Socrates – Virtue  

Unit – X  Terms and Propositions  
(i) Definition of Term, Denotation and connotation of terms.  
(ii) Proposition, Classification of propositions.  

Books Suggested  
(i) A manual of Ethics by J.N. Sinha  
(ii) A manual of Ethics by J.S.Mackenzie.  
(iii) An introduction to Ethics by William Lilly.  
(iv) Introduction to logic by I.M. Copi.  
(v) An introduction to Philosophy by J.N. Sinha.  
(vi) History of Philosophy by R. N. Sharma.  
(vii) History of Philosophy by Betrand Russell.  
(viii) History of Philosophy by Frank Thilly.  
(ix) Introduction to Philosophy by Y. Maisah.  
(x) Introduction to logic by I. M. Copi.  
(xi) Introduction to logic by Vatsayan.
Objective:
1. To have complete conceptual clarity of Education and its role.
2. To be familiar with various aims of education and their importance.
3. To have a working knowledge of various agencies leading to education of children.
4. To have current understanding of pre-primary system of education both in Theory and Practice.
5. To have clear understanding of Educational Psychology.

Unit : 1 Meaning and Concept of Education
1.1. Etymological meaning of education
1.2. Narrow and Broader meaning of education
1.3. Definitions – Pestalozzi, Redden, M.K. Gandhi, Dr. Zakir Hussain, Dr. Sir Muhammad Iqbal
1.4. Need and importance of education 10 marks

Unit : 2 Understanding Aims of Education
1.1. Meaning of aims of education
1.2. Meaning and importance of following aims:-
   ** individual aims
   ** moral and spiritual aim
   ** Social aim
   ** cultural aim
   ** vocational aim 10 marks

Unit – 3 Understanding Agencies of Education
1.1. Meaning of agencies of education
1.2. Types
   ** Formal ...... School and religious institutions
   ** Informal..... Family and Society
   ** Non- formal... Open school, Distance education and Mass Media. 10 marks
Unit – 4  Organization & Structure of Education in India
   4.1 Pre- primary education
   4.2 Primary education
   4.3 Secondary education
   4.4 Higher education
   (to be discussed with special reference to organization structure and aims).
   10 marks

Unit – 5  Universalization of Elementary Education
   5.1 Concept of universalization of elementary education
   5.2 Problems of universalization
   5.3 Initiatives of elementary education
      ** Non formal education
      ** Early childhood care and education
      ** Sarva Shiksha Abhiyan
      ** Rights to Education Act (1997)
   5.4 Wastage and Stagnation…. Causes and control
   10 marks

Unit – 6  Educational Psychology
   1.1. Meaning and definition of Educational Psychology
   1.2. Stern, Skinner, Judd, Crow & Crow
   1.3. Need and scope of educational psychology
   1.4. Methods of educational psychology
      ** Observation method
      ** Case – study method
   10 marks

Unit – 7  Emotions
   1.1. Understanding the concept of emotions
   1.2. Definitions McDougall, Woodworth, Gates
   1.3. Characteristics of emotions
   1.4. Types of emotions – Fear, Anger, Jealousy
   1.5. Classification proposed by McDougall
   1.6. Training of emotions: Suvlimation and Catharsis
   1.7. Importance of training of emotions
   10 marks

Unit – 8  Value Education
   1.1. Conceptual clarity of value education
   1.2. Types of values (Social, Moral and Religious)
   1.3. Need and importance of value education
   1.4. Role of education in imbibing values
   10 marks
Unit – 9 Elementary Statistics
1.1. Meaning of statistics
1.2. Tabulation of Data into Frequency distribution
1.3. Graphic Representation of Data
   ** Frequency Polygon
   ** Histogram
   ** Pie- chart
   ** Ogive
1.4. Measures of central tendency – Mean, Median and Mode (calculations only) 10 marks

Unit – 10 Environmental Education
10.1. Concept of environmental education
10.2. Aims and objectives of environmental education
10.3. Needs and importance of environmental education
10.4. Environmental Pollution ... Air, Water and Noise (Meaning Causes and Control) 10 marks

Books Suggested:
1. A textbook of Education by Dr. G. Rasool and Dr. H.P Mangotra.
2. Education for Beginners by N.A. Nadeem, Fullbright Publishing Co, Karan Nagar, Srinagar.
4. Educational Psychology by S.K. Mangal.

SCHEME OF ASSESSMENT

<table>
<thead>
<tr>
<th>PART</th>
<th>Question Type</th>
<th>Question no. to be shown in question paper</th>
<th>Number of Questions</th>
<th>Marks for Each Question</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>OBJECTIVE TYPE QUESTIONS</td>
<td>Q.1 (1-XX)</td>
<td>20</td>
<td>1 Mark</td>
<td>20</td>
</tr>
<tr>
<td>B</td>
<td>PASSAGE BASED QUESTIONS</td>
<td>Q.2 &amp; Q.3</td>
<td>2</td>
<td>5 Marks</td>
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<tr>
<td>C</td>
<td>VERY SHORT ANSWER TYPE QUESTIONS</td>
<td>Q.4- Q.12</td>
<td>9</td>
<td>2 Marks</td>
<td>18</td>
</tr>
<tr>
<td>D</td>
<td>SHORT ANSWER TYPE QUESTIONS</td>
<td>Q.13- Q.19</td>
<td>7</td>
<td>4 Marks</td>
<td>28</td>
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<tr>
<td>E</td>
<td>LONG ANSWER TYPE QUESTIONS</td>
<td>Q.20-Q.23</td>
<td>4</td>
<td>6 Marks</td>
<td>24</td>
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<tr>
<td></td>
<td>** Grand Total **</td>
<td></td>
<td>42</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
UNIT – I  INTRODUCTION TO PSYCHOLOGY
- Nature and scope of Psychology.
- Brief historical background of Psychology.
- Branches of Psychology: Educational, Social, Abnormal, Experimental, Clinical, Industrial Land Cognitive Psychology.
- Schools of thought in Psychology: Structuralism, Functionalism, Behaviourism and Psychoanalysis. 9 marks

UNIT – II  METHODS IN PSYCHOLOGY
- Observation, Experimental, Survey & Case Study method.
- Psychological Testing and its characteristics: Reliability & validity. 5 marks

UNIT – III  THE BASIS OF HUMAN BEHAVIOUR
- Biology of behavior: Structure and functions of Nervous system.
- Locations and functions of endocrine systems & its effect on behavior.
- Heredity and Behaviour: Genes and Chromosomes.
- Socio- cultural basis of behavior: Family, Neighborhood and School. 7 marks

UNIT – IV  HUMAN DEVELOPMENT
- Meaning of growth and development.
- Factors influencing development.
- Overview of development stages: Infancy, Childhood, Adolescence, Adulthood and Old Age. 7 marks

UNIT – V  SENSORY, ATTENTIONAL AND PERCEPTUAL PROCESSES
- Meaning of Sensation, Attention and Perception.
- Laws of perceptual organization.
- Attentional processes Selective and Sustained Attention, Illusions.
- Sense Modalities: Visual and Auditory Modalities. 7 marks
UNIT – VI   LEARNING
• Meaning and characteristics of Learning.
• Classical and Operant Learning, Observational Learning, Verbal Learning, Skill learning.
• Factors facilitating Learning, Transfer of Learning. \hspace{1cm} 8 \text{ marks}

UNIT – VII   MEMORY AND FORGETTING
• Meaning of Memory & its components.
• Levels of processing: Sensory memory, Short- term memory, Long- term memory.
• Forgetting, Nature of Forgetting, Theories of Forgetting (Trace decay, Interference, Retrieval failure). \hspace{1cm} 8 \text{ marks}

UNIT – VIII   THINKING AND LANGUAGE
• Nature of thinking.
• Process of thinking, Reasoning, Problem solving and Decision making.
• Nature and process of creative thinking.
• Thought and Language, Development of Language and Language use. \hspace{1cm} 6 \text{ marks}

UNIT – IX   MOTIVATION
• Meaning, Cycle of motivation.
• Biological Motives.
• Psycho- social motives: Achievement, Affiliation and Power.
\hspace{1cm} \text{Maslow’s Hierarchy of needs.} \hspace{1cm} 7 \text{ marks}

UNIT – X   EMOTIONS
• Meaning of emotion and its characteristics.
• Theories of emotion: James- Lange Theory, Cannon- Bard Theory.
• Emotional reactions: Happiness, Optimism, Anger and Fear. \hspace{1cm} 6 \text{ marks}

Books Suggested:
1. Introduction to Psychology, Published by NCERT New Delhi

PRACTICALS \hspace{1cm} 30 \text{ marks}
• Memory and forgetting by using memory drum.
• Learning: (Star shape) Bilateral transfer of learning.
• Attention
SOCIOMETRY

Maximum Marks: 100
Theory 80 Marks (Practical 20 Marks)

Time: 3 hrs

Unit I: Introduction to Sociology
- Concept of Sociology: Nature and Subject Matter.
- Emergence of Sociology: Enlightenment, Industrial Revolution, French Revolution.
- Society: Concept, Structure, function & types.
  Society: Functional and Conflict Perspective.

Unit II: Basic Concepts
- Social Groups: Concept and Nature, Primary, Secondary and Reference groups.
- Social Stratification: Concept and Nature, Caste & Class.
- Status and Role: Concept and Nature, Types of Status and Role.

Unit III: Social Institutions – I
- Concept and Definition of Social Institution.
- Family: Structure and Functions.
- Marriage: Concept and Types of Marriage.
- Kinship: Concept Terminologies, Types & Rules.
- Religion: Concept, Role and Functions.
- Education: Role and Functions.
- Polity: State, Sovereignty, Legislature, Executive, Judiciary.
- Economy: Concept and Nature, Jajmani system, Socialistic & Capitalistic System.

Unit IV: Culture and Society
- Culture: Concept and Dimensions.
- Values, Norms, Folkways, Customs.
- Socialization: Agencies of Socialization.
- Pluralistic and Culture Ethos- With special reference to J&K.

Unit V: Doing Sociology
- Research concepts and its importance in daily life.
- Research process and Research design.
- Reasearch methods: Qualitative and quantitative (objectivity and subjectivity).
- Techniques of data collection: Survey, Case Study, Observation, Questionnaire.

Unit VI: Classical Sociological Thought
- Karl Marx: Class and Class Struggle.
- Emile Durkheim: Social Fact- Suicide.
- Max Weber: Religion.
Unit VII: Indian Sociological Thought 6 Marks
- G.S. Ghurye: Caste and Race in India.
- D.P. Mukherjee: Tradition and Modernity.
- M.N. Srinivas: Sanskritization.
- Imtiyaz Ahmad: Arshafization and Ajlarfization.

Unit VIII: Social Structure and Processes in Indian Society 8 Marks
- Social Structure: Concept
- Cooperation, Division of labour.
- Conflict and Competition.

Unit IX: Social Change 8 Marks
- Social Change: Conflict model and Evolutionary model.
- Social Order: Deviance and Conformity.
- Social Change in Rural society (Structural & Functional).
- Social Change in Urban Society (Structural & Functional).

Unit X: Environment and Society 8 Marks
- Ecology and Social Environment (Relationship).
- Deforestation and its impact on society.
- Social response to Natural Disaster Earth quake, Floods (J&K).

Books Suggested:
1. Introduction Sociology of Class XI published by NCERT, New Delhi.

Practical Examination Marks: 20

External : 15Marks Internal : 5Marks
(A) Project (undertaken during the academic year at school level) 5 Marks
i. statement of the Problem 1.5 Marks
ii. Methodology/Technique 1.5 Marks
iii. Conclusion 2 Marks

B. Viva-Voice based on the Project work 2 Marks
C. Research Design 8 Marks
   a. Overall format 1 Marks
   b. Research Questions/Hypothesis 1 Marks
   c. Choice of Technique 2 Marks
   d. Detailed Procedure 2 Marks
   e. Limitations of the above Technique 2 Marks

B and C can be administered on the day of the External Examination.
HOME SCIENCE
(ELECTIVE)

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

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

The subject helps students to understand changing needs of Indian society, academic principles as well as develop professional skills. This would make them competent to meet challenges of becoming a responsible citizen.

Objectives:
The Syllabus at Senior Secondary level develops in the learners as understanding that the knowledge and skills acquired through Home Science facilities development of self, family and community it endeavors to.

1. Acquaint learners with the basics of human development with specific reference to self and child.
2. Help develop skills of judicious management of various resources.
3. Enable learners to become alert and aware consumers.
4. Impart knowledge of nutrition and lifestyles to enable prevention and management of disease.
5. Inculcate healthy food habits.
6. Help develop understanding of textiles for selection and case of clothes.
7. Develop skills of communication to assist in advocacy and dissemination of knowledge to community.
Home Science

Maximum Marks: 100          Time: 3 hrs
Theory: 70 Marks (Practical: 30 Marks)

Unit I:  Concept of Home Science and its Scope  3 marks
- Definition and meaning of Home Science.
- Historical review of development of Home Science as a discipline.
- Its scope and interdisciplinary approach.

Unit II:  Growth & Development  12 marks
- Understanding the concept of Growth and development: The basic principles of
development and the difference b/w Growth and development.
- Life span of different stages of growth.
- Adolescence definition.
- Characteristics.
- Physical development – Growth spurt, Sexual development.
- Social and emotional development: Family and socialization, Parental Control techniques,
  Role of siblings and grandparents, Development of peer relationship & Friendship pattern,
  Interest in opposite sex, development of gender role, stereotype, Role of school and
  teacher, Identity crises, storm and stress, Anger Management.
- Cognitive development: Meaning & Characteristics.

Unit III:  Some Problems Related to Adolescence  12 Marks
- Awkwardness due to growth spurt, freedom and control, depression, alcohol, drugs
  and smoking, delinquency, problems related to sex; ignorance and increased Curiosity,
  Presentation of HIV/ AIDS and other sexually transmitted diseases; Adolescence a period
  stress.
- Important Development Task
  - Role of heredity and environment (family, peers, school and neighborhood), preparing,
    Role of parents and teachers solving adolescence problems.
- Population Education
  - Population explosion definition – Causes, effects of over population and it’s Control.
  - Population Education and its aims.
  - Importance of girl child; Govt. incentives to improve status of girl child (with special ref:
    to state).
Unit IV: Introduction to Fabrics 8 Marks

• Classification of fibres:
  Nature (Cotton, Silk and Wool).
  Man- made (Regenerated & Synthetic), (Rayon, nylon and polyester).
  Blends – Characteristics (terry cot, terry silk, terry wool).
  Characteristics of fibres: Physical & Chemical properties.

• Fabric Construction:
  Yarn making: Basic procedure of making yarn.
  Weaving: Construction of weaves, types of weaves – plain (basket and rib), twill, sateen & satin weave.
  A brief mention of special weaves (Pile and acquard weaves).
  Knitting and non-woven fabrics.
  Felting and bonding.
  Effect of weaves on appearance, durability and maintenance of garments.

• Fabric Finishes:
  Meaning and importance.
  Classification of finishes.
  Basic finishes: (Cleaning, Scouring), singeing, bleaching, stiffening, calendaring and tentering).
  Special finishes (Mercerization shrinkage control) (Sanforizing, water proofing), dyeing & Printing.
  Handlooms of J&K.

Unit V: Nutrition for Family 9 Marks

• Definition and relationship between food, nutrition, health, nutritional status, signs of good health; physical status, psychological status, mental ability, mortality and longevity.

• Classification of foods on the basis of nutrients and functions; Physiological, and socio-cultural, nutritional status and calorie intake on the basis of poverty line.

• Selection of foods for optimum nutrition and good health; basic knowledge of nutrients sources, function, deficiency and prevention 1 proteins, Carbohydrates, fat dietary, fibre, vitamin – A, D, B, B2 Niacin, Folic acid B12 and Vit C, minerals – Calcium  Iron and Iodine. Basic foods group (ICMR) and their contribution, concept of balanced diet food and nutritional requirement for family (ICMR Tables); factors influencing selection of food culture, family food practices media, peer group and availability of foods (with special reference to J&K).

• Nutritional problems of adolescents – IDD, Anaemia.

• Eating disorders of adolescents.
Unit VI: Maximum Nutrition Value From Food by Proper Selection, Preparation, Cooking and Storage. 9 Marks

- Selection and storage of foods – perishable semi-perishable, non-perishable, convenience foods, reasons for spoilage; brief description of household methods of preservation – refrigeration, dehydration use of chemicals and house hold preservation, Cooking: Principles of cooking :Methods of cooking boiling, steaming, pressure cooking, deep and shallow frying parboiling, sautéing, roasting and grilling, effects of cooking on the nutritive value of food. Method of enhancing nutritive value – germination, fermentation, fortification and proper food combination.

Unit VII: Resource Management 9 Marks

- Resource – Meaning, types and characteristics.
- Community facility/shared resources: school, parks, hospitals, roads, transports, water, electricity, library fuel and fodder.
- Need to manage the resources and methods of Conservation of shared resources.
- Management.
- Meaning need and steps in management.
- Decision making and its role in management.

Unit VIII: Time and Energy Management 8 Marks

- Need and procedure for managing time for occupation and leisure.
- Work simplification meaning and methods, types and ways of reducing fatigue.
- Work ethics – meaning and its importance.

PRACTICAL

Marks: 30 Time: 3 hrs

Unit Marks

1. Concept of Home Science 8 marks
2. Growth & Development 7 marks
3. Nutrition for self and family 5 marks
4. Resources management 7 marks
5. Clothing, selection & care 3 marks
6. Record
7. Viva
Unit I: Concept of Home Science – Making Charts and Posters.

Unit II:
- Observation of Adolescence strength and weaknesses and suggestions for utilization of strength and weaknesses to overcome them.

Unit III: Nutrition for Self & Family
Activity: Look for signs of good health within your family.
Activity: Make a list food available in the local market according to food groups.
Practical: Diet plan for Adolescence.

Practical: Household methods of food preservation (Jam, Squash, Pickles/ Chutney)

Unit IV: Resource Management
Activity: Observe & list resources available at home & in neighbor and suggest improvements
Activity: Observe and make a list of resources materials, surrounding at home & community – make an article of waste product.
Practical: Make flower & foliage arrangements, floor decorations, Clean & polish copper or brass, glass & iron.

Unit V: Introduction to Clothing
Activity: Collect samples of fabrics & study characteristics for identification.
Activity: Collect samples of weaves & identify them.
Practical: Carry out burning test, slippage test, tearing test & test for colour fastness.
Practical: Dyeing –tie & dye, Block printing.
MUSIC

Maximum Marks: 100
Time 2 ½ hrs
Theory: 50 (Practical: 50)

Unit – I
Marks: 25
1. Writing of atleast ten Alankars in Shudh Swaras only.
2. Writing of Swar Malika of Lakshan Geet in Raag Bilawal and Rag Yaman.
3. Write the Nation of the Taalas in single and double layakaries prescribed in the course of study (i) Teen tal (ii) Kehrva (iii) Dadra

Unit – II
1. Define the following Musical Terms.
3. Detail Study of the following with its comparison:
5. Swar: Chal, Achal, Shudh, Komal, Teervra Swar (with examples)

Unit – III
Marks: 25
1. Write Notation in Bhatkande Notation System of the following Raags. (Chota Khaya/ Razakhani Gat)
2. Full Definition of the Raagas prescribed in the course of study.

Unit – IV
1. Life History and contributions of the following Musicians:
   (i) Pt. Vishnu Narayan Bhatkhande (ii) Swami Haridas
2. Essay Type
   (i) Lok Sangeet and Shastriya Sangeet.
   (ii) Importance of Taal and Laya in Music.
   (iii) Importance of Music in life.
3. Draw and explain the parts of Tanpura/ Sitar
4. Style of Singing and Playing
   (i) Khayal Gayaki  (ii) Dhrupad Gayaki  (iii) Maseetkhani Gat & Razakhani Gat
PRACTICALS

Time: 3 hrs 50 Marks

1. Alankars in Bilawal Theat.
2. Raag Bilawal and Raag Yaman (Swar Malika/ Lakshan Geet).
4. Any folk song of your State/ Different Bols of Mizrab.
6. Raag Bilawal and Raag Yaman (Chota Khayal or Razakhani Gat with four Tanas and Todas)
8. Any Classical based Filmi song or Folk song.

Books Suggested:
1. Sangeet Visharad.
2. Sangeet Shastra Darpan I and II.
STATISTICS

Maximum Marks :100
(Theory): 70 (Practical: 30)

Unit I: Introduction to Statistics 6 marks
- Limitations of Statistics Data and its type (Primary, Secondary, Qualitative and Quantitative data), Sources of secondary data.

Unit II: Data Collection 6 marks
Concept of Population and Sample, Method of data collection (Questionnaire and Interview Method). Merits and demerits of these Methods. Presentation Classification and Tabulation of data. Discrete and continuous data. Frequency and frequency distribution.

Unit III: Graphical representation of Data 7 marks
Representation of data by Graph, its advantages. Construction of diagrams/ Charts (Bar chart, Multiple Bar diagram, Pie chart). Frequency graphs (Histogram Frequency Polygon, Frequency Curve, Ogive Curves).

Unit IV: Measures of Location 8 marks
Centre Tendency and its Measures (Mean, Median, Mode, Geometric Mean and Harmonic Mean). Essentials of good average. Merits and Demerits of Measures of Central Tendency. Combined and Weighted Mean.

Unit V: Partitation Values 8 marks
Graphical Location of Median, Concept of Quartiles, Deciles and Percentiles. Percentile Rank, Empirical relation between Mean, Median and Mode, Symmetrical and Asymmetrical data.

