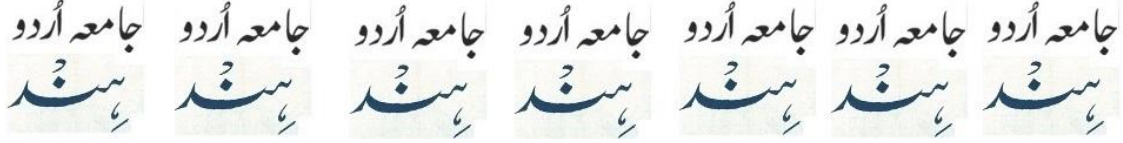




جامعہ اُردو ہند JAMIA URDU HIND

STATE'S MADRASA TUL OLOOM FOR RESEARCH IN URDU LANGUAGE OF NATIONAL IMPORTANCE



Syllabus For

High School (Adeeb) & Intermediate (Mahir) Examinations

Note :

The Board reserves the right to amend Syllabi and Courses as and when it deems necessary. The Schools are required to strictly follow the Syllabi and text books prescribed by the Board for the academic sessions and examinations concerned. No deviation is permissible.

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Adeeb/Class X (High School Certificate)

1. Subject (Language)

1. Hindi
2. English
3. Sanskrit
4. Urdu
5. Bengali
6. Gujrati
7. Kannada
8. Kashmiri
9. Malyalam
10. Manipuri
11. Marathi
12. Mizo
13. Oriya
14. Punjabi
15. Tamil
16. Telugu

2. Compulsory Subjects

1. Mathematics
2. Home Science
3. Science
4. Social Science

3. Additional Subjects

1. Home Science
2. Business Administration
3. Computer Science & IT
4. Drawing & Painting

Mahir/Class XII (Intermediate Certificate)

1. Subject (Language)

1. Hindi
2. English
3. Sanskrit
4. Urdu
5. Kashmiri
6. Malyalam
7. Manipuri
8. Mizo
9. Oriya
10. Punjabi
11. Tamil
12. Telugu

2. Compulsory Subjects

(I) Science Group :-

1. Physics.
2. Chemistry.
3. Mathematics.

4. Biology.

(II) Commerce Group :-

1. Accountancy
2. Statistic
3. Mathematics
4. Entrepreneurship
5. Business organization

(III) Arts Group :-

1. Sociology
2. Economics
3. History
4. Geography
5. Political science
6. Home science

3. Optional Subjects :-

1. Computer Science
2. Information Technology

4. Compulsory Subject for Internal Assessment

1. Physical Education

Syllabus updation is a continuous process and hence the Board brings out revised Syllabus every year. It is obligatory for the Schools and the students preparing for the Board's examination of a particular year to follow the syllabi, courses and the books prescribed by it for that year. No deviation from the ones prescribed is permissible. All concerned are, therefore, strongly advised to purchase the curriculum prescribed for the year concerned from the Board Headquarters or its Regional Offices for their information and use. Orders with the required price and postage can be placed with the Store Keeper (Publications) at the Headquarters or with the Regional Coordinator of the region as the case may be. Readers are also advised to refer to the details given at the end of this publication.

Published by the Registrar, Jamia Urdu Hind

Open Schooling “The Distance Learning Programme”

The expression “open schooling” Refer to in the Examination Bye-laws means no compulsory attendance In the classes held; Candidates Taking up subject(s) involving Practical's shall be required to have put in at least 75% of the total attendance for practical work in the subject in the laboratory. Head of Institutions shall not allow a Candidate who has offered subject(s) Involving practical's to take the practical examination(s) unless the candidates Fulfill the attendance requirements As given in this Rule.

SCHEME OF STUDIES

(1) Eligibility of Candidate

Student seeking admission to any class at the center will be eligible for admission to that class only if he:-

- a. Has been studying in a school recognized by or affiliated to this Board or any other recognized Board of Secondary Education in India;
- b. Has passed qualifying or equivalent qualifying examination making him eligible for admission to that class; or
- c. Satisfies the requirements of age limits (minimum) as determined by the State/ U.T. Government and applicable to the place where the School is located; (Applicable for the admission of Class 10th only)
- d. Produces :-
 - (i) the School Leaving Certificate/Transfer Certificate signed by the Head of the Institution last attended and countersigned;
 - (ii) document(s) in support of his having passed the qualifying or equivalent qualifying examination, or
 - (iii) The Date of Birth Certificate issued by the Registrar of Births and Deaths wherever existing as proof of date of birth. (for Class 10th only)
- e. No student migrating from a school in a foreign country other than the school affiliated to this Board shall be eligible for admission unless an eligibility certificate in respect of such a student has been obtained from this Board. For obtaining eligibility certificate from the Board, the Principal of the School to which admission is being sought will submit to the Board full details of the case and relevant documents with his own remarks/ recommendations. The eligibility certificate will be issued by the Board only after the Board is satisfied that the course of study undergone and examination passed is equivalent to the corresponding class of this Board.
- f. No person who is under the sentence of rustication or is expelled from any Board/ University/ School or is debarred from appearing in the examination for whatever reason by any Board/ University shall be admitted to any class in a School affiliated to this Board.
- g. No student shall be admitted or promoted to any subsequent higher class in any school unless he has completed the course of study of the class to which he was admitted at the beginning of the academic session and has passed the examination at the end of the concerned academic session qualifying him for promotion to the next higher class.

