

2014 CURRICULUM 2014 CURRICULUM 2014 CURRICULUM 2014 CURRICULUM 2014 CURRICULUM



# senior school curriculum 2014

## LANGUAGES

### VOLUME - 2

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**CENTRAL BOARD  
OF SECONDARY EDUCATION**  
PREET VIHAR, DELHI

# **SENIOR SCHOOL CURRICULUM 2014**

## **Volume-II (Languages)**

**Regional, Classical and Foreign Languages**

(For Scheme of Studies and Examination Specifications for the syllabi in the main academic subjects please refer to Volume - I. Senior School Curriculum)

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For Board Examination to be held in 2014 effective  
from the Session 2012-2014 in Class XI

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**CENTRAL BOARD OF SECONDARY EDUCATION**

2, Community Centre, Preet Vihar,  
Delhi - 110092

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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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# भारत का संविधान

## उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण 'प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,  
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,  
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,  
तथा उन सब में,

व्यक्ति की गरिमा और <sup>2</sup> राष्ट्र की एकता  
और अखण्डता सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

## भाग 4 क मूल कर्तव्य

**51 क. मूल कर्तव्य** - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करें;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले।

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a '**SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC**' and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup> unity and integrity of the Nation;

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

- 
1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
  2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)
- 

# THE CONSTITUTION OF INDIA

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

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# 1. ASSAMESE

Code No. 114

Class-XI

(APRIL 2012 - MARCH 2013)

One Paper

Time : 3 hours

Marks : 100

SECTION	DETAILS OF TOPICS/CHAPTERS	WEIGHTAGE	SUGGESTED PERIODS
SECTION-A READING	<b>1. Applied Grammar:</b>	5	
	i. Major Parts of speech	3	
	ii. Use of words in different Meaning	3	
	iii. Replacement of words	4	
	iv. Use of phrases & Idioms	3	55
	v. Correction	4	
	vi. Transformation of sentences	4	
	vii. Proverbs	2	
	viii. Opposite words	4	
	ix. Inflexion of suffixes		
	<b>2. Translation</b>	4	10
	<b>3. Vocabulary building</b>	4	10
SECTION - B COMPOSITION AND WRITING	<b>Essay Writing:</b> i. Utsab Bisayak ii. Jibani Mulak iii. Bhraman Mulak iv. Abhiruchi Bisayak v. Adarsa Mulak	10	30
SECTION - C LITERATURE	<b>1. Prose:</b> General questions & Explanation	20	40
	i. Jibanor Sartiparba- Satyanath Bora		
	ii. Asomor Lokasahitya: a Baichitraye majat aihye- Nirmal Prave Bordoloi		
	iii. Asomiye Sanskriti- Jyoti Prasad Agarwal		
	iv. Badh Kabya- Dr. Birinchi Kumar Baruah		
	<b>2. Poetry:</b> General questions & Explanation	20	40
	i. Borgeet (Mai Hera Gokulachand) Madhavdev		
	ii. Prakriti- Chandra K. Agarwala		
	iii. Giri Mailka- Raghunath Choudhary		
	iv. Lachit Phukar- Debakanta Baruah		
	<b>3. Drama:</b> 'Siraj' written by Phani Sarma Published by - Publication Board, Assam.	10	15

**Prescribed textbook:**

Sahitya Sourav- Published by Assam Higher Secondary Education Council, Guwahati-21

**1. ASSAMESE**  
**Code No. 114**  
**Class-XII**  
**(APRIL 2013 - MARCH 2014)**

**One Paper**

**3 Hours**

**Marks : 100**

SECTION	DETAILS OF TOPICS/CHAPTERS	WEIGHTAGE	SUGGESTED PERIODS
SECTION-A READING	<b>1. Applied Grammar:</b> a) Major parts of speech b) Derivational Affixes c) Sandhi d) Correction e) Transformation of sentences f) Opposite words g) Vocabulary building	25	45
	<b>2. Figures of speech:</b> Anuprasa, Yamak, Rupak, Upama, Utpreksha, Virodha	08	15
	<b>3. Prosody:</b> Parva (foot), Matra (Mora), Yati, Charan (Verse), Pada, Dulari, Chabi	07	15
SECTION - B COMPOSITION AND WRITING	<b>Essay Writing:</b> i. Utsab Bisayak ii. Jibani Mulak iii. Abhiruchi Bisayak iv. Bhraman Mulak v. Adarsa Mulak	10	25
SECTION - C LITERATURE	<b>1. Prose:</b> General questions & Explanation 1. Barnabodh-by Bhakendra Nath Saikia 2. Samudramanthan - by Jralukya Nath Goswami 3. Sanskritik Aihyesadhanat Sahity: Ali Nidarshan- by S.N. Sarma 4. Newton Aru Saptadas Satikar Bouddhik Biplav- by Dr. Kulendu Pathak	20	40