Unit VI: Dispersion 8 marks
Dispersion and its absolute measures (Range, Quartile Deviation, Mean Deviation and Standard Deviation). Merits and Demerits of these measures. Relative measures of Dispersion (Co-efficient of Range, Co-efficient of Qartile deviation, Co-efficient of Standard deviation). Co-efficient of variation (C.V).
Unit VII: Moments 6 marks
Define Moments, Types of Moments (Raw Moments and Centre Moments for discrete and continuous data) Relationship between Raw and Central Moments Numerical illustration based on Moments.

Unit VIII: Skewness and Kurtosis 7 marks
Define Skewness and its types, Measures of Skewness (Karl Pearson, Bowleys and Moment based measure), Kurtosis and its types. Measures of Kurtosis.

Unit IX: Correlation 8 marks

Unit X: Introduction to Computers 6 marks
Basic idea about computers, Functional components (Input/ Output Units, Hardware and Software). Generation of Computers, Concept of flow charts, Classification of computers.

Practical Work (weightage 30 marks)

1. Preparing different types of statistical tables (frequency table, cumulative frequency table, exclusive and inclusive continuous table)
2. Construction of different diagrams /charts (Bar Charts, Pie Charts). Graphs (Histogram, Frequency polygon, Frequency Curve Ogive).
3. Calculation of different measures of central tendency.
4. Calculation of different partition values and check them graphically.
5. Calculation of different measures of dispersion.
6. Calculation of skewness and kurtosis, using moments.
7. Calculation of Co-efficient of correlation
MATHEMATICS

Maximum Marks: 100       Time: 3hrs

Topics          Marks
Unit – I          Sets             06
Unit – II         Relations and Functions         06
Unit – III        Trigonometric Functions         `12
Unit – IV         Principle of Mathematical Induction 04
Unit – V          Permutations and Combinations 06
Unit – VI         Complex Numbers and Linear inequalities 06
Unit – VII        Limits and Derivatives 10
Unit – VIII       Co-ordinate Geometry (Straight Line) 06
Unit – XI         Conic Sections (Circles) Parabola,
                        Ellipse, Hyperbola 10
Unit – X          Probability 06
Unit – XI         Statistics 06
Unit – XII        Binomial Theorem 06
Unit – XIII       Sequences and Series 08
Unit – XIV        Introduction to Three Dimensional Geometry 04
Unit – XV         Mathematical Reasoning 04

Unit – I
Sets


Unit – II Relations and Functions

Ordered pairs, Cartesian product of sets. Number of elements in the Cartesian product of two finite sets. Cartesian product of the reals with itself (up to RxRxR).
Definition of relation, pictorial diagrams, domain, co-domain and range of relation. Function as a special kind of relation from one set to another. Pictorial representation of a function, domain and co-domain and range of a function – Real valued function of the real variable – domain and range of these functions. Constant, identity, polynomial, rational, modulus, signum and greatest integer functions with their graphs. Sum, difference product and quotients of functions.
Unit – III  Trigonometric Functions

Positive and negative angles. Measuring angles in radians and in degrees and conversion from one measure to another. Definition of trigonometric functions with the help of unit circle. Truth of the identity \( \sin^2 x + \cos^2 x = 1 \), for all \( x \). Signs of trigonometric functions and sketch of their graphs. Expressing \( \sin (x+y) \) and \( \cos (x+y) \) in terms of \( \sin x, \sin y, \cos x \) and \( \cos y \). Deducing the following identities.

\[
\tan(x \pm y) = \frac{\tan x \pm \tan y}{1 \mp \tan x \tan y}, \quad \cot(x \pm y) = \frac{\cot x \cdot \cot y \mp 1}{\cot y \pm \cot x},
\]

\[
\sin x + \sin y = 2 \sin \frac{x+y}{2} \cos \frac{x-y}{2}, \quad \cos x + \cos y = 2 \cos \frac{x+y}{2} \cos \frac{x-y}{2},
\]

\[
\sin x - \sin y = 2 \cos \frac{x+y}{2} \sin \frac{x-y}{2}, \quad \cos x - \cos y = -2 \sin \frac{x+y}{2} \sin \frac{x-y}{2}.
\]

Identities related to \( \sin 2x, \cos 2x, \tan 2x, \sin 3x, \cos 3x \) and \( \tan 3x \). General solution of trigonometric equations of the type \( \sin \theta = \sin \alpha, \cos \theta = \cos \alpha \) and \( \tan \theta = \tan \alpha \). Proofs and simple applications of sine and cosine formulae.

Unit – IV  Principle of Mathematical Induction

The Principle of Mathematical induction and Simple applications.

Unit – V  Permutation and Combinations

Fundamental principle of counting. Factorial n, Permutations and combinations, derivation of formulae and their connections, simple applications.

Unit – VI  Complex Numbers and Linear Inequalities

Need for complex numbers, especially \( \sqrt{-1} \) to be motivated by inability to solve every quadratic equation. Brief description of algebraic properties of complex numbers. Argand plane and polar representation of complex numbers. Statement of Fundamental Theorem of Algebra, solution of quadratic equation in the complex number system.

Linear inequalities.

Algebraic solution of linear inequalities in one variable and their representation on the number line. Graphical solution of linear inequalities in two variable. Solution of system of linear inequalities in two variables- graphically.

Unit – VII  Limits and Derivates

Derivative introduced as rate of change both as that of distance function and geometrically, intuitive idea of limit. Definition of derivative, relate it to slope of tangent of the curve, derivative of sum, difference, product and quotient of functions. Derivatives of polynomial and trigonometric functions.
Unit – VIII Straight Lines
Brief recall of 2D from earlier classes. Slope of a line and angle between two lines. Various forms of equations of a line, parallel to axes, point – slope form, slope – intercept form, two – point form, intercepts form and normal form. General equation of a line. Distance of a point from a line.

Unit – IX Conic Sections
Sections of a cone: Circles, Ellipse, Parabola, Hyperbola, a point, a straight line and a pair of intersecting lines as a degenerated case of a conic section. Standard equations and simple properties of Parabola, Ellipse and hyperbola, standard equation of a circle.

Unit – X Probability
Random experiments: Outcomes, Simple spaces (set representation). Events: Occurrence of events ‘not,’ ‘and’ ‘or’ events, mutually exclusive events. Axiomatic (set theoretic) probability, connections with the theories of earlier classes. Probability of an event, probability of ‘not’, ‘and’ & ‘or’ events.

Unit – XI Statistics
Measure of dispersion: mean deviation, variance and standard deviation of ungrouped/grouped data. Analysis of frequency distributions with equal means but different variances.

Unit – XII Binomial Theorem
History, Statement and proof of the binomial theorem for positive integral indices Pascal’s triangle, general and middle term in binomial expansion simple applications.

Unit – XIII Sequence and Series
Sequence and Series. Arithmetic Progression (A.P), arithmetic mean (A.M). Geometric progression (G.P) general term of a G.P sum of n terms if a G.P. Geometric mean (G.M), relation between A.M. and G.M. Sum to n terms of the special series: \(\Sigma n, \Sigma n^2 \text{ and } \Sigma n^3\).

Unit – XIV Introduction to Three Dimensional Geometry
Coordinates axes and coordinate planes in three dimensions. Coordinates of a point Distance between two points and section formula.

Unit - XV Mathematical Reasoning
Mathematically acceptable statements. Connecting words/ phrases- consolidating the understanding of “if and only if (necessary and sufficient) conditions”, “implies,” “and/or”, “Implied by,” “and,” “or”, “there exists” and their use through variety of examples related to real life and Mathematics. Validating the statements involving the connecting words – difference between contradiction, converse and contrapositive.
APPLIED MATHEMATICS

M. Marks: 100

Unit 1st  Sets, Relations and Functions  13 marks
Sets and their representation, finite and infinite sets, empty sets, equality of sets, subset, powerset, universal set, venn diagram, compliment of a set, Algebra of sets (Union, intersection and difference of sets) Demorgan’s laws, Cartesian product of sets. Relations, types of relations (equivalence relation) Definition of a function and its various types.

Unit 2nd  Complex numbers and Quadratic equations  13 marks

Unit 3rd  Sequences and Series  13 marks
Geometric progression, general term sum to n terms and sum to infinity of a geometric series. Geometric and arithmetic means, Evaluation of $\Sigma n, \Sigma n^2$ and $\Sigma n^3$.

Unit 4th  Trigonometry  11 marks
Trigonometric ratios of allied angles (without proof) sum difference formulae and their applications. Solution of trigonometric equations.

Unit 5th  Permutations, Combinations & Binomial theorem  15 marks
Factorial notation, fundamental principle of counting. Meaning of $P(n, r)$ & $C(n, r)$ and their relations with simple applications. Binomial theorem for any index. General term, middle terms of a Binomial Expansion. Application of binomial expansion.

Unit 6th  Co-ordinate Geometry  13 marks
2 – Dimensional Geometry: Applications of section formula (centriod, incentre and orthocenter of a triangle), Equation of straight line in various forms condition of perpendicularity and parallelism. Equation of a circle in general and standard form and in diametric form.
3 – Dimensional Geometry: Distance formula, Section formula, direction cosines and direction ratios. Projection of a line with respect to another line Angle between two lines.
Unit 7th   Probability       12 marks
Random experiment and sample space. Event of a sample space and its various types. Axiomatic probability.

Unit 8th   Vectors           10 marks
Definition of a vector & its representation, type of vectors, components of a vector, addition of vectors, scalar (or dot) product of vectors, Vector (or cross) product of vectors, Scalar triple product (Geometrical representation).

ISLAMIC STUDIES

Islamic education is divided into what is called individual and social education, individual aims at familiarizing the individual with:

a. His relation with the Creator of the universe;
b. His individual responsibilities in life;
c. His responsibility towards the human community;
d. His social relations;
e. His relation to other creatures;
f. His relationship to the universe and universal phenomena and exploration of nature’s law in order to utilize and exploit them for the welfare of mankind.
g. His Masters creative wisdom apparent in His creation

Islamic Studies curricula also aims at:

1. Building a society of good, pious and God-fearing individuals where social justices prevails;
2. Building a society where tolerance, co-existences, brotherhood, love, mercy, goodness and righteousness are predominant.
3. Building a society based on mutual consultation and the maximum exploitation of the individual's intellectual capacities;
4. Building society where individuals enjoy freedom of thought and competent to take responsibility;
5. Building a society where individuals can live and ideal, pure and prosperous life.
ISLAMIC STUDIES

M. Marks: 100     Time: 3 hrs

Unit I: Islamic Studies: Definitions and Scope     10 marks
   a. Islamic Studies: Definitions
   b. Nature of Islamic Studies
   c. Basic sources of Islamic Studies (The Qur’an and the Sunnah)
      Scope of Islamic Studies

Unit II: Faith in Islam and its Articles     10 marks
   a. Islam: the Divine Religion
   b. Faith (Iman): Definition
   c. Faith in Allah
   d. Faith in Divine Books

Unit III: Prophet hood (Risalah) in Islam     10 marks
   a. Concept of prophethood (Necessity and divine sanction)
   b. Role of Prophets in human society:
      i. Education and ii. As Reformers
   c. Early Prophets and their universal message
   d. Introduction to some prominent prophets:
      i. Adam (AS) ii. Ibrahim (AS) iii. Yusuf (AS)
      iv. Musa (AS) v. ‘Isa (AS),

Unit IV: Man in the Universe     10 marks
   a. Allah the Creator and the Master of universe
   b. Creation of universe purposes
   c. Status of man (Vicegerency)

Unit V: Faith and Practice     10 marks
   a. Impact of Faith upon the behavior of an individual
   b. Sense of responsibility and accountability (consciousness, dutifulness and sincerity)
   c. The social behavior of God-conscious persons (Piety, honest, modesty and kindness)

Unit VI: Life of Prophet Muhammad (SAW) at Makkah     10 marks
   a. Prior to Nabuwwah: birth, childhood, marriage and the construction of Ka’bah
   b. Nabuwwah and its proclamation
c. Post- Nabuwwah: major events

d. Hijrah of the Prophet (SAW)

Unit VII: Life of Prophet Muhammad (SAW) at Madinah 10 marks
a. Emergence of Muslim community
b. Characteristics of Muslim community:
   i. Brotherhood (muakhat)
   ii. Generosity (sakhawat)
   iii. Sincerity (Ikhlas)

Unit VIII: Treatment Towards Other Communities 10 marks
a. Jews
b. Christians
c. Mushrikin
d. Importance of the treaties with other communities

e. Mushrikin

Unit IX: Da’wah and other Developments 10 marks
a. Preaching of Islam at Madinah
b. Treaty of Hudaybiyah
c. Conquest of Makkah
d. The sermon of Hajjat-ul-Wida and its significance
e. Muhammad (SAW) the seal of Prophethood

Unit X: The Day to Day Life of the Prophet (SAW) a brief accounts 10 marks
a. Worship (Salah and Sawm)
b. Family life
c. Treatment towards the neighbours
d. Treatment towards orphans and the weaker sections of the society

Textbooks Suggested
1. Introduction to Islam by Dr. Hamidullah, Kitab Bhawan, Delhi.
2. Islam at a Glance by Sadruddin Islahi, Markazi Maktaba Islami, Delhi.
VEDIC STUDIES

M. Marks: 100       Time: 3 hrs

Unit I: Vedic Studies: Definition and Scope 13 marks
(i) Definition and Scope of Vedic Studies
(ii) What is Veda?
(iii) Importance of Vedas
(iv) The Vedas- Rigveda, Yajurveda, Samveda and Atharva Veda

Unit II: Origin of Vedas 13 marks
(i) Paurusheya or Apaurusheya
(ii) Rishis and Rishikas

Unit III: Vedic gods and goddesses 11 marks
(i) The nature and classification of the Vedic gods
   (a) Terrestrial
   (b) Aerial or Intermediate
   (c) Celestial
   (ii) Pantheism and Monotheism

Unit IV: The Later Vedic Literature 13 marks
(i) The Brahmanas
(ii) The Aranyakas
(iii) The Upanishads

Unit V: Vedic Society 10 marks
(i) Family, Vish (Clan), Jana (Tribe) Varnas
(ii) Education, Dress, Food and Drinks
(iii) Habits and customs, Manners and the four Ashramas

Unit VI: Role and Status of Women 10 marks
(i) Right to Education
(ii) Institution of Marriage & Women
(iii) Position of Widow
(iv) Proprietary Rights
Unit VII: Polity and Administration 10 marks
   (i) The Nature of the State- Monarchical and Republican
   (ii) The Vedic Kings and Chief Officials
   (iii) Popular Assemblies

Unit VIII: Economic Life 10 marks
   (i) Agriculture and Cattle rearing
   (ii) Occupations and Industries
   (iii) Trade and Commerce

Unit IX: Vedic Values 10 marks
   (i) Social Values  (ii) Ethical Values

Books Prescribed:
   Vedic Studies Part – I

Published by Jammu and Kashmir Board of School Education
BUDDHIST STUDIES

M. Marks: 100 Time: 3 hrs

Unit – I Life of Gautama Buddha 10 marks
  i. Birth
  ii. Renunciation
  iii. Enlightenment
  iv. Dhamachakrapravartana
  v. Mahaparinivana

Unit – II Buddhist Councils 10 marks
  i. First Buddhist Council
  ii. Second Buddhist Council
  iii. Third Buddhist Council

Unit – III Royal Patronage to Buddhism 10 marks
  i. Ashoka
  ii. Menander
  iii. Kanishka
  iv. Lalitaditya

Unit – IV Introduction of Buddhism in J&K 10 marks
  i. Introduction of Buddhism in Kashmir
  ii. Introduction of Buddhism in Jammu
  iii. Introduction of Buddhism in Ladakh

Unit – V Buddhist Sites of J&K 10 marks
  i. Sites in Jammu Region: Ambaran (Akhnoor), Paddar (Kishtwar)
  ii. Sites in Kashmir Valley: Parihaspur, Harwan, Pandrethan, Ushkur
  iii. Sites in Ladakh: Alchi, Thiksay, Hemis, Matho, Dakthog

Unit – VI Four Noble Truths 10 marks
  i. Suffering
  ii. Cause of Suffering
  iii. Cessation of Suffering
  iv. Path Leading to the Cessation of Suffering
Unit – VII  Eight Fold Path  
  i. Right View  
  ii. Right Determination  
  iii. Right Speech  
  iv. Right Action  
  v. Right Livelihood  
  vi. Right Effort  
  vii. Right Awareness  
  viii. Right Concentration

Unit – VIII  Law of Dependent Origination  
  i. Nature of Twelve Link  
  ii. Affliction  
  iii. Action  
  iv. Resultant of Kamic Forces

Unit – IX  Four Phenomena  
  i. Anitya (Impermanence)  
  ii. Duhkha (Suffering)  
  iii. Anatma (No Soul)  
  iv. Nirvana (Emancipation)

Unit – X  Four State of Sublime Living  
  i. Maitri (Friendliness)  
  ii. Karuna (Compassion)  
  iii. Mudita (Happiness)  
  iv. Upeksha (Equanimity)
UNIT 1: COMPUTER FUNDAMENTALS

- History of Computers
- Generations of Computers
- Functions of a Computer
- Block diagram of a Computer system
- Brief description of following functional components of a Computer system:
  - Input devices: Keyboard, Mouse, Scanner, Barcode reader
  - Output devices: Monitor, Printer
  - CPU: ALU and CU
  - Memory unit
    - Primary memory: Cache memory, RAM, ROM
    - Secondary memory: Hard disk drive, CD, DVD, Pen drive
    - Units of Memory: Byte, Kilo Byte, Mega Byte, Giga Byte, Tera Byte, Peta Byte
    - Concept of PROM, EPROM, EEPROM

UNIT 2: SOFTWARE CONCEPTS

- Definition of Software
- Types of software (System Software, Application Software, Utility Software)
- Need for Operating System
- Functions of Operating System (Processor management, Memory management, File management, Device management)
- Concept of computer languages: Machine language, Assembly language, High level language.
- Language Processors: Assembler, Compiler and Interpreter
UNIT 3: NUMBER SYSTEM

- Number Systems: Decimal, Binary, Octal, Hexadecimal
- Conversion from Decimal number system to Binary, Octal and Hexadecimal number system (Whole numbers only)
- Conversion from Binary, Octal and Hexadecimal number system to Decimal number system (Whole numbers only)
- Conversion from Binary number system to Octal, Hexadecimal number system using shortcut method (whole numbers only)
- Conversion from Octal, Hexadecimal number system to Binary number system using shortcut method (whole numbers only)

UNIT 4: PROGRAMMING METHODOLOGY

- Concept of a Program
- Characteristics of a good program
- Concept of Modular approach
- Program Documentation (Internal & External documentation)
- Program Maintenance
- Debugging a program
- Error and types of errors (Syntax error, Logical error, Runtime error)

UNIT 5: Introduction to C++

- C++ character set
- C++ tokens (Keywords, Identifiers, Constants, Operators)
- Structure of a C++ program
- Header-files (iostream.h, conio.h)
- Use of cin and cout
- Use of I/O operators(<< and >>)
- Concept of data types, Built-in data types (char, int, float, double)
- Use of clrscr() and getch() functions
- Concept of a variable
  - Rules for naming a variable
  - Declaration and Initialisation of variables
- Operators (Unary, Binary and Ternary operators)
  - Arithmetic operators (+, -, *, /, %)
  - Relational operators (<, >, <=, >=, ==, !=)
  - Logical operators (AND, OR, NOT)
  - Increment and Decrement operators(++, --)
  - Conditional operator
UNIT 6: Programming in C++

- Conditional statements:
  - if statement
    - simple if statement
    - if-else statement
    - nested if-else
  - switch statement
- Loop structures:
  - while loop
  - do-while loop
  - for loop
  - Use of break and continue.

UNIT 7: User Defined Functions

- Defining Function
- Function prototype
- Invoking/Calling a function
- Call by value
- Call by reference

UNIT 8: Arrays and Structures

- Concept of Array
- Types of Arrays (1D, 2D)
- Declaration and Initialisation of 1D array
- Declaration and Initialisation of 2D array
- Defining a Structure
- Declaration and Initialisation of a structure
- Array of Structures

Book Suggested
1. A textbook of Computer Science, Published by NCERT New Delhi.
PRACTICALS:

30 Marks (Internal=10 : and External=20)

➢ Programming in C++

1. WAP to add two numbers.
2. WAP to find greatest of 3 numbers.
3. WAP to find average of 10 numbers.
4. WAP to find if a number is even or odd.
5. WAP to find if a number is prime or not.
6. WAP for calculating factorial of a number.
7. WAP to create a Fibonacci series.
8. WAP to find out day of a week using switch statement.
9. WAP to swap two numbers using a function.
10. WAP to initialize and display elements of a 1D array.

➢ Practical file
    Practical file must contain the entire mentioned practical.

➢ Viva voce
    Viva will be asked from syllabus covered in class XI.

➢ Distribution of 20 marks for External practical
  • Programming (Logic, Syntax, documentation/Indentation, output) (10 marks)
  • Practical file (05 marks)
  • Viva (05 marks)
INFORMATION PRACTICES

Maximum Marks: 100                      Time = 3 Hours
Theory: Marks 70.
Practicals: Marks 30. External: 20 marks, Internal: 10 marks

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Marks</th>
<th>Periods</th>
<th>Practical Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Fundamentals</td>
<td>25</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>Software Concepts</td>
<td>15</td>
<td>20</td>
<td>05</td>
</tr>
<tr>
<td>Graphical User Interface</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Basic VB Programming Fundamentals</td>
<td>20</td>
<td>15</td>
<td>35</td>
</tr>
</tbody>
</table>

Unit – I: Computer Fundamentals
Basics of a Computer and its operation; Functional Components and their interconnection (Block Diagram); illustrating main parts of computer (CPU, ALU, CU, Memory); Generations of Computers, Classification of Computers.