Explanation

- (i) A person who has been studying in an institution, which is not listed in COBSE Shall not be admitted to any class on the basis of Certificate(s) of such institution(s) attended by him earlier.
- (ii) Qualifying Examination' means an examination -the passing of which makes a student eligible for admission to a particular class and 'equivalent examination' means an examination conducted by any Board of Secondary Education/Indian University or an institution listed in COBSE.

2. ACADEMIC QUALIFICATIONS FOR UNDERTAKING EXAMINATIONS

(a) For class X (Optional)

A candidate for High school certificates Examination of Board should have:-

- (i) passed the Middle School Examination (Class VIII) of a Board or of an affiliated/ recognized school at least two years earlier than the year in which he would take high school certificate (Class X) Examination.

(b) For class XII

A candidate for Board intermediate certificate examination should have :-

- (i) Passed the secondary school examination (Class X) of this board or an equivalent examination from any other recognized board/University at least two years earlier than the year in which he/she would take Intermediate certificate examination (Class XII) of the board; and
- (ii) Secured a grade higher than grade 'E' in each of the subjects of internal assessment at secondary school examination (Class X) referred to at (a) above.

3. Admission Procedure

- (a) Successive numbers must be allotted to students on their admission and each Student should retain this number throughout a whole of his career in the school. A student returning to the school after absence of any duration shall resume admission on his original number.
- (b) If a student applying for admission to a school has attended any other school, an authenticated copy of transfer certificate in the format given in the examination bye-laws from his last school must be produce before his name can be entered in the admission register.
- (c) In no case shall a student be admitted into a class higher than that for which he is entitled according to the transfer certificate.
- (d) A student shall not be allowed to migrate from one "School" to another during the session after his name has been sent up for the examination of the board. This condition may be waived only in special circumstances by the chairman.

(e) A student leaving his school at the end of a session or who is permitted by the school during the session shall on a payment of all dues, receive an authenticated copy of the transfer certificate up-to-date. A duplicate copy may be issued if the head of the institution is satisfied that the original is lost but it shall always be so marked.

(f) In case a student from an institution not affiliated to the board seeks admission in a school affiliated to the board, such a student shall produce a transfer certificate duly countersigned by an authority as indicated in the format given in examination bye-laws.

4. Admission to examination

No candidate who has been expelled or is under the punishment or rustication or his debarred for appearing in or taking an examination for any reason whatsoever, shall be admitted to any examination of the board.

5. Detaining Of Eligible Candidates

In no case the Heads of affiliated schools/AC shall detain eligible candidates from appearing at the examination.

SCHEME OF EXAMINATIONS AND PASS CRITERIA

1. GENERAL CONDITIONS

a) The Scheme of Examinations and Pass Criteria for HSEC & IMEC conducted by the Board, shall be as laid down from time to time.

b) The Board will conduct the examinations at the end of class X & XII.

c) These examinations shall be based on the Syllabi as prescribed by the Board for class X & XII from time to time.

d) Number of papers, duration of examination and marks for each subject/paper will be as specified in the curriculum for the year.

e) The examination would be conducted in theory as well as in practical's, depending upon the nature of the subject(s) and the marks/grades allotted shall be as prescribed in the curriculum.

f) Marks/grades shall be awarded for individual subjects and the aggregate marks shall not be given.

2. PASS CRITERIA

a) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. at least 33% marks) in all of the subjects of Board examination in the main or at the compartmental examinations. The pass marks in each subject of board examination shall be 33%. In case of subjects involving practical work a candidate must obtain 33% marks in theory and 33% marks in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.

b) No overall division/distinction/aggregate shall be awarded.

3. GRADING

a) Assessment of theory/practical papers in board Exams shall be in numerical scores. In addition to numerical scores, the Board shall indicate grades in the mark sheets issued to the candidates.

b) Letter grades on a nine-point scale shall be used.

c) The qualifying marks in each subject of board examination shall be 33% at Secondary School Examination. However in a subject involving practical work a candidate must obtain 33% marks in theory and 33% marks in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.

For % Between 91 to 100 = A+

For % Between 81 to 90 = A

For % Between 76 to 80 = B+

For % Between 71 to 75 = B

For % Between 61 to 70 = C+

For % Between 51 to 60 = C

For % Between 41 to 50 = D+

For % Between 33 to 40 = D

Failed Candidates = E

4. ELIGIBILITY OF COMPARTMENT

A Candidate failing in two of the taken subjects of board examination shall be placed in compartment.

5. COMPARTMENT EXAMINATION

a) A candidate placed in Compartment may reappear at Compartment Examination to be held in Next by the board. The candidate will be declared 'PASS' provided he/ she qualifies the compartmental subjects in which he/she had failed.

b) A candidate who does not appear or fails at one or all the eight chances of compartment shall be treated to have failed in the examination and shall be required to reappear in all the subjects at the subsequent annual examination of the Board as per syllabi and courses laid down for the examination concerned in order to pass the examination. The

candidate's practical marks/internal assessment marks obtained in the 'Main examination will be carried over till the eight chance compartmental examination. The candidate shall have the option to appear at the practical examination in the subjects involving practical or retain their previous marks in one more annual examination after the eight Chance Compartment.

c) Syllabi and Courses for the Compartmental Candidates in Examination shall be the same as applicable to the candidates of full subjects appearing at the examination.

d) For subjects involving practical work, in case the candidate has passed in practical at the main examination he/she shall appear only in theory part and previous practical marks will be carried forward and accounted for. In case a candidate has failed in practical he / she shall have to appear in theory and practical both irrespective of the fact that he / she has already cleared the theory examination.

