

RATIONAL

The Course in Accountancy is introduced at +2 stage of Senior Secondary education, as formal commerce education is provided after first ten years of schooling. With the fast changing economic scenario and business environment in a state of continuous flux, elementary business education along with accountancy as the language of business and as a source of financial information has carved out a place for itself at the Senior Secondary stage. Its syllabus content should give students a firm foundation in basic accounting principles and methodology and also acquaint them with the changes taking place in the presentation and analysis of accounting information, keeping view the development of accounting standards and use of computers.

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

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

Objective

- To familiarize the students with accounting as an information system;
- To acquaint the students with basic concepts of accounting and accounting standards;
- To develop the skill of using accounting equation in processing business transactions;
- To develop an understanding about recording of business transactions and preparation of financial statements;
- To enable the students with accounting for reconstitution of partnership firms;
- To enable the students of understand and analysis the financial statements; and
- To familiarize students with the fundamentals of computerized system of accounting.

COURSE STRUCTURE

PART A: Accountancy Partnership Accounts

1. Chapter 1 Accounting for Partnership : Basic Concepts
2. Chapter 2 Reconstitution of a Partnership Firm – Admission of a Partner
3. Chapter 3 Reconstitution of a Partnership Firm –Retirement/Death of a Partner
4. Chapter 4 Dissolution of Partnership Firm

PART B: Company Accounts and Analysis of Financial Statements

5. Chapter 1 Accounting for Share Capital
6. Chapter 2 Issue and Redemption of Debentures
7. Chapter 3 Financial Statements of a Company
8. Chapter 4 Analysis of Financial Statements
9. Chapter 5 Accounting Ratios
10. Chapter 6 Cash Flow Statement

Part-A Accountancy Partnership Accounts

- | | |
|------------------|---|
| Chapter 1 | Accounting for Partnership : Basic Concepts
1.1 Nature of Partnership
1.2 Partnership Deed
1.3 Special Aspects of Partnership Accounts
1.4 Maintenance of Capital Accounts of Partners
1.5 Distribution of Profit among Partners
1.6 Guarantee of Profit to a Partner
1.7 Past Adjustments
1.8 Final Accounts |
| Chapter 2 | Reconstitution of a Partnership Firm – Admission of a Partner
2.1 Modes of Reconstitution of a Partnership Firm
2.2 Admission of a New Partner
2.3 New Profit Sharing Ratio
2.4 Sacrificing Ratio
2.5 Goodwill
2.6 Adjustment for Accumulated Profits and Losses
2.7 Revaluation of Assets and Reassessment of Liabilities
2.8 Adjustment of Capitals
2.9 Change in Profit Sharing Ratio among the Existing Partners |
| Chapter 3 | Reconstitution of a Partnership Firm –Retirement/Death of a Partner
3.1 Ascertaining the Amount Due to Retiring/Deceased Partner
3.2 New Profit Sharing Ratio 168 3.3 Gaining Ratio
3.4 Treatment of Goodwill
3.5 Adjustment for Revaluation of Assets and Liabilities
3.6 Adjustment of Accumulated Profits and Losses
3.7 Disposal of Amount Due to Retiring Partner
3.8 Adjustment of Partners' Capitals
3.9 Death of a Partner |
| Chapter 4 | Dissolution of Partnership Firm
4.1 Dissolution of Partnership
4.2 Dissolution of a Firm
4.3 Settlement of Accounts
4.4 Accounting Treatment |

Part-B Company Accounts and Analysis of Financial Statements

- Chapter 1 Accounting for Share Capital**
- 1.1 Features of a Company
 - 1.2 Kinds of Companies
 - 1.3 Share Capital of a Company
 - 1.4 Nature and Classes of Shares
 - 1.5 Issue of Shares
 - 1.6 Accounting Treatment
 - 1.7 Forfeiture of Shares
- Chapter 2 Issue and Redemption of Debentures**
- 2.1 Meaning of Debentures
 - 2.2 Distinction between Shares and Debentures
 - 2.3 Types of Debentures
 - 2.4 Issue of Debentures
 - 2.5 Over Subscription
 - 2.6 Issue of Debentures for Consideration other than Cash
 - 2.7 Issue of Debentures as a Collateral Security
 - 2.8 Terms of Issue of Debentures
 - 2.9 Interest on Debentures
 - 2.10 Writing off Discount/Loss on Issue of Debentures
 - 2.11 Redemption of Debentures
 - 2.12 Redemption by Payment in Lump Sum
 - 2.13 Redemption by Purchase in Open Market
 - 2.14 Redemption by Conversion
- Chapter 3 Financial Statements of a Company**
- 3.1 Meaning of Financial Statements
 - 3.2 Nature of Financial Statements
 - 3.3 Objectives of Financial Statements
 - 3.4 Types of Financial Statements
 - 3.5 Uses and Importance of Financial Statements
 - 3.6 Limitations of Financial Statements
- Chapter 4 Analysis of Financial Statements**
- 4.1 Meaning of Analysis of Financial Statements
 - 4.2 Significance of Analysis of Financial Statements
 - 4.3 Objectives of Analysis of Financial Statements
 - 4.4 Tools of Analysis of Financial Statements
 - 4.5 Comparative Statements
 - 4.6 Common Size Statement
 - 4.7 Limitations of Financial Analysis
- Chapter 5 Accounting Ratios**
- 5.1 Meaning of Accounting Ratios
 - 5.2 Objectives of Ratio Analysis
 - 5.3 Advantages of Ratio Analysis
 - 5.4 Limitations of Ratio Analysis
 - 5.5 Types of Ratios
 - 5.6 Liquidity Ratios
 - 5.7 Solvency Ratios
 - 5.8 Activity (or Turnover) Ratio
 - 5.9 Profitability Ratios

Chapter 6

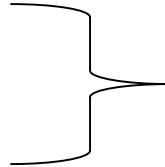
Cash Flow Statement

- 6.1 Objectives of Cash Flow Statement
- 6.2 Benefits of Cash Flow Statement
- 6.3 Cash and Cash Equivalents
- 6.4 Cash Flows
- 6.5 Classification of Activities for the Preparation of Cash Flow Statement
- 6.6 Ascertaining Cash Flow from Operating Activities
- 6.7 Ascertainment of Cash Flow from Investing and Financing Activities
- 6.8 Preparation of Cash Flow Statement

Prescribed Book

लेखाशास्त्र भाग A के लिए एक पाठ्यपुस्तक
लेखाशास्त्र भाग B के लिए एक पाठ्यपुस्तक

Accountancy book for Part A
Accountancy book for Part B



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BIOLOGY +2 (2024-2025)

The present syllabus reinforces the ideas introduced in the lower classes while the students learn new concepts besides getting an exposure to contemporary areas of the subject. The syllabus also aims at emphasizing the underlying principles that are common to both animals and plants as well as highlighting the relationship of biology with other areas of knowledge. The format of the syllabus allows a simple, clear, consequential flow of concepts without any jarring jumps. The syllabus also stresses the connection of the study of Biology to real life problems, use of biological discoveries/innovations in everyday life-in environment, nature, medicine, health and agriculture. The updated syllabus also focuses on reducing the curriculum load while ensuring that ample opportunities and scope for learning and appreciating basic concepts of the subject continues to be available within its framework.

The prescribed syllabus is expected to

- Promote understanding of basic principles of biology
- Learning of emerging knowledge and its relevance to individual and society.
- Encourage rational/specific attitude to issues related to population, environment and development.
- Enhance awareness about environmental issues and problems and the appropriate solutions.
- Create awareness amongst the learners about variations amongst the living and developing respect for the diversities and to appreciate that the most complex biological phenomenon are also built on essentially simple processes.

It is expected that the students would get an exposure to various branches of Biology in the syllabus in a more contextual and friendly manner as they study its various units.

COURSE STRUCTURE

REPRODUCTION

Chapter 1 : Sexual Reproduction in Flowering Plants

Chapter 2 : Human Reproduction

Chapter 3 : Reproductive Health

GENETICS AND EVOLUTION

Chapter 4 : Principles of Inheritance and Variation

Chapter 5 : Molecular Basis of Inheritance

Chapter 6 : Evolution

BIOLOGY IN HUMAN WELFARE

Chapter 7 : Human Health and Disease

Chapter 8 : Microbes in Human Welfare

BIOTECHNOLOGY

Chapter 9 : Biotechnology : Principles and Processes

Chapter 10 : Biotechnology and its Applications

Rationalised 2023-24

ECOLOGY

Chapter 11 : Organisms and Populations

Chapter 12 : Ecosystem

Chapter 13 : Biodiversity and Conservation

PRACTICALS

-
1. Two experiments
 2. Slide preparation
 3. Spotting
 4. Investigatory project and viva based on the project
 5. Record and Viva based on the experiment
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LIST OF EXPERIMENTS

1. Study pollen germination on a slide.
2. Collect and study soil from different sites and study them for texture and moisture content.
3. Study the pH and Water holding capacity of soil. Correlate with the kinds of plants found in them.
4. Collect water from different water bodies around you and study them for pH clarity and presence of any living organisms.
5. Study the presence of suspended particulate matter in air at the two widely different sites.
6. Study of plant population density by quadrat method.
7. Study of plant population frequency by quadrat method.

STUDY/OBSERVATION OF THE FOLLOWING (SPOTTING)

1. Study of flowers adapted to pollination by different agencies (weed, insect)
2. Study of pollen germination on a slide.
3. Study and identify stages of gamete development i.e. t.s. testis and t.s. ovary through permanent slide.
4. Study meiosis in onion bud cell or grass hopper testis through permanent slide.
5. Study of t.s. of blastula through permanent slide.
6. Study Mendelian inheritance using seeds of different colour/size of any plant.
7. Study prepared prediqree charts of genetic traits such as rolling of tongue, blood groups, widow's peak, colour blindness.
8. Exercise on controlled pollination-emasculatation, tagging and bagging.
9. To identify common diseases causing organism like Ascaris, Antamoeba, Plasmodium, ringworm. Comment of symptoms of diseases that they cause through permanent slides or specimens.
10. Study plants and animals found in xerophytic condition. Comment upon their adaptation/ecosystem.
11. Study plants and animals found in aquatic conditions. Comment upon their adaptation/ecosystem.
12. Study analogous and homologous organs in various plants and animals.

RATIONABLE

The courses in Business Studies and Accountancy are introduced at +2 stage of Higher Secondary Education as formal commerce education is provided after first ten years of schooling. Therefore, it becomes necessary that instructions in this subject is given in such a manner that students have a good understanding of the principles and practices bearing in business (trade and industry) as well as their relationship with the society.

Business is a dynamic process that brings together technology, natural resources and human initiative in a constantly changing global environment. To understand the framework in which a business operates, a detailed study of the organization and management of business processes and its interaction with the environment of business processes and its interaction with the environment is required. Globalization has changed the way firms transact their business. Information Technology is becoming a part of business operations in more and more organizations. Computerized systems are fast replacing other systems. E-business and other related concepts are picking up fast which need to be emphasized in the curriculum.

The course in Business Studies will prepare students to analysis, manage, evaluate and respond to changes which affect business. It provides a way of looking at and interacting with the business environment. It recognizes the fact that business influences and is influenced by social, political, legal and economic forces. It allows students to appreciate that business is an integral component of society and develops an understanding of many social and ethical issues.

Therefore, to acquire basic knowledge of the business world, a course in Business Studies would be useful. It also informs students of a range of study and work options and bridges the gap between school and work.

OBJECTIVES

- To develop in students an understanding of the processes of business and its environment;
- To acquaint students with the dynamic nature and inter-dependent aspects of business;
- To develop an interest in the theory and practice of business, trade and industry;
- To familiarize candidates with theoretical foundations of organizing, managing and handling operations of business firm;
- To help students appreciate the economic and social significance of business activity and the social costs and benefits arising there from;
- To acquaint students with the practice of managing the operations and resources of business;
- To prepare students to function more effectively and responsibly as consumers, employers, employees and citizens;
- To help students in making the transition from school to the world of work including self-employment;
- To develop in students a business attitude and skills to be precise and articulate.