Input / Output Devices: Keyboard, Mouse, Light Pen, Touch Screen, Joy Stick, Mic, Scanner (MICR, OCR, BCR. VDU (CRT, LCD), Printers (Dot Matrix, Inkjet, LaserJet), Speaker.

Number Systems: Binary, Octal, Decimal, Hexadecimal and conversions, Coding Schemes ASCII, EBCDIC, Basic Logical Gates (AND, OR, NOT) with Truth Tables.

Memory: Primary Memory (ROM and its Types); Secondary Storage Devices (Floppy Disks, Hard Disk, Compact Disk, Magnetic Tape, Flash Devices).

Units of Memory: Bit, Nibble, Byte, Kilo Byte, Mega Byte, Giga Byte, Tera Byte, Zeta Byte.

Unit –II: Software Concepts:
Concept of Software, Types of Software, System Software, Operating System, Functions of OS [Processor Management, Memory Management, File Management, Device Management], Application Software, Utility Programs; Computer Languages: Compilers, Interpreters, Assemblers. Commonly used OS, Boot and its types; Computer Languages: Low Level Language, High Level Languages, Assembly Language; Concept of GUI and CUI.
Unit- III: Graphical User Interface:
GUI based OS: Introduction to Windows, Features of Windows, File structure of Windows, Concept of Folder, Directories, Path, Path Name, Elements of Desktop, Taskbar, Icon, Start Buttons, Shortcuts, Recycle Bin, My Computer, Start Menu; Control Panel: Adding New Hardware and Programs.

Unit IV: Basic VB Programming Fundamentals:
Introduction to VB, Concept of Event driven programming, VB user Interface, Toolbox, Project Explorer, Properties Window, Form Layout; Variables – Declaring variables, scope and life time of variables (Local & Global), Data Types: Integer, Long, Single, Double, String, Date and Variant; Operators (Arithmetic, Relational, Logical); Control Structures– IF, IF – Then, IF – Then – Else, Switch Case, Loops.

PRACTICALS    Time = 3 Hours
Practicals: Marks 30. External: 20 marks, Internal: 10 marks
(Computer Peripherals, Operating Systems (Windows and Ms-Office)
1. Computer Assembly (Motherboard, Processor, RAM, Hard Disk, USB, etc)
2. Peripheral Connections and Identification of Parts (Serial, Parallel, USB, PS-2, Bluetooth).
3. Advanced Bios Setup to set a First bootable as CD Drive and a Second Bootable as HDD.
4. Installation of Operating System and Application Software’s.

Windows
5. Do different Operations using Folder, Icons, Ms-Paint, Notepad, Accessories, Desktop, Taskbar, Wallpaper, Screen Saver, Date/time, My Computer and Control Panel.

MS-Word

MS-Excel
7. Do different Calculations based on Student Marks sheet preparation, Charts, Illustrations, Formulas, Sorting of Data, and Paste Special technique.
Visual Basic:
8. Create an application using Visual Basic programming to print a message like “Hello World” using Command Button and Text Button.
9. Create an application to calculate simple interest using Command Button Only.
10. Create a VB application to calculate area of rectangle, square and triangle.
11. Create an application to calculate the grade of your class mates output of five different subjects like English, History, Chemistry, Math and IP. Calculate Grades as follows –

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<th>Grade</th>
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<td>&gt;=90</td>
<td>A++</td>
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<tr>
<td>&gt;=80 and &lt;90</td>
<td>A+</td>
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<td>&gt;=70 and &lt;80</td>
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<td>&gt;=60 and &lt;70</td>
<td>B+</td>
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<tr>
<td>&gt;=50 and &lt;60</td>
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<td>&gt;=40 and &lt;50</td>
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<td>&gt;=34 and &lt;40</td>
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<tr>
<td>Less than 34</td>
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</tr>
</tbody>
</table>

12. Do other programs based on Loops.

Book Suggested
1. Information Practices, Published by NCERT New Delhi.
ENGLISH LITERATURE

Syllabus & Scheme of Assessment

Maximum Marks: 100       Time: 3 hrs

1. Six MCQ’s to be asked from short stories poetry and essay (two each) 1x6=6

2. Five very short answer type questions from poetry based on poetic devices (metaphor, simile, hyperbole, personification, imagery, Irony, paradox, etc) to be attempted out of given eight questions. 5x3=15

3. Five short answer type questions (80-100 words) from short stories (two questions) and essays (three questions) to be attempted with internal choices. 5x5=25

4. Reference to context type questions based on poetry, short stories and essays (one from each) with internal choice. 3x8=24

5. Three long answer type questions (100-150 words) from short stories, essays and poetry based on character sketch/ description of scene/ title, theme etc to be attempted with internal choices. 5x10=30

Book Prescribed:
Glory: Textbook of English Literature published by J&K BOSE.
FUNCTIONAL ENGLISH

Aims and Objectives of the Functional English Courses

(i) To enable the learner to acquire competence with special emphasis on different linguistic functions.
(ii) To reinforce the various sub skills acquired in classes IX and X with reference to reading, writing, listening and speaking.
(iii) To enable the learner with language skills that will enable him/her to achieve his/her academic and career goals.
(iv) To broaden the language base that will empower the learner to use language for creative purposes.
(v) To promote personal growth and development.

The Approach to Functional English Curriculum

(i) A skill communicative approach recommended in Functional English, with graded texts followed by learner centered and teacher-friendly activities.
(ii) It is recommended that teachers consciously take a back seat, playing the role of a manager, co-ordinator and facilitator.
(iii) Texts used are varied, authentic and represent various authors to help the learner discover the various aspects of language in use.

The following Skills and their objectives are spelt out in detail:

1. Reading

   (i) Variety in text type rather than having only short stories and prose pieces.
   (ii) Activities in built with enough guidance to the teacher and learners towards acquisition of reading skills.
   (iii) Vocabulary developed through word building skills.
   (iv) Reading inputs cater to the needs of the students and help to prepare them for professional courses as well as vocational courses.
   (v) Ten core objectives of the National Policy kept in mind while looking for reading inputs and working on the materials.

2. Specific objectives of Reading

   a) To develop specific study skills such as follows:

      (i) To refer to dictionaries, encyclopedia, thesaurus and academic reference material.
      (ii) To select and extract relevant information, using reading skills of skimming and scanning.
      (iii) To transcode information from one form to another.
(iv) To be able to read and comprehend a given text (for example advertisements, posters, newspaper articles, reports, write-ups, extracts etc. specifically.
(v) To understand the writer’s attitude and bias.
(vi) To comprehend the difference between what is said and what is implied.
(vii) To understand the language of propaganda and persuasion.
(viii) To develop the ability to differentiate between claims and realities, facts and opinion.
(ix) To develop the ability to form business opinion on the basis of latest trends available.
(x) To develop the ability to comprehend technical language as required in computer related fields.
(xi) To arrive at personal conclusion and comment on a given text specifically.
(xii) To develop the ability to be original and creative in interpreting opinion.
(xiii) To develop the ability to be logically persuasive in defending one’s opinion.

b) To develop literary skills as enumerated below:

(i) To personally respond to literary text.
(ii) To appreciate and analyze special features of language that differentiates literary texts from non-literary ones.
(iii) To explore and evaluate features of character, plot, setting etc.
(iv) To understand and appreciate the oral, mobile, and visual elements of drama.
(v) To identify the elements of style such as humour, pathos, satire and irony etc.

c) Speaking and Listening:

(i) Skills overtly built into the materials. (Language skills book).
(ii) Teachers need special guidance in the actualization of the skills.
(iii) Speaking needs a very strong emphasis and is an important objective leading to professional competence.
(iv) Testing of oral skills to be made an important component of the overall testing pattern.

d) Specific objectives of Listening and speaking Conversation Skills (Aural/Oral)
To develop the ability

(i) To listen to lectures and talks and to be able to extract relevant and useful information for a specific purpose.
(ii) To listen to news bulletins and develop the ability to discuss informally on wide ranging issues like current national and international affairs, sports, business etc.
(iii) To appear for interviews and participate in formal group discussions.
(iv) To make enquiries meaningfully and adequately respond to enquiries for the purpose of travelling within the country and even abroad.
(v) To listen to business news and be able to extract relevant/important information.
(vi) To develop the art of formal public speaking.

(e) Writing Skills
   (i) Teaching skills and sub skills of writing focused on the process of writing
   (ii) Writing skills integrated with the other skills and not compartmentalized.
   (iii) Sub skills of writing are taught in a context.
   (iv) Courses for two years graded in such a way that it leads the students towards acquire advanced writing skills.
   (v) Writing tasks move from less linguistically challenging to more linguistically challenging ones.

Specific objectives of Writing
To develop the ability:

(i) To write letters to friends, pen friends, relatives etc.
(ii) To write business letters and official ones.
(iii) To send telegrams, faxes, e-mails.
(iv) To open accounts in post offices and banks.
(v) To fill in railway reservation slips.
(vi) To write to various issues or institutions seeking relevant information, lodge complaints, express thanks or tender apology.
(vii) To write applications, fill in application forms, prepare personal bio-data for admission in college, universities, entrance tests and jobs.
(viii) To write informal reports as part of personal letters on functions, programmes and activities held in school (morning, assembly, annual day, sports day etc).
(ix) To write formal reports for school magazines or in local newspapers on the above events or occasions.
(x) To write presentation of opinions, facts arguments in the form of set speeches for debates.
(xi) To present papers of taking path in symposia.
(xii) To take down notes from talks, lectures, and make notes from various resources for the purpose of developing ideas into sustained pieces of writing.
(xiii) To write examination answers according to the requirement of the various subjects.
SCHEME OF ASSESSMENT

MAXIMUM MARKS: 100
Time: 03 Hours

The paper shall be divided into Three (03) sections based on reading comprehensions, prose, poetry and play from Literature reader-I and writing skills from Language Skills-I

Section A (Reading Comprehension) 10 Marks

Q1. Two prose passages will be asked, one unseen and the other seen from prose chapters of Literature Reader-I followed by comprehension questions based on understanding, information knowledge, inference, etc. The type of question asked will be true/false, MCQs, fill ups, vocabulary word meaning collocation spelling, one line etc.

2x5=10

Section B (Literature) 40 Marks

Q9. Five short type questions (50-80 words) from prose chapters to be attempted out of given eight questions.

5x4=20Marks

Q10. One Long answer type question (100-150 words) from prose chapters of Literature Reader:- based on character sketch/description of scene/event/title/theme, etc to be attempted out of two

1x10=10Marks

Q11. One long answer type questions (100-150 words) from play based on character sketch/description of scene/event/title/theme, etc to be attempted out of two

1x10=10Marks

Section C (Writing Skills) 50 Marks

To Test the writing skills, following tasks are to be attempted:

Q2. One question based on writing a message to a friend relative (50 to 80 words)

Or

One question based one e-mail writing

1x5=5 Marks
Q3. One question based on notice writing (60 to 90 words)

Or

One question based on poster writing 1x7=7 Marks

Q4. One question based on writing a conversation on the given topic (60 to 90 words)

Or

One question based on writing a telephonic conversation on the given topic. 1x6=6 Marks

Q5. One question based on article writing on the given topic (100 to 150 words)

Or

One question based on report writing on the given topic/situation 1x10=10 Marks

Q6. One question based on speech writing with internal choice (100 to 150 words) 1x10=10 Marks

Q7. One question based on writing on recent actions and activities with internal choice(50 to 80 words) 1x5=5 Marks

Q8. One question based on note-making 1X7=7 Marks

Books Prescribed

1. Functional English Language Skills Book-Class XI
2. Functional English Literature- Class XI

Published by Goyal Brother Prakarshan in cooperation with J&K Board of School Education
Biotechnology

Maximum Marks: 100
Theory: 70 Marks
Practical: 30

Unit I: Introduction to Biotechnology
Chapter 01: Biotechnology: an overview 04 marks
Biotechnology Definitions, Historical perspectives, Technology and Application of Biotechnology, Global market and Biotech products, Public perception of biotechnology, Biotechnology in India and Global trends.

Unit II: Cells and organisms 08 marks
Chapter 01: The basic unit of Life

Chapter 02: Cell Growth and Development 10 marks

Unit III: Biomolecules 08 marks
Chapter 01: Biomolecules; Building Blocks
Ionization of water, Concept of pH, Buffer, Carbohydrates, Classifications, Structure of Glucose, Fructose, Lactose, Sucrose, Amino acids, Classification, Zwitter ion, Isoelectric point, Fatty Acids Triglycerides, Sphingolipids, Cholesterol, Vitamins as precursors of Coenzymes, Nucleotides, Cyclic AMP.
Chapter 02: Macromolecules: Structure and Function 08 marks
Polysaccharides, Cellulose, Starch, Glycogen and Peptidoglycan, Proteins, primary, secondary, tertiary and quartenary structure, Enzymes, Classification and Properties, Lipids and Biomembranes, Nucleic Acids, DNA and RNA.

Chapter 03: Biochemical transformation 08 marks
Glycolysis, Fermentation, Citric acid cycle, Electron transport chain, Photosynthesis, Light reaction, Calvin cycle.

Unit IV: Genetics and Molecular Biology
Chapter 01: Concept of Genetics 10 marks

Chapter 02: Genes and Genomes: Structure and Function 10 marks
Discovery of DNA as Genetic Material, DNA Replication, Fine Structure of the Genes, Transcription Genetic Code, Translation. Regulation of Gene Expression, Mutations, Human Genetic Disorders, genome, Viral, Prokaryotic and Eukaryotic Genomes.

Unit V: Bioanalytical techniques 04 marks

Book Suggested
1. A textbook of Biotechnology, Published by NCERT New Delhi.
PRACTICALS

1. Safety rules in the laboratory.
2. Emergency treatment for laboratory accidents.
3. Care and cleaning of glassware apparatus.
4. Operation of autoclave, incubator, water bath, pH meter, vaccum pump, centrifuges.
5. Sterilization techniques, moist heat, dry heat and filtration methods.
7. Slide preparation of lactobacillus from curd.
8. Preparation of 0.2 M acetate and bicarbonate buffers of pH 4.7 and 9.2 respectively.
10. Detection of carbohydrates by Molisch’s test.
12. Temporary mount of mitosis from onion root tip.
ENVIRONMENTAL SCIENCE

Class 11th  M. Marks: 100  Practical: 30  Theory:70

Unit 1:- Understanding Environment (7 marks)
- Concept of Environment and its types; physical, biological; and social environment.
- Scope and importance of Environmental Science.
- Components of environment.
  a. Lithosphere
  b. Hydrosphere
  c. Atmosphere
  d. Biosphere
- Origin of Earth
- Human and environment relationship.

Unit 2: Ecology (7 marks)
- Ecology (definition and types)
- Concept and structure of ecosystem
- Trophic relationship (food chain, food web, ecological pyramids)
- Functions of ecosystem (energy flow in an ecosystem)
- Ecological Succession (types and stages)

Unit 3: Ecological Interactions and Adaptations (7 marks)
- Ecological interaction and its types
- Inter – specific interaction: positive interaction (mutualism, proto-cooperation, commensalism, symbiosis and scavenging), negative interaction (parasitism, Competition and ammensalism)
- Intra – specific interaction: cooperation and competitive
- Adaptations: concept and need
- Types of adaptations (with special reference to wind, light and temperature)

Unit 4: Population Ecology (7 marks)
- Concept of species, population and communities.
- Population Dynamics (population size and density, dispersion, natality, mortality, age structure)
- Population growth (exponential and logistic growth)
- Factors regulating population growth (competition, weather and climate, territory, predation, natural disasters and diseases)
• Human population growth (Malthusain theory and neo- Malthusian theory, Demographic Transition)

Unit 5: Energy Resources (7 marks)
• Concept of energy resources
• Non-renewable energy resources: coal, petroleum, natural gas
• Renewable energy resources (solar wind and hydropower)
• Nuclear energy (uses and limitations)
• Biofles

Unit 6: Earth’s Environment and Natural Disasters (7 marks)
• Atmosphere: structure and composition
• Hydrosphere: distribution, hydrological cycle
• Lithosphere: structure
• Biogeochemical cycles (Carbon, Nitrogen and Phosphorous)
• Natural disasters (earthquakes, floods and volcanoes)

Unit 7: Environmental education and Awareness (7 marks)
• Concept and need of environmental education
• Formal and informal means of environmental education
• Modes of environmental awareness
• Role of NGOs
• Environmental movements (Chipko movement, Narmada Bachao Andolan)

Unit 8: Environmental Health (7 marks)
• Concept of health and disease
• Water borne diseases (Cholera, Hepatisis, Typhoid)
• Air borne diseases (Influenza, Tuberculosis)
• Soil borne disease (Tetanus; Botulism)
• Occupational diseases (Silicosis, Asbestosis)

Unit 9: Natural Resources (7 marks)
• Forest resources (types and uses)
• Animal resources (fish and livestock)
• Water resources (fresh and marine)
• Mineral resources (type and uses)
• Medicinal plants (with special reference to J&K)
Unit 10: Managing Agriculture (7 marks)
- Concept of traditional and modern agriculture
- Green revolution and white revolution
- Pesticides and fertilizers (types, advantage and disadvantages)
- Integrated pest control
- Food security

PRACTICALS: (30 marks)
1. Study of density and abundance of different plant species in a particular area using quadrat method.
2. Determination of water, air and soil temperature.
3. Collection of locally available herbal plants and preparation of herbarium.
4. Field work and visit to National Park/ wild life sanctuary/ STP/ water body and preparation of a field report.
5. Visit to a nearby primary or middle school to impart environmental awareness.
6. Documentation of agricultural crops, fertilizers and pesticides used in your locality.
MICROBIOLOGY

OBJECTIVES

The broad objectives of teaching Microbiology at higher secondary level are:

i. To help the learners know and understand basic facts and concepts of the subject at elementary stage.

ii. To expose the students to different basic processes and basic techniques used in Microbiology.

iii. To familiarize the learners to understand the relationship of the subject to health, nutrition, environment, Agriculture and industry etc.

iv. To develop conceptual competence in the learners so as to cope up with professional courses in future career.

v. Studying, perverting and controlling infectious disease.

vi. To develop an interest in students to study Microbiology as a discipline.

COURSE STRUCTURE

Maximum Marks: 100

Time: 3 hrs

Theory: 70 marks (practical: 20+10 marks)

Unit I: General Microbiology

Chapter I: History and importance of microbiology, Koch's postulates, Difference between prokaryotes and eukaryotes. Introduction to microbial world: bacteria, virus, fungi and protozoa. Scope of microbiology (medical, agricultural veterinary, sanitary, environmental, industrial and food microbiology).

Chapter II: Introduction to microscopy: Simple, Compound, Fluorescent, Phase Contrast, dark Field, Electron Microscope.

Chapter III: Five kingdom and three domain classification of organisms: Bacteria, Eucarya and Archaea.

Unit II: Bacterial structure

Chapter IV: Morphology of bacteria: Shape, size, and arrangement, Motility. Fine structure of bacteria cell wall, cell membrane, outer membrane flagella, pilli, capsule, cytoplasmic inclusions, ribosomes and nuclear material. Structure of bacterial spore. Bacterial stains simple Grams (gram positive Gram negative) Ziehi- Neelson (Acidfast and non acidfast), capsule and spore stain.
Unit III: Bacterial Physiology          11 marks
Chapter V: Bacterial nutrition, Physical growth parameters (Temperature, pH, oxygen tension).
Bacterial growth curve, Bacterial reproduction, Bacterial count: total and viable. Autotrophic, heterotrophic, thermophilic, mesophilic, psychrophillic organisms.


Unit IV: Virus          09 marks

Unit V: Protozoa, Algae and Fungi          12 marks
Chapter VIII: Protozoa, Definition, general characters classification structure and reproduction asexual and sexual
Chapter IX: Fungus: Definition, general characters classification structure and reproduction.
Chapter X: Algae: Definition general characters, classification and reproduction

Unit VI: Sterilization and Disinfection          14 marks
Chapter XII: Antimicrobial and chemotherapeutic agents: general properties and drug resistance. Antimicrobial agents: antibacterial, antiviral, antifungal, antiprotozoal, Bactericidal and bacteriostatic agents

PRACTICALS & PROJECT = 30 MARKS
Note: Every student is required to do the following experiments during the Academic Session.
LIST OF EXPERIMENTS

Marks :20

2. Washing of glassware.
4. Gram staining.
5. Demonstration of Gram positive, Gram negative bacteria in prepared slides.
6. Visit to govt. institutions (microbiology laboratories) for demonstration and working of autoclave, hot air oven, laminar flow, centrifuge, glassware,

Project work with ten page write up on any on like: Gram staining, preparation of any bacteriological growth medium, streaking of plates, isolation of any microorganism.

Marks :10
UNIT I: BIOPHYSICAL CHEMISTRY:
Chapter 01: Water, The molecule of life. (10 marks)
Role of water in cellular organization. pH and pKa, Buffers, physiological buffers, Handerson and
Hasselbalch equation. Hydrogen Bonding with reference to Carbohydrates, Lipids, Proteins and Nucleic
acids. Hydrophilic and Hydrophobic Interactions. Vanderwalls interactions, Ionic interactions, Colloids
and Colloidal Biochemical solutions.