6. IMPROVEMENT OF PERFORMANCE

a. A candidate who has passed an Examination of the Board may reappear at the examination for improvement of performance in the main examination in succeeding year only. The candidate(s) appearing for improvement of performance in the examination can appear in the subject(s) only in which they have been declared pass but not in the subject in which they have been declared fail.

b. A candidate appearing for improvement in subject(s) involving practical shall appear only in theory and previous practical marks shall be carried forward and accounted for.

c. Candidates who appear for improvement of performance will be issued only statement of Marks reflecting the marks of the improvement examination.

d. A candidate appearing for improvement of performance in one or more subjects cannot appear for additional subject simultaneously.

7. MERIT CERTIFICATES

a) The Board will award Merit Certificates in each subject to the top 0.1% of candidates passing the subject, provided that they have passed examination as per the pass criteria of the Board.

b) The number of Merit Certificates in a subject will be determined by rounding of the number of candidates passing the subject to the nearest multiple of thousand.

If the number of candidates passing a subject is less than 500, no merit certificate will be issued.

c) In the matter of tie, if one student gets a Merit certificate, all candidates getting that score will get the Merit Certificate.

8. EXEMPTION TO SPASTIC, BLIND, DYSLEXIC & PHYSICALLY HANDICAPPED

Dyslexic, Spastic candidates and candidates with visual and hearing impairment have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of following subjects be offered:-

Mathematics, Science, Social Science, another language, Agriculture, Business Administration, Computer Science & Information Technology, Drawing and Painting, Home Science.

9. Medium of instruction:-

The Medium of instruction in general in all the schools affiliated with the board shall either be English or Hindi

Study Planning

1. In all subjects examined by the board, a student will be given one paper each carrying 100 marks. However, in subjects requiring practical examination, there will be a theory paper and practical examinations as required in the syllabi and courses.

2. A candidate may offer an additional subject which can be either a language at elective level or an order elective subject as prescribed in the scheme of studies, subject to the conditions laid down in the pass criteria.

3. Subject Scheme for High School Certificate Examination (Secondary Level).

4. Subject Scheme for Intermediate Certificate Examination (Senior Secondary Level)

RECOGNIZED COURSES OF JAMIA URDU HIND

Adeeb (High School): Based on NCERT / NIOS / Madarsa Board syllabus. Subjects offered are Urdu/Regional Language, Hindi, English, Mathematics, Science, Social Science each of 100 marks (Total 600 marks).

Mahir (Intermediate): All streams based on NCERT / NIOS / Madarsa Board syllabus. Subjects offered are Urdu/Regional Language, Hindi, English, Mathematics/Biology, Physics, Chemistry each of 100 marks. Likewise, Arts and Commerce each of 100 marks (Total 600 marks).

Kamil (Graduation): Hons based on UGC syllabus.

Fazil (Post-graduation/ Romance Language/Literature):

Based on UGC/ Harvard University(USA) syllabus.

Moallim (Teacher's Training for language/Urdu Teaching Certificate/UTC):

Based on NCTE syllabus and approval.

Takhassus (D. Lit): Research in Urdu Language and Literature of National Importance.

Hostel available for students of Fazil (Shariah/Islamic Law) and Dars-e-Hifz (both genders) and fee may be exempted for the wards of Hafiz/Qari/Maulvi/Alim/Fazil/Mufti of Madaris recognized by Jamiat Ulema Hind/Imarat Shariah.

CORE CURRICULUM, MARKING SCHEME, EVALUATION PATTERN AND BOOKS

OF JAMIA URDU HIND IN FALAH-E-HIND LIBRARY

EVALUATION AND FORMS OF UNDERSTANDING

A caution before we present the said scheme: the forms of understanding as explained below are not university disciplines. They are just the basic ways of looking at the world and organising experience. We shall return to this point again after a brief presentation of the scheme. This scheme of organisation of knowledge considers seven basic forms of understanding, namely: **mathematics, natural sciences, social sciences, history, aesthetic, ethics, and philosophy**. It is given in a tabular form for the sake of brevity and clarity. The idea is just to illustrate the point, there is not enough space available here to do justice to the issue.

MATHEMATICS

Content & concepts: Highly abstract, Concepts, Clear conceptual relationships

Truth Criteria: Logical deduction. On the basics of axioms, accepted theorems.

Investigation: Step by step logical deduction.

Certainty/Precision Methodology: Absolute. Very high in precision.

NATURAL SCIENCE

Content & concepts: Natural phenomena, Description, Explanation, Casual relations.

Truth Criteria: Mathematical criteria used, But alone remain inadequate, empirical observation (of nature) is necessary.

Investigation: Involves hypothesis formulation, logical derivation of predications, devising ways of empirical verification of predictions. Revision of hypothesis. Progresses on fallibility.

Certainty/Precision Methodology: Fallibility enters, is strength of science rather than its weakness. Certain enough to act, not enough to forget revision. Highly precise.

SOCIAL SCIENCE

Content & concepts: Social phenomena, description, explanation, casual relations yes, but ‘reasons’ ‘rationalizations’ of human mind enter. Concepts describe of explain experience, empirically grounded. Human purposes and welfare becomes important, understanding to change the reality.

Truth Criteria: Methods used in science, ‘observation’ of human ideals and choice laden actions.

Investigation: In addition to science, investigation into human ‘reasons’. The subject matter cannot be treated as ‘objects’ of enquiry. The very observation may change the reality.

Certainty/Precision Methodology: Lot of room for revise-ability, guess, uncertain trends and patterns. Precision appropriate to human world.

HISTORY

Content & concepts: The past happenings, construction of narrative based on evidence.

