



**THE JAMMU & KASHMIR BOARD OF SCHOOL EDUCATION,**  
Academic Division, Rehari Colony, Jammu-Tawi (Nov-Apr)/  
New Campus, Bemina, Srinagar (May-Oct) {JAMMU & KASHMIR}  
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## NOTIFICATION

**Subject:** Revision of Syllabi and change of Textbooks of **General English** for Classes **11<sup>th</sup> and 12<sup>th</sup>**, for the forthcoming Academic Session in J&K and UT of Ladakh

It is hereby informed for the information of all the stakeholders in general and students in particular that the Syllabi and textbooks of General English for classes 11<sup>th</sup> & 12<sup>th</sup> have been revised/changed. Accordingly the following textbooks published by the NCERT have been prescribed from the Academic Session (Nov-Dec) 2020-21 in case of Kashmir Division/Winter Zone areas of Jammu Division/UT of Ladakh and for The Academic Session (March-April) 2021-22 in case of Summer Zone areas of Jammu Division :-

**Higher Secondary Part-1<sup>st</sup> (Class 11<sup>th</sup>)**

- |                                     |                               |
|-------------------------------------|-------------------------------|
| 1- Hornbill (Core Course)           | Published by NCERT, NEW Delhi |
| 2- Snapshots (Supplementary Reader) | Published by NCERT, NEW Delhi |

**Higher Secondary Part-II (Class 12<sup>th</sup>)**

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1- Flamingo (Core Course)        | Published by NCERT, New Delhi |
| 2- Vistas (Supplementary Reader) | Published by NCERT, New Delhi |

It is also to notify that as per the new syllabi and scheme of assessment 80 marks shall be allotted to theory examination and 20 marks for internal assessment in both the classes.

The revised syllabi/scheme of assessment is available on BOSE website [www.jkbose.ac.in](http://www.jkbose.ac.in).

**Note:** The Question papers shall be set from the revised syllabi and Courses of study for Annual, Regular examination including Fresh Private candidates who will appear in (October-November), 2021 in Kashmir Division/Winter Zone areas of Jammu Division/UT of Ladakh and for the candidates who have to appear in Annual Regular (Feb-March) 2022 in Summer zone areas of Jammu Division.

No: F(Acad-C)Rev/ Eng/XI-XII/20

Dated: 19-12-2020

(Dr. Farooq Ahmad Peer)  
Director Academics

**Copy to the:-**

- 1- Administrative Secretary to Govt. School Education Department, Civil Secretariat Jammu for information.
- 2- Administrative Secretary to Govt. School Education Department, UT of Ladakh for information.
- 3- Director School Education Kashmir/Jammu/UT of Ladakh for information.
- 4- Joint Secretary Publication/Examination/General/Secrecy JD/K.D for information.

- 5- Joint Director SCERT Jammu/Kashmir for information.
- 6- All Chief Education officers of J&K/UT of Ladakh for information.
- 7- Assistant Director Academics/Academic officers of CDR Wing JD/K.D for information.
- 8- Assistant Secretary, Central Secrecy (Confidential)/Textbooks JD/KD for information & n/action.
- 9- All Head of Govt./Pvt Higher Secondary School of J&K and UT of Ladakh for information.
- 10- All Section, Heads, Sub/Branch offices of JK BOSE for information.
- 11- P/s to Chairman/Secretary for information of the Chairman/Secretary.
- 12- Information officer JD/K.D for information and for circulation of the notification through electronic and print media.
- 13- I/C website for information and for uploading the same on official website of JK BOSE.
- 14- Concerned file.

## Objectives of Teaching English at the Senior Secondary Level.

At the higher secondary level the students are expected to

- listen and comprehend live as well as record in writing oral presentations on a variety of topics;
- develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation on given topics;
- perceive the overall meaning and organization of the text (i.e., co-relation of the vital portions of the text);
- identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English;
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities;
- translate texts from mother tongue(s) into English and vice versa;
- develop ability and acquire knowledge required in order to engage in independent reflection and enquiry;
- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.;
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts) understand and respond to lectures, speeches, etc.;
- write expository / argumentative essays, explaining or developing a topic, arguing a case, etc. write formal/informal letters and applications for different purposes;
- make use of contextual clues to infer meanings of unfamiliar vocabulary;
- select, compile and collate information for an oral presentation;
- produce unified paragraphs with adequate details and support;
- use grammatical structures accurately and appropriately;
- write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.;
- filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.
- use of passive forms in scientific and innovative writings.
- convert one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries-uses based on semantic considerations.