	<b>2. Poetry:</b> General questions & Explanation 1. Ureshe Barnai- by Shankardev 2. Bishoe Khanikar- by Mafi Juddin Ahmed Hazarika 3. Atitak Neaa Pahari- by Jatindra Nath Duara 4. Ritu (Bahag)- by Dr. Nirmal Prava Bordoloi <b>3. Travelogue:</b> Ranga Karavir Phool- by Hem Barua	20	40
		10	15

**Prescribed Text Books:**

1. Prose & Poetry: Sahitya Saurav- Published by Assam Higher Secondary Education Council, Guwahati-21
2. Travelogue: Ranga Kaveabir Phool- by Hem Barua.

**SYLLABUS FOR BENGALI - CODE 105**  
**Class – XI**  
**(APRIL 2012 - MARCH 2013)**

বিভাগ	বিষয়ের বিবরণ/অধ্যায়	মূল্যায়ন	নির্ধারিত পিরিয়ড
বিভাগ-ক বোধ পরীক্ষণ	১০০-১৫০ শব্দের মধ্যে দুইটি অপঠিত অনুচ্ছেদ। প্রথম চারটি প্রশ্ন অনুচ্ছেদ থেকে সোজাসুজি দেওয়া হবে। এবং পঞ্চম প্রশ্নটি ব্যাকরণ ভিত্তিক (সন্ধি, সমাস, সমার্থক শব্দ, বিপরীত শব্দ, সাধু-চলিত ভাষা এবং বাক্য রচনা) প্রতিটি প্রশ্নের মান - ০১	(1+1+1+1+1)x2=10  Total = 10 marks	10
বিভাগ-খ ব্যাকরণ	১. বাক্যের রূপান্তর সাধন (সরল, জটিল ও যৌগিক) ২. উক্তি পরিবর্তন ৩. কারক ৪. সাধু ও চলিত ভাষা	(1+1+1+1+1)x1=05 (1+1+1+1+1)x1=05 (1+1+1+1+1)x1=05 (2½ + 2½) x 2 = 05 Total = 20 marks	50
বিভাগ-গ নির্মিতি অধ্যায়	১. প্রতিবেদন রচনা (১০০ থেকে ১২০ শব্দের মধ্যে) ২. ভাবসম্প্রসারণ (১০০ থেকে ১২০ শব্দের মধ্যে) ৩. একটি ১০০-১২০ শব্দের গদ্যাংশের সারাংশ লিখন।	6 x 1 = 06 7 x 1 = 07 7 x 1 = 07 Total = 20marks	25
বিভাগ-ঘ সাহিত্য	গদ্য : ১. ইম্পাতের মেয়ে - বঙ্কিমচন্দ্র চট্টোপাধ্যায় ২. আমরা ও তোমরা - প্রমথ চৌধুরী ৩. পণ্ডিত মশাই - শরৎচন্দ্র চট্টোপাধ্যায় ৪. শিল্পী - মানিক বন্দ্যোপাধ্যায় পদ্য: ১. প্রেম বৈচিত্র্য - চন্ডীদাস ২. আমার কৈফিয়ৎ - নজরুল ইসলাম ৩. রাস্তা কারো একার নয় - বীরেন্দ্র চট্টোপাধ্যায়	ব্যাখ্যা 5 x 1 = 5 প্রশ্ন (2+2+2+3)x1=9 (2 + 4) x 1 = 6 ব্যাখ্যা 5 x 1 = 5 প্রশ্ন (1+2+2)x2=10	40
	নাটক : চোখে আব্দুল দাদা - মনোজ মিত্র	প্রশ্ন (2+3+5)x1=10 টীকা 5x1=5 Total = 50 marks	25

Total = 100 marks

প্রস্তাবিত পাঠ্যপুস্তক :

- উচ্চমাধ্যমিক পাঠ সঞ্চয়ন (সাপ্রতিক সংস্করণ) গদ্য
- উচ্চমাধ্যমিক পাঠ সঞ্চয়ন (সাম্প্রতিক সংস্করণ) কবিতা ও নাটক
- প্রবেশিকা বাংলা ব্যাকরণ - ডঃ নির্মল কুমার দাশ।