Truth Criteria: Use the methods of social science, but comparative worth, cross-validation in a community of investigators and procedural norms.

Investigation: Construction of a narrative on the basis of evidence, the ‘facts’ themselves have to established, creation of facts is inseparable from building of narrative. Projecting into other remote minds, times. Interpretation in terms of human purposes, projecting ones ideas into construction of others ideas.

Certainty/Precision Methodology: Probable with at the most. Important thing is coherence of the narrative and its richness in meaning for present day.

ETHICS

Content & concepts: Values(moral), actions, reasons, concepts, relations.

Truth Criteria: Accepted knowledge, values, human well-being, logics.

Investigation: Weighing pros and cons, logic.

Certainty/Precision Methodology: Difficult to decide. Open choices, contested claims.

AESTHETICS

Content & concepts: Values (aesthetics), reasons. Concepts, relations.

Truth Criteria: Accepted knowledge, values, human well-being, aesthetic experience, logic.

Investigation: Creation and not investigation is the issue. Creation has no predefined methods.

Certainty/Precision Methodology: More open choices, very difficult to decide.

PHILOSOPHY

Content & concepts; Truth Criteria & Investigation: All the above.

Certainty/Precision Methodology: Depends on the issue under investigation.

A POLICY PERSPECTIVE: A Curriculum for Equality; Contested Conceptions of Uniformity and Flexibility; Limited Notions of the ‘Curriculum’ and ‘Beyond the Core Curriculum’ ; The Role of the Textbook and ‘National Standards’ ; Supporting Decentralised Curriculum Development.

MAPPING THE CONCEPTUAL FIELD: NOTIONS OF CURRICULUM, SYLLABUS AND TEXTBOOK:

The Existing Scenario; A Conceptual Framework and Operational Definitions; Detailing for Implementation;

GROUP'S ESSENTIAL POSITION: The Approach; Position on Elements of Curriculum; Aims of Education; Stage-wise General Objectives of Education; Principles of Content Selection and Organisation; Teaching-learning Methods and Classroom Practices; Teaching-learning Material and Textbooks; Evaluation.

EXECUTIVE SUMMARY OF EVALUATION PATTERN & MARKING SCHEME

Introduction: Exploring Possibilities

At the very outset, a critical analysis of the **Indian Urdu Education System** reveals that it is largely a monolithic system perpetuating a kind of education which has resulted in a set of practices adopted for development of curriculum, syllabus and textbooks that is guided by the patterns and requirements of the examination system, rather than by the needs determined by a mix of criteria based on the child's learning requirement, aims of education and the socio-economic and cultural contexts of learners. A marked feature of educational practices in school are a dull routine, bored teachers and students and rote system of learning.

The position paper makes an effort to explore possibilities to provide for an enabling and flexible framework for promoting increased choices made by the schools and teachers possible, and a greater role for children and community in making those choices on a large scale. In few cases the States themselves have attempted to redefine curriculum and develop textbooks and other teaching learning materials. It is important to analyze here whether the existing policy and curricular framework facilitate development of diverse and appropriate curricular approaches for achieving desired aims and objectives of education.

CURRICULUM FOR EQUALITY

The analysis of various policy documents clearly indicate that achieving equality through education has been consistently and unequivocally voiced, over the years. However, **the challenge of translating the vision of equality into a curriculum framework** has remained unanswered. The basic problem that emerges has been conceptualizing flexibility or diversity which is closely linked to the systems inherent limitation and inability to define the role of the '*curriculum*' and its transaction. Related to this are the associated problems in defining '*syllabus*', '*standards*' and going beyond the '*core*' curriculum. This reluctance of the system to allow for true plurality and flexibility in the curriculum, as well as the restricted meaning of the term curriculum itself is most clearly evident in the report **Learning Without Burden (GOI 1993)**. The past ambiguity in decentralizing and diversifying curricula and textbooks reflects a perceived need for appropriate mechanisms to ensure that quality conforms with common standards of attainment as well as to a broad national democratic vision. With a view to promoting decentralized curriculum development it is suggested that **appropriate regulatory mechanisms be created by establishing an independent body at the State level with a federal national structure, to approve different curricular packages, which include textbooks, teacher training and recruitment processes, assessment and examinations, etc. The national structure may be answerable to the CAGE, and should produce professionally developed criteria and guidelines, conduct documentation and review, and ensure appropriate consultation and sharing among the State bodies.** The regulatory mechanism must be professionally worked out to carefully avoid the attendant distortions and problems that may arise out of bureaucratic and political pressures, vested interests or even corrupt practices, within bodies established to approve the curricular packages.

Mapping, Conceptual, Field Notion of Curriculum Syllabus and Textbooks

The existing ground realities and curricular documents reveal that all the concerns and issues do not make a very clear connection between the concerns, aims and curricular contents. The pedagogy and the view on knowledge also remain somewhat hazily defined. The rationale for almost all prescriptions is left un-stated. To address this, in this section the notions of curriculum, syllabus and textbooks have been examined and deliberated upon on the basis that the curriculum is a plan of facilitating learning for the child. This plan starts from where the child is, enumerates all the aspects and dimensions of learning that are considered necessary, gives reasons why such and such learning is considered necessary, and what educational aims it would serve. This plan also defines stage specific objectives, what content to teach and how to organize it. It also recommends general principles of teaching methods and evaluation, and criteria for good teaching learning material. **Justifications of the basis for making curriculum choices are very important. The key to understand the question of curriculum choice is to understand the relationship between the curriculum and the aims of education. Therefore, the curriculum is viewed more as a conceptual structure for decision making rather than details of what is to be done in the classroom. The structure demands workable principles and criteria in most of the areas such as selection and organization of content ways of interacting with children and classroom organization, type of teaching-learning material etc. What is perceived to be important is what forms the basis for the choices made in syllabus, pedagogical decisions, textbooks etc. It is also suggested that a set of foundational assumptions a curriculum framework uses needs to be internally consistent, as clearly articulated as possible, and acceptable to all stakeholders.** Finally, operational definitions are also been placed to facilitate the process of curriculum development.