Chapter 02: Overview of Biochemistry, Definition and Introduction Biomolecules (Macro and Micro
biomolecules).

UNIT II: BIOMOLECULES, THE BUILDING BLOCKS OF LIFE.
Chapter 01: Carbohydrates and Amino Acids (8 marks)
Classification, Isomerism, Epimerism, Anomerism, Stereo isomerism (D and L) and optical isomerism
(dextro and laevo). Properties of carbohydrates (Redox reactions).
General structure of Amino acids. Classification on the basis of R group and charge. Essential and Non-

Chapter 02: Lipids and Nucleic acids. (7 marks)
Definition of Fatty acids. Classification of fatty acids (odd and even, saturated and unsaturated fatty
Introduction to nucleotides and deoxy nucleotides, Structural organization of Purine and pyrimidine.
Structure of B-DNA (Watson and crick model). Types of RNA mRNA, rRNA and tRNA. Function of Nucleic
acids.

UNIT III: CELL BIOLOGY:
Chapter 01 Membrane Biology (7 marks)
Cell as the fundamental unit of life Prokaryotic and Eukaryotic cell. Organization of Plasma membrane,
Fluid mosaic model of Plasma membrane, extrinsic, intrinsic and trans membrane proteins. Transport
(Uniport, Symport and Antiport with reference to Active and Passive transport). Osmosis and diffusion.

Chapter 02: Cellular Organelles (8 marks)
Golgi complex and its role in post translational modifications, Structure of Mitochondria, Mitochondria
as Energy source of a cell, Structural organization of inner membrane, ETC. Chloroplast as Glucose machinery of a cell, Biochemical Reactions with reference to Stroma and Thylakoid membrane (light and Dark reaction), Vacuole, Lysosome and its role in cellular metabolism, Nucleolus and ribosome biogenesis. Svedbergs constant.

UNIT IV: ENZYMEOLOGY:
Chapter 01: Introduction to a Biochemical reaction. (6 marks)

Chapter 02: Regulation: (4 marks)
Role of Activators and Inhibitors. Competitive, Non Competitive and Uncompetitive Inhibition. Allosteric enzymes.

UNIT V: NUTRITION BIOLOGY:
Chapter 01: Mechanism of Digestion (3 marks)
Mechanism of action of digestive enzymes on biomolecules (Carbohydrates, lipids, proteins and nucleic acids.

Chapter 02: Minerals (4 marks)
Calorific value of Carbohydrates, lipids and proteins and RDA. Importance of minerals (Ca, Zn, P, Fe, Cu, I, K, Mg and Na). Dietary fibres.

Chapter 03: Vitamins: (3 marks)
Nutritional sources, deficiency diseases and function of fat and water soluble vitamins.

UNIT VI: BIOANALYTICAL TECHNIQUES AND APPLICATION

Chapter 01. Techniques (5 marks)
Introduction to Estimations. Qualitative and Quantitative analysis. Ph metry, Colorimetry, Centrifugation, Electrophoresis of proteins and DNA and Paper Chromatography.

Chapter 02. Applications (5 marks)
Applications of the biochemical techniques in Cell culture, protoplast fusion, hybrid crops, Gene extraction and Gene manipulation, Forensic sciences, DNA mapping and DNA fingerprinting.
PRACTICAL Marks: 30

Laboratory work:
1. Safety precautions in the laboratory.
2. Preparation of Standard solutions (Molar, Normal and percentage).
4. Determination of pH of different solutions.
5. Care and cleansing of glassware apparatus.
7. Color reaction of carbohydrates: Molish, Iodine, Benedict’s and Barfoed’s tests.
8. Color reactions of Proteins: Ninhydrin, Biuret and Xanthoproteic tests.

Institutional visits:
1. Learn to operate Autoclave, water bath, incubator and pH meter.
2. To operate Centrifuge for the separation purposes.

Scheme of Evaluation (Practical)

Internal Assessment: 10 Marks
Project work: 06 Marks
Viva: 04 Marks

External Assessment: 20 Marks
One Experiment 12 marks
Practical record: 04 Marks
Viva: 02 Marks
Attendance: 02 Marks.
Unit-I. Introduction to Food Technology:  
(10 Marks)  
- Career in Food science and activities of food scientists.  
- Scope, importance and constraints of food processing in India.  
- Classification of foods on the basis of shelf life, pH and origin.  
- Different types of food spoilage viz: Microbial, physical, biochemical.  
- Common storage pests and their control.  

Unit-II: Food Microbiology:  
(10 marks)  
- Historical developments in food microbiology and their significance.  
- Microbial spoilage of milk, meat, fruits, vegetables, cereals and their products.  
- Useful microbes in food processing and human health.  
- Food borne diseases (Salmonellosis, Botulism, Listeriosis, Diarrohea, Dysentry and Eschrechia coli).  

Unit-III: Principles of preservation:  
(15 marks)  
- Preservation by sugar and salt.  
- Preservation by low temperature (freezing, refrigeration)  
- Preservation by high temperature (pasteurization, sterilization and aseptic processing).  
- Preservation through moisture removal processes viz concentration, evaporation, drying and dehydration.  
- Preservation by use of irradiation.  
- Preservation by use of chemical preservatives.  

Unit-IV. Food Chemistry and Nutrition:  
(15 marks)  
- Classification, sources, functional and nutritional importance of carbohydrates, proteins and fats; PCM  
- Sources and functions of vitamins (fat soluble, water soluble) and minerals (calcium, iron, iodine)  
- Concept of balanced diet.  
- Interrelationship between health and Nutrition.
Unit-V. Packaging Technology: (10 marks)
- Functions of packaging
- Commonly used packaging materials and their properties: Glass, metal, plastic and cellulosic packages.
- Packaging requirements of fruits, vegetables, cereals, milk, meat and their processed products.
- Concept of laminates.
- Novel food packaging techniques: MAP, Active packaging.
- Environment friendly Packages: Biodegradable packaging, edible coatings.

Unit-VI. Food Quality and Safety (10 marks)
- Definition and importance of Quality.
- Traditional, modern and consumers concept of quality; Food quality attributes.
- Sampling- Purpose and methods of sampling.
- Quality Evaluation of foods(Subjective and objective methods)
- Food adulteration and common adulterants in milk, spices, honey, pulses and sugar.
- Common hazards associated with food: Physical, chemical and biological.
- Introduction to FSSA 2006
- Concept of HACCP.

Practicals: (30 Marks)
1. Microscopy- Types and working of microscope.
2. Cleaning and sterilization of glassware.
3. Gram staining.
4. Preparation of Nutrient media, techniques of inoculation.
5. Total microbial count of given food sample.
6. Preparation of standard solutions (Molar, Normal , ppm and percentage)
7. Proximate composition of different food products- Moisture, protein and fat.
8. Visit to health centers/ demonstration of various nutritional disorders.
9. Qualitative tests for determination of adulterants in: Milk, turmeric, sugar and Honey.
10. Preparation of brine and syrup.
12. Identification of different types of packaging materials.
13. Visit of students to different laboratories of Concerned Universities or nearby institution.

Scheme of Evaluation

**Internal Assessment:** 10 Marks
- Project work: 06 Marks
- Viva: 04 Marks

**External Assessment:** 20 Marks
- One Experiment: 12 marks
- Practical record: 04 Marks
- Viva: 02 Marks
- Attendance: 02 Marks.
PHYSICS

25% of the maximum marks is allotted to numerical problems.

Maximum Marks: 100
Theory: 70 Marks

Time: 3 hours
Practical: 30 Marks

Unit - I : Mathematical Tools
Marks 04
Functions, limits of function, simple ideas of differentiation integration, differentiation of $x^n$, $e^x$, $\sin x$ by ab-initio method, integration of $x^n$, $1/x$, $e^x$, $\sin x$ and $\cos x$. Simple Idea of definite integral.

Unit - II : Physical world and measurement
Marks 5
Physics - Scope and excitement, physics in relation to science, society and technology. Need for measurement, units of measurement, system of units, SI Units, fundamental and derived units, length, mass and time measurement. Accuracy and precision of measuring instruments; errors in measurement, significant figures.
Dimensions of physical quantities, dimensional analysis, its applications.

Unit III : Kinematics
Marks 7
Motion in a straight line, position time graph, speed and velocity.
Uniform and non uniform motion, average speed and instantaneous velocity. Uniformly accelerated motion, velocity-time graph, position time graphs, relations for uniformly accelerated motion. (graphical treatment and calculus approach).
Scalar and vector quantities, position and displacement vectors, general vector and notation, equality of vectors, multiplication of vectors by a real number, addition and subtraction of vectors, Relative velocity.
Unit vector, Resolution of a vector in a plane rectangular components, Scalar and vector product of two vectors with properties, Motion in a plane, cases of uniform velocity and uniform acceleration. Projectile motion.
Unit-IV : Laws of Motion  
Marks 7
Concept of force and inertia, Newton's first law of motion, Momentum and Newton's second law of motion, impulse, Newton's Third Law of Motion. Law of conservation of linear momentum and its applications, Equilibrium of concurrent forces.
Friction, static and kinetic friction, laws of friction, rolling friction. Dynamics of uniform circular motion, centripetal force, examples of circular motion (vehicle on level circular road, vehicle on banked road).

Unit-V : Work, Energy and Power  
Marks 6
Concept of scalar product of vectors, Work done by a constant force and a variable force, Kinetic Energy, Work energy theorem, Power.
Motion of potential energy, potential energy of spring, conservative forces, conservation of mechanical energy (K. E. and P. E's), non conservative forces, elastic and inelastic collision in one and two dimensions.

Unit-VI : Motion of system of particles and Rigid body.  
Marks 6
Centre of mass of a two particle system, momentum, conservation and centre of mass motion, centre of mass of a rigid body, centre of mass of circular ring, disc, rod and sphere.
Concept of vector product of vectors: Moment of a force, torque, angular momentum, conservation of angular momentum with some examples.
Equilibrium of rigid bodies, rigid body rotation and equations of rotational motion, Comparison of linear and rotational motions, moment of inertia, radius of gyration.
Values of moment of inertia for simple geometrical objects (no derivation), statement of parallel and perpendicular axes theorem and their applications.

Unit VII: Gravitation  
Marks 6
Kepler's laws of planetary motion, The universal law of gravitation. Acceleration due to gravity and its variation with altitude, depth and shape, Gravitational potential, gravitational
potential energy, escape velocity, orbital velocity of a satellite, geo-stationary satellite. Inertial and gravitational mass.

Unit VIII: Properties of Bulk matter

7 Marks

Elastic behaviour, stress-strain relationship, Hooke's law, Young's modulus, bulk modulus, shear modulus of rigidity.

Pressure due to fluid column, Pascal's law and its applications (hydraulic lift and hydraulic brakes). Effect of gravity on fluid pressure.

Viscosity, stoke's law, terminal velocity, streamline and turbulent flow, Critical velocity, Reynold number, Bernoulli's theorem and its applications.

Surface energy and surface tension, angle of contact, applications of surface tension, ideas to drops, bubbles and capillary rise, action of detergents.

Heat, temperature, thermal expansion, specific heat, calorimetry, change of state-latent heat. Heat transfer-conduction, convection and radiation, thermal conductivity, Newton's law of cooling.

Unit IX: Thermodynamics

6 Marks

Thermal equilibrium and definition of temperature (Zeroth law of thermodynamics). Heat, work and internal energy. First law of thermodynamics. Second law of thermodynamics, reversible and irreversible processes. Heat engines and refrigerators (concept only).

Unit X: Behavior of perfect gas and Kinetic theory

6 Marks

Equation of state of perfect gas, work done on compressing a gas.

Kinetic theory of gases-assumptions, concept of pressure, expression for pressure exerted by a gas, Kinetic energy and temperature, rms speed of gas molecules, degrees of freedom; law of equipartition of energy (statement only) and application to specific heat capacities of gases, concept of mean free path, Avogadro's number.

Unit XI: Oscillation and waves

10 Marks

Periodic motion - period, frequency, displacement as a function of time. Periodic functions, simple harmonic motion (S.H.M) and its equation, phase, oscillation of a spring-restoring
force and force constant, energy in S.H.M-Kinetic and potential energies, simple pendulum- derivation of expression for its time period, free forced and damped oscillations (qualitative ideas only), resonance.

Wave motion - Longitudinal and transverse waves, speed of wave motion, Displacement relation for a progressive wave, Principle of super position of waves, reflection of waves, standing waves in strings and organ pipes, fundamental mode and harmonics. Beats, Doppler effect.

PRACTICALS

30 Marks

NOTE: - Every student is required to perform minimum of 10 experiments and 8 activities.

EXPERIMENTS:

1. Use of vernier calipers.
   i) To measure diameter of a small spherical/ cylindrical body.
   ii) To measure internal diameter and depth of a given beaker/ calorimeter and hence find its volume.

2. Use of screw gauge.
   i. To measure diameter of given wire.
   ii. To measure thickness of a given sheet.
   iii. To measure volume of an irregular lamina.

3. To determine radius of curvature of a given spherical surface by a spherometer.

4. To find the weight of a given body using parallelogram law of vectors.

5. Using a simple pendulum plot L-T graph hence find acceleration due to gravity (g).

6. To study the relation between force of limiting friction and normal reaction force find coefficient of friction between a block and a horizontal pull of the earth and study in relationship with the angle of inclination by plotting a graph between force and sin θ.
ACTIVITIES/Project work

1. To make a paper scale of a given least count e.g. 0.2 cm, 0.5 cm.
2. To determine mass of given body using a meter scale by principle of moments.
3. To plot a graph for a given set of data, with proper choice of scales and error bars.
4. To measure the force of limiting friction for rolling of a roller on a horizontal plane.
5. To study the variation in range of jet of water with angle of projection.
6. To study dissipation of energy of a simple pendulum by plotting a graph between square of amplitude and time.
7. To study collision of two balls in two dimensions.

EXPERIMENTS

1. To determine young modulus of elasticity of the material of a given wire.
2. To find the force constant of a helical spring by plotting a graph between load and extension.
3. To determine the surface tension of water by capillary rise method.
4. To determine the coefficient of velocity of a given viscous fluid by measuring the terminal velocity of a given spherical body.
5. To find the speed of sound in air at room temperature using a resonance tube by two resonance position method.
6. To study relation between the length of a given wire and tension for constant frequency using sonometer.
7. To determine specific heat of a given solid and liquid, by method of mixtures.
ACTIVITIES/PROJECT WORK

1. To observe change of state and plot a cooling curve for melted wax.
2. To observe and explain the effect of heating on a bi-metallic strip.
3. To study the effect of detergent on surface tension by observing capillary rise.
4. To study the factors effecting the rate of loss of heat of a liquid.
5. To study the effect of nature of surface on emission and absorption of radiation.

CHEMISTRY

Maximum Marks: 100
Theory: 70 Marks
Practical: 30 Marks

UNIT-I: SOME BASIC CONCEPTS OF CHEMISTRY

General Introduction: Importance of studying chemistry, Historical approach to particulate nature of matter, Laws of Chemical combination (numerical), Dalton's Atomic Theory, Concept of elements, atoms & molecules. Atomic and molecular masses; Mole concept and molar mass, percentage composition, empirical and molecular formula; chemical reactions, stoichiometry and calculation based on stoichiometry.

UNIT-II: STRUCTURE OF ATOM


UNIT-III: CLASSIFICATION OF ELEMENT AND PERIODICITY IN PROPERTIES

Significance of classification, brief history of the development of periodic table, modern periodic law and the present form of the periodic table, periodic trends in properties of elements: atomic radii, ionic radii, inert gas radii, ionization enthalpy, electron gain enthalpy, electronegativity, valence.
Unit-IV: CHEMICAL BONDING AND MOLECULAR STRUCTURE

Valence electrons, ionic bond, covalent bond, bond parameters, Lewis structure, polar character of covalent bond, valence bond theory, resonance, geometry of covalent molecules, VSEPR theory, concept of hybridization involving s, p and d-orbitals and shapes of some simple molecules, molecular orbital theory of homonuclear molecules (Qualitative idea only), hydrogen bond.

Unit-V: STATES OF MATTER: GASES AND LIQUIDS

Three states of matter: intermolecular interactions, type of bonding, melting and boiling points, role of gas laws in elucidating the concept of the molecule; Boyle's law, Gay-Lussac's law, Avogadro's law, ideal behavior, empirical derivation of gas equation, Avogadro's number, ideal gas equation, deviation of real gases from ideal behavior, liquefaction of gases, critical temperature.

Liquid state: vapour pressure, surface tension, viscosity (Qualitative idea only, no mathematical derivation).

Unit-VI: THERMODYNAMICS

Concepts of system, types of systems, surrounding, work, heat, energy, intensive and extensive properties, state functions. First Law of Thermodynamics, internal energy, enthalpy, heat capacity, specific heat, molar heat capacity, measurement of ΔE and ΔH; Hess's law of constant heat summation, enthalpy of bond dissociation, combustion, formation, atomization, sublimation, phase transition ionization and dilution.

Introduction of entropy as a state function, free energy change for spontaneous and non-spontaneous process and equilibrium.

Unit-VII: EQUILIBRIUM

Equilibrium in physical and chemical processes, dynamic nature of equilibrium, law of mass action, equilibrium constant, factors affecting equilibrium; Le-Chatelier's principle; ionic equilibrium- ionization of acids and bases, strong and weak electrolytes,
degree of ionization, Concept of pH. Hydrolysis of salts (elementary idea), buffer solutions, solubility product, common ion effect (with suitable examples).

Unit-VIII: REDOX REACTIONS
02 Marks
Concept of oxidation and reduction, redox reactions, oxidation number, balancing of chemical equations in redox reactions, applications of redox reactions.

Unit-IX: HYDROGEN
02 Marks
Position of hydrogen in periodic table, occurrence, isotopes, preparation, properties and uses of hydrogen, hydrides-ionic, covalent and interstitial. Physical and chemical properties of water; heavy water; hydrogen peroxide-preparation, reactions and structure, hydrogen as a fuel.

Unit-X: s-BLOCK ELEMENTS (ALKALI AND ALKALINE EARTH METALS)
06 Marks

Group 1 and Group 2 elements;

General introduction, electronic configuration, occurrence, uses, anomalous properties of the first elements in each group, diagonal relationship; trends in the variation of properties (such as ionization enthalpy, atomic and ionic radii). Trends in chemical reactivity with oxygen, hydrogen, water and halogens; uses.

Preparation and properties of some important compounds: Sodium carbonate, Sodium chloride, sodium hydroxide and sodium hydrogen carbonate. Biological importance of sodium and potassium; CaO, CaCO₃ and industrial uses of lime and limestone, biological importance of Mg and Ca.

Unit-XI: SOME p-BLOCK ELEMENTS
05 Marks

General introduction to p-Block Elements

Group 13 elements: General introduction, electronic configuration, occurrence,
variation of properties, oxidation states, trends in chemical reactivity, anomalous properties of the first element in group. Boron - physical and chemical properties; some important compounds: borax, boric acids, boron hydrides.

Aluminium: uses, reactions with acids and alkalis.

Group 14 elements: General introduction, electronic configuration, occurrence, anomalous properties of the first element in group, trends in physical properties, trends in chemical properties. Carbon - catenation, allotropic forms, physical and chemical properties, trends in chemical properties, uses of oxides of carbon, important compounds of silicon and their uses: silicon tetrachloride, silicons, silicates and zeolites.

Unit-XII: ORGANIC CHEMISTRY- SOME BASIC PRINCIPLES AND TECHNIQUES 09 Marks

General introduction to organic chemistry, methods of purification, qualitative and quantitative analysis, classification and IUPAC nomenclature of organic compounds.

Electronic displacement in a covalent bond: inductive effect, electromeric effect, resonance and hyper-conjugation. Homolytic and heterolytic fission of a covalent bond, free radicals, electrophiles, nucleophiles, carbocations and carbon ions. Types of organic reactions.

Unit-XIII: HYDROCARBONS 09 Marks

Classification of hydrocarbons

Alkanes: Nomenclature, isomerism, conformations (ethane only), physical properties, chemical reactions including free radical mechanism of halogenation, combustion and pyrolysis.

Alkenes: Nomenclature, structure of double bond (ethene), geometrical isomerism, methods of preparation, physical properties, chemical reactions- addition of hydrogen, halogen, water, hydrogen halides (Markownikov's addition and peroxide effect), ozonolysis, oxidation, mechanism of electrophilic addition.

Alkynes: Nomenclature, structure of triple bond (ethyne), physical properties, methods of preparation, chemical reactions: acidic character of alkynes, addition reaction of-
hydrogen, halogens, hydrogen halides and water. **Aromatic hydrocarbons**: introduction, IUPAC nomenclature; Benzene: resonance, aromaticity; chemical properties; mechanism of electrophilic substitution - nitration, sulphonation, halogenation, Friedel Craft's alkylation and acylation; directive influence of functional group in monosubstituted benzene.

**Unit-XIV: ENVIRONMENTAL CHEMISTRY**


**PRACTICALS**

Marks: 30

Time: 3 Hrs.

A) **Organic Preparations:**
   i) Preparation of acetylene and study of its acidic character.
   ii) Preparation of Acetanilide
   iii) Preparation of p-Nitroacetanilide

B) **Characterization and Purification of Chemical Substance:**
   i) Determination of melting point of an organic compound (below 100°C)
   ii) Determination of boiling point of an organic liquid.
   iii) Crystallization involving impure sample of any one of the following: Alum, Copper sulfate, Benzoic acid.