### Listening and Speaking

Students are expected to develop the following reading skills:

- take organized notes on lectures, talks and listening passages;
- listen to news bulletins and to develop the ability to discuss informally wide-ranging issues like current national and international affairs, sports, business, etc.;
- respond in interviews and to participate in formal group discussions;



- make enquiries meaningfully and adequately and to respond to enquiries for the purpose of travelling within the country and abroad;
- listen to business news and to be able to extract relevant important information;
- develop public speaking skills.

### **Assessment in Listening and Speaking Skills**

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

### **Suggested Activities**

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

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

### **Parameters for Assessment:**

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

### **Schedule:**

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

### **Reading**

Students are expected to develop the following study skills:



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

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

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

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

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

- Short review / dramatization of the story.
- Commentary on the characters.
- Critical evaluation of the plot, storyline and characters.
- Comparing and contrasting the characters within the story, with other characters in stories by the same author or by different authors.
- Extrapolating about the story read or life of characters after the story ends defending characters actions in the story.
- Making an audio story out of the novel/text to be read aloud.

- Interacting with the author.
- Holding a literature fest where students role-play as various characters to interact with each other.
- Role playing as authors/poets/dramatists, to defend their works and characters
- Symposiums and seminars for introducing a book, an author, or a theme.
- Creating graphic novels out of novel or short stories they read.
- Dramatizing incidents from a novel or a story.
- Creating their own stories.
- Books of one genre to be read by the whole class.

Teachers may select books and e-books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child.

Teachers may later suggest books from other languages by dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book should not be taught in class, but may be introduced

through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a student's progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the book, giving a short quiz or a work sheet about the book/short story. A befitting mode of assessment may be chosen by the teacher.

### Writing

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

## Methods and Techniques

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

Group and pair activities can be resorted to when desired, although many useful language activities can be carried out individually. In general, teachers should encourage students to interact actively with texts and with each other. Oral activity (group discussion, etc.) should be encouraged.



## SYLLABUS / SCHEME OF ASSESMENT FOR GENERAL ENGLISH

**CLASS – XI**

**TIME: 3 HOURS**

**MAX MARKS: 100**

**80 (THEORY) +20 (INTERNAL ASSESSMENT)**

### Prescribed Textbooks

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

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

Q No	DESCRIPTION	Weightage
<b>SECTION A: READING COMPREHENSION</b>		<b>20 marks</b>
1	One unseen passage of 400-500 words in length for note-making (5 marks) and summarizing (5 marks).	10 marks
2	One unseen prose passage of 400-500 words in length followed by five ten objective type questions including MCQ's, fill ups, true/false, yes/no to assess comprehension, vocabulary, interpretation and inference.  OR  One unseen poetry passage of 15-30 lines in length followed by five MCQ's and five objective type questions to assess comprehension, interpretation and inference.	1x10= 10 marks
<b>SECTION B: WRITING SKILLS AND GRAMMAR</b>		<b>30 marks</b>
3	One out of two questions on notice/ poster/ advertisement. (50 words)	4 marks
4	One out of two questions on letter writing (business or official letters for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies, letters to the editor giving suggestions/opinions on an issue; letter to the school or college authorities, regarding admissions, school issues, requirements / suitability of courses, etc.) (120-150 words)	6 marks
5	One question on writing a personal email (to a friend/relative/etc.). (50-80 words)	4 marks
6	One out of two questions on article/speech/report/ narrative/debate writing. (200-250 words)	8 marks
7	One passage 100-150 words in length for assessing through error correction the following items: determiners, tenses, punctuation, modals, conjunctions and prepositions. (8 items).	8 marks
<b>SECTION C: LITERATURE</b>		<b>30 marks</b>
8	An extract from the prescribed poems followed by three objective type questions (two to be attempted) assessing reference to context comprehension and appreciation.	1x2=2 marks

