

Class: 11 Computer Science

Chapter 1: Computer System

Computer - Electronic device that can be programmed to accept data (input), process it and generate result (output).

Computer + Hardware + Software = Computer System

- CPU
- Memory
- Input/Output
- Storage Device

CPU - Central processing Unit -

Electronic circuitry of a computer that carries out actual processing.
- also called processor.

Brain of Computer * **Integrated Circuits**: CPU placed in one or more microchips, called ICs.
- semiconductor material.

Functioning:

① fetches program → ② performs operations → ③ stores result.

* **Registers**: CPU stores the data as well as instructions in its local memory called registers.

* CPU -

- **ALU**: Arithmetic Logic Unit → performs operations that need to be done as per the instructions in a program.
- **CU**: Control Unit → controls sequential instruction execution, interprets instructions and guides data flow through the computer memory.

CPU aka Microprocessor

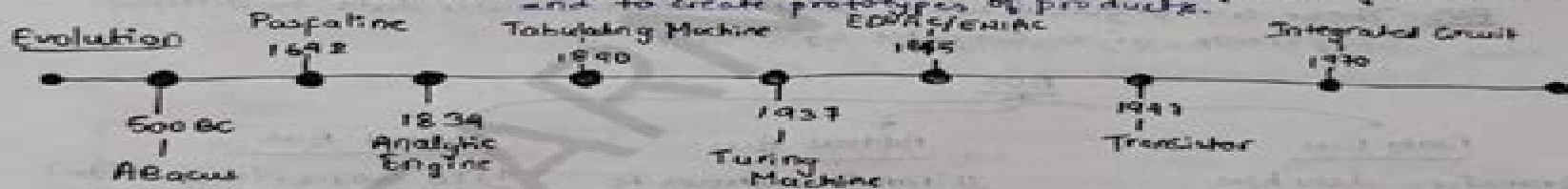
Input device: - The device through which control signals are sent.
input data → Digital form.

Examples - Keyboard, Mouse, Scanner, touch screen.

Output device: - The devices through which control signals are received.
digital form → human understandable form.

Examples - Monitor, projector, speaker, headphones, printer.

3D printer: To build physical replica. used in manufacturing industries and to create prototypes of products.



Computer Memory: - To store data and instructions for processing.

Units of memory: - Binary numbers (0 and 1) → Basic unit → Bits.

4-bit word → nibble (1001, 1010)

2 nibble word → byte (01000110, 01111100)

Unit	Description	Unit	Description
KB (kilobyte)	1 KB = 1024 Bytes	PB (Pebabyte)	1 PB = 1024 TB
MB (Megabyte)	1 MB = 1024 KB	EB (Exabyte)	1 EB = 1024 PB
GB (Gigabyte)	1 GB = 1024 MB	ZB (Zettabyte)	1 ZB = 1024 EB
TB (Terabyte)	1 TB = 1024 GB	YB (Yottabyte)	1 YB = 1024 ZB

Computer Science Notes 11th Class State Board

Daniela Niemeyer



Computer Science Notes 11th Class State Board:

Overview and Inventory of State Requirements for School Coursework and Attendance Elliott A. Medrich, 1992 The substance and impact of state level reforms related to student standards are presented by 1 providing information on the current state of educational reforms aimed at raising student standards 2 summarizing research designed to identify linkages between higher standards and student outcomes 3 exploring the strength of relationships between higher standards and student outcomes 4 examining trends among indicators associated with higher student standards and 5 discussing data and methods available to those concerned with the relationship of higher educational standards to student outcomes The first of four chapters briefly describes the range of state initiatives designed to achieve higher student standards and the problems associated with assessing their impacts as well as the data available for examining student outcomes Chapter 2 discusses the great variety of reform activities that have occurred at the state level between 1983 and 1990 and places them in a historical context Chapter 3 looks at research on trends in student outcomes and linkages to school reform such as student course taking patterns the proportion of school time devoted to academic subjects student achievement and high school completion rates The last chapter discusses issues associated with studying the impact of state reforms and suggests some analytical strategies that might be used to describe linkages between reforms and student outcomes Three appendixes provide the following information 1 minimum high school graduation requirements for standard diplomas 1980 and 1990 2 an overview of researching reform and student outcomes using selected databases and 3 standard error tables 53 references

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