**(APRIL 2013 - MARCH 2014)**

Total = 100 marks

১. উচ্চমাধ্যমিক পাঠ সঞ্চয়ন (সাপ্রতিক সংস্করণ) গদ্য
২. উচ্চমাধ্যমিক পাঠ সঞ্চয়ন (সাম্প্রতিক সংস্করণ) কবিতা ও নাটক
৩. প্রবেশিকা বাংলা ব্যাকরণ - ডঃ নির্মল কুমার দাশ।

### 3. BODO

CODE 092

CLASS: XI

(APRIL 2012 - MARCH 2013)

One Paper

Time : 3 hours

Marks : 100

SECTION	DETAILS OF TOPICS / CHAPTERS	WEIGHTAGE	SUGGESTED PERIODS
SECTION - A READING	1. 'A' Dazabda Dazabnayni Khanthi 2. Mungrai arw beni bahagw 3. Zora swdwb 4. Bathrani Phao arw bathra Phanday	5 5 5 5	20
SECTION - B COMPREHEN- SION	1. 500 Swdwb gwnang mwnse dophakhwu Gaoni raozwng lirphinnay 2. Khonthaini Sar bahagw Lirnay	5 5	10
SECTION - C COMPOSITION AND WRITING	1. Report Lirnay 2. Laizam Lirnay 3. Gao Mwzang mwnnay Zaykhizaya mwnse aidani Sayao Lirnay	7 6 7	20
SECTION - D LITERATURE	<b>Prose:</b> 1. Boro harinisim phongnwisw - Karindra Narayan Brahma 2. Bwisagu arw Boro Mahari - Lakheswar Brahma <b>Poetry:</b> 1. Dwi bazrum - Pramod Chandra Brahma 2. Subungni dhwrwm - Brajendra Kr. Brahma <b>Drama:</b> Zaraphagla - Chandrakanta Mosahary	20  15  15	40

#### Prescribed Text Books:

1. Suzunay Bizab, Edition- 2010 (Prose & Poetry), Assam Higher Secondary Education Council, Published by N.L. Publication, Panbazar, Guwahati-I (Class XI new syllabus).
2. Gwnang Raskhanthi, Kamal Kumar Brahma, Reprint- 2005, Bina Library, Panbazar, Guwahati-I.
3. Zaraphagla, Chandrakanta Mosahary, Bodo Publication Board, Bodo Sahitya Sabha 2009.

### 3. BODO

CODE 092

CLASS: XII

(APRIL 2013 - MARCH 2014)

One Paper

Time : 3 hours

Marks : 100

SECTION	DETAILS OF TOPICS / CHAPTERS	WEIGHTAGE	SUGGESTED PERIODS
SECTION - A GRAMMAR	1. Bathra Swlaynay (gwrlwi, bangba, zothai) 2. Rao arw raosa 3. Dazabda 4. Thado sin Bahynay 5. Bathra Phao arw bathra phanday	6 6 6 6 6	40
SECTION - B COMPOSITION AND WRITING	1. Sansri pehernay 2. Sar bahagw Lirnay 3. Report Lirnay	7 6 7	20
SECTION - C LITERATURE	<b>Prose:</b> 1. Swrba - Pramod Ch. Brahma 2. Giyanni sulung - Surath Narzary 3. Okhrangma mulug - Upendra Nath Brahma <b>Poetry:</b> 1. Swrkhwu Nwnswr Malay Nongdwng-Rupnath Brahma 2. Gwthwibari - Ishan Chandra Muchahary. 3. Ziuni Roze - Sachindra Basumatary 4. Ginanggwu Gwiya - Nileswar Brahma <b>Story:</b> Sandw Baodia - Bidyasagar Narzary.	20     15  15	20     15  10

**Prescribed textbook:**

1. Suzunay Bizab, Edition- 2010 (Prose & Poetry), Assam Higher Secondary Education Council, Published by N.L. Publication, Panbazar, Guwahati-I.
2. Gwnang Raskhanthi, Kamal Kumar Brahma, Reprint- 2005, Bina Library, Panbazar, Guwahati-I.
3. Sandw Baodia, Bidyasagar Narzary, GBD Publishers, Guwahati, 2004

## 4. GUJARATI

Code No. 110

Class-XI

(APRIL 2012 - MARCH 2013)