9	Five out of six short answer type questions (four each from <i>Hornbill</i> and <i>Snapshots</i> ) based on poetry, prose and plays to assess inference and critical thinking.	2x5=10 marks
10	One out of two long answer questions from <i>Hornbill</i> to assess global comprehension and extrapolation beyond the texts. Questions to provide evaluative and analytical stimuli to the learners, using incidents, events, themes as reference points. (120-150 words)	6 marks
11	One out of two long answer questions from <i>Snapshots</i> based on incidents or events to test global comprehension and extrapolation beyond the texts. Questions to elicit creative responses and ability to form opinions. (120-150 words)	6 marks
12	One out of two long answer questions from <i>Hornbill</i> to provide evaluative and analytical stimuli to the learners using incidents, events, themes as reference points. (120-150 words)	6 marks

## INTERNAL ASSESSMENT

### Assessment of Listening and Speaking Skills

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

### Suggested Reading

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

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

**Question Paper Design**  
**General English XI Marks -80+20=100**

Section	Competencies	Total Marks	
Reading Comprehension	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s	20 Marks	
Writing Skill and Grammar	Reasoning, appropriacy of style and tone, using and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity	30 Marks	
Literature Textbook and Supplementary Reader Text	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency	30 Marks	
	<b>TOTAL</b>	80 Marks	
Assessment of Listening and Speaking Skills	-	20 Marks	
	<b>GRAND TOTAL</b>	100 Marks	



## SYLLABUS / SCHEME OF ASSESMENT FOR GENERAL ENGLISH

**CLASS – XII**

**MAX MARKS: 100:**

**TIME: 3 HOURS**

**80 (THEORY)+20 (INTERNAL ASSESSMENT)**

### Prescribed Textbooks

1. *Flamingo*: Textbook in English for Class XII (Core Course) published by NCERT, New Delhi
2. *Vistas*: Supplementary Reader in English for Class XII (Core Course) published by NCERT, New Delhi

Q No	DESCRIPTION	Weightage
<b>SECTION A: READING COMPREHENSION</b>		<b>20 marks</b>
1	One unseen passage (400-500 words) for note-making (5marks) and summarizing (5marks).	10 marks
2	One unseen passage (400-500 words) followed by five objective type questions and five multiple choice questions to assess comprehension, interpretation and inference, word formation and inference.	1x10=10 marks
<b>SECTION B: WRITING SKILLS AND GRAMMAR</b>		<b>30 marks</b>
3	One out of two questions on advertisements/ writing formal/informal invitations and replies (50 words).	4 marks
4	One out of two questions on letter writing (business or official letters for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies, letters to the editor giving suggestions/opinions on an issue; letter to the school or college authorities, regarding admissions, school issues, requirements / suitability of courses, etc.) (120-150 words)	6 marks
5	One out of two questions on writing a resume along with job application. (120-150 words)	6 marks
6	One out of two compositions on article/ debate/ speech/ personality profile/personal experience/ humorous writing (200-250 words).	6 marks
7	One passage 100-150 words in length for editing to test the following items: reflexive pronouns, tenses, punctuation, narration, conjunctions, prepositions and change of voice (8 items).	8 marks
<b>SECTION C: Literature</b>		<b>30 marks</b>
8	Eight objective type questions (4 from one poetry and 4 from one prose extract) to assess comprehension and appreciation.	1x8=8marks
9	Five out of seven short answer questions based on prose / drama / poetry from both texts to assess inference and critical thinking.	5x2=10 marks

10	One out of two long answer questions from <i>Flamingo</i> to assess global comprehension and extrapolation beyond the text. Questions to provide evaluating and analytical responses using incidents, events, and themes as reference points. (120-150words)	6marks
11	One out of two long answer questions from <i>Vistas</i> to assess global comprehension along with analysis and extrapolation beyond the texts. Questions to elicit creative responses and ability to form opinions. (120-150words)	6marks

## INTERNAL ASSESSMENT

### Assessment of Listening and Speaking Skills

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

### Suggested Reading

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- Grammar Practice Activities by Penny Ur (Cambridge University Press)
- A Practical English Grammar by Thomson and Martinet (Oxford University Press)
- High School English Grammar by Wren and Martin (S Chand Publishing)

# Question Paper Design

## General English XII

Marks-80+20=100

Section	Competencies	Total marks	
Comprehension	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciation, literary, conventions and vocabulary, summarizing and using appropriate format/s	20 Marks	
Writing Skills	Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity	30 Marks	
Literature Textbook and Supplementary Reader	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency	30 Marks	
	<b>TOTAL</b>	<b>80 Marks</b>	
Assessment of Listening and Speaking Skills		20 Marks	
	<b>GRAND TOTAL</b>	<b>100 Marks</b>	