COURSES OF CONTENT

PART A: PRINCIPLES AND FUNCTIONS OF MANAGEMENT

1. Nature and Significance of Management
2. Principles of Management
3. Business Environment
4. Planning
5. Organizing
6. Staffing
7. Directing
8. Controlling

PART B: Business Finance and Marketing

9. Financial Management
10. Marketing
11. Consumer Protecting

PART A: PRINCIPLE AND FUNCTIONS OF MANAGEMENT

Unit 1: Nature and Significance of Management

- Management-concept, objectives, importance.
- Nature of management; Management as Science, Art, Profession.
- Levels of management-top, middle, supervisory (first level)
- Management function-planning, organizing, staffing, directing and controlling
- Coordination-nature and importance.

Unit 2: Principles of Management

- Principles of Management-meaning, nature and significance
- Fayol's Principles of management.
- Taylor's Scientific Management-Principles and techniques.

Unit 3: Business Environment

- Business Environment-meaning, nature and importance.
- Dimensions of Business Environment-Economic, Social, Technological, political and Legal.
- Economic Environment in India;

Unit 4: Planning

- Meaning, features, importance, limitations
- Planning process.
- Types of Plans- Objectives, Strategy, Policy, Procedure, Method, Rule, Budget, Program.

Unit 5: Organizing

- Meaning and importance.
- Steps in the process of organizing.
- Structure of organization-functional and divisional.
- Formal and informal organization.
- Delegation: meaning, elements and importance.
- Decentralization: meaning and importance.
- Difference between delegation and decentralization.

Unit 6: Staffing

- Meaning, need and importance of staffing.
- Staffing as a part of Human Resource Management.
- Steps in staffing process.
- Recruitment-meaning and sources.
- Selection-meaning and process.
- Training and Development-meaning and need. Methods of training: job rotation, apprenticeship, vestibule and internship.

Unit 7: Directing

- Meaning, importance and principles.
- Elements of Directing
 - Supervision-meanings and importance
 - Motivation-meaning and importance, Maslow's hierarchy of needs; Financial and non-financial incentives.
 - Leadership-meaning, importance:
 - Communication-meaning and importance, formal and informal communication; barriers to effective communication.

Unit 8: Controlling

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

Part-B: Business Finance and Marketing**Unit 9: Financial Management**

- Meaning, role, objectives of financial management
- Financial planning- meaning and importance
- Capital structure- meaning and factors
- Fixed and working Capital-meanings and factors affecting its requirements.

Unit 10: Marketing

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

Unit 11: Consumer Protection

- Importance of consumer protection
- Consumer rights
- Consumer responsibilities
- Ways and means of consumer protection-Consumer awareness and legal redressed with special reference to Consumer Protection Act.
- Role of consumer organizations and NGOs.

PRESCRIBED BOOKS**1 व्यवसायिक अध्ययन****एन. सी. ई. आर.टी. द्वारा प्रकाशित****2. Business studies****NCERT Publication**

RATIONAL

Higher secondary is the most crucial stage of school education because at this juncture specialized discipline based, content-oriented courses are introduced. Students reach this stage after 10 years of general education and opt for chemistry with a purpose of pursuing their career in basic sciences or professional courses like medicine, engineering, technology and study courses in applied areas of science and technology at tertiary level. Therefore, there is a need to provide learners with sufficient conceptual background of Chemistry, which will make them competent to meet the challenges of academic and professional courses after the higher secondary stage.

The new and updated curriculum is based on disciplinary approach with rigor and depth taking care that the syllabus is not heavy and at the same time it is comparable to the international level. The knowledge related to the subject of chemistry has undergone tremendous changes during the past one decade. Many new areas like synthetic materials, bio-molecules, natural resources, industrial chemistry are coming in a big way and deserve to be an integral part of chemistry syllabus at senior secondary stage. At international level, new formulations and nomenclature of elements and compounds, symbols and units of physical quantities floated by scientific bodies like IUPAC and CGPM are of immense importance and need to be incorporated in the updated syllabus. The revised syllabus takes care of all these aspects. Greater emphasis has been laid on use of new nomenclature, symbols and formulations, teaching of fundamental concepts, applications of concepts in chemistry to industry/technology, logical sequencing of units, removal of obsolete content and repetition etc.

OBJECTIVES

The board objectives of teaching Chemistry at Senior Secondary Stage are to help the learners:

- To promote understanding of basic facts and concepts in chemistry while retaining the excitement of chemistry.
- To make students capable of studying chemistry in academic and professional courses (such as medicine technology) at tertiary level.
- To expose the students to various emerging new areas of chemistry and apprise them with their relevance in their future studies and their application in various spheres of chemical sciences and technology.
- To equip students to face various, changes related to health, nutrition, environment, population, weather, industries and agriculture.
- To develop problem solving skills in students.
- To expose the students to different processes used in industries and their technological applications.
- To apprise students with interface of chemistry with other disciplines of science such as physics, biology, geology, engineering etc.
- To acquaint students with different aspects of chemistry used in daily life.
- To develop an interest in students to study chemistry as a discipline.

COURSE STRUCTURE

Unit No.	Title
Chapter- I	Solutions
Chapter- II	Electrochemistry
Chapter-III	Chemical Kinetics
Chapter-IV	d- and f-Block Elements
Chapter-V	Coordination Compounds
Chapter-VI	Haloalkanes and Haloarenes
Chapter-VII	Alcohols, Phenols and Ethers
Chapter-VIII	Aldehydes, Ketones and Carboxylic acids
Chapter- IX	Amines
Chapter-X	Biomolecules

PRACTICAL SYLLABUS

A. Surface Chemistry

- (a) Preparation of one lyophilic and one lyophobic sol.
Lyophilic sol-Starch, egg albumin and gum.
Lyophobic sol-aluminum hydroxide, ferric hydroxide, arsenious sulphide.
- (b) Study of the role of emulsifying agent in stabilizing the emulsions of different oils.

B. Chemical Kinetics

- (a) Effect of concentration and temperature on the rate of reaction between sodium thiosulphate and hydrochloric acid.
- (b) Study of reaction rates of any one of the following:
- (i) Reaction of iodide ion and with hydrogen peroxide at room temperature using different concentration of iodide ions.
 - (ii) Reaction between potassium iodate, KIO_3 and sodium sulphite : (Na_2SO_3) using starch solution as indicator (clock reaction).

C. Thermochemistry

- (a) Any one of the following experiments:
- (i) Enthalpy of dissolution of copper sulphate or potassium nitrate.
 - (ii) Enthalpy of neutralization of strong acid (HCl) and strong base (NaOH)
 - (iii) Determination of enthalpy change during interaction (Hydrogen bond formation) between acetone and chloroform.

D. Electrochemistry

Variation of cell potential in $\text{Zn}/\text{Zn}^{2+} \parallel \text{Cu}^{2+}/\text{Cu}$ with change in concentration of electrolytes (CuSO_4 or ZnSO_4) at room temperature.

E. Chromatography

- (i) Separation of pigments from extracts of leaves and flowers by paper chromatography and determination of R_f values.
- (ii) Separation of constituents present in an inorganic mixture containing cations only (constituents having wide difference in R_f values to be provided)

F. Preparation of Inorganic Compounds

- (i) Preparation of double salt of ferrous ammonium sulphate or potash alum.
- (ii) Preparation of potassium ferric oxalate.

G. Preparation of Organic Compounds

Preparation of any two of the following compounds

- (i) Acetanilide
- (ii) Di-benzal acetone
- (iii) p-Nitroacetanilide
- (iv) Aniline yellow or 2-Naphthol aniline dye.
- (v) Iodoform

H. Test for the functional groups present in organic compounds:

Unsaturation, alcoholic, phenolic, aldehydic, ketonic, carboxylic and amino (primary groups)

- I. Study of Carbohydrates, fats and proteins in pure form and detection of their presence in given food stuffs.
- J. Determination of concentration/molarity of KMnO_4 solution by titrating it against a standard solution of :
 - (i) Oxalic acid
 - (ii) Ferrous ammonium sulphate.(Students will be required to prepare standard solutions by weighing themselves)

K. Qualitative analysis

- Determination of one cation and one anion in a given salt
Cations- Pb^{2+} , Cu^{2+} , As^{3+} , Al^{3+} , Fe^{3+} , Mn^{2+} , Zn^{2+} , Co^{2+} , Ni^{2+} , Ca^{2+} , Sr^{2+} , Ba^{2+} , Mg^{2+} , NH_4^+
Anions- CO_3^{2-} , S^{2-} , SO_3^{2-} , SO_4^{2-} , NO_2^- , NO_3^- , Cl^- , Br^- , I^- , PO_4^{3-} ; $\text{C}_2\text{O}_4^{2-}$, CH_3COO^-

(Note Insoluble salts excluded)

HP Board of School Education Dharamshala

Syllabus

Subject: Computer Science

Class: 10+2

Marks

UNIT - I

Network Operating System

Basic network concepts, Overview and History of Linux, Linux Kernel, Linux Resources, Advantages of Linux, Creating and Viewing Files, Basic shell concept, shell commands, I/O redirection, pipelines, vi editor, Linux File System, manage files using shell, Cyber Laws.

Unit II

Network Operating System Administration (Configuration & Maintenance)

Hardware and Network Operating System Maintenance, Network Security and IT Career opportunities, Window NT & it's advantages, Difference between Linux and Windows NT, Linux firewall and it's types, Managing Storage Devices Understanding basic disk concepts and manage system disks, logical volume concepts and managing logical columns, manage file system attributes and swap space, Mount point view, Introduction to shell Scripting. Administering User Accounts using GUI tool and Command Line.

Unit III

Desktop Publishing (Advanced)

Introduction to CorelDraw, Various components of CorelDraw window, Tools in CorelDraw, Creating Graphics & saving files, Importing images of various graphic formats and editing them, Designing logos, Greeting Cards etc. Hands on with CorelDraw.

Unit IV

Elementary Server side Scripting through PHP

Dreamweaver, XHTML, Difference between XHTML and HTML, Fundamentals of PHP, it's advantages, Variables, Data Types, Operators, scope of variable, Control Program Flow (Decision statement and Looping statements), arrays, functions, working with applications submitting forms, get/post methods,. Date/time session variables.

Unit V

RDBMS Concepts and MYSQL

Basic of database systems, Problems in Traditional file oriented approach, Three level architecture of DBMS, Roles of DBA, Data Dictionary, Advantages and Disadvantages of RDBMS, Constraints: Domain level constraints, Referential Constraints, SQL Statements: DDL Statements, DML Statements, DCL Statements, TCL Statements, Concept of Keys, Constraints on Attributes, SQL Functions.

Unit VI

PL/SQL

PL/SQL block structure, Basics of PL/SQL, Controlling PL/SQL Flow for Execution, If statements, IF-THEN-ELSE statement Execution Flow, IF-THEN-ELSEIF statement Execution Flow, LOOP Statement, Basic Loop, For Loop, While Loop.

Triggers, Types of Triggers: Row-Level Triggers, Statement Level Triggers, BEFORE and AFTER Triggers.

Cursor, Types of Cursor: Implicit and Explicit Cursor.

Unit VII

Internet Business Applications

Concept of on line service-E-Commerce Practice, Net Banking, Online submission of various application forms, Various kinds of online reservations such as railways, Hotels etc., Online, Customer support services, online marketing & shopping, Social Networking viz, Facebook etc.

Unit VIII

Project Work

ECONOMICS

Rationale

Economics is one of the social sciences, which has great influence on every human being. As economic life and the economic go through change, the need to ground education in children's own experience becomes essential. While doing so, it is imperative to provide them opportunities to acquire analytical skills to observe the understand the economic realities.

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

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

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

OBJECTIVES

1. Understanding of some basic economics concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.
2. Realization of learner's role in nation building and sensitivity to the economic issues that the nation is facing today.
3. Equipment with basic tools of economic and statistics to analyses economic issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage.
4. Development of understanding that there can be more than one view on any economics issue and necessary skills to argue logically with reasoning.