One Paper

3 Hours

Marks : 100

SECTION	DETAILS OF TOPICS / CHAPTERS	WEIGHTAGE
SECTION - A ADVANCED READING SKILLS	An unseen passage of 150 words followed by questions.	10 marks
SECTION - B EFFECTIVE WRITING SKILLS	1. Report Writing for Newspapers 2. Précis Writing (Approximately in 1/3rd of the given length) 3. An Essay on current topics in 200/250 words	6 marks 6 marks 8 marks <b>Total = 20 marks</b>
SECTION - C APPLIED GRAMMAR	1. Transformation of sentences - Positive, Negative 2. Formation of words (Samanarthi; Viruddharthi from the prescribed lessons only) 3. Correction of sentences 4. Idioms (From the prescribed lessons) 5. Proverbs (From the prescribed lessons) 6. Punctuation marking in a small paragraph	4 marks 4 marks 4 marks 3 marks 3 marks 2 marks <b>Total = 20 marks</b>
SECTION - D LITERATURE	<b>Prose (Essay Travelogues, Novel, Short Stories, Drama etc.):</b> 1. Critical appreciation, Comprehension, (5 short questions) 2. Explanation with reference to context (who said to whom, when & why, name of the lesson) 3. Answer in details (any two) <b>Poetry:</b> 1. Explanation with reference to the context from the prescribed poems (4 Questions)	5 marks 12 marks 8 marks 6 marks

	2. Critical Appreciation (Given lines, Bhavarth explanation, any two out of four)	8 marks
	3. Ras darshan of a complete poem	5 marks
	4. Short questions out of the prescribed poems 0(Three out of five question)	6 marks
		<b>Total = 50</b>
	<b>Total</b>	<b>100 marks</b>

### Lessons to be Studied:

#### Prose:

S.No.	Lesson no. as given in text book	Title	Author
1.	2	Saraswatichandrano Gruhtyag	Govardhanram Tripathi
2.	6	Kavyamay Jan	Kaka Kalelkar
3.	8	Kankudi ne Kaniyo	Ramnarayan pathak
4.	10	Tran Prasongo	Mahadevbhai Desai
5.	12	Aviram Yuddha	Dhumketu
6.	22	Pagarkhano Gothavnar	Ramanlal C Shah
7.	24	Manushya Thavun	Kundankia Kapadia
8.	26	Nava Varshana Sankalpo	Bakul Tripathi
9.	28	Uniform	Ishwar Parmar
10.	33	Moolsootun	Naren Barad

#### Poetry:

S.No.	Lesson no. as given in text book	Title	Author
1.	1	Sukh-dukh Manmau na Ania	Narsinh Mehta
2.	5	Shyam rang	Daya Ram
3.	7	Sambharya Hari Amane Re	Lokgeet
4.	11	Sadbhavna	Patil
5.	13	Nirdosh ne nirmal aankk Tari	Harichandra Bhatt
6.	15	Bhomiya Vina	Umashanker Joshi

7.	19	Mehuliyo	Rajendra Shah
8.	21	Joiye	Amrit 'Ghayal'
9.	23	Joonun Ghar Khali Kartan	Balmukund Dave
10.	25	Valavi Ba Avi	Ushnas
11.	27	Reva	Hasit Buch
12.	31	Rasta Vasantra	Manoj Khanderia

**Prescribed Text Books:**

Gujarati (Dwitiya Bhasha) Std. XI Gujarat Rajya Shala Pathya Pustak Mandal "Vidhyayan"  
Section 10A, Gandhinagar (Edition 2004) Gujarat.



**4. GUJARATI**  
**Code No. 110**  
**Class-XII**  
**(APRIL 2013 - MARCH 2014)**

**One Paper**

**3 Hours**

**Marks : 100**

SECTION	DETAILS OF TOPICS / CHAPTERS	WEIGHTAGE
SECTION - A ADVANCED READING SKILLS	An unseen passage of 150 words followed by questions.	10 marks
SECTION - B EFFECTIVE WRITING SKILLS	1. An Essay on current topics in 200 words 2. Story building from given points 3. Letter Writing (Personal, Professional, Occupational)	8 marks 6 marks 6 marks <b>Total = 20</b>
SECTION - C APPLIED GRAMMAR	1. Transformation of Sentences - (Interrogative, Exclamatory) 2. Identifying idioms (from prescribed poem only) 3. Transformation of sentences in respect of tenses 4. Correction of sentences 5. Proverbs (from the prescribed lessons) 6. Formation of words (Samanarthi, Viruddharthi from the prescribed lessons only) 7. Sandhi vigarh	3 marks 3 marks 3 marks 3 marks 3 marks 3 marks 2 marks <b>Total = 20 marks</b>
SECTION - D LITERATURE	<b>Prose:</b> 1. Four reference to the context questions based on all prescribed lessons (in 4 or 5 lines) 2. Answer in 7-8 sentences (any two) 3. Answer in 2-3 sentences (any two)	8 marks 8 marks 4 marks