## SECTION A: READING COMPREHENSION

1.	<p><b>Read the following passage. Make notes and write a summary with a suitable title.</b></p> <p>Hundreds of thousands of our qualified youngsters take off from different international airports every year for higher studies or highly lucrative jobs in the US, the UK, Germany, France and Australia. And most of these Indians prefer to settle abroad, attracted by the facilities and the higher quality of life provided by these countries. We have been crying hoarse about brain drain from India over the last five decades or more, without going in for a well-set blueprint to check the counter-productive phenomenon. Some of the public schools in our metros and our IITs (Indian Institutes of Technology) and IIMs (Indian Institutes of Management) are providing world-class education. One might wonder that having spent a lot on infrastructure, training and other facilities and the best teaching staff, can the Government and the people of India look away as the talent, assiduously nurtured in India, is utilized by other countries for their development and excellence in different fields. During the decades-long debate on brain drain, it was said that our youngsters leave India just because excellence is neither recognized nor rewarded in India. This could have been partly true at the beginning of this debate. But today, things have changed beyond recognition and talented people can reach the highest position if only they are prepared to work hard. Youngsters from India – whatever be the field they are working in – are today suitably recognized and rewarded. Take the field of sports where many of the celebrities are household names – Sania Mirza, Narain Karthikeyan, Sachin Tendulkar, Anju Bobby George, P.T. Usha and several others. Innovation and managerial skill get recognition when Indians can vie others in excellence from any part of the world. If there is one individual who has catapulted India to the number one position in milk production in the world, it's none other than Dr. Verghese Kurien, the father of the White Revolution. A top engineer who completed the Konkan Railway in record time, Mr. E. Sreedharan has built up the world class Delhi Metro. Mr. Amitabh Bachchan is no longer a mega star of the Indian screen only. His presentation of <i>Kaun Banega Crorepati</i> and other ventures have made him a living legend of global proportions. Take the story of Ambani brothers, the Tatas, the Mittals and others who are having their footprints in different continents. We have had so many Indians who rose to the summit as Miss Universe and Miss World, but none has earned so much acclaim globally in Bollywood, Hollywood or the Cannes Film festival as Ms. Aishwarya Rai. In the wake of globalization, India has produced a galaxy of eminent entrepreneurs in IT, biotechnology, civil aviation, steel production and the like, just mention a field and we are already in the vanguard or moving ahead at a frenetic pace. A time may come when India would be capable of reversing the so called brain drain to India's supreme advantage.</p>	10 Marks
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2	<p><b>Read the passage carefully and answer the questions that follow.</b></p> <p>Given the standing of some of its institutions of higher learning, the IITs and IIMs, India is a potential 'knowledge power'. Realising the potential, however, is not going to be easy. The impressive strides made by Sarva Shiksha Abhiyan notwithstanding, universal access to quality school education – "a minimum necessary condition for any progress towards making India a knowledge society", as the 2006 report of the National Knowledge Commission puts it – remains a distant goal. There is as yet no legislation at the national level to affirm the right to education, a fundamental right under the Constitution. The number of school buildings for elementary and secondary education falls far short of requirements and so does the number of qualified teachers. The pressure on government budgets, which forces governments to hire teachers on contract paying a pittance of a salary, is playing havoc with quality. While the incursion of the private sector in the field is providing some competition, mechanisms to enforce the required standards are lacking. Not that there are no national standards or standards-enforcing agencies. We have the National Council for Educational Research and Training (NCERT) to bring out text books in various subjects for school education. The central government runs several model schools. The Central Board of Secondary Education (CBSE) conducts examinations for schools affiliated to it across the country. The states too have their school boards to conduct exams and enforce minimum standards. However, the standards vary widely. In their anxiety to show spectacular performance, some states are overly lenient in marking answer papers. Questions arise even over the standards applied by CBSE. Going by the number of students securing 90 per cent or more in their higher secondary exam, it would appear India is on the brink of a knowledge revolution. The numbers are so large that the cut-off point for admission to top colleges is now above 90 per cent. However, admissions to IITs and medical colleges are not based on CBSE or state board exam results. Leading undergraduate colleges offering non-professional degree courses hold their own admission tests. Obviously, higher secondary school results are not taken to be a reliable index of the quality of a student's learning capability or potential. It is not difficult to see why. In the CBSE class XII exam, the number of successful candidates securing more than 90 percent in economics this year turned out to be over 8,000 in the Delhi region alone; in English it was above 9,000. The numbers seem to be growing every year. If the country produces so many children who attain very high levels of performance even before graduation, we can expect India to produce Amartya Sens by the dozens. While scoring high marks or even 100 out of 100 may not be out of a good student's reach in subjects like mathematics or physics, it is difficult to figure out the quality of the answers that fetch 90 percent marks in economics or English.</p> <p>a. A distant goal is:</p> <ol style="list-style-type: none"> <li>(i) Sarva Shiksha Abhiyan</li> <li>(ii) quality school education</li> <li>(iii) National Knowledge Commission</li> <li>(iv) knowledge society</li> </ol>	1x10= 10 Marks
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	<p>b. The main factor that has affected the quality of education:</p> <ul style="list-style-type: none"> <li>(i) private sector</li> <li>(ii) pittance of a salary</li> <li>(iii) teachers on contract</li> <li>(iv) some competition</li> </ul> <p>c. The two standard enforcing agencies are:</p> <ul style="list-style-type: none"> <li>(i) IT and CBSE</li> <li>(ii) CBSE and NCERT</li> <li>(iii) IIT and EIM</li> <li>(iv) IIT and NCERT</li> </ul> <p>d. Leading undergraduate colleges hold their own admission tests because:</p> <ul style="list-style-type: none"> <li>(i) they are proud of their admission tests</li> <li>(ii) they dislike higher secondary school results</li> <li>(iii) they distrust higher secondary school results</li> <li>(iv) they are leading undergraduate colleges</li> </ul> <p>e. The problem created by the result by CBSE is:</p> <ul style="list-style-type: none"> <li>(i) CBSE gives 90% marks to 8000 students</li> <li>(ii) CBSE gives 90% marks to 9000 students</li> <li>(iii) CBSE gives good marks to all the students</li> <li>(iv) CBSE has created a gap between knowledge at schools and institutions of higher level</li> </ul> <p>f. Synonym of 'havoc' is:</p> <ul style="list-style-type: none"> <li>(i) possession</li> <li>(ii) upgraded</li> <li>(iii) destruction</li> <li>(iv) obvious</li> </ul> <p>g. In their anxiety to show spectacular performance, some states are overly lenient in marking answer papers. (true/false)</p> <p>h. The antonym of private is _____.</p> <p>i. CBSE conducts examinations for schools _____ to it across the country.</p> <p>j. In the phrase 'pittance of a salary', the word pittance can be replaced by</p> <ul style="list-style-type: none"> <li>(i) peanuts</li> <li>(ii) walnuts</li> <li>(iii) hard nuts</li> <li>(iv) reasonable</li> </ul>	
<b>SECTION B: WRITING SKILLS AND GRAMMAR</b>		
3	<p>Your institute, Golden Care Hospital, has decided to organise an 'Organ Donation Camp' to generate awareness about the cause. Draft a Poster giving all the necessary details. (50 words)</p> <p>OR</p> <p>As General Manager, Golden Software Solutions, New Delhi, you need a</p>	4 Marks