C) **Experiments Related to pH Change**

Any one of the following experiments:
   i) Determination of pH of some solutions obtained from juices and solutions of
known and varied concentrations of acids, bases and salts using pH paper/ 
universal indicator.

ii) Comparing the pH of solutions of strong and weak acid of same concentration.

iii) Study the pH change in the titration of a strong acid with a strong base using 
universal indicator.

iv) Study of pH change by common-ion effect in case of weak acids and weak 
bases.

D) Chemical Equilibrium:

One of the following experiments:

i) Study the shift in equilibrium between ferric ions and thiocyanate ions by 
increasing/decreasing the concentration of either ions.

ii) Study the shift in equilibrium between \([\text{Co(H}_2\text{O)}_6]\) and \(\text{Cl}^-\) ions by changing the 
concentration of either ions.

E) Quantitative Estimation:

i) Setting of a chemical balance and preparation of a standard solution of oxalic 
acid.

ii) Determination of: strength of a given sodium hydroxide solution by titrating it 
against a standard solution of oxalic acid.

iii) Preparation of standard solution of sodium carbonate.

iv) Determination of strength of given solution of dilute hydrochloric acid by 
titrating it against a standard solution of sodium carbonate.

F) Qualitative Analysis

Determination of one cation and one anion in a given salt 
(insoluble salts to be excluded):

Cations: \(\text{Pb}^{2+}, \text{Cu}^{2+}, \text{As}^{3+}, \text{Al}^{3+}, \text{Fe}^{3+}, \text{Mn}^{2+}, \text{Zn}^{2+}, \text{Ni}^{2+}, \text{Co}^{2+}, \text{Ca}^{2+}, \text{Sr}^{2+}, \text{Ba}^{2+}, \text{Mg}^{2+}, \text{NH}_4^{+}\)

Anions: \(\text{CO}_3^{2-}, \text{S}^{2-}, \text{SO}_3^{2-}, \text{SO}_4^{2-}, \text{NO}_2^{-}, \text{NO}_3^{-}, \text{Cl}^{-}, \text{Br}^{-}, \text{PO}_4^{3-}, \text{C}_2\text{O}_4^{2-}, \text{CH}_3\text{COO}^-\)
G) PROJECT

Scientific investigation involving laboratory testing and collecting information from other sources.

* Determination of BOD/ COD of locally available water sample.
* Analysis of fruit and vegetable juices for their acidity.
* Preparation of a sample of soap from available oils (Groundnut/Coconut oil).
* To dye wool and cotton clothes with any marked available dye.
* Study of the the effect of acids and bases on the tensile strength of fibres.
* Silvering of mirrors
* Compare the contents of tannic/ caffeine in various samples of tea and hence their flavor.

Note: Collaboration to sought from nearby institutions with regard to the performing of practicals/project work.

Suggested Textbook: A textbook of Chemistry for class XI published by NCERT, New Delhi
BIOLOGY

Maximum Marks: 100

Time: 3hrs.

Theory: 70 Marks
Practical: 30 Marks

SECTION A: (Botany)  Marks: 35

Unit-I  Diversity of Life  8 marks

Variety of Living organism Systematics, need, history and classification (Artificial, natural and Phylogenetic). Biosystematics, Binomial nomenclature, Two kingdom system, five kingdom system, their merits and demerits. (Detailed study of kingdom; Monera Protista and fungi), status of some acellular organisms/Slime moulds like: viruses and viroids. Lichens, taxonomic aids i.e. Botanical garden, herbaria, museum & keys.

Unit-II  Kingdom Plantae  9 marks


Unit-III  Anatomy of flowering plants  8 Marks

Tissues and tissue system, Types of Tissues, Meristematic and Permanent and their classification and functions.

Anatomy of Dicot and Monocot Root, Stem and Leaves, Secondary Growth in Dicot stems and roots.
Plant Physiology:

**Transport in plants**: means of transport, (diffusion, facilitated diffusion, Passive symports and anti ports, Active transport)

**Plant water relations**: water potential, osmosis, plasmolysis, imbibition, long distance transport of water- apoplast, symplast, pathways ascent of sap, Root pressure theory and transpirational pull theory (cohesion - tension theory).

**Transpiration**: types & significance, mechanism of opening and closing of stomata, guttation, Phloem transport, flow from source to sink, (mass flow hypothesis)

**Unit IV Mineral Nutrition**


**Growth and Development**: Characteristics of plant growth, phases of growth, growth curve and its components- differentiation, dedifferentiation and redifferentiation, Development, sequence of developmental processes in a plant cell, **plant growth regulators**, discovery and physiological effects (Auxins, Gibberellins, cytokinins, ethylene and IBA, Photoperiodism and vernalisation.
SECTION B: (ZOOLOGY)  
Marks: 35

Unit-I Diversity in Living world.  
8 Marks  
i) Characteristic features of living organisms.

ii) Salient features of animals (non chordates upto phylum level, chordates upto class level), Animal kingdom

iii) Zoological parks, Natural museums (with special reference to local Zoos/National Parks (Manda, Mahamaya, Dachigam, Hemis)

Unit-II Cell-Structure and Function  
10 Marks  
i) Cell- Brief description of cell, Cell theory; Prokaryotic and eukaryotic cell, cell wall, cell membrane and cell organelles (Plastids, Mitochondria, Endoplasmic reticulum, Golgi bodies/dictyosomes, Ribosomes, Lysosomes, Nucleus, Vacuoles, Centrioles), Cilia and flagella, and nuclear organization.

ii) Cell Division:- Cell cycle, Mitosis, Meiosis.

iii) Basic chemical constituents of living bodies.

iv) Biomolecules: Structure and functions of :- carbohydrates, proteins, lipids and nucleic acids, Metabolites (Pry and Secondary, metabolism (elementary idea))

v) Enzymes: Types, Properties and Functions.

Unit-III Histology and Morphology  
7 marks  
i) Animal tissues:- Epithelial, Connective, Muscular & Nervous, Organ and Organ system


Unit IV Human Physiology  
10 Marks  
i) Digestion and Absorption

ii) Breathing and Respiration

iii) Body fluids and circulation

iv) Excretory products and elimination
v) Locomotion and Movement
vi) Neural control and coordination
vii) Chemical coordination and integration.

PRACTICALS
M.Marks- 30

SECTION A: (BOTANY)  Time: 3 hrs.  Marks: 15

1. Study of different parts of a Compound Microscope.
2. Study of specimens and identification with reasons- Bacteria, Oscillatoria, Spirogyra, Rhizopus, Mushroom, Yeast, Liverwort (Marchantia/Moss (Funaria), Pinus (Male & female cone), Lichens.
3. Study of different modifications in
   a. Roots (Tap & Adventitious)
   b. Stems (Herbaceous & Woody)
   c. Leaves (Leaf arrangement, shape, venation, simple & Compound leaves)
4. Description of 3 locally available flowers from the families- Fabaceae, Solanaceae and Liliaceae (1 from each family)
5. Study of plant tissues from permanent slides (Parenchyma, Collenchyma, Sclerenchyma, Xylem and Phloem)
7. Study of osmosis by Potato osmoscope.
8. Study of Plasmolysis in epidermal peels (e.g. Rhoeo leaves)
9. Study of distribution of stomata in upper and lower surface of leaves
10. To make comparative study of the rates of transpiration in upper and lower surface of leaves by cobalt chloride method
11. Study of imbibition in seeds/ raisins
12. Observation and comment on the experimental set up on phototropism.
13. To separate plant pigments through paper chromatography.
SECTION-B (ZOOLOGY)  

Marks: 15

1. Study and handling of compound Microscope.
2. Study of salient features of specimen and identification with reasons; Amoeba, Paramaecium, Hydra, Liver fluke, Ascaris, Leech, Earth worm, Honeybee, Snail, Star fish, Shark, Labeo, Frog, Lizard and Pigeon.
3. Study of preserved specimens of at least one representative of each group to understand co-relations between characteristics of organisms and systematic position.
4. Study of animal cell and its organelles with the help of chart/slides.
5. Study of Mitosis and Meiosis from prepared slides.
7. Study of different types of mammalian connective tissues, muscle fibres and nerve cells through prepared permanent slides.
8. Study of different systems with the help of charts/dissections-Earthworm, Cockroach.

Project work:

2. Visit to a zoological /National park and preparation of report.
4. Study of Mitosis by using root tips of onion.
5. Study of Meiosis from flower buds.

ELECTRONICS

Maximum Marks: 100
Practical: 30
Theory: 70

Unit - I

AC Signals: (06 Marks)
Definition of amplitude, frequency, time period, phase, sinusoidal signals, Triangular wave, Square wave, saw tooth wave. Periodic and non periodic signals. RMS Value, average value for sinusoidal signals, phasor representation of sinusoidal signals;

Unit - II

Passive Components: (08 Marks)
Resistance, Resistors, Types of resistors, variable resistance, colour code and power rating of resistors, combination of resistors (series and parallel), principle of rheostat. Capacitance: Capacitors - types of capacitors, variable capacitors, colour codes, charging and discharging of capacitor, energy stored in a capacitor, combination of capacitors.

Unit - III

Circuits: (12 Marks)
DC Circuits - RC, RL and LC circuits for growth and Decay of current and voltage. AC Circuits- Pure R, L and C Circuits and RC, RL and LC and RLC series and parallel and resonance circuits.

Unit - IV

Network Theorems: (09 Marks)
Voltage and current sources (Ideal & Practical). KCL and KVL (with numerical) voltage
division Theorem, Current Division Theorem, Thevenin theorem, Norton theorem, Superposition theorem. (Simple numerical on circuit analysis using various theorems).

Recommended/ Suggested books:
- Basic Electrical Engineering by S.N. Singh PHI
- Introduction to Electric Circuit Analysis by Ronald J. Tocci

UNIT - V

Semi Conductors: (09 Marks)
Electronic configuration of atoms, crystalline structure of solids, Band theory of solids, Classification of metals, Semi conductors and Conductors on the basis of band theory. Types of semi conductors, Intrinsic and extrinsic (p & n type), semiconductors, temperature coefficient of Semi conductors.

UNIT - VI

P N Junctions: (09 Marks)
PN-junction: concept of depletion region & potential barrier. Drift and diffusion phenomenon PH junction, operation and V-I Characteristics (Forward and Reverse bias). Zener diode, Photo diode, LED. Introduction to solar cell.

UNIT - VII

Applications of Diodes (12 Marks)
Diode as half and full wave rectifier (qualitative treatment). Ripple factor and efficiency in half wave and full wave rectifier. Zener diode as voltage regulator. Diode as a clipper (positive and negative clipping), diode as a damper.

UNIT - VIII

Bipolar Junction Transistor (BJT): (05 Marks)
PNP and NPN Transistor, circuit symbols, construction and V-I characteristics. Different Transistor configurations (CB&CE). Current gain $\alpha$ and $\beta$ of a transistor. Relation between $\alpha$ and $\beta$.

Recommended/ Suggested books
1) Semiconductor circuit approximations by A.P. Malvino.
2) Basic electronics by B.L. Theraja.
4) Basic Electronics and Linear Circuits by N.N. Bhargava.

**PRACTICAL**

1) Identification of Electronics Components.
2) To measure Voltage (ac & dc), current (a.c & d.c.) and resistance using a Multimeter.
3) To find the value of a carbon resistor using colour coding and verify with a multimeter.
4) To find the value of a capacitor using colour code.
5) To study the common front controls of a C.R.O.
6) To find the amplitude and frequency of a.c. signal using C.R.O.
7) Verification of current Division principle.
8) Verification of voltage Division principle.
9) Verification of Thevenin’s theorem.
10) Verification of Norton’s theorem.
11) Verification of Superposition theorem.

12) To study the characteristics of a PN Junction.
13) To study diode as a half wave rectifier.
14) To study diode as a full wave rectifier.
15) To study the characteristics of a Zener Diode.
16) To study diode as a clipper.
17) To study diode as a damper.
18) To study the characteristics of an NPN CB configuration.
19) To study the characteristics of an PNP CB configuration.
20) To study the characteristics of a NPN CE configuration.
21) To study the characteristics of a PNP CE configuration.
22) To find the value of $\alpha$ and $\beta$ from the characteristics curves of an NPN transistor.
GEOLOGY

Theory = 70 Marks
Practicals = 30 Marks
Time = 3 hours

Unit-I: Introduction

(A) Definition of geology and its various branches viz; physical geology, mineralogy, petrology, palaeontology, stratigraphy, structural geology, geomorphology, economic geology, engineering geology and geohydrology.

(B) Physical Geology

(a) Weathering - Definition, types of weathering viz; mechanical, chemical and biological weathering.

(b) Soil formation through weathering

Unit-II: Geohydrology

(A) (i) Definition of underground water, Juvenile water and connate water.

(ii) Concept of porosity and permeability.

(iii) Description of various zones of underground water, viz; zone of aeration, water table and zone of saturation.

(iv) Geological work of underground water.
(B)  (i) Definition of Aquifer
     (ii) Types of Aquifers

(C)  Spring – Definition, Types of springs

Unit-III : Geomorphology

(A)  River
     (i) Definition of River, stages of river.
     (ii) Geological features viz; V-shaped valley, waterfall, River terraces, Meanders, Oxbow lake and Delta

(B)  Glacier
     (i) Definition and types of Glaciers
     (ii) Geological features viz; Cirque, U-Shaped Valley, moraines Roche-Montonees and Fiords.

(C)  Lake
     (i) Definition and types of lakes
     (ii) Lake deposits
Unit IV: Mineralogy

(A) (i) Definition of mineral

(ii) Study of the following physical properties of mineral viz form, colour, cleavage, fracture, hardness, Specific gravity, lustre and streak.

(iii) Moh’s scale of hardness

(iv) Physical properties of the following minerals:– Talc, Gypsum, Calcite, Fluorite, Apatite, Orthoclase, Quartz, Topaz, Corundum and Diamond

(B) Ores

(i) Definition of Ore

(ii) Physical properties of the following Ores:– Chalcopyrite, Bauxite, Hematite and Galena.

(C) Methods of determining specific gravity of a mineral with Walker’s Steelyard balance and Jolly’s Spring balance.

Unit V: Petrology

(A) (i) Definition of a Rock

(ii) Three main types of Rocks.

(iii) Basic knowledge of texture and structure of rock as seen Megascopically.

(B) Description of the following rock types:–

(i) Granite, Diorite, Gabbro and Basalt.

(ii) Shale, Limestone, Sandstones Conglomerate and Breccia.

(iii) Marble, Schist, Gneiss and Slate.
Unit VI: Palaeontology, Stratigraphy, Structural Geology and Engineering Geology 12 Marks

(A) Geological Time Scale.

(B) (i) Basic knowledge of Dip and Strike.
(ii) Construction and working of Brunton Compass and its uses.
(iii) Definition of fold and fault.
(iv) Description of various parts of fold and fault.
(v) Description with Sketches of the following structures:—Anticline, Syncline, Normal Fault and Reverse fault

(C) (i) Definition of a fossil.
(ii) Preservation and uses of fossil.

(D) Definition: Dam, Tunnel and Bridges.

Books Suggested:—

1. A textbook of Geology by P.K. Mukherjee
2. A textbook of palaeontology by S.K. Chadha
3. Engineering Geology by K.M. Banger
4. Ruttley's Elements of Mineralogy by H.H. Read.
PRACTICALS

Marks: 30

1. Megascopic description and identification of the following minerals:—
   Talc, Gypsum, Calcite, Fluorite, Apatite, Orthoclase, Quartz, Topaz,
   Corundum, Diamond, Chalcopyrite, Bauxite and Hematite.
2. Megascopic Description of the following rock types:—
   (i) Igneous: Granite, Diorite, Gabbro and Basalt
   (ii) Sedimentary: Shale, Sandstone, Conglomerate, Breccias and
        Limestone.
   (iii) Metamorphic: Gneiss, Schist, Slate and Marble
3. Determination of specific gravity of a mineral specimen by Walker’s steel yard
   balance/Jolly’s Spring balance.
4. Sketches and description of the following structural features.
   Anticline, Syncline, normal fault and Reverse Fault
5. Field work and Viva Voce
   The fieldwork should include collection of mineral/rock specimens and
   study/identification of different geomorphological features.
BUSINESS STUDIES

Maximum Marks: 100

Theory: 90 Marks
Practical: 10 Marks

Part A: Foundations of Business

Chapter 1: Nature and Purpose of Business 8 Marks
- 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,

Chapter 2: Forms of Business Organisations 12 Marks
- Sole Proprietorship; Joint 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 organizations
- Starting a business - Basic factors,
Chapter 3: Private, Public & Global Enterprises  
- Private Sector and Public Sector  
- Forms of organising public sector enterprises  
- Departmental Undertaking  
- Statutory Corporation  
- Government Company  
- Changing role of public sector  
- Global Enterprises: meaning and features  
- Joint ventures: meaning, benefits.

Chapter 4: Business Services  
- 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  
- Communication and Transportation  
- Warehousing: types and functions.

Chapter 5: Emerging Modes of Business  
- 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
Chapter 6: Social Responsibility of Business and Business Ethics

Concept of social responsibility.

- Case for social responsibility: Arguments for and against CSR
- Responsibility towards owners, investors, employees, consumers, government and community
- Environmental protection and business
- Business ethics: concept and elements.

Part B: Organisation, Finance and Trade

Chapter 7: Formation of a Company

- Stages in the formation of a company
- Promotion
- Incorporation
- Capital Subscription
- Commencement of business

Chapter 8: Sources of Business Finance

- Nature and significance of business finance
- Classification of sources - Period, ownership basis
- Sources of raising Finance:
  - Equity and Preference shares
  - Debentures and Bonds
  - Loan from Financial Institutions
- Retained Profits
- Global Depository Receipt, American Depository Receipt
- Loans from commercial Banks
- Public deposits
- Trade Credit

Chapter 9: Small Business 6 Marks
- Concept of small business, Types.
- Role of small business in rural India;
- Problems of small business in India.
- Government Assistance, Incentives Schemes for Industries in rural, backward and hilly areas.

Chapter 10: Internal Trade 10 Marks
- 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 Chamber of Commerce and Industry in promotion of internal trade.

Chapter 11: International Business 7 Marks
- Nature, Importance and complexities involved in International Business;
➢ Understanding Export and Import procedures and documentation;
➢ Government support assistance, Incentives;
➢ Export processing zone special economic zones;
➢ International trade institutions - WTO, World Bank, IMF, UNCTAD.

Project Work

Suggestive/Illustrative Projects

Any one of the following:

(i) Find out from local sample business unit(s) the various objectives they pursue.
(ii) Problems of setting up and running business units.
(iii) Enquiry into the ethics of running business through questionnaires.
(iv) Survey of quality of bank services in the local branch office.
(v) Study of postal and courier mail services.
(vi) Availability and use of agency services, advertising, packaging, investments in savings schemes, etc.
(vii) Survey of the popularity of credit cards issued by different banks.
(viii) Study the profile of a sole trader/partnership commenting on the nature and working of business.
(ix) Study of a Joint family business.
(x) Study of the working of any cooperative society.
(xi) Study of a small business unit regarding source of finance.
(xii) Study of nature of small traders (like hawkers and peddlers in a specific locality) with reference to types of goods, capital investment, turnover.
(xiii) Study of weekly bazaar in a locality.
(xiv) Study of franchise retail store.
(xv) Study of export/import procedure of any article.
(xvi) Problems of women entrepreneurs in business.
(xvii) Survey of waste/garbage disposal by hospitals/Private Nursing Homes.
(xviii) Study of pavement trade.
(xix) Prepare a scrapbook and collect articles on the changing role of public sector and any other topics related to the syllabus.

Marks may be suitably distributed over the different parts of the Project Report:
1. Objectives  2. Methodology  3. Conclusions - findings and suggestions

Suggested Textbook:
1. Business Studies, published by NCERT, New Delhi
ACCOUNTANCY

Theory: 80 Marks
Practical: 20 Marks

Financial Accounting - I

Unit 1: Introduction to Accounting

(i) Book keeping Meaning, Accounting meaning, objectives. Difference between Book-keeping and Accounting, Accounting as source of information, internal and external users of Accounting information and their needs.

(ii) Qualitative characteristics of Accounting information-reliability, relevance, Understandability and comparability.

(iii) Basic accounting terms: business transaction, account, capital, drawings, Liability (Non-current and current); Asset (Non-current; tangible, intangible assets, current assets), receipts (capital and revenue), expenditure (capital, revenue and deferred), expense, income, profits, gains and losses, purchases, sales, stock, trade receivables (debtors and bills receivable), trade payable (creditors and bills payable), goods, cost, vouchers, discount - trade and cash, bad debts, Vouchers (cash and non-cash), source documents Invoices, cash memo, pay in slip, cheque.

Unit 2: Theory Base of Accounting

(i) Accounting Principles-concept

(ii) Accounting principles: Accounting Entity, Money measurement, Going Concern, Accounting Period, Costs Concept, Dual Aspect, Revenue Recognition (Realisation), Matching concept, Accrual, Full Disclosure, Consistency. Conservatism, Materiality

(iii) Accounting Standards and IFRS (International Financial Reporting Standards): Concept
(iv) Bases of Accounting—Cash Basis, Accrual Basis

Unit 3: Recording of Business Transactions 10 Marks

(i) Accounting Equation Approach—Meaning and Analysis of transactions using Accounting Equation.

(ii) Rules of Debit and Credit—traditional and modern approach.


(iv) Ledger—meaning, utility, format; posting from Journal and Subsidiary books; Balancing of Accounts.