	<b>Poetry:</b> 1. Answer in 2-3 sentences (any three) 2. Two long questions out of four questions based on the prescribed poems only 3. Poetry comprehension based on text book  <b>History of Modern Literature (Broad Outlines):</b> "Gujarati Sahitya ni Vikas Rekha" by Dhirubhai Thaker	6 marks 8 marks 6 marks  10 marks  <b>Total = 50 marks</b>
	<b>Total</b>	<b>100 marks</b>

#### Lessons to be Studied:

##### Prose:

S.No.	Lesson no. as given in text book	Title	Author
1.	2	Mata Pita ni Agna	Gandhiji
2.	6	Kanchan Ane Geru	Ramanlal V Desai
3.	8	Napass	Chandravandan C Mehta
4.	14	Maji No Pyalo	Gulabdas Broker
5.	16	Diwaliman Noker Gayo	Chinubhai Patwa
6.	18	Navun Darshan	Chhottubhai Suthar
7.	22	Din Khon ke Hamare	Dhirubhai Thakkar
8.	24	Shruti Ane Smruti	Chandrakant Baxi
9.	26	Indreshwar thi Ashram	Narottam Pallan
10.	28	Putra Shishyat Icchet Parajayam	Girish Ganatra

**Poetry:**

S.No.	Lesson no. as given in text book	Title	Author
1.	1	Mehulo Gaje Ne Madhav nache	Narsinh Mehta
2.	5	Janani	Botadkar
3.	7	Phool vin Sakhe!	Kalapi
4.	11	Mane AeJ Samajatu Nathi	Karsandas Manek
5.	13	Biju Hun Kai na Magun	Badrayan
6.	15	Koun?	Sundaram
7.	17	Te Shun Karyun?	Umashanker Joshi
8.	21	Banavati Phoolone	Prehlad Parekh
9.	23	Adhalak Dhaliyo Re Samaliyo	Dinesh Kothari
10.	25	Tham	Nalin Raval
11.	27	Tadko	Sudhir Desai
12.	30	Haiku	Loksahitya, Hemenshah & Sneh Rashmi

**Prescribed Text Books:**

Gujarati (Dwitiya Bhasha) Std.XII Gujarat Rajya Shala Pathya Pustak Mandal "Vidhyayan"  
Section 10A, Gandhinagar (Edition 2004) Gujarat.

## 5. KANNADA

Code No. 115

CLASS XI

One Paper

3 Hours

Max. Marks : 100

### SECTION A

Marks Periods

#### Grammar

25

60

- (a) Transformation of sentences, (changing of tense, adjectives gender, number etc. ) 5
- (b) Translation of the given passage in Kannada into English /Hindi 5
- (c) Prosody - Gana Vivakshe/Gana Vibhaga : Akshara Gana, Amsa Gana, Matra Gana, Mudi 5
- (d) Writing a story or paragraph based on the skeleton cues given 5
- (e) Questions based on Bhashabhyasa given in the text at the end of the lessons 5

### SECTION B

#### Comprehension of an unseen passage with questions

10

20

- (a) Writing the summary of a passage with Silent Points. 5
- (b) Comprehension questions on a given passage. 5

### SECTION C

#### Composition and writing

15

30

- (a) Essay writing 5
- (b) Business letter writing 5
- (c) Summerising News Paper, Magazine and Periodical Writings 5

### SECTION D

#### Literature

50

#### 1. Detailed Prescribed Text:

(a). SAHITYA NANDANA

(b). PRAYOGA NANDANA

Published by the Department of PUE, Bangalore

(Prose & Poetry-All lessons need to be studied)

1. Prose : All lessons need to be studied

15

30

II. Poetry : All lessons/Poems need to be studied

15

35

III. Drama :

#### 1. KAALAJNANI KANAKA

12

18

By - K.R. Nagaraja

(Ref. : Sahitya Nandana)

- 2. A brief outline History of Kannada literature consisting of major poets and the poets inculed in the preseriped text. 08