	software engineer for your organisation. Draft an advertisement for 'Situation Vacant' columns of a national newspaper stating your requirements regarding age, qualifications, experience and salary offered. (50 words)	
4	<p>A 72-year-old Municipal Councillor of your area expired last Friday and as she had desired, her body was donated to Army Medical College. It would be a second life for some persons receiving some vital organs retrieved from her body. Write a letter to the Editor, 'Indian Times', Chennai, highlighting the importance of donation of eyes and other organs to persons in need. You are Navita/Namit, 125, Main Road Road, Kacchha Danga. (120 – 150 words)</p> <p style="text-align: center;">OR</p> <p>Fire broke out in one corner of the auditorium when your school's annual day function was going on. Latha/Lalith, Headgirl/Headboy took command of the situation and got all the doors opened at once, used fire extinguishers, vacated the auditorium, provided first-aid and called the ambulance. Imagine you are the Principal of M.V. Public School. Write a letter to the Director of Education, recommending your student's name for a bravery award. (120 – 150 words)</p>	6 Marks
5	Write an email to your friend thanking him for hosting such a great party. (50-80 words)	4 Marks
6	<p>Sales of iPhones have touched an all-time high in the festive season this year in your city. Write an article for a newspaper giving an analysis of the trend.</p> <p style="text-align: center;">OR</p> <p>A massive fire due to a short circuit gutted an entire shopping centre in your city. As a reporter with Greater Kashmir write a report for the newspaper. (200-250 words)</p>	8 Marks
7	<p>Eight grammatical errors in the following passage have been underlined and numbered 1 to 8. Correct them and write down the correct forms only against the respective number.</p> <p>My grandmother <u>or</u>(1) I were good friends. My parents <u>leave</u>(2)me with her when they went to live in the city and we were constantly together. <u>she</u>(3)used to wake me up in the morning and get me ready for school. She said her morning prayer in a monotonous sing-song while she <u>bath</u>(4) and dressed me in the hope that I would listen and get to know it by heart; I listened because I loved her voice <u>therefore</u>(5) never bothered to learn it. Then she <u>will</u>(6) fetch my wooden slate which she had already washed and plastered <u>by</u>(7) yellow chalk, a tiny earthen ink-pot and a red pen, tie them all in a bundle and hand it to me. After a breakfast of a thick, stale chapatti with a little butter and sugar spread on it, we went to school. She <u>had</u> carried(8) several stale chapattis with her for the village dogs.</p>	8 Marks
<b>SECTION C: LITERATURE</b>		
8	<p>Read the extract given below and answer any two of the questions that follow: See Betty And Dolly, "She'd say, " and look how they Dressed us for the beach, "The sea holiday" Was her past, mine is her laughter.</p> <p>i. How did she react whenever she looked at the snapshot?</p>	1x2=2 Marks