Courses of Study

PART A : INTRODUCTORY MICRO ECONOMICS

CHAPTER-1:	INTRODUCTION
CHAPTER-2:	THEORY OF CONSUMER BEHAVIOUR
CHAPTER- 3:	PRODUCTION AND COSTS
CHAPTER-4:	THE THEORY OF THE FIRM UNDER PERFECT COMPETITION
CHAPTER- 5:	MARKET EQUILIBRIUM

PART-B: INTROSUCTORY MACRO ECONOMICS

CHAPTER-1: .	INTRODUCTION
CHAPTER-2:	NATIONAL INCOME ACCOUNTING
CHAPTER-3:	MONEY AND BANKING
CHAPTER-4:	DETERMINATION OF INCOME AND EMPLOYMENT
CHAPTER-5 :	GOVERNMENT BUDGET AND THE ECONOMY
CHAPTER-6 :	OPEN ECONOMY MACROECONOMICS

PART A : INTRODUCTORY MICRO ECONOMICS

1. INTRODUCTION

- 1.1 A Simple Economy
- 1.2 Central Problems of an Economy
- 1.3 Organisation of Economic Activities
 - 1.3.1 The Centrally Planned Economy
 - 1.3.2 The Market Economy
- 1.4 Positive and Normative Economics
- 1.5 Microeconomics and Macroeconomics
- 1.6 Plan of the Book

2. THEORY OF CONSUMER BEHAVIOUR

- 2.1 Utility
 - 2.1.1 Cardinal Utility Analysis
 - 2.1.2 Ordinal Utility Analysis
- 2.2 The Consumer's Budget
 - 2.2.1 Budget Set and Budget Line
 - 2.2.2 Changes in the Budget Set
- 2.3 Optimal Choice of the Consumer
- 2.4 Demand
 - 2.4.1 Demand Curve and the Law of Demand
 - 2.4.2 Deriving a Demand Curve from Indifference Curves and Budget Constraints
 - 2.4.3 Normal and Inferior Goods
 - 2.4.4 Substitutes and Complements
 - 2.4.5 Shifts in the Demand Curve
 - 2.4.6 Movements along the Demand Curve and Shifts in the Demand Curve
- 2.5 Market Demand
- 2.6 Elasticity of Demand
 - 2.6.1 Elasticity along a Linear Demand Curve
 - 2.6.2 Factors Determining Price Elasticity of Demand for a Good
 - 2.6.3 Elasticity and Expenditure

3. PRODUCTION AND COSTS

- 3.1 Production Function
- 3.2 The Short Run and the Long Run
- 3.3 Total Product, Average Product and Marginal Product
 - 3.3.1 Total Product
 - 3.3.2 Average Product
 - 3.3.3 Marginal Product
- 3.4 The Law of Diminishing Marginal Product and the Law of Variable Proportions
- 3.5 Shapes of Total Product, Marginal Product and Average Product Curves
- 3.6 Returns to Scale
- 3.7 Costs
 - 3.7.1 Short Run Costs
 - 3.7.2 Long Run Costs

4. THE THEORY OF THE FIRM UNDER PERFECT COMPETITION

- 4.1 Perfect Competition: Defining Features
- 4.2 Revenue
- 4.3 Profit Maximisation
 - 4.3.1 Condition 1
 - 4.3.2 Condition 2
 - 4.3.3 Condition 3
 - 4.3.4 The Profit Maximisation Problem: Graphical Representation
- 4.4 Supply Curve of a Firm
 - 4.4.1 Short Run Supply Curve of a Firm
 - 4.4.2 Long Run Supply Curve of a Firm
 - 4.4.3 The Shut Down Point
 - 4.4.4 The Normal Profit and Break-even Point
- 4.5 Determinants of a Firm's Supply Curve
 - 4.5.1 Technological Progress
 - 4.5.2 Input Prices
- 4.6 Market Supply Curve
- 4.7 Price Elasticity of Supply

5. MARKET EQUILIBRIUM

- 5.1 Equilibrium, Excess Demand, Excess Supply
 - 5.1.1 Market Equilibrium: Fixed Number of Firms
 - 5.1.2 Market Equilibrium: Free Entry and Exit
- 5.2 Applications
 - 5.2.1 Price Ceiling
 - 5.2.2 Price Floor

PART-B: INTROSUCTORY MACRO ECONOMICS

1. INTRODUCTION

- 1.1 Emergence of Macroeconomics
- 1.2 Context of the Present Book of Macroeconomics

2. NATIONAL INCOME ACCOUNTING

- 2.1 Some Basic Concepts of Macroeconomics
- 2.2 Circular Flow of Income and Methods of Calculating National Income
 - 2.2.1 The Product or Value Added Method

- 2.2.2 Expenditure Method
- 2.2.3 Income Method
- 2.2.4 Factor Cost, Basic Prices and Market Prices
- 2.3 Some Macroeconomic Identities
- 2.4 Nominal and Real GDP
- 2.5 GDP and Welfare
- 3. MONEY AND BANKING**
 - 3.1 Functions of Money
 - 3.2 Demand for Money and Supply of Money
 - 3.2.1 Demand for Money
 - 3.2.2 Supply of Money
 - 3.3 Money Creation by Banking System
 - 3.3.1 Balance Sheet of a Fictional Bank
 - 3.3.2 Limits to Credit Creation and Money Multiplier
 - 3.4 Policy Tools to Control Money Supply
- 4. DETERMINATION OF INCOME AND EMPLOYMENT**
 - 4.1 Aggregate Demand and its Components
 - 4.1.1 Consumption
 - 4.1.2 Investment
 - 4.2 Determination of Income in Two-sector Model
 - 4.3 Determination of Equilibrium Income in the Short Run
 - 4.3.1 Macroeconomic equilibrium with price level fixed
 - 4.3.2 Effect of an autonomous change in aggregate demand on income and output
 - 4.3.3 The Multiplier Mechanism
 - 4.4 Some More Concepts
- 5. GOVERNMENT BUDGET AND THE ECONOMY**
 - 5.1 Government Budget – Meaning and its Components
 - 5.1.1 Objectives of Government Budget
 - 5.1.2 Classification of Receipts
 - 5.1.3 Classification of Expenditure
 - 5.2 Balanced, Surplus and Deficit Budget
 - 5.2.1 Measures of Government Deficit
- 6. OPEN ECONOMY MACROECONOMICS**
 - 6.1 The Balance of Payments
 - 6.1.1 Current Account
 - 6.1.2 Capital Account
 - 6.1.3 Balance of Payments Surplus and Deficit
 - 6.2 The Foreign Exchange Market
 - 6.2.1 Foreign Exchange Rate
 - 6.2.2 Determination of the Exchange Rate
 - 6.2.3 Merits and Demerits of Flexible and Fixed Exchange Rate Systems
 - 6.2.4 Managed Floating

BOOKS RECOMMENDED :

व्यष्टि अर्थशास्त्र एक परिचय
 समष्टि अर्थशास्त्र एक परिचय
 Introductory Microeconomics
 Introductory Microeconomics



Published by N.C.E.R.T., NEW DELHI

BACKGROUND

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

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

OBJECTIVE

The general objective at this stage are :

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

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

- read and comprehend extended texts (prescribed and non-prescribed) in the following genres : fiction, science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts)
- understand and respond to lectures, speeches, etc.
- write expository/argumentative essays of 250-500 words, explaining or developing a topic, arguing a case, etc.

- write formal/informal letters and applications for different purposes.
- write items related to the workplace (minutes, memoranda, notices, summaries, reports; filling up of forms, preparing CVs, e-mail messages etc.)
- taking/making notes from reference materials, recorded talks etc.

LANGUAGE ITEMS

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

- The uses of different tense forms for different kinds of narration (e.g. media, commentaries, reports, programmer, etc)
- The use of passive forms in scientific and innovative writings.
- Converting one kind of sentence/clause into a different kind of structure of well as other items to exemplify stylistic variations in different discourses
- Modal auxiliaries – used based on semantic considerations.

METHODS AND TECHNIQUES

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

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

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

Flamingo Textbook

- | | |
|-----------------------|---------------------------------|
| 1. The Last Lesson | (Aplhonse Daudet) |
| 2. Lost Spring | (Anees Jung) |
| 3. Deep Water | (William Douglas) |
| 4. The Rattrap | (Selma Lagerlof) |
| 5. Indigo | (Louis Fischer) |
| 6. Poets and Pancakes | (Asokamitran) |
| 7. The Interview | |
| Part I | (Christopher Silvester) |
| Part II | (An Interview with Umberto Eco) |
| 8. Going Places | (A.R. Barton) |

Poetry

- | | |
|---------------------------|-----------------|
| 1. My Mother At Sixty-Six | (Kamala Das) |
| 2. Keeping Quiet | (Pablo Neruda) |
| 3. A Thing of Beauty | (John Keats) |
| 4. A Roadside Stand | (Robert Frost) |
| 5. Aunt Jennifer's Tigers | (Adrienne Rich) |

Vistas (Supplementary Reader)

- | | |
|------------------------------------|-----------------|
| 1. The Third Level | (Jack Finney) |
| 2. The Tiger King | (Kalki) |
| 3. Journey to the end of the Earth | (Tishani Doshi) |
| 4. The Enemy | (Pearl S. Buck) |
| 5. On the Face of It | (Susan Hill) |
| 6. Memories of Childhood | |
| • The cutting of My Long Hair | (Zitkala-Sa) |
| • We Too are Human Beings | (Bama) |

RATIONAL

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

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

OBJECTIVES

The course in geography will help learners :

- Familiarise themselves with the terms, key concepts and basic principles of geography.
- Search for, recognize and understand the processes and patterns of the spatial arrangement of the natural as well as human features and phenomena on the earth's surface;
- Understand and analyse the inter-relationship between physical and human environments and their impact;
- Apply geographical knowledge and methods of inquiry to new situations or problems at different levels-local, regional, national and global;
- Develop geographical skills, relating to collection, processing and analysis and data/information and preparation of report including map and graphs, and use of computers whereas possible, and
- Utilize geographical knowledge in understanding issues concerning the community such as environmental issues, socio-economic concerns, gender and become responsible and effective member of the community.

Courses of Study

A. Fundamentals of Human Geography

UNIT I

Chapter-1 Human Geography Nature and Scope

UNIT II

Chapter-2 The World Population Distribution, Density and Growth

Chapter-3 Human Development

UNIT III

Chapter-4 Primary Activities

Chapter-5 Secondary Activities

Chapter-6 Tertiary and Quaternary Activities

Chapter-7 Transport and Communication

Chapter-8 International Trade

B. INDIAN: PEOPLE AND ECONOMY

Unit I

Chapter-1 Population : Distribution, Density, Growth and Composition

Unit II

Chapter-2 Human Settlements

Unit III

Chapter-3 Land Resources and Agriculture

Chapter-4 Water Resources

Chapter-5 Mineral and Energy Resources

Chapter-6 Planning and Sustainable Development in Indian Context

Unit IV

Chapter-7 Transport and Communication

Chapter-8 International Trade

Unit V

Chapter-9 Geographical Perspective on Selected Issues and Problems

C. PRACTICAL WORK

20 Marks

Chapter-1 Data – Its Source and Compilation

Chapter-2 Data Processing

Chapter-3 Graphical Representation of Data

Chapter-4 Spatial Information Technology

BOOKS RECOMMENDED

तीन पाठ्यपुस्तकें :

मानव भूगोल के मूल सिद्धान्त, भारत-लोग और अर्थव्यवस्था, भूगोल में प्रयोगात्मक कार्य भाग-2 राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् द्वारा प्रकाशित।

RATIONALE

Through a focus on a range of important historical sources the students would be introduced to a set of important historical events and processes. A discussion of these themes, it is hoped, would allow students not only to know about these events and processes, but also to discover the excitement of doing history.