## Class XII

### One Paper Section A

Time : 3 hours

Max. Marks : 100

	Marks	Periods Suggested
<b>Grammar</b>	<b>25</b>	<b>50</b>
(a) Transformation of Sentences	05	
(i) Question		
(ii) Negation		
(iii) Converting Compound to Simple Sentences and vice-versa		
(iv) Changing Tenses		
(v) Roopa Nishpatti		
(b) Translation of a given passage from English or Hindi to Kannada	05	
(c) Prosody	05	
Metre :		
(i) Champakamala		
(ii) Kanada Padya		
(iii) Bhamini Shatpadi		
(iv) Tirpadi		
(v) Sangatya		
(vi) Ragale		
(d) Explaining Proverbs (2½ × 2 marks)	05	
(e) Questions based on Bhashabhyasa given at the end of the lessons	05	
<b>Section B</b>		
<b>Comprehension of an unseen passage</b>	<b>10</b>	
(i) Comprehension questions on an unseen passage	6	
(ii) Writing a brief summary of a passage with salient points	4	
<b>Section C</b>		
<b>Composition and Writing</b>	<b>15</b>	<b>30</b>
(i) Reporting simple and common events	5	
(ii) Writing letters to the Newspaper Editors	5	
(iii) Summerising news paper, magazine and periodical writings	5	
<b>Section D</b>	<b>50</b>	
<b>A. Readings for detailed study</b>		
(a) Prose: All lessons need to be studied	<b>15</b>	<b>35</b>
(b) Poetry: All lessons/poems need to be studied	<b>15</b>	<b>35</b>
(c) Drama : EKALAVYA-By. DR. SIDDALINGAIAH	<b>12</b>	<b>24</b>

(Ref: Sahitya Chandana)

**Prescribed books:**

1. SAHITYACHANDANA
2. PRAYOGACHANDANA

} Published by Deptt.  
of PUE Bangalore

Note: (All lessons need to be studied)

- (d) A Brief outline History of Kannada Literature consisting of  
Major poets and the poets included in the prescribed text.

8 16

1. Shivakotyacharya  
Pampa 1
2. Ranna
3. Harihara
4. Raghavanka
5. Kumaravyasa
6. Ratnakaravarni
7. Nagachandra
8. Vachanakaras : Basavanna, Allamaprabhu, Akkamahadevi
9. Haridasas : Purandaradasa, Kanakadasa
10. Lakshmeesha
11. Nanjunda
12. Puligere Somanatha
13. Kuvempu
14. D R Bendre
15. Gopalakrishna Adiga
16. Chennaveera Kanavi
17. G.S. Shivarudrappa
18. B.G.L. Swamy
19. Vaidehi
20. Girish Karnad

**Reference Books :**

1. Kannada Sahitya Charitre—by R.S. Mugali
2. Kannada Sahityada Itishasa by R.S. Mugali  
Pub : Sahitya Akademi, New Delhi.

**6. मराठी अभ्यासक्रम**  
**(कोड सं.: 109)**

**कक्षा—XI**

**एप्रिल 2012 – मार्च 2013**

वर्ग – 11

गुण 100

विशयवस्तु	गुण
व्याकरण	25
अपठित गद्य	10
निबंध लेखन	15
पठित गद्य	20
पठित पद्य	15
स्थूलवाचन	15
एकूण	100

**विभाग अ**

**अ— विभागामध्ये एकूण प्रश्नांची संख्या तीन आहे**

**प्रश्न संख्या 1** – या प्रश्नामध्ये वाक्यपरिवर्तनांतर्गत खालील घटकांचा अंतर्भाव केला आहे.

- वाक्याचे प्रकार (केवल वाक्य—मिश्र वाक्य—संयुक्त वाक्य)
- वाक्याचे अर्थ (आज्ञार्थी—विदयार्थी—विधानार्थी—उद्गारार्थी)

या प्रश्नाचे स्वरूप लघुत्तरी असून या प्रश्नासाठी सात विधानावर प्रश्न विचारावेत पैकी कोणत्याही पाच विधानांना प्रत्येकी 3 गुण दयावेत. एकूण गुण – 15

**प्रश्न संख्या 2** – याप्रश्नात (अ) मध्ये वचन बदला असा प्रश्न विचारावा. या प्रश्नासाठी निर्धारित गुणसंख्या आहे – दोन भाव्दांसाठी 2 गुण.

(ब) मध्ये विषेशणे बनवा असा प्रश्न विचारावा या प्रश्नासाठी निर्धारित गुणसंख्या आहे दोन भाव्दांसाठी 3.