	<p>ii. Explain: The sea holiday! "was her past"</p> <p>iii. Why is the mother's laughter 'past' for the narrator?</p>	
9	<p>Answer any five of the following questions:</p> <p>i. Describe the happiest half-hour of the day for the grandmother. (The Portrait of a Lady)</p> <p>ii. Why did the author complain of headache? How did he get relief?</p> <p>iii. Why does the father say, 'Silence surrounds us.'? (Father to Son)</p> <p>iv. When did Ranga plan to marry and why?</p> <p>v. What helped the writer to fulfil the pledge he made to Shahid?</p> <p>vi. Why did the sight of Mourad's horse both delightful and frightening for Aram?</p>	2x5= 10 Marks
10	<p>All the dangers and disasters could be confronted with patience, courage and determination. The writer with his family and crew members reached safely to the island, only because of these virtues. How far are these virtues essential for life? Discuss.</p> <p style="text-align: center;">OR</p> <p>Albert Einstein attached more importance to ideas than facts and dates, one could learn them from books. This made him an extraordinary scientist. Do you agree that teacher and learner relation failing to highlight talent among students? Discuss.</p>	6 Marks
11	<p>What impression do you get from Mrs. Annie Pearson?</p> <p style="text-align: center;">OR</p> <p>How does a melon become the ruler of the state? Why are the people happy with him?</p>	6 Marks
12	<p>What do you learn about the system of education in old British schools from the play The Browning Version?</p> <p style="text-align: center;">OR</p> <p>What do you understand by outsider art? Write a note on worldwide recognition of Neki Chand's contribution to outsider art.</p>	6 Marks