OBJECTIVES

- Effort in these senior secondary classes would be to emphasize to students that history is a critical discipline, a process of enquiry, a way of knowing about the past, rather than just a collection of facts. The syllabus would help them understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading their sources critically. They will appreciate how historians follow the trails that lead to the past, and how historical knowledge develops.
- The syllabus would also enable students to relate/compare development in different situations, analyze connection between similar processes located in different time periods, and discover the relationship between different methods of social enquiry within different social sciences.
- In class XII the focus will be on a detailed study of some themes in Ancient, Medieval and Modern Indian history. The object would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the courses will built on the knowledge that the students have acquired in the earlier classes.
- Each theme in class XII will also introduce the student to one type of source for the study of history. Through such a study students would begin to see what different types of sources can reveal and what they cannot tell. They would come to know how historians analyze these sources, the problems and difficulties of interpreting each type of source, and the way a larger picture of an event, a historical process, or a historical figure, is built by looking at different types of sources.
- Each theme for class XII will be organized around four subheads : (a) a detailed overview of the events, issues and processes under discussion, (b) a summary of the present state of research on the theme, (c) an account of how knowledge about the theme has been acquired. (d) an excerpt from a primary source related to the theme, explaining how it has been used by historians.
- In the textbooks each theme would be located in a specific time and place. But these discussions would be situated within a wider context by (a) plotting the spcific event within time-lines, (b) discussing the particular event or process in relation to developments in other places and other times.

Courses of Study

PART-1

1. Bricks, Beads and Bones (The Harappan Civilisation)
2. Kings, Farmers and Towns (Early State and Economies)
3. Kinship, Caste and Class (Early Societies)
4. Thinkers, Beliefs and Buildings (Cultural Developments)

PART-II

5. Through The Eyes of Travellers (Perceptions of Society)
6. Bhakti-Sufi Traditions (Changes in Religious Beliefs and Devotional Texts)
7. An Imperial Capital (Vijayanagara)
8. Peasants, Zamindars and The State (Agrarian Society and the Mughal Empire)

PART-III

09. Colonialism and The Countryside (Exploring Official Archives)
10. Rebels and The Raj (1857 Revolt and its Representations)
11. Mahatma Gandhi and The Nationalist Movement (Civil Disobedience and Beyond)
12. Framing The Constitution (The Beginning of a New Era)

PART-IV

Map Work

PRESCRIBED BOOKS :

- 1, भारतीय इतिहास के कुछ विषय भाग 1, 2 और 3 हि. प्र. स्कूल शिक्षा बोर्ड धर्मशाला द्वारा प्रकाशित

उच्चतर माध्यमिक स्तर में प्रवेश लेने वाला विद्यार्थी पहले बार सामान्य शिक्षा से विशेष अनुशासन की शिक्षा की ओर उन्मुख होता है। दस वर्षों में विद्यार्थी भाषा के कौशलों से परिचित हो जाता है। भाषा और साहित्य के स्तर पर उसका दायरा अब घर, आस-पड़ोस, स्कूल, प्रांत और देश से होता हुआ धीरे-धीरे विश्व तक फैल जाता है। वह इस उम्र में पहुँच चुका है कि देश की सांस्कृतिक, सामाजिक, राजनीतिक और आर्थिक समस्याओं पर विचार-विमर्श कर सके, एक जिम्मेदार नागरिक की तरह अपनी जिम्मेदारियों को समझ सके तथा देश और खुद को सही दिशा दे सकने में भाषा की ताकत को पहचान सके। ऐसे दृढ़ भाषिक और वैचारिक आधार के साथ जब विद्यार्थी आता है तो उसे विमर्श की भाषा के रूप में हिंदी की व्यापक समझ और प्रयोग में दक्ष बनाना सबसे पहला उद्देश्य होगा। किशोरावस्था से युवावस्था के इस नाजुक मोड़ पर किसी भी विषय का चुनाव करते समय बच्चे और उनके अभिभावक इस बात को लेकर सबसे अधिक चिंतित रहते हैं कि चयनित विषय उनके भावी कैरियर और जीविका के अवसरों में मदद करेगा कि नहीं। इस उम्र के विद्यार्थियों में चिंतन और निर्णय करने की प्रवृत्ति भी प्रबल होती है इसी आधार पर वे अपने मानसिक, समाजिक, बौद्धिक और भाषिक विकास के प्रति सचेत होते हैं और अपने भावी अध्ययन की दिशा तय करते हैं दस स्तर पर ऐच्छिक हिंदी का अध्ययन एक सृजनात्मक, साहित्यिक, सांस्कृतिक और विभिन्न प्रयुक्तियों की भाषा के रूप में होगा। इस बात पर भी बल दिया जाएगा कि निरंतर विकसित होती हिंदी के अखिल भारतीय स्वरूप से बच्चे का रिश्ता बन सके।

इस स्तर पर विद्यार्थियों में भाषा के लिखित प्रयोग के साथ-साथ उसके मौखिक प्रयोग की कुशलता और दक्षता का विकास भी जरूरी है। प्रयास यह भी होगा कि विद्यार्थी अपने बिखरे हुए विचारों और भावों की सहज और मौलिक अभिव्यक्ति की क्षमता हासिल कर सकें।

इस पाठ्यक्रम के अध्ययन से (1) विद्यार्थी अपनी रुचि और आवश्यकता के अनुरूप साहित्य का गहन और विशेष अध्ययन जारी रख सकेंगे। (2) विश्वविद्यालय स्तर पर निर्धारित हिंदी साहित्य से संबंधित पाठ्यक्रम के साथ सहज संबंध स्थापित कर सकेंगे। (3) लेखन कौशल के व्यावहारिक और सृजनात्मक रूपों की अभिव्यक्ति में सक्षम हो सकेंगे। (4) रोजगार के किसी भी क्षेत्र में जाने पर भाषा का प्रयोग प्रभावी ढंग से कर सकेंगे। और (5) यह पाठ्यक्रम विद्यार्थी को संचार तथा प्रकाशन जैसे विभिन्न क्षेत्रों में अपनी क्षमता आजमाने के अवसर प्रदान कर सकता है।

उद्देश्य

- सृजनात्मक साहित्य की सराहना, उसका आनंद उठाना और उसके प्रति सृजनात्मक और आलोचनात्मक दृष्टि का विकास।
- साहित्य की विविध विधाओं (कविता, कहानी, निबंध आदि) महत्वपूर्ण कवियों और रचनाकारों, प्रमुख धाराओं और शैलियों का परिचय कराना।
- भाषा की सृजनात्मक बारीकियों और व्यावहारिक प्रयोग का बोध तथा उसका संदर्भ और समयके अनुसार प्रभावशाली ढंग से मौखिक और लिखित अभिव्यक्ति कर सकना।
- विभिन्न ज्ञानानुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति एवं क्षमता का बोध कराना।
- साहित्य की प्रभावकारी क्षमता का उपयोग करते हुए सभी प्रकार की विविधताओं (धर्म, जाति, लिंग, वर्ग, भाषा आदि) एवं अंतरों के प्रति सकारात्मक और संवेदनशील रवैये का विकास कराना।
- देश-विदेश में प्रचलित हिंदी के रूपों से परिचित कराना।
- संचार-माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से अवगत कराना और नवीन विधियों के प्रयोग की क्षमता का विकास करना।
- साहित्य की व्यापक धारा के बीच रखकर रचनाओं का विश्लेषण और विवेचन करने की क्षमता हासिल करना।
- विपरीत परिस्थितियों में भी भाषा का इस्तेमाल शांति के साथ करना।
- अमूर्त विषयों पर प्रयुक्त भाषा का विकास तथा कल्पनाशीलता और मौलिक चिंतन के लिए प्रयोग करना।

पाठ्यसामग्री और पाठ्य बिंदु

- 1) काव्य और गद्य संग्रह अन्तरा भाग-2 में प्रमुख रचनाकारों द्वारा लिखित विविध विधाओं से संबद्ध काव्य और गद्य (लगभग 20 पाठ) रचनाएँ होंगी। ये रचनाएँ रचनाकारों और विधाओं की विभिन्न शैलियों से विद्यार्थी को परिचित कराएँगी। रचनाओं में लेखक-परिचय में उनकी साहित्यिक पृष्ठभूमि, साहित्यिक प्रवृत्ति संक्षेप में दी जा सकती है। प्रश्न-अभ्यासों में ऐसे प्रश्न होंगे जो विद्यार्थी की सृजनात्मकता और मौलिकता का विकास कर सकें। रचनाओं की प्रस्तुति इस प्रकार होगी कि विद्यार्थी में साहित्य के विकासात्मक स्वरूप ही समझ बन सकें।
- 2) ऐच्छिक पाठ्यक्रम के लिए पूरक पठन का प्रावधान-साहित्य की विविध विधाओं की रचनाओं का एक संकलन (अन्तराल भाग-2)
- 3) रचनात्मक और व्यावहारिक लेखन पर आधारित एक पुस्तक (कक्षा XI और कक्षा XII दोनों के लिए) अभिव्यक्ति और माध्यम। इस पुस्तक में निम्न विषय सम्मिलित होंगे।
सृजनात्मक लेखन-कविता, नाटक, डायरी, कहानी
सूचना तंत्र के लिए लेखन
(क) प्रिंटमाध्यम (समाचार पत्र और पत्रिका)
वृत्त लेखन, पुस्तक-समीक्षा, साक्षात्कार, समाजिक विषयों पर लेखन
(ख) इलेक्ट्रॉनिक माध्यम
रेडियो-दूरदर्शन के लिए लेखन, समाचार लेखन
व्यावहारिक लेखन- प्रतिवेदन, कार्यसूची, कार्यवृत्त

अंतरा भाग-2

कविता खंड

आधुनिक

- | | |
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| 1. जयशंकर प्रसाद | (क) देवसेना का गीत)
(ख) कार्नेलिया का गीत |
| 2. सूर्यकांत त्रिपाठी 'निराला' | (क) सरोज स्मृति |
| 3. सच्चिदानंद हीरानंद वात्स्यायन
'अज्ञेय' | (क) यह दीप अवेफला
(ख) मैंने देखा, एक बूँद |
| 4. वेफदारनाथ सिंह | (क) बनारस
(ख) दिशा |
| 5. रघुवीर सहाय | (क) वसंत आया
(ख) तोड़ो |

प्राचीन

- | | |
|-----------------------|--------------------------------|
| 6. तुलसीदास | (क) भरत-राम का प्रेम
(ख) पद |
| 7. मलिक मुहम्मद जायसी | बारहमासा |
| 8. विद्यापति | पद |
| 9. घनानंद | कवित्त |

गद्य-खंड

- | | |
|-------------------------------|-----------------------------------|
| 1. राजचंद्र शुक्ल | (प्रेमघन की छाया-स्मृति) |
| 2. पंडित चंद्रधर शर्मा गुलेरी | (सुमिरिनी के मनके) |
| 3. फणीश्वरनाथ 'रेणु' | (संवदिया) |
| 4. भीष्म साहनी | (गांधी, नेहरू और यास्सेर अराफ़ात) |
| 5. असगर वजाहत | (शेर, पहचान, चार हाथ, साझा) |
| 6. निर्मल वर्मा | (जहाँ कोई वापसी नहीं) |
| 7. ममता कालिया | (दूसरा देवदास) |
| 8. हजारी प्रसाद द्विवेदी | (कुटज) |

अंतराल भाग-2

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|------------------------------------|---------------------|
| 1. सूरदास की झोंपड़ी | (प्रेमचंद) |
| 2. बिस्कोहर की माटी | (विश्वनाथ त्रिपाठी) |
| 3. अपना मालवा-खाऊ-उजाड़ सभ्यता में | (प्रभाष जोशी) |

निर्धारित पुस्तकें :- (1) अंतरा भाग-2 (पाठ्य पुस्तक)
(2) पूरक पुस्तक भाग-2
(विविध विधाओं का संकलन)
(3) अभिव्यक्ति और माध्यम

(हि.प्र. स्कूल शिक्षा बोर्ड द्वारा प्रकाशित)
(हि.प्र. स्कूल शिक्षा बोर्ड द्वारा प्रकाशित)
(हि.प्र. स्कूल शिक्षा बोर्ड द्वारा प्रकाशित)

MATHEMATICS

+2 (2024-2025)

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

OBJECTIVES

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

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

COURSE STRUCTURE

1. Relations and Functions
2. Inverse Trigonometric
3. Matrices
4. Determinants
5. Continuity and Differentiability
6. Application of Derivatives
7. Integrals
8. Application of Integrals
9. Differential Equations
10. Vector Algebra
11. Three Dimensional Geometry
12. Linear Programming
13. Probability

Units

- I. RELATIONS AND FUNCTIONS
 - II. ALGEBRA
 - III. CALCULUS
 - IV. VECTORS AND THREE-DIMENSION GEOMETRY
 - V. LINEAR PROGRAMMING
 - VI. PROBABILITY
-

UNIT I. RELATIONS AND FUNCTIONS

1. Relations and Functions:

Introduction, Types of relations: reflexive, symmetric and transitive, equivalence relations, Types of Functions One to one and onto functions.