(v) Bank reconciliation statement—calculating bank balance at accounting date: need and preparation.

Unit 4: Trial Balance and Rectification of Errors 5 Marks

(i) Trial balance: Meaning, objectives and preparation, (Scope: Trial Balance with balance method).

(ii) Error: Types of Errors: Errors of omission, commission, principles and compensating errors affecting Trial Balance; errors not affecting Trial Balance.

(iii) Detection and Rectification of Errors (One Sided and Two Sided); use of Suspense Account.

Unit 5: Depreciation, Provisions and Reserves 08 Marks

(i) 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 asset.

(ii) Provisions and Reserves: meaning, importance, difference between Provisions and Reserves, types of Reserves: Revenue Reserve, Capital Reserve, General Reserve, Specific Reserve and secret Reserves.
Unit 6: Accounting for Bills of Exchange 05 Marks

(i) Bills of exchange and Promissory Note: definition, features, parties, specimen and distinction.

(ii) Important terms: term of bill, due date, days of grace, date of maturity, discounting of bill, endorsement of bill, bill sent for collection, dishonour of bill, noting of bill, retirement and renewal of a bill.

(iii) Accounting treatment of bill transactions.

Project Work (Any One) (P.) 10 Marks

(i) Collection of source documents, preparation of vouchers and presentation of vouchers and presentation of source document of trading and banking concerns.


(iii) Collection and presentations of Hundri, Passbook, Cheque book and promissory note, Bills of exchange, Debit and Credit note and other negotiable instruments.

Financial Accounting - II

Unit 7: Financial Statements of Sole Proprietorship from Complete and Incomplete Records 22 Marks

(i) Financial Statements: Meaning and uses

(ii) Capital expenditure and deferred revenue expenditure, Trading and Profit and loss account-Gross Profit, operating profit and net profit, Balance Sheet: need, grouping, marshalling of assets and liabilities. Preparation of Trading and Profit and Loss Account and Balance Sheet of sole proprietorship.
(iii) Adjustments of 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, manager's commission, abnormal loss, goods taken for personal use and goods distributed as free samples.

(iv) Incomplete records: Meaning, uses and limitations. Ascertainment of profit/loss by statement of affairs method.

**Unit 8: Financial Statements of Not for Profit Organisations 10 Marks**

(i) Not-for-profit organizations: concept.

(ii) Receipts and Payment account: Features.

(iii) Income and Expenditure account: features. Preparation of Income and Expenditure account and Balance Sheet from the given Receipts and Payments account with additional information.

**Note for teachers:** (i) Adjustments in a question should not exceed 3 or 4 in number and restricted to subscriptions, consumption of consumables, and sale of assets/old material. (ii) Entrance/ admission fees and general donations are to be treated as revenue receipts. (iii) Trading Account of incidental activities is not to be prepared.

**Unit 9: Computers in Accounting 8 Marks**

(i) Introduction to Computer and Accounting Information System (AIS). Application of computers in accounting:


(iii) Accounting and Database Management System.

(iv) Stages in automation (a) Accounting Process in a computerised environment (b) Sourcing of accounting Software (Kinds of software: readymade software, customised software and tailor made software; Generation of reports using TALLY and BUSY-Trial balance, profit and Loss account and Balance Sheet.
software; customised software and tailormade software; Generation of reports using TALLY and BUSY Trial balance, Profit and Loss account and Balance Sheet.)

Project Work (Any One) \( (P_2) \) \( 10 \text{ Marks} \)

1. Comprehensive project starting with journal entries regarding any sole proprietorship business, posting them to the ledger and preparation of Trial balance. The students will then prepare Trading and Profit and Loss Account on the basis of the prepared trail balance. Expenses, incomes and profit (loss) are to be depicted using pie chart/bar diagram.

2. Comprehensive project of Not for profit organisations starting with preparation of Receipts and payments account and Income and expenditure account.

3. The above projects can be presented by using software packages T-ally of Busy.

The above mentioned projects should be presented in a project file which should be made available for evaluation.

Books Suggested

1. Accountancy Published by NCERT
ENTREPRENEURSHIP

Theory: 80 Marks
Practical: 20 Marks

Time: 3 hrs
MM: 100

UNIT-I
ENTREPRENEURSHIP

I. Concept of entrepreneurship: Meaning, Definition and characteristics.
II. Functions and need of entrepreneurship.
III. Role of entrepreneurship in Economic development.
IV. Barriers to entrepreneurship: Economic and technological.

UNIT-II
ENTREPRENEUR

I. Meaning, Definition and characteristics.
II. Types of entrepreneur.
III. Role & problems of women entrepreneur.
IV. Role of entrepreneur in generating national wealth and creation of employment.

UNIT-III
ENTREPRENEURIAL VALUES & MOTIVATION

I. Entrepreneurship motivation-Meaning & Concept.
II. Six C’s for entrepreneurial motivation: Change, Challenge, Creativity, Curiosity, Control & Cash.
III. Help & support to entrepreneur by state & central bodies.
UNIT-IV

ENTREPRENEURIAL SKILL DEVELOPMENT PROGRAMME.

I. Entrepreneur Skill-Meaning & Concept.
II. Importance of Skill development.
III. Techniques of skill development.
IV. Qualities of a successful entrepreneur.

UNIT-V

INTRODUCTION TO MARKET DYNAMICS

I. Meaning of market dynamics.
II. Causes of market dynamics.
III. Competitive analysis of market.
Unit VI
SMALL ENTERPRISES

I. Meaning, definition and characteristics of small enterprise.
II. Objectives of micro enterprises.
III. Role of Micro enterprises in economic development.

Unit VII
PROJECT SELECTION & FORMULATION

I. Meaning of project.
II. Project identification & steps in process of project selection.
III. Meaning & significance of project report.

Unit VIII
PROJECT APPRAISAL

I. Meaning of Project appraisal
II. Methods of Project appraisal:
   (a) Economic  (b) Financial  (c) Technical
Unit IX:  
FINANCING OF ENTERPRISE  

I. Meaning & need of financial planning.  
II. Sources of Finance: Long term & Short term.  
III. Capital Structure: Meaning and Factors determining capital structure.  

Unit X:  
OWNERSHIP STRUCTURE  

I. Proprietorship: Meaning, Features & Importance.  
II. Partnership: Meaning, Features & Importance.  
III. Company: Meaning, Features & Importance.  

PROJECT:  

Introduction:  

The Main objective of the course in Entrepreneurship is to generate in the students initiative, self reliance and enthusiasm so as to empower them to become entrepreneurs both in spirit and performance.  

A number of skills such as observation, evaluation, communication, resource mobilization and management, risk assessment, team building etc. are also to be developed in the students. Leadership qualities, sensitivity to business ethics and adherence to a positive value system are the core issues that the course highlights while presenting different concepts related to entrepreneurship.  

Such a course should necessarily have a strong experiential component in the form of practical work. The objectives of the practical work are:  

1. To introduce the students to the world of business by developing in them the core skills and competencies required for an entrepreneur.
2. To develop in the students qualities such as leadership, self-confidence, initiative, facing uncertainties, commitment, creativity, people and team building, integrity and reliability.

3. To enable the students to acquire the skills and knowledge needed for conducting surveys, collecting, recording and interpreting data and preparing simple estimates of demand for products and services.

4. To guide the students to prepare a Project Report.

5. To equip the students with knowledge and skills needed to plan and manage an enterprise through case studies conducted and recorded by the students in different fields such as resource assessment, market dynamics, finance management, cost determination, calculation of profit and loss etc.

6. To instill in the students important values and entrepreneurial discipline.

FORMAT OF PROJECT

Total marks: **20 marks**  
Internal: **5 marks**  
External: **15 marks**

1. Project Report/Survey Report  
   **09 marks**

2. Viva-Voce on PW/SR  
   **03 marks**

3. Case Study  
   **03 marks**

1. Project Report/Market Survey Report

   a) Project Report:

   Preparation of a Project Report for an enterprise involving products/services. Students may be provided adequate guidance to choose a project based on their interests and availability of information and authentic inputs in the locality. The specimen proforma of project report given in the textbook may
be used for preparing the report. However, mechanical preparation of the report by filling in the information in the proforma should be discouraged.

Further, as the students will be required to appear for a Viva-voce on the basis of their projects, sufficient care should be taken by the students to prepare the report after studying the various aspects involved thoroughly. In a nutshell, the project report should lead to viable enterprise.

b) Market Survey Report

Market research is the process and technique of finding out who your potential customers are and what they want. The survey may be on products and services already available in the market or students may also conduct surveys for new products and services. The report of the survey should be organised under the following broad headings:

1. Objects.
2. Methods and tools (interviews, questionnaires etc.) to be used to collect information.
3. Records of data and information.
4. Analysis of data and information.
5. Interpretation and conclusion.

For example, a survey may be conducted to find out the choice of households in toiletry soap, tooth paste etc. The data may be analysed to establish a pattern that may be useful to an entrepreneur.

Guidelines for assessment of Project Report/ Survey Report

For purpose of assessment the same pattern shall be adopted for Term II also.

1. Presentation: Format, Clarity, Use of graphs, tables and other visuals, organisation, methodical recording of data and information and general neatness of execution.
2. Originality and Creativity
3. Authenticity of information and correctness of calculations and general feasibility of the project/ sustainability of conclusion drawn in the survey.

4. Viva Voce on the Project/Market Survey Report

The questions should establish that the report is the original work of the student and that the student has a reasonably clear understanding of the work carried out by him/her. Entrepreneurial qualities such as leadership, self-belief, creativity, originality, initiative etc. may also be assessed by asking a variety of questions related to the report.

2. Viva-voce

3. Case Study

A case study is a focused research on an organisation, enterprise, practice, behaviour or person undertaken to highlight an aspect that the study attempts to examine. For instance, a case study may be conducted on the pollution control methods being employed by an industry. Or a successful industrialist may be chosen as a subject of a case study to analyze and understand the strategies that the industrialist adopted to achieve success. Ideally, a case study should be conducted on subjects with the objectives of bringing to the fore beliefs, practices, strategies, values etc. that have made them what they are. Such studies help us to understand the way in which great minds think and operate. We may also conduct case studies on failures; why a company collapsed, how a service lost its market etc. From both the types of case study, we learn lessons; how to do something or how not to do something. They also provide valuable insight into the processes involved in an enterprise. A few topics are suggested for carrying out case studies:

i) Drawing a profile of a successful entrepreneur. ii) Studying a public sector undertaking and highlighting its success/failure, by analyzing the factors responsible.

iii) Studying a small scale unit in the locality to bring out the procedures and processes adopted by the unit to become a feasible business venture.
iv) A study of competition in business by choosing two or more rivals in the market and analyzing their strengths and weaknesses.

v) Take the school itself for a case study and analyze any two aspects of the school plant for chalking out a plan of action: infrastructure, academics, co-curricular activities etc.

vi) A case study on a thriving fast food shop/restaurant in your locality. What makes it so popular?

vii) A case study on the ways in which a business unit has mobilised its financial resources.

viii) A case study on the enterprise management techniques adopted by a business house.

ix) A case study on the marketing strategies of a successful consumer durable company.

x) A case study on the financial management of a Public Limited Company.

xi) A case study on any Specialized Institution that supports and guides the establishment of a small scale unit.

xii) Studying the balance sheets of two big private companies to assess their trade and credit worthiness.

xiii) Studying the inventory management of a large manufacturing industry to ascertain the processes involved for optimizing cost.

xiv) Carrying out a case study on an established industrial house/company to find out the value system of the company and how it fulfills its social commitment/obligations.

xv) Carrying out a case study on an established industry to ascertain the processes followed to reduce/prevent pollution.

xvi) Study on environment friendly companies and their contribution to preservation.
Assessment of Case Studies

i) Presentation: Format, accuracy, clarity, authenticity and general neatness

ii) Analysis and Conclusions

4. Problem Solving

In this session, the students will be required to solve a problem in the form of a written test. The examiner may choose any problem related to the units in class XI Text Book and set it for the class. The problem may be in the following areas:

a. How to scan the environment to establish the feasibility of a project.

b. Given certain figures showing the consumption pattern of a product, drawing conclusions that have a bearing on similar products.

c. Carrying out market assessment for a given product/service to ascertain the feasibility factor.

d. Assessment of Working Capital.

e. Calculation of total cost of production.

f. Calculation of break-even point.

g. Determining location of a manufacturing unit.

h. Problems in inventory control (calculation of the Economic Order Quantity and carrying out ABC analysis).

i. Applying Pricing methods to determine the price of a product or service.

j. Applying promotion mix to plan a sales campaign for a product or service.

k. Working out a simple budget for a given task or job.

Assessment of Answers

The examiner may prepare five problems which are solved by him/her before they are presented to the students. The student may choose anyone of the problems and solve it, showing the different steps/different reasons involved in the solution. If the problem does
not involve actual calculations, it may not have anyone correct answer. So weightage should be given not only to the final answer but to the entire process of problem solving that the student has followed.

Originality and innovative spirit should be rewarded. The students should not be penalized for spelling errors, grammatical mistakes etc. as long as the answer is coherent. Where definite formulas are involved, accuracy should be given due weightage.

Textbook Suggested:
A textbook of Entrepreneurship for class 11th published by CBSE, New Delhi
TYPE WRITING & SHORTHAND

M. Marks: 100
Practical
Internal: 50 Marks
External: 50 Marks

Time: 3 hrs
25 Marks

A. Typewriting/On Machine/Computer Key Board.
There shall be one practical paper of 25 marks. The paper shall contain the following exercises.

i. Passage of 350-400 words (prose)  7 Marks
ii. A business letter  6 Marks
iii. A tabular statement  7 Marks
iv. Viva-voce.  5 Marks

In viva-voce knowledge of
(a) Keyboard of Typing machine/Computer
(b) Function of different parts of machine (typewriter /Computer)
(c) Type setting and
(d) Maintenance of typewriter shall be tested

The length of the above material will be in accordance with the time allowed. Accuracy and arrangement shall be given paramount importance. The speed expected of the examinees shall be 25 words/minute. Actual time taken by the examinees in typing out the passage shall be noted on the answer sheet.

B. Shorthand

There shall be one practical paper of 25 marks, the candidate shall be required to taken down dictation in shorthand at speed of 50 words/ minute. The material for shorthand may be a passage of 600-800 words.
After taking down dictation students shall be required to transcribe the same in their own handwriting in longhand.

The outline of the shorthand shall have to be attached by the candidate with the answer sheet. Distribution of marks shall be as under:

(a) Outline  
(b) Transcription in Long hand  
(c) Viva-voce

In viva-voce knowledge of consonants and vowels, Grammon logues, Contractions, abbreviations, suffixes and prefixes, etc shall be tested.

**PRACTICAL**

C. Typewriting/On Machine/Computer Key Board. 25 Marks

There shall be one practical paper of 25 marks. The paper shall contain the following exercise

(a) Passage of 350-400 words  7 Marks
(b) A business letter  7 Marks
(c) A tabular statement  6 Marks
(d) Vice-voce  5 Marks

D. Shorthand 25 Marks

There shall be one practical paper of 25 marks. The candidate shall be required to take down dictation in shorthand at speed 50 words/minute. The material for shorthand may be a passage of 600-800 words.
After taking down dictation students shall be required to transcribe the same in their own hand writing in long hand.

The outline of the short hand shall have to be attached by the candidate with the answer sheet. Distribution of marks of different exercises shall be as under:

(a) Outline 6 Marks
(b) Transcription in long hand 14 Marks
(c) Viva-voce 5 Marks

Books Suggested:
Shorthand by Pitman.
BUSINESS MATHEMATICS

Marks: 100
Time: 3 hours

Unit 1st: Sets, Relations and Functions

Sets and their representation, various types of sets, compliment of a set. Algebra of sets (Union, intersection and difference of sets). Demorgan’s laws, Cartesian product of sets.

Relations: Various types of relations, Equivalence relation simple examples

Definition of a function and its various types (Into, onto, one-one, many-one, polynomial function, rational, modulus, constant, signum, greatest integer function, composite function).

Unit 2nd: Sequences and Series

Geometric progression, general term sum to n terms, and sum to infinity of a geometric series. Geometric and arithmetic means, Evaluation of \( \Sigma n, \Sigma n^2, \Sigma n^3 \)
Unit 3rd: Trigonometry  
13 Marks  
Trigonometric ratios of allied angles (without proof). sum, difference formulae and their applications. solution of trigonometric equations.

Unit 4th: Permutations and combinations  
11 Marks  
Factorial notation, fundamental principle of counting. Meaning of P(n,r) and C(n,r) and their relations with simple applications.

Unit 5th: Binomial theorem  
10 Marks  

Unit 6th: Statistics  
16 Marks  
Measures of dispersion, Mean Deviation from mean and median. Standard deviation and variance of a grouped and ungrouped data. Quartile deviation.

Unit 7th: Probability  
14 Marks  
Random experiment and sample space (set representation). Events and their occurrence, various types of events. Mutually exclusive and Exhaustive events . Axiomatic probability with applications.

Unit 8th: Linear Inequations  
10 Marks  
Algebraic solution of an inequation in one variable and the representation on a number line. Graphical solution of linear inequations in two variables.

Books Suggested:  
1. A Textbook of Mathematics for Class XI published by NCERT, New Delhi
TRAVEL TOURISM AND HOTEL MANAGEMENT

(Basic)
(NON-VOCATIONAL)

Maximum Marks: 100

Unit I

10 Marks
Meaning, History and Importance of Travel and Tourism, Meaning of Tourist, Traveller, Transient & Excursionist, Types and Forms of Tourism, Concept of Mass Tourism/Eco-tourism and Sustainable tourism.

Unit II

10 Marks

Unit III

10 Marks

Unit IV

10 Marks

Unit V

10 Marks
Role of Ministry of Tourism (Govt. of India), ITDC, J K TDC, Hill Development Council of Ladakh in promoting Tourism.
HOTEL MANAGEMENT
(NON-VOCATIONAL)

Unit VI: 10 Marks

Unit VII: 10 Marks
Accommodation: Meaning & Scope, Types of Accommodation. Types of Hotels on the basis of their Size, Location, Comfort, Price and Ownership, Difference between Hotels, Motels and Resorts.

Unit VIII: 10 Marks
The important Functional Departments of the Hotel, their functions and Organizational Structure.

Unit IX: 10 Marks
Registration and Gradation of Hotels, Understanding Hotel functioning and Preparing report by visiting Star category Hotels- like Grand Palace, Hotel Broadway, Hotel Asia, Hotel K.C. Residency etc.

Unit X: 10 Marks
Meaning and Definition of Hospitality Distribution Channels, Functions and Levels of Distribution Channels, Basics of Major Hospitality Distribution Channels- Travel Agents, Tour operators, Consortia and Reservation System.

References:
1. Travel, Tourism & Hotel Management - S. Chand and Co. Ltd. New Delhi in collaboration with J&K Bose
PHYSICAL EDUCATION

Max. Marks: 100

THEORY = 70, Practical = 30

UNIT- I

1. CONCEPT OF PHYSICAL EDUCATION
   7 Marks
   1.1) Meaning and definition of Physical Education.
   1.2) Aims and objectives of Physical Education.
   1.3) Need and importance of Physical Education.

UNIT-II

2. PHYSIOLOGICAL ASPECTS OF PHYSICAL EDUCATION
   7 Marks

   Effects of exercise on:
   a. Muscular system.
   b. Circulatory system.
   c. Respiratory system.
   d. Digestive system.

Unit-III

3. PSYCHOLOGICAL ASPECTS OF PHYSICAL EDUCATION
   7 Marks
   3.1) Definition of psychology and sports psychology.
   3.2) Achievement and motivation in sports.
Unit IV

4. CAREER ASPECT IN PHYSICAL EDUCATION 7 Marks
   1.1) Career options in physical education.
   1.2) Avenues for career preparations.

UNIT V

5. HEALTH AND FAMILY EDUCATION 7 Marks
   5.1) Concept and importance of health Education.
   5.2) Effect of alcohol, tobacco and drugs and & abuse on individual, family, Community and sports person.

UNIT VI

6. CONCEPT OF MAJOR GAMES/SPORTS: 7 Marks
   KHO-KHO, BADMINTON, KABADDI, HANDBALL, ARCHERY, HOCKEY.
   1.1) History of games (Above Games)
   1.2) Rules, measurement of the field. (Above Games)
   1.3) Fundamental skills and Sports Terminology.

UNIT VII

7. NATIONAL GAMES 7 Marks
   1.1 National events.
   1.2 National awards.
UNIT-VIII

OLYMPIC GAMES

2.1) History of Olympic Games.
2.2) Olympic Village.
2.3) Olympic Rings and Torch

UNIT-IX

9. DIET AND ITS IMPORTANCE IN PHYSICAL DEVELOPMENT

1.1) Diet and physical fitness.
1.2) Obesity and its causes.
1.3) Balanced diet.

UNIT-X

10. COMMON SPORTS INJURIES & REHABILITATION

1.1) Muscle pull, sprain and strain.
1.2) Dislocation, Fracture.

Practical

1. Camping and nature study 6 Marks
2. Track & field (Three events) 6 Marks
3. Project work. 3 Marks
4. Physical fitness test 6 Marks
5. Skill-test of game/ sports (Any two games/sports) 6 Marks
6. Viva-voce 3 Marks

Marks: 30
HOME SCIENCE
(FULL STREAM)
FAMILY HEALTH CARE & PREVENTION

Max. Marks: 100
Marks : 70 (Theory)
Practicals: 30 Marks

Unit I: Good Health
- Definition of health - Dimensions of good health.
- External characteristics of good health.
- Height-weight norms for different age groups.
- Common health problems in India.
- Factors affecting health (Nutrition, Rest, Sleep, exercise, fatigue, posture, habits, substance abuse, clothes and footwear).
- Concept of Mental health.