Curriculum Framework: A plan that interprets educational aims vis-a-vis both individual and society, to arrive at an understanding of the kinds of learning experiences minority institution such as Jamia Urdu Hind must provide to children.

Curriculum: Curriculum is, perhaps, best thought of as that set of planned activities which are designed to implement a particular educational aim that is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered, together with statements of criteria for selection of content, and choices in **methods, materials and evaluation**". In reference to the framework above it would mean the '*curriculum core*' and '*syllabus*' put together.

Syllabus: It refers to the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered; together with stage specific objectives.

Overall Approach

The overall approach advocated should be to provide a curriculum framework that :

Facilitates JUH and teachers make decisions about choice of content, pedagogy, teaching learning material, evaluation, etc. at school level; in other words, a national curriculum framework for increased autonomy of the school

Provides help to the teacher in becoming reflective practitioner who learns from her own experiences and

Emphasizes learning with understanding and learning to learn, and helps children develop their own understanding based on their lived experiences.

General Aims of Education

It is proposed that within this framework, the articulation of aims needs to serve two major purposes. Firstly, reflect collective socio-political aspirations of the whole society and second, serves a significant pedagogical purpose to provide direction to the teacher in choice of content and methods of education. Aims are stated in two parts only as principles and no elaborate justifications and/or explanations are provided.

A. Values and Ideals: education should promote in society, as well as help the learner develop a rational commitment to:

- **Equality** - of status and opportunity,
- **Freedom** - of thought, expression, beliefs, faith and worship; as a value in life
- **Autonomy of mind** - as independence of thinking, based on reason,
- **Autonomy of action** - freedom to chose, ability and freedom to decide and ability and freedom to act,
- **Care and respect for others** - going beyond respecting their freedom and autonomy, concern about well being and sensitivity to all members of society,
- **Justice:** social, economic and political.

B. Capabilities of individual human beings

- **Knowledge base:** sufficiently broad knowledge base encompassing all crucial areas of socio-political life, and all basic ways of investigation and validation of knowledge
- **Sensitivity to others:** Sensitivity to others well beings and feelings coupled with knowledge should form basis of rational commitment to values. 'Others' should include all life forms.
- **Rational/critical attitude:** Critical rationality is the only way to autonomy of thought and action.
- **Learning to learn:** the future needs of development of knowledge, reason, sensitivity and skills can not be determined in advance. Therefore, ability to learn as new needs arise in new situations is necessary to function autonomously in a democratic society.
- **Work and ability to participate in economic processes:** choices in life and ability to participate in the democratic processes depends on ability to contribute to the society in its various functions.
- **Aesthetic appreciation/creation:** appreciation of beauty and art forms is an integral part of human life.

Stage wise objectives

The stage wise objectives need to be arrived at by keeping in mind the general aims of education, the developmental stages of children, nature of the knowledge in general and curricular subject areas in particular, and the child's socio-political contexts. Further the objectives also have to be specific enough to be used as guidelines for content selection and organization. It is proposed that articulation of curricular objectives should also take cue from the statement of aims. Formulation of curricular objectives for all but the last stage; can be done at the state & district level and JUH can reorganize them as per the need of their children and teachers.

Teaching – Learning Methods and Classroom Practices

A number of basic principles have been outlined in order to guide the choice of classroom practices:

Understanding that children construct their own knowledge

Importance of Experiences in Learning

Active engagement of learners is important for construction of knowledge

Variety of situations and multiplicity of methods important for creating diverse experiences

The socio-economic context and identity of the learner

An enabling Teacher Child relationship

The role of and space for parents and community

Teaching Learning Material and Textbooks

The present day classroom practices are, in almost all schools of the country, totally dominated by the textbooks. As a result it has acquired an aura and a standard format. **What is needed is not a single textbook but a package of teaching learning material that could be used to engage the child in active learning. The textbook thus becomes a part of this package and not the only teaching learning material. Therefore, a large number of packages should be developed at state and district levels with adequate provision for cluster and school level modifications and supplementary materials. The availability of a number of alternative total learning material packages of all approved quality to the certainly increased choice of the teachers.**

MARKING SCHEME OF CLASS X AND XII

Deduction of marks cannot be an alternative to motivating learners.

Evaluation in education is always associated with objectives and implementation. By itself it is a process that determines the course of action and recommends changes for the betterment of the individual, society, nation and mankind. If we view education as preparation for meaningful life, then the process of evaluation presently been followed is limited in that it measures and assesses a very limited range of faculties of mind, is highly inadequate and lacks in giving a true picture of an individual's abilities or progress towards the aims of education. Revamping the examination system is an important step of any meaningful educational change. In addition, making the model of continuous comprehensive evaluation effective necessarily calls for collective understanding among all concerned - child, teacher, parent, institutions of higher education and employer about what is being evaluated.