2. Inverse Trigonometric Functions:

Basic concept of Trigonometric Function, range, domain, principal value branches, Graphs of inverse trigonometric functions.

UNIT II. ALGEBRA

1. Matrices:

Concept, notation, order, equality, types of matrices, zero matrix, transpose of a matrix, symmetric and skew symmetric matrices, Algebra of Matrices and properties.

2. Determinants:

Introduction and definition of Determinant, area of triangle, minors and cofactors, Adjoint and inverse of a matrices. Application of Determinant and matrices, solving of system of linear equations using inverse of a matrix.

UNIT III. CALCULUS

1. Continuity and Differentiability:

Continuity and differentiability, derivative of composite functions, chain rule, Algebra of continues function, derivative of implicit function, Derivative of inverse trigonometric function. Exponential and logarithmic functions. Logarithmic differentiation. Second order derivatives.

2. Applications of derivatives:

Rate of change of Quantities, increasing/decreasing functions and related theorem, maxima and minima , Second Derivatives test, Maximum and minimum values of function in a closed interval.

3. Integrals:

Introduction of Integrals, Integration as an inverse process of differentiation. Method of Integration, Integration by substitution, by partial fractions and by parts , integrals of some particular function and of more types. Fundamental Theorem of Calculus, Evaluation of Definite integrals by substitution, properties of definite integrals and evaluation of Definite integrals.

4. Applications of the Integrals:

Introduction, area under simple curves.

5. Differential Equation:

Basic concepts of Differential Equation, order and degree of Differential Equations, general and particular solutions of differential equation, Methods of solving first order, first degree differential equation, separation of variables, general solution of differential equations, homogenous differential equation, linear differential equation.

UNIT IV. VECTORS AND THREE-DIMENSIONAL GEOMETRY
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1. Vectors:

Basic concepts of Vector Algebra, direction ratios, Direction cosines, types of vector, addition, subtraction, multiplication of Vectors, Vector joining two point, section formula, product of two vectors (scalars (dot) or corss).

2. Three – Dimensional geometry:

Direction cosines and Direction ratios of a line, relation between direction cosines of a line, equation of lines in space. Angle between two lines, shortest distance between two lines, distance between two skew and parallel lines.

UNIT V. LINEAR PROGRAMMING

1. Linear Programming:

Introduction, definition of related terminology such as constraints, objective function, optimization, different types of linear programming (L.P.) problems. Feasible and infeasible reason. Graphical method to solve the LPP.

UNIT VI. PROBABILITY

1. Probability:

Multiplication theorem on probability, Conditional probability, independent events, total probability. Baye's theorem, Partition of a sample space.

PRESCRIBED BOOKS:

- | | | |
|-----------|---------------------|--|
| 1. | Mathematics Part-I | published by H.P. Board of school Education Dharamshala. |
| 2. | Mathematics Part-II | published by H.P. Board of school Education Dharamshala. |

**पाठ्यक्रम (संगीत गायन) कक्षा 12वीं
(सैद्धांतिक)**

1. निम्नलिखित के अर्थ एवं परिभाषाएँ :-
वर्ण, अलंकार, ग्राम, मूर्छना, गमक, खटका तथा मुर्की।
2. हिमाचल प्रदेश के पारम्परिक लोकवाद्य यंत्र एवं लोक गायन शैलियाँ।
3. रागों के समय सिद्धान्त का विस्तृत अध्ययन।
4. महान शास्त्रीय गायकों का जीवन परिचय।
(क) पंडित ओंकारनाथ ठाकुर (ख) पंडित भीमसेन जोशी
(ग) श्रीमती किशोरी अमोनकर
5. रागों का सम्पूर्ण परिचय तथा उनके द्रुत ख्यालों की स्वर लिपियाँ।
(क) राग बिहाग (ख) राग भैरव
6. तालों का सम्पूर्ण परिचय तथा उनके ठेके को दुगुन सहित लिपिबद्ध करना।
(क) झपताल (ख) रूपक
7. प्राचीन संगीत - ग्रन्थ "संगीत रत्नाकर" का संक्षिप्त अध्ययन।

**पाठ्यक्रम (संगीत गायन) कक्षा 12वीं
(क्रियात्मक)**

क्रम संख्या	विषय सामग्री	अंक विभाजन
1.	पाठ्यक्रम के किसी एक राग में आरोह - अवरोह, पकड़ सहित एक विलम्बित खयाल का गायन।	07
2.	पाठ्यक्रम के रागों में द्रुत खयाल का गायन साधारण आलाप तथा तानों सहित।	05
3.	एक पारम्परिक हिमाचली लोकगीत का गायन।	05
4.	पाठ्यक्रम के तालों को ठाह तथा दुगुन सहित हाथ पर प्रदर्शित करना।	05
5.	पाठ्यक्रम पर आधारित लघु-प्रश्नावली के माध्यम द्वारा बौद्धिक परीक्षण।	03

**पाठ्यक्रम (संगीत गायन) कक्षा 12वीं
(सैद्धांतिक)**

1. निम्नलिखित के अर्थ एवं परिभाषाएँ :-
ताल, लय, अध्वदर्शक स्वर, कण स्वर, पूर्वांग, उतरांग, आश्रयराग।
2. विभिन्न गायन शैलियों का अध्ययन।
(क) तुमरी (ख) तराना।
3. भारतीय संगीत का संक्षिप्त इतिहास।
(क) प्राचीन काल। (ख) मध्यकाल तथा आधुनिक काल।
4. महान शास्त्रीय गायकों का जीवन परिचय।
(क) पंडित जसराज (ख) आचार्य कैलाशचंद्र देव बृहस्पति
(ग) श्रीमती प्रभाअत्रे
5. रागों का सम्पूर्ण परिचय तथा उनके द्रुत एवं बिलम्बित ख्यालों की स्वर लिपियां।
(क) राग भीमपलासी (ख) राग भैरवी
6. तालों का सम्पूर्ण परिचय तथा उनके ठेके को दुगुन सहित लिपिबद्ध करना।
(क) दीपचंदी (ख) खेमटा
7. प्राचीन संगीत - ग्रन्थ "संगीत पारिजात" का संक्षिप्त अध्ययन।

**पाठ्यक्रम (संगीत गायन) कक्षा 12वीं
(क्रियात्मक)**

क्रम संख्या	विषय सामग्री	अंक विभाजन
1.	पाठ्यक्रम के रागों में एक-एक “द्रुत ख्याल” आरोह - अवरोह, पकड़ साधारण आलाप तथा तान सहित गायन।	07
2.	पाठ्यक्रम के किसी एक राग में “तराना” का गायन।	05
3.	किसी राग पर आधारित एक “भजन” का गायन।	05
4.	पाठ्यक्रम के तालों को ठाह तथा दुगुन सहित हाथ पर प्रदर्शित करना।	05
5.	पाठ्यक्रम पर आधारित लघु-प्रश्नावली के माध्यम द्वारा बौद्धिक परीक्षण।	03

**पाठ्यक्रम (संगीत वादन) कक्षा 12वीं
(सैद्धांतिक)**

1. निम्नलिखित के अर्थ एवं परिभाषाएँ :-
वर्ण, ग्राम, भूर्छना, आलाप, मीँड, जोड़-आलाप, झाला, अविर्भाव, तिरोभाव।
2. रागों के समय सिद्धांत का विस्तृत अध्ययन।
3. हिमाचल प्रदेश के पारम्परिक लोकवाद्य यंत्र एवं लोक गायन शैलियाँ।
4. महान शास्त्रीय संगीत वादकों का जीवन परिचय।
(क) पंडित रविशंकर (ख) पंडित निखिल बैनर्जी
(ग) श्रीमती शरणरानी
5. रागों के सम्पूर्ण परिचय सहित उनकी मसीतखानी तथा रजाखानी गतों की स्वरलिपियाँ।
(क) राग बिहाग (ख) राग भैरव
6. तालों का सम्पूर्ण परिचय तथा उनके ठेके को दुगुन सहित लिपिबद्ध करना।
(क) रूपक (ख) झपताल
7. प्राचीन संगीत - ग्रन्थ 'नाट्यशास्त्र' का संक्षिप्त अध्ययन।

**पाठ्यक्रम (संगीत वादन) कक्षा 12वीं
(क्रियात्मक)**

क्रम संख्या	विषय सामग्री	अंक विभाजन
1.	पाठ्यक्रम के किसी राग में एक मसीतखानी गत का वादन आरोह - अवरोह, पकड़, तथा दो तोड़ों सहित।	07
2.	पाठ्यक्रम के रागों में एक रजाखानी गत का वादन आरोह-अवरोह, पकड़, तथा दो तोड़ों सहित।	05
3.	किसी एक पारम्परिक हिमाचली लोकगीत का वादन।	05
4.	पाठ्यक्रम के तालों को ठाह तथा दुगुन लयकारी सहित हाथ पर प्रदर्शित करना।	05
5.	पाठ्यक्रम के रागों तथा तालों को पहचानने की क्षमता।	03

**पाठ्यक्रम (संगीत वादन) कक्षा 12वीं
(सैद्धांतिक)**

1. निम्नलिखित के अर्थ एवं परिभाषाएं :-
मुखड़ा, टुकड़ा, अल्पत्व, बहुत्व, आश्रय - राग, परमेल प्रवेशक राग, अध्वदर्शक स्वर, पूर्वांग, उतरांग, कृतन, जमजमा।
2. भारतीय संगीत का संक्षिप्त इतिहास।
(क) प्राचीन काल (ख) मध्यकाल तथा आधुनिक काल
3. संक्षिप्त टिप्पणियाँ।
(क) शास्त्रीय संगीत (ख) लोक संगीत
4. महान शास्त्रीय संगीतकारों का जीवन परिचय।
(क) पंडित हरिप्रसाद चौरसिया (ख) श्रीमती अन्नपूर्णा देवी
(ग) उस्ताद शाहिद परवेज़
5. रागों के सम्पूर्ण परिचय सहित उनकी मसीतखानी तथा रजाखानी गतों की स्वरलिपियाँ।
(क) राग भीमपलासी (ख) राग भैरवी
6. तालों का सम्पूर्ण परिचय तथा उनके ठेके को दुगुन सहित लिपिबद्ध करना।
(क) दीपचंदी (ख) खेमटा
7. पंडित शारंगदेव कृत "संगीत रत्नाकर" ग्रन्थ का संक्षिप्त अध्ययन।

**पाठ्यक्रम (संगीत वादन) कक्षा 12वीं
(क्रियात्मक)**

क्रम संख्या	विषय सामग्री	अंक विभाजन
1.	पाठ्यक्रम के किसी राग में एक मसीतखानी गत का वादन आरोह - अवरोह, पकड़, तथा दो तोड़ों सहित।	07
2.	पाठ्यक्रम के रागों में एक रजाखानी गत का वादन आरोह - अवरोह, पकड़, तथा दो तोड़ों सहित।	05
3.	किसी एक पारम्परिक हिमाचली लोकगीत का वादन।	05
4.	पाठ्यक्रम के तालों को ठाह तथा दुगुन लयकारी सहित हाथ पर प्रदर्शित करना।	05
5.	पाठ्यक्रम के रागों तथा तालों को पहचानने की क्षमता।	03

Some Aspects of Indian Administration :

UNIT 1 EVOLUTION OF INDIAN ADMINISTRATION :

Evolution and development of Central Administration in India (Mughal and British Period) British influence on Indian administration and its legacies.