12 Marks

Unit II: Diseases
- Water/Air borne diseases and other common diseases.
- Causes, mode of spread, symptoms, prevention and control of the following: Typhoid, Cholera, bird flu, measles, mumps, plague, chicken pox, polio.

12 Marks

Unit III: Health Care Services.
- Role of Health Care Services at gross root level, state level and at the central level. ANP, ICDS, NNP, NRHM
- Primary Health Care Services and characteristics.

11 Marks
• National Health policy - Aim/Objectives.

Practicals

1. Look for sign of good/poor health within your family.
2. Checking their own height and weight to determine whether they conform to norms for Indian Conditions.
3. Talk by a general physician on the signs of good and poor health.
4. Interaction with a PHE expert person and visit for a water filtration plant on source of water purification.
5. Visit to Primary Health Centre (PHC) in your own locality and maintain a record of the facilities being provided.

Family Health Care and Prevention

Unit IV: Hygiene and Environment

• Personal Hygiene and its importance: - Personal cleanliness.
• Waste disposal methods: - rural and urban.
• Using safe drinking water. Importance of potable water for good health, qualities of safe drinking water, household methods of making water safe for drinking.
• Human Environment interaction: Environmental issues and problems.

Unit V: First Aid and Home Nursing

• How to handle simple emergencies in the home) Cuts, burns, scalds, electric shocks, choking of food, sprains, Insect and snake bite), food allergies, medicine.
• First Aid kit: its contents.
• The sick room: - Choice and preparation of sick room. How to make a bed.
• How to disinfect a room.
• The role of traditional and local system of medicine.

Unit VI: Population Education

• Population Explosion: - Definition, meaning, causes, effect of over population and its control.
• Population Education and its Aim.
• Importance of girl child, Govt. incentives to improve status of girl child (with ref. to state)

Practical 15 Marks

1) Conduct a symposium on method of maintaining and preserving the environment.
2) Maintain the cleanliness and hygiene of the Home Science laboratory.
3) Taking and recording body temperature, pulse rate, respiration rate.
4) Preparation of First Aid Kit.
5) Make poster and charts, emphasizing the need for personal and environmental hygiene.
6) Prepare a list of Ten (10) traditional Home remedies being practiced at your Home.
FOOD SCIENCE

Max. Marks: 100
Marks: 70
Practicals: 30

Time: 3 hours

Unit I: Food and Nutrition 12 Marks
- Definition of food, food nutrients, nutrition optimum nutrition and Malnutrition.
- Functions of food, specific functions of Nutrients, sources of Nutrients.
- Malnutrition - Indications of Malnutrition, Types of Malnutrition laying stress on P.E.M (Protein Energy Malnutrition)

Unit II: Utilization of Food in the Body 12 Marks
- The digestive system & its functions.
- Digestion, absorption, transport and utilization of food in the body.
- Metabolism of Protein, Carbohydrates and Fats.
- Importance of water and fibre in our diet.

Unit III: Food Preservation 11 Marks
- Importance of food preservation.
- Causes of food spoilage.
- Principles of food preservation.
- Methods of food preservation. (House hold and Commercial).

Practicals: 15 Marks
- Draw and label the different parts of the digestive system.
- Observation of Children in a pediatric ward of a local hospital to note sign and symptoms of different conditions of malnutrition.
- Preparation of Fruit squashes, Jams, Murrabas, Pickles, Sun drying of fruit and vegetables.
Unit IV: Planning a Balanced Diet  
- Definition of Kilocalorie, Calorie.  
- Nutrition of infants, Toddlers, children, Adolescence and Adults.  
- Nutrition for special condition: - pregnancy/lactation, invalids and convalescents.  
- RDA (Recommended dietary allowances) for all the above mention categories.  
- Meal planning: - Importance and factors affecting meal planning.

Unit V: Food Selections & Preparation  
- Selection and storage of Perishable, semi-perishable and non-perishable foods.  
- Standards, weights and measures for foods.  
- Reason for cooking food, methods of cooking food.  
- Moist heat, dry heat and frying.  
- Action of heat on various nutrients and changes in nutritional values, color.  
- Methods of enhancing nutritional value - germination, fermentation, fortification and proper food combination.

Unit VI: FOOD SANITATION  
- Definition and meaning of Food hygiene.  
- Factors affecting safety of food at home.  
- Principles of food hygiene.  
- Diseases transmitted through food, their signs, symptoms and prevention.  
- Food Adulteration: - Definition and measuring.  
- Common adulterants present in Cereals, pulses, milk and milk products, fats and oil.
sugar, jaggery, honey, spices and condiments.

- Ill effects of some of the adulterants present in the foods, kesari dal, metanil yellow, argenone seeds.
- Standard marks on Foods. FPO, ISI, AGMARK.
- Food Laws: Their Importance and Aim.

Practicals

- Practical experience in planning a days' meal for:
  - Vegetarian
  - Non-Vegetarian
  - Different age groups.
  - Pregnancy and Lactation.
- Survey of local and regional dietary pattern.
- Market survey of cost and availability of food in general use. Weighing and measuring of foods.
- Practical experience in preparing meals for the family.
- Detection of Adulterants present in foods: Cereals, pulses, Milk, Condiments.
MANAGEMENT OF RESOURCES

Theory: Marks : 70
Practicals: 30 Marks

Time: 3 Hours

Unit I: Family Resources 12 Marks
- Meaning and definition of resources.
- Classification of Resources - Human and Material Resources.
- Characteristics of Resources.
- Factors affecting the use of resources.
- Qualities of a Good Home maker.

Unit II: Housing 14 Marks
- Housing - Factors affecting minimum need for satisfactory living.
- Factors affecting selection of house (Site, Soil, Physical Features, Sanitary Conditions, Practical Convenience)
- Selection of furniture, furnishing and household equipments.
- Principles in planning a house.
- Requirement & Arrangement of furniture in different rooms of the house.
- Interior Decoration - Principles of Art, Importance of color in the home, Use of plants and flowers as decoration.

Unit III: Disinfection and Pest Control 9 Marks
- Common household pest and their control measures.
- Different types of pest control: Preventive and curative.
- Disinfectants: Classification and use.
- Cleanliness and sanitation - Cleaning of the house.
- Cleaning and polishing of Metals (Brass, Copper, Silver, steel and Aluminum).
- Cleaning of wooden surfaces, Glass, Wicker, Tiles and Marble surfaces.

Practicals 15 Marks
- Make a diagrammatic representation showing arrangement of furniture in different rooms.
  a) Drawing room  b) Bed room  c) Multi-Purpose room.
- Making Rangoli patterns for different occasions.
- Making different types of flower arrangements.
- Cleaning of metals.
- Cleaning of window panes.
Unit I : Resource Management. 11 Marks
- Meaning and types of values, goals and standards.
- The family cycle: Decision making in family living.
- Planning for the use of resources on short term & long term basis.
- Need to manage the resources and methods of Conservation of shared resources.

Unit II : Time and Energy Management 12 Marks
- Time plan: Need and steps in preparing time plan.
- Importance of Rest and Leisure.
- Energy cost of different activities carried out in the home.
- Work Simplification - Meaning and Methods.
- Fatigue: Types, Ways of reducing fatigue.
- The relation of energy to the stages in the family life cycle.

Unit III : Money Management 12 Marks
- Family Income: Money Income, Real Income (Direct, Indirect) and Psychic income.
- Family Budget: Importance, types, steps in preparing budget.
- Means of supplementing family income.
- Savings: Need and methods of Savings.
- Consumer Education: Need and Importance. Brief history of development of Consumer Education.
- Consumer Protection Act - Its salient features.
- Consumer's: Rights and Duties.

Practical 15 Marks
1) Preparing a Time plan for the mother and self.
2) Make a budget for the family.
3) Make a list of real Income available for their family.
4) Fill bank and post office saving account form.
5) Get practical experience in opening a savings account in the bank.
6) Survey of the locality to assess the awareness of the residents about their Consumer's Rights and Responsibilities.
डोगरी (DOGRI)

Maximum Marks: 100

Time: 3 hours

(क) व्याकरण

पद्य भाग: (क) कविता : नमां जुग, सरसम।
              गद्य : शामनाथ शास्त्री ते वेदपालदीप।
              गीत : यश शर्मा।
              वाचन : मोहन तल समृदिया।

गद्य भाग: (ख) कहानियाँ : पागल, कलाकृत।
              निबंध : शेरसिंह बनाम पंजुलाम, बना करना कठिनवाद।
              एकांकी : नीलकंठ।

(ग) व्याकरण

गद्य ते पद्य भाग चा व्याकरण सुआल।
(ख) व्याकरण :

पद्य भाग : (क) कविता : भव-हुआ, इक दिन गिल्लुए जड़ू मलोना
गजलां : बदवाल 'दीप' ते शिव राम 'दीप'।
गीत : वशं शर्मा।
चमुंखे : मोहन लाल सपोलियां।

गद्य भाग : (ख) कहानियां : संगलों, अंजब सा ओह आदमी।
निबंध : मिसंदिया लीकरां, जीवन केहै ऐ?
एकांकी : नीलकंठ।

(ग) व्याकरण : गद्य ते पद्य भाग चा व्याकरण सरकाची सुआल।

Book Prescribed

A Textbook of Dogri 'Rishman' for Class XI published by J&K Bose
संस्कृत (SANSKRIT)

Marks: 100
Time: 3 Hrs.

(क) गद्य भाग तथा
रहस्यिणी: एना सी ई आए ठी दुवारा संकलित एवं संचालित पाठ उदयनस्य पल्ली प्रति

(ख) पद्य भाग (काव्य)
कालिदास कृतं कुमारसंभवम् (केबल पांडवा सर्ग)
पहले हलोक से 45 वे हलोक तक

(ग) व्याकरण
1. स्वर संधि भेद सहित
2. स्वरात्मान शब्दों में से अक्षरान्त पुकंर, आक्षरान्त स्नीलिंग
उक्तारात पुरु शब्द
3. श्लोकी गण में से बू, गम, पद, स्म, और बुश धातु (लद, लोद, छुट तथा विचित्रितीय लक्षणों में)
4. संमास — कमीशन तथा तत्पुरुष
5. प्रत्यय — शबु, शानचु व्याकरण के लिये निर्दिष्ट पुस्तकः

(घ) साहित्य
1. रामायण का महत्त्व
2. कालिदास कवि के स्वप्न में
निष्ठारित पुस्तक:
संस्कृत साहित्य की रूपरेखा
लेखक: चन्द्रशेखर पाण्डेय व व्यास।

(क) गद्य एवं पद्य भाग
रचितिणी: एन० सी० ई० आर टी
पाठ
(1) शाकुन्तलायाः पतिगृहस्मनः
(2) सीतात परिज्ञाणम्

(ख) पद्य भाग (काव्य)
कालिदास बृहत् कुमारसंभवम्
पांडवासर्ग ४८वें श्लोक से लेकर अन्त तक

(ग) व्याकरण
1. सर्वनाम शब्द: — गुणद, तत्, अस्मद, किम्, हदम्
2. धातु: — सी, चल, पा, ख, हस
3. प्रत्यय: — का, कावतु, तव, 
4. समास: — द्रु, द्रियु
अनुवाद: — सामान्य वाक्य

(घ) साहित्य
1. महाभारत का सामान्य परिचय एवं काल निर्धारण
2. नाटकों का उद्भव और विकास
3. भास: नाटककार के रूप में
བོད་དོན་བཟང་པོ་པོ་སྲིད་དོན་རིུ།

BHOTI

Marks 100

ོད་དོན་དོན་བཟང་པོ་པོ་སྲིད་དོན་རིུ།

(J&K Board of School Education)

༡ མིགས་པོ་ (Prose Section)  ་  རང 40
༢ མིགས་པ་ (Poetry Section)  ་  རང 20
༣ བདེ་གཤེགས་པོ་ (Grammar Section)  ་  རང 40

༤ མིགས་པ་ (Prose Section)

Marks 20

བདེ་གཤེགས་པོ་ (Prose Section)  ་  རང 40

བདེ་གཤེགས་པོ་ (Poetry Section)  ་  རང 20

བདེ་གཤེགས་པོ་ (Grammar Section)  ་  རང 40
7. གཉིས་དཔེ་ (Poetry Section)
   1. རྣ་མཐོང་དཔེ་ཁྲོད་པར་གཞན་པར་བཞི་བཞི་བཞི་
   2. རྣ་མཐོང་དཔེ་ཁྲོད་པར་བཞི་བཞི་བཞི་
   3. རྣ་མཐོང་དཔེ་ཁྲོད་པར་བཞི་བཞི་བཞི་
   4. རྣ་མཐོང་དཔེ་ཁྲོད་པར་བཞི་བཞི་བཞི་

   5. གཉིས་དཔེ་ (Grammar Section)
   6. སྤྱི་
   7. དེ་
   8. དེ་
   9. དེ་
   10. དེ་
   11. དེ་
   12. དེ་
   13. དེ་
   14. དེ་
   15. དེ་
   16. དེ་

Marks 10

Marks 20
Scheme of Assessment

Note:

कोष ।

केस्टु (Prose Section)  

Marks 20

1. प्रमाणकशरणमाला संबंधित प्रश्नहरू को उत्तर दिन।
   कोष 07

2. प्रमाणकशरणमाला संबंधित प्रश्नहरू का उत्तर दिन।
   कोष 04

3. राजनीतिक माध्यमको संबंधित प्रश्नहरू का उत्तर दिन।
   कोष 03

4. समाजक प्रश्नको संबंधित प्रश्नहरू का उत्तर दिन।
   कोष 03

5. पहेलीसहित प्रमाणकशरणमाला संबंधित प्रश्नहरूको उत्तर दिन।
   कोष 03
1. བོད་ཁང་། (Poetry Section) Marks 10

2. རྣམ་སྤྱར་བོད་ཁང་བོད་ཁང་། དེ་བོད་ཁང་བོད་ཁང་། མོང་བོད་ཁང་བོད་ཁང་། སྐད་4

3. རྣམ་སྤྱར་བོད་ཁང་བོད་ཁང་། དེ་བོད་ཁང་བོད་ཁང་། སྐད་2

4. རྣམ་སྤྱར་བོད་ཁང་བོད་ཁང་། དེ་བོད་ཁང་བོད་ཁང་། སྐད་2

5. རྣམ་སྤྱར་བོད་ཁང་བོད་ཁང་། དེ་བོད་ཁང་བོད་ཁང་། སྐད་2

1. བོད་ཁང་། (Grammar Section) Marks 20

2. རྣམ་སྤྱར་བོད་ཁང་བོད་ཁང་། དེ་བོད་ཁང་བོད་ཁང་། སྐད་7

3. རྣམ་སྤྱར་བོད་ཁང་བོད་ཁང་། དེ་བོད་ཁང་བོད་ཁང་། སྐད་4

4. རྣམ་སྤྱར་བོད་ཁང་བོད་ཁང་། དེ་བོད་ཁང་བོད་ཁང་། སྐད་2

5. རྣམ་སྤྱར་བོད་ཁང་བོད་ཁང་། དེ་བོད་ཁང་བོད་ཁང་། སྐད་2

6. རྣམ་སྤྱར་བོད་ཁང་བོད་ཁང་། དེ་བོད་ཁང་བོད་ཁང་། སྐད་1

7. རྣམ་སྤྱར་བོད་ཁང་བོད་ཁང་། དེ་བོད་ཁང་བོད་ཁང་། སྐད་1

8. རྣམ་སྤྱར་བོད་ཁང་བོད་ཁང་། དེ་བོད་ཁང་བོད་ཁང་། སྐད་1
(Prose Section)

Marks 20

(Poetry Section)

Marks 10
1. འཕྲོལ་ (Grammar Section)  
 Marks 20

2. དཔལ་  
3. དེ་ཡོང་  
4. དེ་འབོད་  
5. དེ་བཞི་  
6. དེ་དཔལ་  
7. དེ་བཞི་  
8. དེ་ལེགས་  
9. དེ་དཔལ་  
10. དེ་བཞི་  

8. དེ་བཞི་ (Scheme of Assessment)

བོད་ལ་སི་དམེན་པའི་གངས་སུ་སོགས་པ་ངོ་བོ་ཆེ་ལས་གངས་སུ་སོགས་པའི་བོད་ལ་སི་དམེན་  
པས་ཐོབ་པ་ཞིང་བཞི་བཞི་བཞི་བཞི་བཞི་
(Prose Section)  

Marks 20

1. ཨ་དུས་ཤིང་བཤིང་བཤིང་ཤིང་ཕུན་ཚོགས་པ་ལ་མཚོ་བརྟེན་པའི་ལམ་ཐལ་འདོད་དོན་དེ། བོད་ཡི་ཕྲི་བ་དང་

6 07

2. ཨ་དུས་ཤིང་བཤིང་བཤིང་ཤིང་ཕུན་ཚོགས་པ་ལ་མཚོ་བརྟེན་པའི་ལམ་ཐལ་འདོད་དེ། བོད་ཡི་ཕྲི་བ་དང་

6 04

3. ཨ་དུས་ཤིང་བཤིང་བཤིང་ཤིང་ཕུན་ཚོགས་པ་ལ་མཚོ་བརྟེན་པའི་ལམ་ཐལ་འདོད་དེ། བོད་ཡི་ཕྲི་བ་དང་

6 03

4. ཕུན་ཚོགས་པ་ལ་མཚོ་བརྟེན་པའི་ལམ་ཐལ་འདོད་དེ། བོད་ཡི་ཕྲི་བ་དང་

6 03

5. ཕུན་ཚོགས་པ་ལ་མཚོ་བརྟེན་པའི་ལམ་ཐལ་འདོད་དེ། བོད་ཡི་ཕྲི་བ་དང་

6 03

(Poetry Section)  

Marks 10

1. ཕུན་ཚོགས་པ་ལ་མཚོ་བརྟེན་པའི་ལམ་ཐལ་འདོད་དེ། བོད་ཡི་ཕྲི་བ་དང་

6 04

2. ཕུན་ཚོགས་པ་ལ་མཚོ་བརྟེན་པའི་ལམ་ཐལ་འདོད་དེ། བོད་ཡི་ཕྲི་བ་དང་

6 02

3. ཕུན་ཚོགས་པ་ལ་མཚོ་བརྟེན་པའི་ལམ་ཐལ་འདོད་དེ། བོད་ཡི་ཕྲི་བ་དང་

6 02

162
5. བོད་ཐོབ་པའི་རིགས་པའི་བོད་དོན་ཀྱི་ཐོབ་པོ་ཆེན་པོ་ཆེན
   ་མཆོད་ ༠༧

4. རེ་སུ་བཙོ་མ་གནོན་པ་བོད་དཔོན་དོན་ཆེན
   ་མཆོད་ ༠༤

3. བོད་ཁྲིམ་སྦྱོང་སྲིད་ཅ་བོད་དཔོན་དོན་ཆེན
   ་མཆོད་ ༠༢

2. བོད་ཁྲིམ་སྦྱོང་ཞིག་རིགས་པའི་ཐོབ་པོ་ཆེན
   ་མཆོད་ ༠༢

1. བོད་ཁྲིམས་ཤིན་ཏུ་ཐོབ་པོ་ཆེན
   ་མཆོད་ ༠༡

5. བོད་ཁྲིམས་ཤིན་ཏུ་ཐོབ་པོ་ཆེན
   ་མཆོད་ ༠༡

4. བོད་ཁྲིམས་ཤིན་ཏུ་ཐོབ་པོ་ཆེན
   ་མཆོད་ ༠༡
ਸ਼ਾਸ ਜਾਂਦੀ (ਪੁਰਾਣ ਸੰਵਾਦੀ ਫ਼ਲੋਟ ਹਸਤ)

ਸ਼੍ਰੀਮਾਨ ਪੰਜਾਬੀ (PUNJABI)

Maximum Marks: 100
Time: 3 hours

1. ਜਾਰੀ ਪ੍ਰਵਾਸ ਸੰਬੰਧ ਤੌਰ ਤੇ ਸਿਰਫ ਸਿਰੀ (ਸਾਂਹਿਕ)
   (੩) ਸੰਗ ਹਰਦੀਆਂ
   (ਪ੍ਰ) ਹੰਸ ਤੁਰਦਾ ਸੇਟਾਂ
   (੧) ਫ਼ੋਟਾਂ
   (੨) ਪਰਾਂ
   (ਦੂਜੀ ਦੋਵਾਂ ਦੀ)
   (ਦੁਜੀ ਦੋਵਾਂ ਦੀ)
2. ਦੁਆਰਾ ਸੱਭਿਤ ਸਰਵੇਸ਼ ਹਿੱਂ ਵਿਸ਼ਾਲੀ
   (੩) ਪਾਂਡੀਆ ਸੇ ਪਾੜੀਆ ਅਤੇ ਵਿਸ਼ਾਲੀ ਦਾ ਮਾਟ
ਅ) ਉਸਦੀ ਆਧਾਰਾ
(ਹ) ਬਹਤਰੀ ਸੀ ਦੀ
(ਫ) ਪ੍ਰਭੀ ਦੇ ਰਾਹੀਂ
(ਦ) ਭੁਕਟ ਦੀ ਪੀ
(੫) ਫੋਟੋਵਾਂ ਅਤੇ ਟੈਕਸਟ ਦੀ ਸੁਲਭ ਸ਼ੈਲੀ
(ਖ) ਭਰ ਚੀਰਾ ਭਰ ਲੌਚ ਪੂਰੀ ਨਾਵ ਸਵਾਦ ਵਿਕਾਸਕਾ ਅਤੇ ਪ੍ਰਭੀ ਦੇ ਰਾਹੀਂ
(ਦ) ਸਕੀਬਰ ਮੈਕਾਨਿਕ
(੫) ਨਦੀ ਦੁਆਰ