## SECTION A: READING COMPREHENSION

1	<p><b>Read the following passage. Make notes and write a summary with a suitable title.</b></p> <p>Once an organ donor's family gives its consent and the organs are matched to a recipient, medical professionals are faced with the onerous challenge of transporting organs while ensuring that the harvested organ reaches its destination in the shortest possible time. This is done in order to preserve the harvested organs and involves the police and especially the traffic police department. 2 The traditional method of transporting organs by road is referred to as a 'green corridor'. This process entails police escorting an ambulance, so as to move around traffic — usually a specific traffic lane is chosen and all signals on the route stay green to ensure it . P.T.O. reaches its destination in the shortest possible time. A green corridor is a route cleared and cordoned off by the traffic police to ensure the smooth and steady transportation of harvested organs, on most occasions, to those awaiting a life-saving transplant. Organs tend to have a very short preservation time, such as the heart, which has to be harvested and transplanted within four hours or the lungs, which can be preserved for only six hours once they are harvested. The first green corridor in India was created by the Chennai Traffic Police in September 2008 when they accomplished their task of enabling an ambulance to reach its destination within 11 minutes during peak hour traffic. That organ saved a nine-year-old girl whose life depended on the transplant. Similarly, such green corridors have been created by traffic police of various cities such as Pune, Mumbai, Delhi NCR, etc. Personnel are stationed at selected points to divert, control and clear the traffic giving way to the ambulance. Apart from this, a motorcade of police vehicles accompanies the ambulance ensuring that it does not face any problems. Delhi Traffic Police provided a green corridor from IGI Airport to the Institute of Liver and Biliary Sciences in Vasant Kunj for transportation of a liver. The distance of 14 kms was covered in 11 minutes. Experts point out the lack of a robust system to transport organs to super-speciality hospitals in least possible time. The National Organ and Tissue Transplant Organisation (NOTTO), the country's apex organ donation agency, is now framing a proposal to airlift cadaver organs and will send a report to the Union Health Ministry. "Cadaver organs have a short life and so transplant should be done within a few golden hours," Director (NOTTO) expressed. "Therefore, we are preparing a proposal for airlifting organs at any given moment." Most States do not have enough well-trained experts to retrieve or perform transplant procedures. Also, there is patients are suffering from acute heart failure and need heart transplant at any point of time. In a private set-up, a</p>	10 Marks
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	<p>heart transplant costs &lt; 15 – 20 lakh, which is followed up by post-operative medication of about &lt; 30,000 per month lifelong.” an acute shortage of advanced healthcare facilities to carry out a transplant. So, it is referred to other big centres in metropolitan cities.</p>	
2	<p><b>Read the passage carefully and answer the questions that follow.</b></p> <p>When we were children, Hassan and I used to climb the poplar trees in the driveway of my father’s house and annoy our neighbours by reflecting sunlight into their homes with a shard of mirror. We would sit across from each other on a pair of high branches, our naked feet dangling, our trouser pockets filled with dried mulberries and walnuts. We took turns with the mirror as we ate mulberries, pelted each other with them, giggling, laughing; I can still see Hassan up on that tree, sunlight flickering through the leaves on his almost perfectly round face, a face like a Chinese doll chiseled from hardwood: his flat, broad nose and slanting, narrow eyes like bamboo leaves, eyes that looked, depending on the light, gold, green, even sapphire. I can still see his tiny low-set ears and that pointed stub of a chin, a meaty appendage that looked like it was added as a mere afterthought. And the cleft lip, just left of midline, where the Chinese doll maker’s instrument may have slipped; or perhaps he had simply grown tired and careless.</p> <p>Sometimes, up in those trees, I talked Hassan into firing walnuts with his slingshot at the neighbour’s one-eyed German shepherd. Hassan never wanted to, but if I asked, really asked, he wouldn’t deny me. Hassan never denied me anything. And he was deadly with his slingshot. Hassan’s father, Ali, used to catch us and get mad, or as mad as someone as gentle as Ali could ever get. He would wag his finger and wave us down from the tree. He would take the mirror and tell us what his mother had told him, that the devil shone mirrors too, shone them to distract Muslims during prayer. “And he laughs while he does it,” he always added, scowling at his son.</p> <ol style="list-style-type: none"> <li>1) Where in the narrator’s house were the poplar trees?</li> <li>2) <i>Shard</i> means       <ol style="list-style-type: none"> <li>1. a piece of broken glass, etc</li> <li>2. a framed mirror</li> <li>3. a small amount</li> <li>4. none of these</li> </ol> </li> <li>3) What were the pockets of the children filled with?</li> <li>4) What has Hassan’s face been compared with?</li> <li>5) German shepherd refers to       <ol style="list-style-type: none"> <li>1. a shepherd</li> <li>2. a monkey</li> <li>3. a dog</li> <li>4. a watchman</li> </ol> </li> </ol>	<p>1x10= 10 Marks</p>

- 6) In 'cleft lip' the word *cleft* is
1. a noun
  2. a verb
  3. a pronoun
  4. an adjective
- 7) Use the word *appendage* in a sentence other than that in the passage.
- 8) What is the antonym of *deny*?
- 9) In 'Hassan's father, Ali, used to catch us and get mad' *mad* means
1. crazy
  2. clever
  3. angry
  4. strict

What had Ali's mother told him about shining mirrors?