UNIT II INDIAN ADMINISTRATION AND CONSTITUTION :

Indian Administration and its social, Economical, Political, Legal and constitutional influence. Legislative administration and financial relations between the Unions and the States. Controversy regarding center-state relations.

UNIT III PERSONNEL ADMINISTRATION :

All India Services :- Characteristics, merits and demerits Recruitment and Training of I.A.S., I.P.S. and I.F.S. (Forest) defects of Recruitment and Training in India. Role of U.P.S.C.

UNIT IV STATE ADMINISTRATION

Governor as Chief Executive. Administrative Secretariat. Role of Chief Secretary.

UNIT V ADMINISTRATION OF LOCAL GOVTS

Meaning, Features, Kinds (Panchayat, Panchyat Samiti, Zila Parishad, Municipal Committee and Municipal Corporation). Role of B.D.O. and Executive Officers. Reasons for unsatisfactory functions of Local Govts. and remedies.

UNIT VI DEVELOPMENT ADMINISTRATION :

Meaning, significance and essential factors for development administration. Composition and functions of Planning Commission in India, NDC (National Development Council), Contributions and problems of Public Sector in India.

UNIT VII FINANCIAL ADMINISTRATION :

Budget : Meaning , Kinds, Principles and Significance, Preparation of Budget.

UNIT VIII CITIZEN AND ADMINISTRATION :

Importance of citizen's participation in administration, causes of poor citizen's participation in administration. Methods to make effective citizen's participation in India.

UNIT IX ADMINISTRATIVE TRIBUNALS :

Meaning, reasons for growth, advantages and disadvantages. Differences between administrative tribunals and laws courts.

UNIT X ADMINISTRATIVE CORRUPTION :

Meaning, Causes and remedies, Ombudsman (Lokpal)
Central Vigilance Commission.

BOOKS RECOMMENDED :

Any book conforming to the syllabus.

PHYSICAL EDUCATION

+2

It covers the following aspects:

Eligibility Conditions for Admission to the course. Conditions for Granting Affiliation to Schools offering Physical Education as an Elective Subject, Norms for Physical Fitness Test (For use at the time of Admission). Theory Syllabus Practical Activity Syllabus – Part A, Part B, Part C, Part-D.

ELIGIBILITY CONDITIONS FOR ADMISSION TO THE COURSE

The following category of Students will be permitted to join the course:

1. Those who have represented the school in Inter-school Tournaments in any game/sport.
2. Those who do not represent the school but are keen to join the course should undergo a physical fitness test and secure a minimum of 40% marks. The norms of the test to be used for ascertaining eligibility is given on page 2.
3. Those granted permission to join the course should be medically fit to follow a prescribed programme of physical education.
4. The unit of a class in physical education and health education should not exceed 40 students.
5. Instructional hours and duration of the period should be strictly as per the norms of the Board.

CONDITIONS FOR GRANTING AFFILIATION TO SCHOOLS FOR OFFERING PHYSICAL EDUCATION AS AN ELECTIVE SUBJECT

Only those schools satisfying the following conditions will be permitted to offered physical education as a course study at +2 stage as an elective subject:

1. The school should have adequate open space to accommodate at least 200mts. track and play fields for minimum three games/sports.
2. The teacher handling the elective programme to physical education should hold a Master Degree in Physical Education.
3. The School should provide adequate funds for physical education and health education for the purchase of equipments, books on physical education and also for the maintenance of sport facilities.

PHYSICAL FITNESS TEST

(For admission)

NORMS FOR PHYSICAL FITNESS TEST

(Boys)

Point Marks	100 mts. (sec.)	12 min. Run/walk (Mts.)	Long Jump (Mts.)	Cricket Ball Throw (Mts.)	Shuttle Run (4X10mts.) (Sec.)
10	12.0	2000	5.50	70	8.5
9	12.5	1900	5.25	65	9.0
8	13.0	1800	5.00	60	9.4
7	13.5	1700	4.80	55	9.7
6	13.8	1650	4.65	50	10.0
5	14.0	1600	4.50	45	10.3
4	14.5	1550	4.35	40	10.6
3	14.8	1450	4.10	35	11.0
2	15.3	1350	3.85	30	11.5
1	15.8	1250	3.60	25	12.0

NORMS FOR PHYSICAL FITNESS TEST

(Girls):

Point Marks	100 mts. (sec.)	12 min. Run/walk (Mts.)	Long Jump (Mts.)	Cricket Ball Throw (Mts.)	Shuttle Run (4X10mts.) (Sec.)
10	14.0	1700	5.0	50	9.5
9	14.5	1600	4.75	46	10.0
8	15.0	1500	4.50	42	10.5
7	15.5	1400	4.25	38	11.0
6	16.0	1300	4.00	34	11.5
5	16.5	1200	3.75	30	12.0
4	17.0	1100	3.50	26	12.5
3	17.5	1000	3.25	22	13.0
2	18.0	900	3.00	18	13.5
1	18.5	800	2.75	14	14.0

ONE PAPER	3 HOURS	60 MARKS
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PART – A

THEORY	24 MARKS
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1. PHYSICAL FITNESS AND WELLNESS

1. Meaning and Importance of physical Fitness and Wellness.
2. Components of Physical Fitness and Wellness.
3. Factors affecting Physical Fitness and Wellness.
4. Principles of Physical Fitness development.
5. Means of fitness development.
- (a) Aerobic Activities – Jogging, Cycling Calisthenics and Rhythmic Exercises.
- (b) Participation in Games and Sports.
- (c) Circuit Training

2. TRAINING METHODS

1. Meaning and Concept of Training
2. Warming up, Limbering down and their importance.
3. Methods of Training
- (a) Methods of Strength Development-Isometric, and Isokinetic Exercises.
- (b) Methods of Endurance Development-Continuous Method, Interval Training and Fartlek.
- (c) Methods of Speed Development-Acceleration Runs and Pace Races.

3. SOCIOLOGICAL ASPECTS OF PHYSICAL EDUCATION

1. Meaning of Sociological and its importance in Physical Education and Sports.
2. Games and Sports as man is cultural Heritage.
3. Development of leadership Qualities and group dynamics.

PART-B

12 Marks

1. History of the game/sport (Any one game/sport of student's choice).
2. Latest general rules of the game/sport (Any one game/sport of student's choice).
3. Measurement of play fields and specifications of sports equipment.
4. Fundamental skills of the game/sport.
5. Related sports terminologies.
6. Important tournaments and venues.
7. Sports personalities.
8. Sports Awards

PART-C

24 Marks

1. HEALTHFUL LIVING

1. Concept of environment
2. Scope of environment – living environment, work place environment and environment for leisure activities.
3. Essential elements of healthful environment – safe water, low levels of noise, clean air, sanitary surrounding, low levels of radioactive radiations and absence of hazards responsible for accidents in (i) Home and neighborhood in rural and urban areas (ii) school and work place (iii) during leisure time activities – recreation and sports.
4. Role of individual in improvement of environment for health promotion and prevention of accidents related to transportation swimming and water sports.
5. Disaster preparedness and health care during disasters.

2. FAMILY HEALTH EDUCATION

1. Meaning and functions of family and its importance as a social institution.
2. Needs and problems of adolescents and their management.
3. Human reproduction – menstruation, conceptional and prenatal care.
4. Problems associated with pre-marital sex and teenage pregnancies.
5. Preparation of marriage.
6. Role of parents in child care.

3. PREVENTION AND FIRST AID FOR COMMON SPORTS INJURIES

1. Soft Tissue Injuries – sprain and strain.
2. Bone injuries.
3. Joint Injuries.

PRACTICAL

20 MARKS

The activity syllabus has been divided into following four parts. The marks of each part are as follows:

Part-A	Track and Field (Two events)	-	8 Marks
Part-B	Games and Sports (One Game)	-	4 Marks
Part-C	Achievement in Sports	-	10 Marks
Part-D	Practical Note Book (Class Record)	-	3 Marks

ART- A TRACK AND FIELD

Any two events may be opted. Each event will carry 4 marks out of which 2 marks are for viva concerning athletics event selected by the candidate.

1. Sprints 100 meters or 200 meters or 400 meters.
2. Middle and Long distance running 800 meters or 1500* meters or 3000* meters
3. Broad Jump.
4. Triple Jump*
5. High Jump.
6. Shot Put.
7. Discuss throw.
8. Javelin Throw.

*denotes 'for boys only'

PART- B TEAM GAMES

Any one game from Group A and B may be opted. The game will carry 4 marks out of which 2 marks will be proficiency in the game and skills of the game.

Group A	Group B
Hockey	Badminton
Football*	Wrestling*
Volley Ball	Table Tennis
Basket Ball	Boxing*
Kabaddi	Rhythmic (Folk Dance, Drill & Marching)
Kho-Kho	
Hand Ball	

*denotes 'for boys only'

PART C ACHIEVEMENT IN SPORTS

(Breakup of 10 marks shall be as follows)

- | | |
|---------------------------------|---|
| 1. School level participation | 3 |
| 2. Zonal level participation | 4 |
| 3. District level participation | 5 |
| 4. State level participation | 6 |
| 5. National level participation | 8 |

PART D PRACTICAL NOTE BOOK

Practical Record (activities)

3 marks

BOOKS RECOMMENDED:

Published by HPBOSE Dharamshala

Senior secondary stage of school education is a stage of transition from general education to discipline-based focus on curriculum. The present update syllabus keeps in view the rigour and depth of disciplinary approach as well as the comprehension level of learners. Due care has also been taken that the syllabus is not heavy and is at the same time, comparable to the international standards. Salient features of the syllabus include:

- Emphasis on basic conceptual understanding of the content.
- Emphasis, on use of SI units, symbols, nomenclature of physical quantities and formulations as per international standards.
- Providing logical sequencing of the units of the subject matter and proper placement of concepts with their linkage for better learning.
- Reducing the curriculum load by eliminating overlapping of concepts/content within the discipline and other disciplines.
- Promoting process-skills, problems-solving abilities and applications of Physics concepts.

Besides, the syllabus also attempts to:

- Strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.
- Expose the learners to different processes used in Physics-related industrial and technological applications.
- Develop process-skills and experimental, observational, manipulative, decision making and investigatory skills in the learners.
- Promote problem solving abilities and creative thinking in learners.
- Develop conceptual competence in the learners and make them realize and appreciate the interface of Physics with other disciplines.

COURSE STRUCTURE (THEORY)

One Paper	Time: 3 Hrs	60 Marks
Chapter-1	Electric Charges and Fields	
Chapter-2	Electrostatic Potential and Capacitance	
Chapter-3	Current Electricity	
Chapter-4	Moving Charges and Magnetism	
Chapter-5	Magnetism and Matter	
Chapter-6	Electromagnetic Induction	
Chapter-7	Alternating Current	
Chapter-8	Electromagnetic Waves	
Chapter-9	Ray Optics and Optical Instruments	
Chapter-10	Wave Optics	
Chapter-11	Dual Nature of Radiation and Matter	
Chapter-12	Atoms	
Chapter-13	Nuclei	
Chapter-14	Semiconductor Electronics: Materials, Devices and Simple Circuits	

Detailed Syllabus

Chapter-1 :Electric Charges and Fields

Introduction, Electric Charge (only concept), conductors and insulators (only concept), basic properties of electric charge, coulomb's law, forces between multiple charges, electric field, electric field due to system of charges, physical significance of electric field, electric field lines, electric flux, electric dipole, field of an electric dipole (for points on the axis, for points on the equatorial plane), physical significance of dipole, dipole in a uniform external field (Torque), continuous charge distribution, Gauss's law, applications of Gauss's law

Chapter-2 : Electrostatic Potential and Capacitance

Introduction, Electrostatic potential, potential due to point charge, potential due to an electric dipole, potential due to a system of charges, equipotential surface, potential energy of a system of charges, potential energy in an external field, electrostatics of conductors, dielectrics and polarization, capacitors and capacitance, the parallel plate capacitor, effect of dielectric on capacitance, combination of capacitors (series and parallel), Energy stored in a capacitor (only concept).