**प्रश्न संख्या 3** – या लघुत्तरी प्रश्नात सात विधानामध्ये कंसात विभक्ती प्रत्यय भाव्दांच्या जाती यांची सामान्य रूपे दयावीत. पाच विधानाची उत्तरे अपेक्षित. या प्रश्नासाठी निर्धारित गुण आहेत प्रत्येकी 1 एकूण 5.

## विभाग ब

प्रश्न संख्या 4 – या विभागात एकच प्रश्न असून तो अपठित गद्य यावर आधारित आहे. या प्रश्नासाठी निर्धारित गुण 10 असून ते पाच उपप्रश्नात दोन दोन गुणामध्ये विभागले आहेत. अपठित गद्यासाठी भाव्दमर्यादा 200 भाव्दांची असावी

## विभाग क

प्रश्न संख्या 5 – या विभागात स जनात्मक कौशल्यावर आधारित प्रश्न विचारावा. यासाठी तीन विशय निबंध लेखनासाठी दयावेत. पैकी एकावर निबंधलेखन अपेक्षित. निबंध हा चिंतनात्मक अथवा वर्णनात्मक असावा. भाव्द मर्यादा सुमारे 300 भाव्दांपर्यंत असावी. निर्धारित गुण-15

## विभाग ड

या विभागात पाठयपुस्तकावर आधारित गद्य-पद्य व स्थूलवाचन यावरील प्रश्नाचा अंतर्भाव होतो. अध्यासक्रमासाठी निर्धारित पाठयपुस्तक 'युवक भारती' वर्ग अकरावी (प्रकाशन वर्ष 2006) प्रकाशक महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ पुणे अभ्यासक्रम खालीलप्रमाणे

अंक	पाठ	पाठाचे भाषीर्शक	लेखक
1	2	धन्य त्या विरश्री वैभवाची	रघुनाथ यादव चित्र
2	3	आरसा	डॉ. बाबासाहेब आंबेडकर
3	4	सामाजिक अभ्युदय	पु.ग.सहस्त्रबुद्धे
4	6	आठवणी स्वरलतेच्या	वसंत भालेकर
5	7	अग्नीपंख	डॉ.ए.पी.जे.अब्दुल कलाम
6	8	अरणी	मारुती चित्तमपल्ली
7	9	हिप्परग्याची भाळा	नरेन्द्र चपळगावकर
8	11	चालाल तर वाचाल !	अभय बंग
9	12	आयदान	उर्मिला पवार
10	13	काही खरं नाही	रंगनाथ पठारे

**प्रश्न संख्या 6 –** (अ) या प्रश्नासाठी पाठयपुस्तकातील निर्धारित पाठावर आधारित एकूण तीन प्रश्न दयावेत पैकी दोन प्रश्नांची उत्तरे अपेक्षित आहेत. प्रत्येक प्रश्नासाठी 5 गुण निर्धारित असून एकूण गुण 10 आहेत.

(ब) या प्रश्नासाठी पाठयपुस्तकातील निर्धारित गद्य पाठावर आधारित तीन विधानाचे संदर्भासह स्पष्टीकरण विचारले जाते पैकी दोन विधानाचे संदर्भासह स्पष्टीकरण अपेक्षित. यातील प्रत्येक विधानाला 5 गुण असून एकूण गुणसंख्या 10 आहे.

**प्रश्न संख्या 7 –** (अ) या प्रश्नासाठी पाठयपुस्तकातील निर्धारित पद्य पाठावर आधारित तीन पंक्तिंचे संदर्भासह स्पष्टीकरण विचारले जाते. पैकी दोन पंक्तिंचे संदर्भासह स्पष्टीकरण अपेक्षित. यातील प्रत्येक विधानाला 5 गुण असून एकूण गुणसंख्या 10 आहे.



## पदय

अ.क्र.	पाठ	पदय पाठाचे भीर्शक	कवी
1	1	हरिपाठाचे अभंग	संत ज्ञाने वर
2	3	पृथ्वी पासोन जाली झाडे	समर्थ रामदास
3	5	अखंड	महात्मा जोतीराव फुले
4	6	भयचकीत नमावे तुज रमणी	भा.रा.तांबे
5	7	पिसाट मन	ना.घ.दोपांडे
6	8	स्वातंत्रदेवीची विनवणी	कुसुमाग्रज
7	10	पतंग	इंदिरा संत
8	12	गाण्यात मी असा	राजा महाजन
9	13	बळ	असावरी काकडे
10	14	मग्न	जयराम खेडेकर

ब) या प्रश्नासाठी पाठ्यपुस्तकातील निर्धारित पदय पाठावर आधारित तीन काव्यपंक्तिमधील अलंकार ओळखण्यास सांगितले जातात पैकी दोन अलंकार ओळखणे अपेक्षित. प्रत्येकी 2 ½ गुण असून एकूण गुण 5. प्रश्न संख्या 8 – अ) या प्रश्नासाठी पाठ्यपुस्तकातील स्थूलवाचन या विभागातील प्रश्नांचा अंतर्भाव होतो.