Adeeb (High School) Examination				Mother Tongue may be Marathi, Kannada, Punjabi, Bengali, Malyalam etc		
Subject		Max. Marks	Theory 75	Practical 25	Result	
Paper I	English	100	66		Passed/Failed	PASS
Paper II	Mother Tongue	100	60		Division	I
Paper III	Urdu(EI/Adv)	100	75			
Paper IV	Mathematics	100	58		374/600	
Paper V	Science	100	43	17		
Paper VI	Social Science	100	55			
Optional	Moral Education/ Computer Science	100	39			
Optional	Drawing/Hygiene	100	54			
Total		600	357	17	374	

*****CLASS X & CLASS XII*****

Mahir (Intermediate) Examination: Science (Biology)				Streams are grouped as Commerce/Science/Arts/Humanity		
Subject		Max. Marks	Theory 75	Practical 25	Result	
Paper I	English	100	68		Passed/Failed	PASS
Paper II	Mother Tongue	100	64		Division	I
Paper III	Urdu(EI/Adv)	100	49			
Paper IV	Physics	100	48	19	412/600	
Paper V	Chemistry	100	59	17		
Paper VI	Biology	100	67	21		
Optional	Moral Education/ Computer Science	100	45			
Optional	Drawing/Hygiene	100	34			
Total		600	355	57	412	

To improve the present system, the following is suggested

(1) Strive for excellence in all aspects of the learning, especially in the writing of materials, correction of work, monitoring student progress, and responding to enquiries by the learners.

(2) Opportunity for revision and improvement of performance should consistently be available without exams and evaluation being used as a threat to study. **Deduction of marks cannot be an alternative to motivating learners.**

(3) The learning experience itself must be evaluated, and not only its outcomes. Learners are happy to comment on the totality of their experience, and this information can be used to modify the earning system as a whole. The learner must be able to assess the learning experiences, individually and as a part of a group.

Principles of content selection and organization

Often demand for introducing new subjects in curriculum is voiced to emphasise certain concerns. **It is thus suggested that selection and organisation of curricular knowledge should be considered from at least four different perspectives, those of: aims of education, epistemological perspective, child's learning and mental developmental, and the child's context.**

CORE CURRICULUM AND BOOKS OF JAMIA URDU HIND

ADEEB (HIGH SCHOOL/ CLASS X) EXAMINATION: SCIENCE: Mole Concepts; Chemical Reactions and Equations; Acids, Bases and Salts; Metals and Non-metals; Carbon and its Compounds; Periodic Classification of Elements; Life processes; Control and Coordination; How do Organisms Reproduce; Heredity and Evolution; Light – Reflection and Refraction; Human Eye and Colourful World; Electricity; Magnetic Effects of Electric Current; Sources of Energy; Our Environment; Management of Natural Resources; Applied Science.

ADEEB (HIGH SCHOOL/ CLASS X) EXAMINATION: SOCIAL SCIENCE: Resources and Development; Forest and Wildlife Resources; Water Resources; Agriculture; Minerals and Energy Resources; Manufacturing Industries; Life Lines of National Economy. Events and Processes (The Rise of Nationalism in Europe; The Nationalist Movement in Indo-China; Nationalism in India); Livelihoods, Economies and Societies (The Making of a Global World; The Age of Industrialisation; Work, Life and Leisure); Everyday Life, Culture and Politics (Print Culture and the Modern World; Novels, Society and History); Mughal Emperor; Delhi Sultanat. General Geography, Solar System, The Earth, Geomorphology, Climatology, Bio-geography, Oceanography Hydrology and Natural hazards.

ADEEB (HIGH SCHOOL/ CLASS X) EXAMINATION: MATHEMATICS :Real Numbers(Euclid's Division Lemma; The Fundamental Theorem of Arithmetic; Revisiting Irrational Numbers; Revisiting Rational Numbers and Their Decimal Expansions); Polynomials (Geometrical Meaning of the Zeroes of a Polynomial; Relationship between Zeroes and Coefficients of a Polynomial; Division Algorithm for Polynomials); Pair of Linear Equations in Two Variables (Pair of Linear Equations in Two Variables; Graphical Method for Linear Equations; Algebraic Methods for a Pair of Linear Equations; Substitution Method; Elimination Method; Cross-Multiplication Method; Equations Reducible to a Pair of Linear Equations in Two Variables); Quadratic Equations (Quadratic Equations; Solution of a Quadratic Equation by Factorisation; Solution of a Quadratic Equation by Completing the Square; Nature of Roots); Arithmetic Progressions (Arithmetic Progressions; nth Term of an AP; Sum of First n Terms of an AP); Triangles (Similar Triangles; Criteria for Similarity of Triangles; Areas of Similar Triangles; Pythagoras Theorem); Coordinate Geometry (Distance Formula; Section Formula; Area of a Triangle); Trigonometry(Trigonometric Ratios; Trigonometric Ratios of Some Specific Angles; Trigonometric Ratios of Complementary Angles; Trigonometric Identities).

ADEEB (HIGH SCHOOL/ CLASS X) EXAMINATION: ENGLISH : Grammar: Noun; Pronoun, Adjectives, Verbs, Adverbs, Prepositions, Conjunction, Interjection, Idioms and Phrases, Tense, Transformations, Essays. PROSE(A Triumph of Surgery by JAMES HERRIOT; The Thief's Story by RUSKIN BOND; The Midnight Visitor by Robert Arthur; A Question of Trust 20 by Victor Canning; Footprints without Feet by H.G. Wells; The Making of a Scientist by Robert W. Peterson; The Necklace by Guy De Maupassant; The Hack Driver by SINCLAIR LEWIS; Bholi by K.A. ABBAS; Hundred Great Books of the World). POETRY(The Solitary Reaper by WW Worth; A Roadside stand by Robert Frost; Aunt Jennifer's Tigers by Adrienne Rich).