Chapter-3: Current Electricity

Introduction, Electric current, electric current in conductors, ohm's law, drift of electrons and the origin of resistivity (mobility) limitations of ohm's law, resistivity of various resistivity (only concept), Temperature dependence of resistivity, electrical energy and Power, cells; EMF; internal resistance, cells in series and in parallel, Kirchhoff's rules, Wheatstone bridge.

Chapter-4: Moving Charges and Magnetism

Introduction, Magnetic Force (magnetic field, Lorentz force, magnetic force on a current carrying conductor), Motion in a magnetic field, Magnetic field due to a current element; biot-savart law, magnetic field on the axis of a circular current loop, ampere's circuital law, magnetic field due to the solenoid, force between two parallel currents, torque on current loop; magnetic dipole (Torque on a rectangular current loop in uniform magnetic field circular current loop as a magnetic dipole), the moving coil galvanometer (conversion into ammeter and voltmeter).

Chapter-5: Magnetism and Matter

Introduction, The bar magnet (the magnetic field lines, bar magnet as an equivalent solenoid only concept, the dipole in a uniform magnetic field only concept), magnetism and Gauss's law, magnetization and magnetic intensity, magnetic properties of materials (diamagnetism, paramagnetic, ferromagnetism).

Chapter-6: Electromagnetic Induction

Introduction, Experiments of Faraday and Henry, magnetic flux, Faraday's law of electromagnetic induction, Lenz's law and conservation of energy, motional electromotive force, inductance (self and mutual), AC generator.

Chapter-7: Alternating Current

Introduction, AC voltage applied to resistor, AC voltage applied to inductor, AC voltage applied to a capacitor, representation of AC current and voltage by rotating vectors (phasors), AC voltage applied to a series LCR circuit (phasor Diagram solution only), resonance, power in AC circuit, transformer.

Chapter-8: Electromagnetic Waves

Introduction, Displacement current, electromagnetic waves, electromagnetic spectrum (radio waves, microwaves, infrared waves, visible rays, ultraviolet rays, X-rays, gamma rays) properties and uses.

Chapter-9: Ray Optics and Optical Instruments

Introduction, Reflection of light by spherical mirrors, (sign convention, focal length, the mirror equation), refraction of light (lateral shift, apparent depth), total internal reflection, refraction at spherical surfaces and by lenses, power of lens, combination of thin lenses in contact, refraction through prism, optical instruments (the eye, the microscope, telescope)

Chapter-10: Wave Optics

Introduction, Huygen's principle, refraction and reflection of plane waves using Huygen's principle (refraction of a plane wave, refraction at a rarer medium, reflection of a plane wave by a plane surface), coherent and incoherent addition of waves, interference of light waves and Young's experiment (final expression only) diffraction (only qualitative treatment, Polarization (concept only)

Chapter-11: Dual Nature of Radiation and Matter

Introduction, Electron emission, photoelectric effect, experimental study of photoelectric effect, photoelectric effect and wave theory of light, Einstein's photoelectric equation (energy quantum of radiation), particle nature of light (the photon), wave nature of matter (only concept).

Chapter-12: Atoms

Introduction, Alpha-particle scattering and Rutherford's nuclear model of Atom, atomic spectra (only concept: Bohr model of the hydrogen atom (expression for radius of n^{th} possible orbit only not derivation), the line spectra of hydrogen atom (only qualitative treatment), De-Broglie's explanation of Bohr's second postulate of quantization.

Chapter-13: Nuclei

Introduction, Atomic masses and composition of nucleus, size of nucleus, mass-energy and nuclear binding energy, nuclear force, radioactivity (only qualitative), nuclear energy (fission, fusion, controlled thermonuclear fusion).

Chapter-14: Semiconductor Electronics: Materials, Devices and Simple Circuits

Introduction, classification of metals, conductors and semiconductors (on the basis of conductivity on the basis of energy bands), intrinsic semiconductor, extrinsic semiconductor (n-type, P-type), P-N junction (formation), semiconductor diode (as forward bias and as reverse bias) application of junction diode as rectifier (half wave and full wave).

PRACTICALS

Every student will perform 10 experiments (5 from each section) and 8 activities (4 from each section) during the academic year. Two demonstration experiments must be performed by the teacher with participation of students. The students will maintain a record of these demonstration experiments.

B. Evaluation Scheme for Practical Examination:

- One experiment from any one Section
- Two activities (One from each section)
Practical record (experiments & activities)
- Record of demonstration experiments & Viva based on these experiments
- Viva on experiments and activities

SECTION A

EXPERIMENTS

1. To determine resistance per cm of a given wire by plotting a graph of potential difference versus current.
2. To find resistance of a given wire using meter bridge and hence determine the specific resistance of its material.
3. To verify the laws of combination (series/parallel) of resistances using a meter bridge.
4. To compare the emf of two given primary cells using potentiometer.
5. To determine the internal resistance of given primary cell using potentiometer.
6. To determine resistance of a galvanometer by half-deflection method and to find its figure of merit.
7. To convert the given galvanometer (of known resistance of figure of merit) into an ammeter and voltmeter of desired range and to verify the same.
8. To find the frequency of the a.c. mains with a sonometer.

ACTIVITIES

1. To measure the resistance and impedance of an inductor with or without iron core.
2. To measure resistance, voltage (AC/DC), current (AC) and check continuity of a given circuit using multimeter.
3. To assemble a household circuit comprising three bulbs, three (on/off) switches, a fuse and a power source.
4. To assemble the components of a given electrical circuit.
5. To study the variation in potential drop with length of a wire for a steady current.
6. To draw the diagram of a given open circuit comprising at least a battery, resistor/rheostat, key, ammeter and voltmeter. Mark the components that are not connected in proper order and correct the circuit and also the circuit diagram.

SECTION B

EXPERIMENTS

1. To find the value of v for different values of u in case of, a concave mirror and to find the focal length.
2. To find the focal length of a convex lens by plotting graphs between u and v or between $1/u$ and $1/v$.
3. To find the focal length of a convex mirror, using a convex lens.
4. To find the focal length of a concave lens, using a convex lens.
5. To determine angle of minimum deviation for a given prism by plotting a graph between angle of incidence and the angle of deviation.
6. To determine refractive index of a glass slab using a travelling microscope.
7. To find refractive index of a liquid by using (i) concave mirror, (ii) convex lens and plane mirror.
8. To draw the I-V characteristic curve of a p-n junction in forward bias and reverse bias.
9. To draw the characteristic curves of a zener diode and to determine its reverse break down voltage.
10. To study the characteristics of a common-emitter npn or pnp, transistor and to find out the values of current and voltage gains.

ACTIVITIES

1. To study effect of intensity of light (by varying distance of the source) on an L.D.R.
2. To identify a diode, an LED, a transistor, and IC, a resistor and a capacitor from mixed collection of such items.
3. **Use of multimeter to**
 - (i) Identify base of transistor
 - (ii) Distinguish between npn and pnp type transistors
 - (iii) See the unidirectional flow of current in case of a diode and an LED.
 - (iv) Check whether a given electronic components (e.g. diode, transistor or I C) is in working order.
4. To observe refraction and lateral deviation of beam of light incident obliquely o glass slab.
5. To observe polarization of light using two Polaroid.
6. To observe diffraction of light due to a thin slit.
7. To study the nature and size of the image formed by (i) convex lens (ii) concave mirror, on a screen by using a candle and a screen (for different distances of the candle from the lens/mirror).
8. To obtain a lens combination with the specified focal length by using two lenses from the given set of lenses.

RATIONALE

At the senior secondary level students who opt Political Science are given an opportunity to get introduced to the diverse concerns of a Political Scientist. At this level there is a need to enable students to engage with political processes that surround them and provided them with an understanding of the historical context that has shaped the present. The different courses introduce the students to the various streams of the discipline of political science : CONTEMPORAY WORLD-POLTICS, Indian political and international politics. Concerns of the other two stream - comparative politics and public administration - are accommodated at different places in these courses. In introducing these streams, special care has been taken not to burden the students with the current jargon of the discipline. The basic idea here is to lay the foundations for a serious engagement with the discipline at the under graduation stage.

OBJECTIVES**POLTICS IN INDIA SINCE INDEPENDENCE :-**

- Enable students to understand historical processes and circumstances in which the Constitution was drafted.
- Provide opportunity for students to be familiar with the diverse visions that guided the makers of the Indian Constitution.
- Enable students to identify the certain key features of the Constitution and compare these to other constitutions in the world.
- Analyse the way in which the provisions of the Constitution have worked in real political life.

CONTEMPORAY WORLD-POLTICS

- Develop the skills for logical reasoning and abstraction.
- Inculcate attention to and respect for viewpoints other than one's own.
- Introduce students to the different political thinkers in relation to a concept and in everyday social life.
- Enable students to meaningfully participate in a concern of current political life that surrounds them.
- Encourage the students to analyses any unexamined prejudices that one may have inherited.

POLITICS IN INDIA AFTER INDEPENDENCE

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

CONTEMPORARY WORLD POLITICS

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

Courses of Studies

80 Marks

UNITS

MARKS

PART A : POLITICS IN INDIA SINCE INDEPENDENCE

40

- Chapter 1: Challenges of nation building
- Chapter 2: Era of one-party dominance
- Chapter 3: Politics of planned development
- Chapter 4: India's external relations
- Chapter 5: Challenges to and restoration of the congress system
- Chapter 6: The crisis of democratic order
- Chapter 7: Regional aspirations
- Chapter 8: Recent developments in Indian Politics

PART B : CONTEMPORAY WORLD-POLTICS

- Chapter 1: The End of Bipolarity
- Chapter 2: Contemporary Centres of Power
- Chapter 3: Contemporary South Asia
- Chapter 4: International Organisations
- Chapter 5: Security in the Contemporary World
- Chapter 6: Environment and Natural Resources
- Chapter 7: Globalisation

PRESCRIBED BOOKS :

1. समकालीन विश्व राजनीती हि.प्र. स्कूल शिक्षा बोर्ड, धर्मशाला द्वारा प्रकाशित।
2. स्वतन्त्र भारत में राजनीती हि.प्र. स्कूल शिक्षा बोर्ड, धर्मशाला द्वारा प्रकाशित।

PSYCHOLOGY +2

Psychology is introduced as an elective subject at the higher secondary stage of school education. As a discipline, psychology specializes in the study of experiences, behaviors and mental processes of human beings within a socio-cultural and socio-historical context. This course purports to introduce the learners to the basic ideas, principles and methods in psychology so as to enable them to understand themselves and their social world better. The emphasis is put on creating interest and exposure needed by learners to develop their own knowledge base and understanding.

The courses deals with psychological knowledge and practices which are contextually rooted. It emphasizes the complexity of behavioral processes and discourages simplistic cause-effect thinking. This is pursued by encouraging critical reasoning, allowing students to appreciate the role of cultural factors in behavior, and illustrating how biology and experience shape behavior. The course while developing an appreciation of subjectivity, also focuses on multiplicity of worldviews.

It is suggested that the teaching-learning processes should involve students in evolving their own understanding. Therefore, Teaching of Psychology should be based on the use of case studies , narratives, experiential exercises, analysis of common everyday experiences, etc.

The present effort at reforming and updating the syllabus is based on the feedback received from the teachers and students as well as some new educational and curricular concerns such as, the curriculum load, interdisciplinary approach, issues related to gender parity, concerns of special and marginalised groups, peace and environmental concerns, and inculcating citizenship values.