**SECTION B: WRITING SKILLS AND GRAMMAR**

3	<p>You are Principal, Green School, Srinagar. Draft a classified advertisement (not exceeding 50 words) for the post of Math teacher in your school.</p> <p>OR</p> <p>As the Principal of a reputed college you have been invited to inaugurate a book exhibition in your town. Draft a reply to the invitation (not exceeding 50 words) to express your inability to attend the function. You are Tanveer/Tanasum.</p>	4 Marks
4	<p>Stray dogs have created havoc in your locality. Write a letter to the commissioner of your municipality about the menace and suggest measures to relieve the residents and pedestrians of it.</p> <p>OR</p> <p>You are Nitish/Natasha, the Sports Secretary of your school. Write a letter to Prime Sports, Srinagar requesting them to supply their trade catalogue. Mention the items you would require and ask for a discount on the catalogue prices.</p>	6 Marks
5	<p>You see a classified advertisement in the newspaper inviting applications for the post of teacher in High dale School, Jammu. Write your job application and resume to the Principal, applying for the advertised post. (120-150 words)</p>	6 Marks
6	<p>Advertisements Have Become A Big Business Promoted By Celebrities From Various Fields Like Films, Sports, Etc. Write An Article On 'The Impact Of Advertisements On The Younger Generation' (200-250 Words)</p> <p>OR</p> <p>Regular practice of yoga can help in maintaining good health and prevention of many ailments. Write a speech on the usefulness of yoga to be delivered on the morning assembly. (200-250 words)</p>	6 Marks
7	<p><b>Edit the following passage:</b> I was lucky to have so good teachers, said Gurudev. I remained silent. Then</p>	8 Marks

he continued, 'I made me work on the path they laid before me, from getting on before the crack of dawn to cleaning the dirtiest places on the premises. If I stand before you today and offer my teachings to you, it is because of my guru.' I was feeling relaxed as he spoke in his placid tone and peaceful voice that seemed to come from some serene grove where a brook babbled in tranquility. I was about to go for a trance when Gurudev lifts his hands above his head, joined them together and said, 'we are merely puppets! Our strings are held by Him, the Everlasting, the Ever-knowing.'

**SECTION C: LITERATURE**

8	<p><b>Read the extracts given below and answer the questions that follow:</b></p>	1x8=8 Marks
	<p>a. When Aunt is dead, her terrified hands will lie Still ringed with ordeals she was mastered by. The tigers in the panel that she made Will go on prancing, proud and unafraid.</p> <p>i. Who is the aunt afraid of? ii. What do the tigers represent here? iii. How has Mrs. Jennifer failed in her aim? iv. Name the figure of speech used in the second line.</p>	
	<p>b. This went on until July. But I was still not satisfied. I was not sure that all the terror had left. So, I went to Lake Wentworth in New Hampshire, dived off a dock at Trigg's Island, and swam two miles across the lake to Stamp Act Island. I swam the crawl, breast stroke, side stroke, and back stroke. Only once did the terror return. When I was in the middle of the lake, I put my face under and saw nothing but bottomless water. The old sensation returned in miniature.</p> <p>i. Name the chapter and its writer. ii. Why was the writer still not satisfied? iii. What did 'he' do to satisfy himself? iv. Which 'old sensation' did he experience?</p>	
9	<p><b>Answer any five of the following questions in 30–40 words each:</b></p>	2x5= 10 Marks
	<p>a. Why did the narrator want to skip school on the day of the last lesson? b. Why did the peddler leave a Christmas gift for Edla? c. How was Gandhiji treated at Rajendra Prasad's house? d. What were the poet's feelings on her way to the airport? (My Mother at Sixty-six) e. When was the Tiger King in danger of losing his kingdom? f. What happened to Gondwana 650 million years ago? g. Why did Hana feel scared when a messenger in official uniform</p>	



	visited their house ?	
10	<p><b>Answer the following question in 120 – 150 words:</b></p> <p>Life of the bangle makers of Firozabad shows the grinding state of poverty and traditions that condemn thousands of people to live a life of misery. Elaborate.</p> <p style="text-align: center;">OR</p> <p>Why do celebrities find fault with an interview?</p>	6 Marks
11	<p><b>Answer the following question in 120 – 150 words:</b></p> <p>Describe the Tiger King as a completely self-centered person.</p> <p style="text-align: center;">OR</p> <p>What happened at the Golden Lion Hotel? (<i>Evans Tries an O-Level</i>)</p>	6 Marks