ADEEB (HIGH SCHOOL/ CLASS X) EXAMINATION: URDU : Prose, Poetry and Grammar, Novel, Short Stories, Essays, Personalities, Modern Essays, Ghazals, Nazmein, Modern Poetry, Tasveer– E – Adab, Dastan: Shuru Khissekha -- Meer Amman. Personalities (Ghalib, Iqbal, Sir Syed, Sahir, Firaq, Khusru). Aap Jeet Sakte Hen by JUH.

MAHIR (INTERMEDIATE) EXAMINATION: HUMANITIES : Art Appreciation, Art History, History of Modern Art, Critical Approaches to Literature (Formerly Introduction to Literature), The Short Story British Literature, American Literature, Poetry, World Literature, Shakespeare, Seminar (May be repeated with different content), Analysis of Modern Drama, Introduction to Early World History, Introduction to Late World History, Greek History, Roman History, Medieval Europe, Renaissance and Reformation, Absolutism and Enlightenment, Modern Europe, Freshman Humanities (Designed for developmental students) Art Appreciation, Contemporary World Religions, General Humanities, Philosophy of Life, Critical Approaches to Literature (formerly Introduction to Literature), Introduction to Theatre, Music in Life, History of Popular Music, Experiences in the Humanities (May be repeated with different content), Problems in Humanities (May be repeated with different content), Contemporary Ethical Problems, Philosophy of Religion, History and Literature of Music, Ethnomusicology, History and Literature of Music, Contemporary World Religions, Contemporary Ethical, Problems, Philosophy of Religion, Peninsular Language, Culture, and Literature, Spanish Civilization, Topics in Spanish Peninsular Literature, Topics in Latin American Literature, Civilization, Introduction to Theatre, The Art of Acting.

MAHIR (INTERMEDIATE) EXAMINATION: GEOGRAPHY: Geographical Discoveries, The Renaissance in Europe, The Reformation, The Rise of Nation States in Europe, American War of Independence (1776), The French Revolution (1789), Industrial Revolution, Nationalism in Europe, Nationalism in China and Japan Russian Revolution, First World War, Turkey, Fascism and Nazism: Second World War (1939-1945), Science and Technology in the Modern World, Maps.

MAHIR (INTERMEDIATE) EXAMINATION: SOCIOLOGY: Evolution, Sociology, Society, Socialization, Social Institution, Social Stratification, Communities and Groups, Social Change. Scope and importance of Political Science; Essential elements of state i) Population ii) Territory iii) Government iv) Sovereignty – International recognition of State b) Nation and State i) Nation ii) Nationality iii) Nationalism c) Role of State; i) State & Society ii) State & Government iii) State & Association Political Concept; Contemporary Political Theory(Marxism - Basic Principles, Gandhism – Basic Principles, Secularism – Basic Principles, Welfare State). Rights and Duties; Democracy; Constitution and Government (Constitution – Meaning and Definition – Importance, Classification of Constitution – Written and Un-written, Rigid and Flexible - merits and de-merits, Government – Unitary and Federal– Parliamentary and Presidential forms of Govt of Meaning/Characteristics/Merits De-merits). Organs of Government (Legislature – Types of Legislature – Uni-cameral and Bi- cameral – functions, Executive – Types of Executive – Nominal and Real – Singular and Plural, Judiciary – Functions and importance – Rule of Law – Independence of the Judiciary – Judicial Review). Social structure of Indian Society; Unity in Diversity; The disadvantaged groups in India; Social Problems; Contemporary Social problems in India; Social Policy & Programmes; Social Skills for Intervention; Civic awareness & Civic responsibility.

MAHIR (INTERMEDIATE) EXAMINATION: BIOLOGY: The living world; Biological Classification; Cell – The Unit of Life; Digestion and absorption; Breathing and Respiration; Human Anatomy and Physiology; Body Fluids and Circulation; Excretory products and their elimination; Transport in Plants; Mineral Nutrition; Enzymes; Plant Growth and Development; Bacteria; Viruses. Principles of Inheritance and Variation; Molecular Basis of inheritance; Principles and Processes of Biotechnology; Biotechnology and its applications; Strategies for enhancement in food production, Microbes in Human Welfare; Science of plants – Botany; Plant Kingdom; Morphology of flowering Plants *Vegetative (Reproductive ;Flower; Fruits)*; Modes of Reproduction; Sexual Reproduction in Flowering Plants; Taxonomy of angiosperms; Biomolecules; Cell cycle and Cell Division; Histology and Anatomy of Flowering Plants; How do Organisms Reproduction; Heredity and Evolution; Human Eye and Colourful World; Ecological Adaptations, Succession and Ecological Services. Vitamins.

MAHIR (INTERMEDIATE) EXAMINATION: MATHEMATICS: Coordinate Geometry (Locus; Transformation of Axes; The Straight Line; Pair of Straight lines; Three Dimensional Coordinates; Direction Cosines and Direction Ratios; Plane). Real Numbers; Polynomials; Pair of Linear Equations in Two Variables; Quadratic Equations; Arithmetic Progressions; Triangles; Coordinate Geometry; Trigonometry; Calculus (Limits and Continuity; Differentiation; Applications of Derivatives); Coordinate Geometry (Circle, System of circles).