OBJECTIVES

1. To develop appreciation about human behaviour and human mind in the context of learners' immediate society and environment.
2. To develop in learners an appreciation of multidisciplinary nature of psychological knowledge and its application in various aspects of life.
3. To enable learners to become perceptive, socially aware and self-reflective.
4. To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens

UNIT-WISE WEIGHTAGE**UNITS****MARKS**

Psychology and self & Psychology and Society

I. Variations in Psychological Attributes

II. Self and Personality

III. Meeting Life Challenges

IV. Psychological Disorders

V. Therapeutic Approaches

VI. Attitude and Social Cognition

VII. Social Influence and Group Processes

Practicals (Psychological testing, Case Profile etc.)

PRACTICALS PSYCHOLOGICAL TESTING (PROFILE)**20 MARKS**

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

MARKS DISTRIBUTION

(i) Reporting file including case profile :

(ii) Viva Voice :

(iii) Two practicals 6 marks each (3 for accurate conduct and 3 for reporting.)

BOOKS RECOMMENDED :

मनोविज्ञान

Psychology

Published by N.C.E.R.T., NEW DELHI.

RATIONAL

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

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

OBJECTIVES

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

One Paper**3 Hours****Marks : 80**

UNIT-WISE WEIGHTAGE

UNITS

MARKS

INDIAN SOCIETY

38 MARKS

Chapter 1	Introducing Indian Society
Chapter 2	The Demographic Structure of the Indian Society
Chapter 3	Social Institutions: Continuity and Change
Chapter 4	The Market as a Social Institution
Chapter 5	Patterns of Social Inequality and Exclusion
Chapter 6	The Challenges of Cultural Diversity
Chapter 7	Suggestions for Project Work

SOCIAL CHANGE AND DEVELOPMENT IN INDIA

42 MARKS

Chapter 1	Structural Change
Chapter 2	Cultural Change
Chapter 3	The Constitution and Social Change
Chapter 4	Change and Development in Rural Society
Chapter 5	Change and Development in Industrial Society
Chapter 6	Globalisation and Social Change
Chapter 7	Mass Media and Communications
Chapter 8	Social Movements

BOOKS RECOMMENDED:

Indian Society

Social Change And Development In India



Published by N.C.E.R.T. New Delhi

विषयानुक्रमणिका

प्रथमः पाठः	विद्ययामृतमश्नुते
द्वितीयः पाठः	रघुकौत्ससंवाद
तृतीयः पाठः	बालकौतुकम्
चतुर्थः पाठः	कर्मगौरवम्
पञ्चमः पाठः	शुकनासोपदेशः
षष्ठः पाठः	सूक्तिसुध
सप्तमः पाठः	विक्रमस्यौदार्यम्
अष्टमः पाठः	कार्यं वा साध्येयं, देहं वा पातयेयम्
नवमः पाठः	दीनबन्धुः श्रीनायारः
दशमः पाठः	योगस्य वैशिष्ट्यम्
एकादशः पाठः	कथं शब्दानुशासनं कर्तव्यम्
परिशिष्ट	

1. छन्द
2. अलङ्कार
3. अनुशासित ग्रन्थ

पाठ्यक्रमः परीक्षानिर्देशाश्च

अवधि: होरात्रयम्

एकम् प्रश्नपत्रे

पूर्णांकः 80

अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति

खण्ड : "क"	अपठितांश-अवबोधनम्
खण्ड : "ख"	रचनात्मककार्यम्
खण्ड : "ग"	पठित-अवबोधनम्
खण्ड : "घ"	छन्द अलंकाराः

प्रतिखण्डं विस्तृतविवरणम्

खण्ड : "क"

(अपठितांशावबोधनम्)

(1) 40-60 शब्दपरिमितः एकः सरलः अपठितः गद्यांशः

प्रश्नवैविध्यम्—

- i) एकपदेन उत्तरम्
- ii) पूर्णवाक्येन उत्तरम्
- iii) भाषिककार्यम्
 - कर्तृ-क्रियापदचयनम्
 - सर्वनाम-संज्ञापदचयनम्
 - विशेषण-विशेष्यचयनम्
 - समानार्थक-विलोमपदचयनम्

(2) 80–100 शब्दपरिमितः एक सरल अपठितः गद्यांशः। (सम्पादितः सरलः साहित्यिकः अंशः)

प्रश्नवैविध्यम्—

पूर्णवाक्येन उत्तरम् (प्रश्नद्वयम्)

एकपदेन उत्तरम् (एकप्रश्नः)

भाषा— सम्बद्धकार्यम्

कर्ता— क्रियापदचयनम्

विशेषण—विशेष्य—प्रयोगः

सर्वनामप्रयोगः/संज्ञाप्रयोगः

शब्दार्थचयनम्/विलोमचयनम्

समुचितशीर्षकप्रदानम्।

खण्ड—‘ख’ (रचनात्मकं कार्यम्)

1. प्रदत्तरूपरेखाया कथासंयोजनम्/क्रमायोजनम्
2. सङ्केताधारितम् वर्णनम्

खण्ड—‘ग’ (पठित—अवबोधनम्)

1. त्रयः अंशाः
(i) गद्यांशः
(ii) पद्यांशः
(iii) नाट्यांशः
2. कवि परिचयम् एवं पाठस्य सारलेखनम्
3. सरलार्थ लेखनम्
4. बहुविकल्पीय प्रश्न

खण्ड—‘घ’ (छन्दोऽलंकारपरिचयः)

1. अलंकार परिचयम्
2. छन्द परिचयम्
3. छन्दोऽलंकाराधारित बहुविकल्पीय प्रश्न

निर्धारित पुस्तकानि:

- शास्वती (भागः 2)
- व्याकरणसौरभम् (संशोधितसंस्करणम्) (राष्ट्रीय-शैक्षिक-अनु. एवं प्रशिक्षणपरिषदा प्रकाशितम्)
- हायरसंस्कृतग्रामर (एम् आरकालेलिखितम्)
- रचनानुवादकौमुदी (कपिलदेवद्विवेदीलिखितम्)
- संस्कृतसाहित्यपरिचयः (संसर्भपुस्तकम्) (रा.शै.अनु.प्र. परिषद प्रकाशितम्—संशोधितसंस्करणम्)

URDU (CORE) +2**One Paper****3 Hours****80 Marks****SECTION-A****1. Reading Skills :**

- (i) Comprehension of an unseen passage (factual) of about 150 words followed by five questions.

2. Writing Skills :

- (i) Essay
(ii) Letter writing (Personal, business and official connected with daily life and application writing)
(iii) Precis Writing
(iv) Sentence making with the help of idiomatic phrases
(v) Advertisements

SECTION-B :**A. Book 1**

Jangal ki Ek Rat

- (i) One out of two extracts from the prescribed book followed by short answer type questions for comprehension.
(ii) One essay type question (100 words) on content/theme of the prescribed book.
(iii) Four short answer type questions from the prescribed book

(B) Book - II**Heroine Ki Talash**

- (i) One Essay type questions (100 words) on theme/content
(ii) Four short answer type questions on characters/ events/evaluative nature
Short Answer Type Question
Book-1 & Book-2 based MCQ
Character Sketch

Prescribed Text Book :

1. Jangal Ki Ek Rat by Rehan Ahmed Abbasi published by Maktaba Payam-e-Ta'leem, N. Delhi.
2. Heroine Ki Talash by prof. M. Mujeeb published by Maktaba Jamia , New Delhi.

Recommended Book :

1. Urdu Qawaid, published by the NCERT , New Delhi.

The Syllabus Consists of Two Parts:

I.	Theory	60 Marks
II.	Practical	20 Marks
	Total	80 Marks

Theory

The theory paper will be divided into two parts and will be of 3 hours duration.

Part-A (Historical and Philosophical aspects of Yoga)

1. Yoga as defined in the Indian systems of philosophy with special reference to Sankhya and Yogdarshana.
2. The theory of Chitta its Vrittis and the concept of Kaleshas also the methods of their control.
3. The importance of social and personal ethics in personal life. A detailed study of Yamas, Niyamas and Pratyahara, their contribution towards the inculcation of moral values in life.
4. The role of Yoga Education for the restoration of Communal harmony, peace and National Internal Integration in the country.
5. General study of the life of:
 - (i) Gorakh Nath
 - (ii) Swami Ram Tirtha
 - (iii) Swami Viveka Nanda
 - (iv) Shri Aurbindo
 - (v) Gautama Budha

Part-B (Therapeutic and Physiological aspects of yoga)

6. Concept of health from the yogic point of view. Yoga as a science of health care and disease cure.
7. Physiological basis of Asanas, Pranayamas, Mudras and Bandhas. The benefits of such yogic practices.
8. Seperative study of the effects of yogic and non-yogic system of exercises on human organism. Yogic way of relaxation.
9. Yoga therapy its importance and limitations.
Study of common diseases such as Diabetes, High and Low Blood Pressure, Obesity, Insomnia, Chronic Fatigue, Memory loss and retention, Bronchial Asthma. High levels of blood cholesterol. Gastric acidity, Ulcer. Chronic constipation, Piles, Hemia, Cervical spondylitis, Low back pain and certain Postural deformities- theircauses, symptoms and treatment through yogic therapatic measures.

PRACTICAL

Asanas	6 Marks
Pranayama, Mudras, Bhandas & Dhayana	6 Marks
Shatkarmas	4 Marks
Practical Notebook	4 Marks
Total	20 Marks

- (i)** Asanas as given in Hatha Yoga Pradeepika, Ghrenda Samhita, Shiva Samhita, Yogapanishads and others in vogue.
- (ii)** Kriyas-Shatkramas (Shatkriyas) as described in Hatha Yoga Pradeepika, Ghrenda Samhita and Shatkrama Sangraha.
- (iii)** Pranayamas- Anuloma-viloma, Ujjai, Bhastrika and familiarity with other Pranayamas such as Surayabhedana-Chandrabhedana, Sitli-Shitkari, Bhastrika, Bharamari and Plavani
- (iv)** Bandhas-Jalandhar, Uddiyana, Mula and Mahabandha.
- (v)** Meditation-Elementary practice of Meditation, Chanting of “OM” and the practice of dhatana in any of the selected postures i.e. Sidhasana. Swastikasana Padmasana, Sukhasana and Vajrasana.
- (vi)** Practical Notebook to be prepared by the students illustrating any nine asanas of their choice, and two kriyas and two body systems out of the following i.e. respiratory, glandular, excretory, Human brain and Spinal Cord.

LIST OF YOGIC ASANAS REQUIRED TO BE PERFORMED BY THE STUDENTS IS AS UNDER:

STANDING POSTURES:

Tarasana, Trikonasana, Konasana, Padahasthasana, Garudasana, Ardha-Chandrasana, Bhujangasana, Bhadrasana, Shirshangushthasana.

SITTING POSTURES:

Padmasana, Vajarasana, Parvatasana, Yogmudrasana, Uttitha-padmasana, Mandukasana, Paschimottanasana, Akaran-Dhanurasana, Shishankasana, Vakasana, Padamvakasana, Ardha-matsyenbrasana, Gomukhasana, Gorakshasana, Edpadsikandasana, Dwipadsikandasana, Uttithadwipadsikandasana, Puran-matsyenbrasana, Kukutasana, Onkarasana, Ushtrasana.

LYING POSTURES:

Shavasana, Halasana, Uttanapadasana, Matasyasana, Karanpidasana, Makrasana, Bhugangasana, Dhanurasana, Shalabhasana, Naukasana, Mayurasana, Shrishasana, Sarvangasana, Chakrasana, Gharabhasana, Pawanmuktasana.

REFERENCES

1. Patanjal Yogsutras
2. Rajayoga by Swami Vivekandanda
3. Asanas by Swami Kuvalayananda.
4. Pranayama by Swami Kuvalayananda.
5. Hathyoga Pradeepika.
6. Gherandasamhita.
7. Suksham vyama by Swami Dharendra Braham Chari.
8. Yoga Therapy by Swami Kuvalayananda and Dr. S.L. Vinkar.
9. Applied Philosophy by Samson Wright.
10. Ypga Philosophy by S.N. Dasgupta.
11. Yog Chakitsa by Swami Ram Dev.