ਫ਼਼ਨੇਸ਼ਨ
(ਖ) ਕੇਂਡ ਜਾਣਣਾ
(ਫ) ਚਿੱਤਰ ਚੇਲਾ
(ਦ) ਅਧਾਰ ਦੇ ਮੁਲਾਖਾਤੀ

165
4. ਕਰੀ ਪੁਰਾਤ: ਵਹਿਲਾ, ਚੀਵਾਣ ਮੀਸ਼
   (ਈ) ਸਰਖਾਲ ਪੁਰੇ ਮੁਦਰਾ ਵਿਸ਼ਾਖਿਆ
   (ਅ) ਕਰਮ ਸਤਕ ਵਹਿਲਾ ਦਾ ਮੀਸ਼
   (੩) ਗਾਤਤ
   (ਪ) ਮੂਨ ਮੁੱਢੋਸਿਆ
   (੩) ਹਾਲਾ ਸਿਹਾ
   (ਅ) ਸਰਖਾਲ ਦੁੱਨੁਮਿਲਾਡੀ

5. ਬੋ ਦਿੱਖਾਲ: ਢੱਕਣ ਮੀਸ਼: ਦੀਖਾਲ ਬਣਣੀ
   (ਈ) ਵਹਿਲਾ ਬਣਣੀ ਦਾ ਮੀਸ਼
   (ਅ) ਮੋਬੇ ਘੇਤ ਭਾਗ ਵਿਖੇਰ
   (੩) ਤੁੱਕੀ ਦੀ ਪੇਠ
   (ਪ) ਬੇਸ ਬਣਣੀ
   (੩) ਬਰਖਲੋਂ

6. ਪੇਸ ਛੇਂਦੇ ਵਿਖਾਣੀ
   (ਈ) ਵਹਿਲਾ ਦੀ ਢੱਖਾਲ
   (ਪ) ਮੀਸ਼ਹਰ ਵਿਸ਼ਾਖਿਆ
   (ਅ) ਮੀਸ਼ਹਰ ਵਿਸ਼ਾਖਿਆ

ਵਿਚਕਾਰਤਾ
   (ਈ) ਸੂਚੀ ਤਕਨੀ
   (ਅ) ਮੀਸ਼ਹਰ ਤਕਨੀ ਦੇ ਮੀਸ਼ਹਰਕਾਨੀ
   (ਦੱਖ) ਵਿਚਕਾਰਤਾ ਮੀਸ਼
   (ਦੁੱਖ) ਅਸਲੀ ਦੇ ਵਿਚਕਾਰਤਾ
   (ਕੜੇ) ਸਿਰੋਖਾਲ ਮੀਸ਼
   (ਲੋਖ) ਵਿਚਕਾਰਤਾ ਮੀਸ਼
کشمیری

مصوبہ: کاشت

نمبر: 000

1. مشق سپین مبنی بر 50 سوال بندر، سوال چندہ

2. جملہ، مذکوری مشاہدہ، 50 سوال بندر، سوال چندہ

3. میں تھا، دوبارہ سٹاف مومن، 50 سوال بندر، سوال چندہ

4. جرمنی تخلیق، 50 سوال بندر، سوال چندہ

5. مصوبہ میں 30 نمبر، سوال بندر

حصہ (1) نظر

سوال 1: کچھ میں ملا یا نملا، سوال دو چندہ نمبر

سوال 2: کچھ میں ملا یا نملا، سوال دو چندہ نمبر

سوال 3: کچھ میں ملا یا نملا، سوال دو چندہ نمبر

سوال 4: کچھ میں ملا یا نملا، سوال دو چندہ نمبر

سوال 5: کچھ میں ملا یا نملا، سوال دو چندہ نمبر

حصہ (ب) شاعری

1. جملہ، شاعری کے چندہ، شاعری کے چندہ

2. جملہ، شاعری کے چندہ، شاعری کے چندہ

حصہ (ج) پیپل تیم تخلیقی سوال

1. بچوں کی بانوں کے کچھ متعارف مضمون (زمرہ 100 سوال، 30 میں)

2. جملہ، شاعری کے چندہ، شاعری کے چندہ

3. جملہ، شاعری کے چندہ، شاعری کے چندہ

4. جملہ، شاعری کے چندہ، شاعری کے چندہ

حصہ (د) گزارد

5. غزل میں افراد کی ہمیشہ کے کچھ متعارف مضمون (زمرہ 30 سوال، 15 میں)

6. جملہ، شاعری کے چندہ، شاعری کے چندہ
ARABIC

Maximum Marks: 100

الملاصق، والتصريفة
14/1
المضارع، والتصريفة
15/2
الأمر، والتصريفة
16/3
النهى، والتصريفة
17/4
تقسيم الفعل إلى اللازم، والمبتدئ
18/5
تقسيم الفعل إلى المعروف والمجهول
19/6
الجملة الاسمية
الجملة الفعلية
التركيب التوصيفي
التركيب الإضافي
الأسماء المتنوعة من الصرف
الأعداد
أسماء الأيام
شهور السنة
فصل السنة
الأيات القرآنية
الأحاديث النبوية
القرآن الكريم
المسجد
تعليم أمر
التعاون
مدرسة
الأشعار
ARABIC

Maximum Marks: 100       Time: 3 Hours

The paper shall have six parts with the weightage of marks shown against each part

Part-I (Advancing Reading Skills)   10 Marks
Part-II (Effective writing Skills)  20 Marks
Part-III (Applied Grammer)        24 Marks
Part-IV (Al-Quran and Al- Hadith) 10 Marks
Part-V (Poetry Section)           05 Marks
Part-VI (Prose Section)           31 Marks

Part—I
1. Identification of nouns, verbs, prepositions from the passage extracted from the prescribed text book or from an unseen passage with the internal choice.  10 Marks

Part—II
1. Write a short paragaraph in Arabic with internal choice.   5 Marks
2. Meaning of ten words from the prose portion with internal choice    5 Marks
3. Five simple questions in Arabic language to be answered in Arabic     5 Marks
4. Translation of five simple sentences of English/Urdu into Arabic.   5 Marks

Part—III
This section will have six parts each containing 4 Marks    6x4=24
Part – IV
1. Translation of Quranic Verses of the prescribed textbook into Urdu/English with internal choice 5 Marks
2. Translation of Al-Ahadith from the prescribed textbook into Urdu/English with internal choice. 5 Marks

Part – V
1. Explanation with reference to the context of one poetry section out of two into Urdu/English 5 Marks

Part – VI
1. Difference of “SUN” and “MOON” letters based of different examples given in the prescribed textbook for the Class 11th. 5 Marks
2. Explanation with reference to the context in Urdu/English based on passage extracted from the prose section of the prescribed textbook with internal choice. 6 Marks
3. Five questions of one mark from the exercise of lesson number 24-28 of the prescribed textbook 5x1 Marks
4. Translation of one paragraph out of two into Urdu/English 5 Marks
5. Ten multiple choice questions from prose portion of the prescribed textbook 10 Marks

Textbook Prescribed
A textbook of Arabic for class 11th published by Jammu and Kashmir Board of School Education.
کی یادم که چرا؟

کی یادم که چرا?

کی یادم که چرا؟

کی یادم که چرا?

کی یادم که چرا?
PERSIAN

Theory: 100 Marks

There shall be one theory paper of 100 marks of 3 hours duration that contains three following points.

1. Language portion of the prescribed text book. 40 Marks
2. Prose portion of the prescribed textbook. 30 Marks

3. Poetry portion of the prescribed textbook. 30 Marks

Selected Chapter

- شاعر نامه‌بازار
- دو کتابی که دو
- در درختان کار
- شیخ منفرد شیرازی (مناجات - همدان)
# Scheme of Assessment

**A Part A Language** 10Marks  
B Writing skills 20Marks  
C Applied Grammar 15Marks  
D Literature 55 Marks  
Total 100

Note: Part A, B and C shall be asked from ∥∥ and part D from ∥∥ of the Prescribed text book

## Section A: Language 10 Marks

Q1. Translation of five Persian sentences into Urdu/English/Hindi out of eight sentences  
5x1=5

Q2. Translation of five Urdu/English sentences into Persian out of eight sentences  
5x1=5

## Section B: Effective writing skills 20 Marks

Q3. Five questions of one marks each will be asked out of eight questions  
5x1=5

Q4. To write the meaning of five Persian words in Urdu/English/Hindi and make their sentences in Persian  
5x1=5

Q5. Arrangement of words in order to make five meaningful sentences  
5x1=5

Q6. Fill in the blanks with appropriate words of five sentences  
5 Marks

## Section C: Applied Grammar 15 Marks

Q7. Conjugation of two infinitive out of three with respect to past tense  
6 Marks

Q8. Conjugation of two infinitives out of three with respect to future tense  
6 Marks

Q9. Correction of three simple sentences  
3 Marks

## Section D: Literature 55 Marks

Q10. Translation of any three Persian passages into Urdu/English/Hindi  
3x6=18

Q11. Translation of any two Urdu/English/Hindi passages into Persian.  
2x6=12

Q12. Translation of any two verses into Urdu/English/Hindi  
2x4=8

Q13. Translation and explanation With reference to context of two verses into Urdu/English/Hindi (Do any 2 parts out of 3 parts)  
2x6=12

Q14. One objective type question consisting of 5 MCQ'S based on Prescribed syllabus  
1x5=5

### Textbook Prescribed:
Textbook of Persian for class 11th published by JKBOSE
ترتيب سؤالات برائے خانج بماعت گیاہ بٹی اردو

نمبرت 100

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پہلے ہر تین زبان کا نظم اسرار اور تجزیہ کا نظم نویں کے نقش انسانی کا شکار

شماری صنعتیات، تحقیق، تخمینہ، استعفادہ

مضمونی گاری، خطوطی گاری، اشتباه، انحاء، رپورٹ

اردو زبان کا آغاز توہرہ، ادائیگی کے بہتر بنام،

قواعد، افعال، مرکبات، صفتیں، تحریف

25 Marks

25 Marks
177

25 Marks

مصطلحات

1. حاتم کے خاتم
2. فیکہی
3. شیخ عثمان الباقی
4. میراکن ولدی
5. دوست
6. آیک ہاگری مصنف
7. خط
8. مومنین کا چلاپن فوران
9. آخیر تقدیر
10. اعجازات
11. وزارت اعظم
12. الطهوری

25 Marks

 Smithsonian دوست

1. دولتی، خوبصورت، علامتی قبال، نام پیام آدی، چہرے آدی، کومو متعلق
2. داستان کی بہت چھوڑ کے شیراد سے گم بن (کیفاءت را)
3. لکھاری کی اپنی نظم
4. نظم آبادی
5. شادمان
6. خوشتی
7. مولانا تاقی فحسی بن حلال نظم

Max. Marks: 100
PART A  INTRODUCTION OF PUBLIC ADMINISTRATION

UNIT I  INTRODUCTION  (MARKS 08)
● Meaning, Nature, Scope and Significance of public Administration
● Politics – Administration Dichotomy
● Public and Private Administration – Similarities and Differences

UNIT II METHODOLOGY OF PUBLIC ADMINISTRATION AND ITS RELATION TO OTHER SCIENCES  (MARKS 09)
● Philosophical Approach
● Legal Approach
● Historical Approach
● Relation with Law, Science and Technology and Economics

UNIT III NEW PUBLIC ADMINISTRATION  (MARKS 09)
● Meaning, concept and significance
● Fist Minnowbrook conference
● Goals, anti-goals and criticism

UNIT IV DEVELOPMENT ADMINISTRATION  (MARKS 07)
● Evolution and characteristics
● Contribution of Weidner
● Development administration vs Traditional administration

UNIT V ORGANISATION  (MARKS 04)
● Meaning, Origin and importance
● Formal and informal
● Principles of organisation

UNIT V1 UNITS OF ORGANISATION  (MARKS 06)
● Hierarchy
● Span of control
● Delegation
● Co-ordination

UNIT VII GOVERENCE AND GOOD GOVERNANCE  (MARKS 07)
● Origin and growth
● Elements of good governance
● E- governance
● Role of E-governance in digital India
● Sustainable development and its goals
PART B THEORIES OF ADMINISTRATION

UNIT I SCIENTIFIC MANAGEMENT (MARKS 05)
- Contribution of Taylor
- Principles
- Techniques and criticism

UNIT II CLASSICAL THEORIES (MARKS 08)
- Contribution of Fayol, Uriwick and Gulick
- Principles
- Significances and Gang plank

UNIT II BUREAUCRATIC THEORY (MARKS 08)
- Contribution of Weber
- Types, Characteristics and criticism

UNIT IV HUMAN RELATION THEORY (MARKS 07)
- Howthorne studies
- Elements
- Critical evaluation
- Classical vs Human relation

UNIT V DECISION-MAKING (MARKS 07)
- Concept of Simon
- Stages/Process
- Difference between Programmed and Non-Programmed decisions

UNIT VI MOTIVATIONAL THEORY (MARKS 09)
- Meaning, Types of motives
- Need hierarchy theory (Maslow)
- Propotency, characteristics
- Herzberg’s two factor theory

UNIT VII LEADERSHIP (MARKS 06)
- Introduction, Definitions of Leadership
- Types of Leaders
- Situational Approach
Suggested Readings


Avasthi & Maheshwari (2012), Public Administration, Lakshminarayan Agarwal, Agra


Dye Thomas (2008), understanding Public Policy, Singapore, Pearson Education


UN, Department of Economic and Social Affairs, Development Administration: Current Approaches and Trends in Public Administration for Development. New York, UN, 1975.
<table>
<thead>
<tr>
<th>क्र. नं.</th>
<th>प्रश्नों के प्रारूप</th>
<th>दक्षता परीक्षण / अधिगम परिणाम</th>
<th>1 अंक</th>
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<tbody>
<tr>
<td>1. अपठित बोध गद्ध (10) पद (10) नोट:—</td>
<td>ज्ञान विश्लेषक बोध, अर्थ ग्रहण विश्लेषण, शब्द ज्ञान, मौलिकता, सूचनात्मकता आदि</td>
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<td>2. व्याकरण एवं रचनात्मक लेखन नोट:—</td>
<td>समस्या शब्दकला, वर्तमान, मात्रा प्रवाह, शैली, अभिव्यक्ति की सूचनात्मकता, तार्किकता आदि</td>
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<td>3. हिंदी साहित्य का इतिहास</td>
<td>आदिकाल, भारतिकाल एवं राष्ट्रिकाल</td>
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<td>4. पद्म भाषा गद्ध भाषा</td>
<td>भाव विचार, कल्पना, शैली, अर्थ ग्रहण विश्लेषण कार्य का तार्किक सम्बन्ध, काव्य परम्पराओं का मूल्यांकन, संस्कृति, जीवन मूल्य मौलिकता, सूचनात्मकता आदि।</td>
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प्रश्नपत्र का प्रश्नानुसार विश्लेषण एवं प्रारूप

हिंदी पाठ्यक्रम (राजस्थान) कुल अंक — 100 समयावधि — 03 घंटे

क्र. सं. प्रश्नों का प्रारूप/दक्षता परीक्षण/अधिग्रह परिणाम अंक

1) अपठित बोध

गद्य ज्ञान विषयक बोध, अर्थ ग्रहण

गद्य — 10

विश्लेषण, शब्द ज्ञान, मौलिकता

(4x2=8)

(2x1=2)

पद्य सृजनात्मकता आदि

पद्य — 06

(1x6=6)

नोट :— (पद्य मात्र खड़ी बोली हिंदी में लिखित कविताओं से)

व्याकरण एवं समृद्ध शब्दावली, वर्तनी, भाषा प्रवाह

रचनात्मक लेखन शैली, अभिव्यक्ति की मौलिकता,

(20)

सृजनात्मकता, संवाद, ताकिकता आदि।

प्रश्न पत्र का प्रारूप:-

शब्द भण्डार — तत्सम, तदभव, देशज, विदेशज शब्द

शब्द भेद — पर्यायवाची, विलोम, अनेकार्थी, अनेक शब्दों के

लिए एक शब्द

(4x2=8)

मुहावरे एवं लोकोक्तियों

(1x3=3)

प्रतिवेदन, वर्गीकृत विज्ञापन, पत्रलेखन (औपचारिक)

(1x5=5)

नोट:-

प्रतिवेदन, वर्गीकृत विज्ञापन, पत्रलेखन (औपचारिक) में से एक दीर्घ उत्तरार्थक प्रश्न शत—प्रतिशत विकल्प सहित पूछा जाएगा
2) हिन्दी साहित्य का इतिहास

आदिकाल

(सिर्फ नामकरण और प्रवृतियों)

इतिहासबोध, साहित्य और समाज का सम्बन्ध,

विश्लेषण

भक्तिकाल

(संत, सूफी, कृष्ण और

रामनाथी शाखा की प्रवृतियों)

आलोचनात्मक चित्रण, साहित्यिक परम्पराओं

का ज्ञान और मूल्यांकन आदि

रीतिकाल

(नामकरण और प्रवृतियों)

नोट:–

शत-प्रतिशत विकल्प सहित एक दीर्घ उत्तरपेशी प्रशन पूछा जाएगा। (1x7=7)

शत-प्रतिशत विकल्प सहित एक लघु उत्तरपेशी प्रशन पूछा जाएगा। (1x3=3)

चार विकल्प सहित वस्तुनिष्ठ प्रशन पूछे जाएंगे। (1x4=4)

कुल अंक 14

3) पद्य भाग

भाव, विचार, कल्पना शैली, अर्थ-प्रस्तुति, विश्लेषण, कार्य कारण सम्बन्ध, काव्य परम्पराओं का मूल्यांकन, संस्कृति, जीवन मूल्य, मीलिकर्म, सूजनात्मकता आदि।

प्रश्न पत्र का प्रारूप:–

पद्य भाग (पाद्यपुस्तक ‘अनुगृह’ में से) (25)

1. कबीरदास
2. महिला तुम्हारे जायसी
3. तुलसीदास
4. सूरदास
5. मीराबाई
6. भिक्षुदास
इस इकाई में से प्रश्न पत्र का प्रारूप एवं अंक विभाजन—

शत-प्रतिशत विकल्प सहित एक समस्तांग व्याख्या पूरी होगी जाएँगी  
(1x5=5)

शत-प्रतिशत विकल्प सहित कक्षाओं का साहित्यिक परिचय पूरा होगा जाएँगा। (1x7=7)

शत-प्रतिशत विकल्प सहित तीन लघु उत्तरांकी प्रश्न पूछे जाएँगे। (3x3=9)

चार विकल्प रहित वस्तुनिष्ठ पूछे जाएँगे। (1x4=4)

4) गद्दा भाग (पादप्यपुस्तक 'अनुगृह' में से) (25)

कहानियों—

1. एक ठोकरी भर मिट्टी — गायक राय संग्रे
2. शवमंजूर के खिलाड़ी — गुणी प्रेमचंद
3. परदा — यशपाल
4. वापसी — उषा ब्रह्मचंद वाड़ा
5. चूम चतुरा होना नहीं — डा. नीरजा माधव
6. कितिज — शाकुंत दीपमाला

निबंध/व्यंग्य

7. आचरण की सम्पत्ता — सरदार पूर्ण सिंह
8. इंस्पेक्टर मातादीन चौंद पर — हरिशंकर परसाई

इस इकाई में से प्रश्न पत्र का प्रारूप एवं अंक विभाजन—

शत-प्रतिशत विकल्प सहित एक समस्तांग व्याख्या पूरी होगी जाएँगी। (1x5=5)

शत-प्रतिशत विकल्प सहित एक दीर्घ उत्तरांकी प्रश्न पूछा जाएँगा। (1x7=7)

शत-प्रतिशत विकल्प सहित तीन लघु उत्तरांकी प्रश्न पूछे जाएँगे। (3x3=9)

चार विकल्प रहित वस्तुनिष्ठ प्रश्न पूछे जाएँगे (1x4=4)

नोट—

मात्र पादप्यक्रम में निर्धारित पाठों पर आधारित प्रश्न ही पूछे जाएँगे। इस इकाई में निर्धारित लेखकों के परिचय, अवधान आदि से सम्बन्धित दीर्घ, लघु और अतिलघु उत्तरांकी प्रश्न नहीं पूछे जाएँगे।

निबंध/व्यंग्य और कहानियों की तात्पर्य समीक्षा, सार, उद्देश्य, समस्या और प्रमुख चरित्रों से संबंधित प्रश्न पूछे जाएँगे।
निर्धारित पुस्तक — अनुगृह

पाठ्यक्रमोपयोगी सहायक पुस्तकें—

1. मानक हिन्दी व्याकरण
2. सुबोध हिन्दी व्याकरण
3. हिन्दी साहित्य का इतिहास — डॉ. नगेन्द्र
4. हिन्दी साहित्य : युग और प्रवृत्तियाँ — शिवकुमार शर्मा
5. हिन्दी साहित्य का संक्षिप्त इतिहास — डॉ. मधु धवन
Jammu and Kashmir Board of School Education
Srinagar Kashmir