MAHIR (INTERMEDIATE) EXAMINATION: PHYSICS: Physical world; Units and measurements; Motion in a straight line; Motion in a plane; Laws of motion; Work, energy and power; System of particles and rotational motion; Oscillations; Gravitation; Mechanical properties of solids; Mechanical properties of fluids; Thermal properties of matter; Thermodynamics; Kinetic theory; Electricity and magnetism; Light – Reflection and Refraction; Radioactive Substance.

MAHIR (INTERMEDIATE) EXAMINATION: CHEMISTRY: Chemical world; Units and measurements; Atomic Structure; Classification Of Elements And Periodicity In Properties; Chemical Bonding And Molecular Structure; Thermodynamics; Kinetic Theory; Co-ordination Compounds; Carbon and its Compounds, Organic Compounds; Radioactive Elements; Inorganic Compounds. Chemical Reactions and Equations; Acids, Bases and Salts; Metals and Non-metals; Carbon and its Compounds; Periodic Classification of Elements; Life processes; Control and Coordination; Electricity; Magnetic Effects of Electric Current; Sources of Energy; Our Environment; Management of Natural Resources.

MAHIR (INTERMEDIATE) EXAMINATION: ACCOUNTANCY: Book keeping, Accounting, Subsidiary Books, Bank Reconciliation Statements, Trial Balance and Rectification of Errors, Trial Balance Suspense Account, Final accounts. Accounting for Not-for-Profit Organisation(Meaning and Characteristics of Not-for-Profit; Organization; Accounting Records of Not-for-Profit Organisations); Accounting for Partnership : Basic Concepts; Reconstitution of a Partnership Firm – Admission; Existing Partners; Retiring/Deceased Partner; Dissolution of Partnership Firm; Dissolution of Partnership Firm; Accounting Treatment.

MAHIR (INTERMEDIATE) EXAMINATION: BUSINESS STUDIES: Concept of Business, Forms of Business organizations, Formation of Company, Sources of Business Finance, Private, Public Enterprise and MNCs.

MAHIR (INTERMEDIATE) EXAMINATION: PSYCHOLOGY: Motivation, Human Abilities, Social behavior, Groups and Leaderships, Communication Skills, Personality, Issues in contemporary, Counseling, Health Psychology.

MAHIR (INTERMEDIATE) EXAMINATION: ECONOMICS: A Simple Economy(Central Problems of an Economy; Organisation of Economic Activities; The Centrally Planned Economy; The Market Economy; Positive and Normative Economics; Microeconomics and Macroeconomics; Plan of the Book); Theory Of Consumer Behaviour ; Production And Costs (Production Function; The Short Run and the Long Run; Total Product, Average Product and Marginal Product; Total Product; The Law of Diminishing Marginal Product and the Law of Variable Proportions; Shapes of Total Product, Marginal Product and Average Product Curves; Returns to Scale; Costs); The Theory Of The Firm Under Perfect Competition (Perfect competition: Defining Features; Revenue; Profit Maximisation; The Profit Maximisation Problem); Graphical Representation (Supply Curve of a Firm; Long and Short Run Supply Curve of a Firm; The Shut Down Point; The Normal Profit and Break-even Point; Market Supply Curve; Price Elasticity of Supply; The Geometric Method); Market Equilibrium (Equilibrium, Excess Demand, Excess Supply and Exit; Price Ceiling and Price Floor); Non-Competitive Markets (Market Demand Curve is the Average Revenue Curve; Total, Average and Marginal Revenues; Monopolistic Competition).

MAHIR (INTERMEDIATE) EXAMINATION: PRINCIPLES OF PUBLIC ADMINISTRATION: Meaning, Nature, Scope and importance of public Administration, Public Administration and its relationship, Principles of organization, Bases of Organisation, Theories of Organisation, Human Resource Management in Government, Financial Administration, Office Management in Government, Control over Administration

MAHIR (INTERMEDIATE) EXAMINATION: HISTORY: Early Societies; Empires; Changing Traditions; Towards Modernisation; Events and Processes (The Rise of Nationalism in Europe; The Nationalist Movement in Indo-China; Nationalism in India); Mughal Emperor; Delhi Sultanat.

MAHIR (INTERMEDIATE) EXAMINATION: URDU: Poetry (Ghazalein, Masnavi, Nazmein, Rubayyat. Tasveer– E – Adab); Grammar, Moulana Azad Ki Kahani, Novel, Short Stories, Essays, Personalities, Modern Essays, Ghazals, Nazmein, Modern Poetry; Personalities (Ghalib, Iqbal, Sir Syed, Sahir, Firaq, Khusru). Gulistaan and Bostaan in Urdu.

MAHIR (INTERMEDIATE) EXAMINATION: ENGLISH: Grammer: Noun; Pronoun, Adjectives, Verbs, Adverbs, Prepositions, Conjunction, Interjection, Idioms and Phrases, Tense, Transformations, Essays. PROSE(The Last Lesson by Alphonse Daudet; Lost Spring by Anees Jung; Deep Water by William Douglas; The Rattrap by Selma Lagerlof ; Indigo by Louis Fischer ; Poets And Pancakes by Asokamitran; The Interview by Christopher Silvester and Umberto Eco; Going Places by A. R. Barton); POETRY(My Mother At Sixty-Six by Kamala Das; An Elementary School Classroom In A Slum by Stephen Spender ; Keeping Quiet by Pablo Neruda; A Thing Of Beauty by John Keats; A Roadside Stand by Robert Frost; Aunt Jennifer's Tigers by Adrienne Rich).

FOR SUBJECTWISE DETAILS, PLEASE SEE SYLLABUS (PART II)