## स्थूल वाचन

अ.क्र.	पाठ क्र.	पाठाचे भीर्शक	लेखक
1	1	अनादरो भवती	वि.द.घाटे
2	2	मनाच्या डाली	अनंत काणेकर
3	5	सूर्य स्पर्श	शिरीश पै
4	8	मनातले घर	अरुणा ढेरे

हा प्रश्न समिक्षात्मक असून वर्णनात्मक अथवा चरित्रात्मक स्वरूपाची दीर्घोत्तरे अपेक्षित. या प्रश्नाला निर्धारित गुण आहेत 10. हा प्रश्न पर्यायवाची आहे.

ब) या प्रश्नाचे स्वरूप लघुत्तरी असून टिपा लिहा, माहिती द्या, व्यक्तिचित्रात्मक अशा स्वरूपाची उत्तरे अपेक्षित या प्रश्नासाठी निर्धारित गुण आहेत 5. (भाक्यतो हा प्रश्न दोन उपप्रश्नामध्ये विभाजीत असावा.)

**6. मराठी अभ्यासक्रम**  
**(कोड सं.: 109)**  
**कक्षा—XII**  
**एप्रिल 2013 – मार्च 2014**

वर्ग – 11

गुण 100

विशयवस्तू	गुण
व्याकरण	25
अपठित गद्य	10
निबंध लेखन	15
पठित गद्य	20
पठित पद्य	15
स्थूलवाचन	15
एकूण	100

**विभाग अ**

**अ— विभागामध्ये एकूण प्रश्नांची संख्या तीन आहे**

**प्रश्न संख्या 1** — या प्रश्नामध्ये वाक्यपरिवर्तनांतर्गत खालील घटकांचा अंतर्भाव केला आहे.

- वाक्याचे प्रयोग (कर्तरी—कर्मणी—भावे)
- काळ (वर्तमान—भूत—भविष्य)
- वाक्याचे अर्थ (विरुद्धार्थी वाक्प्रचाराचा अर्थ)

या प्रश्नाचे स्वरूप लघुत्तरी असून या प्रश्नासाठी सात विधानावर प्रश्न विचारावेत, पैकी कोणत्याही पाच विधानांना प्रत्येकी 3 गुण दयावेत. एकूण गुण — 15

**प्रश्न संख्या 2** — याप्रश्नात

- (अ) मध्ये वचन बदला असाप्रश्न विचारावा. या प्रश्नासाठी निर्धारित गुणसंख्या आहे — दोन भाव्दांसाठी 2 गुण.
- (ब) मध्ये क्रियाविषेशणे बनवा असा प्रश्न विचारावा या प्रश्नासाठी निर्धारित गुणसंख्या आहे. तीन भाव्दांसाठी 3.

**प्रश्न संख्या 3** — या लघुत्तरी प्रश्नात सात विधानामध्ये कंसात विभक्ती प्रत्यय, भाव्दांच्या जाती यांची सामान्य रूपे दयावीत. पाच विधानाची उत्तरे अपेक्षित. या प्रश्नासाठी निर्धारित गुण आहेत प्रत्येकी 1 एकूण 5.

## विभाग ब

प्रश्न संख्या 4 — या विभागात एकच प्रश्न असून तो अपठित गद्यावर आधारित आहे. या प्रश्नासाठी निर्धारित गुण 10 असून ते पाच उपप्रश्नात दोन दोन गुणामध्ये विभागले आहेत. अपठित गद्यासाठी भाव्दमर्यादा 200 भाव्दांची असावी

## विभाग क

प्रश्न संख्या 5 — या विभागात सशजनात्मक कौशल्यावर आधारित प्रश्न विचारावा. यासाठी तीन विशय निबंध लेखनासाठी दयावेत. पैकी एक निबंधलेखन अपेक्षित निबंध हा चिंतनात्मक अथवा वर्णनात्मक असावा. भाव्द मर्यादा सुमारे 300 भाव्दांपर्यंत असावी

## विभाग ड

या विभागात पाठयपुस्तकावर आधारित गदय-पदय व स्थूलवाचन यावरील पत्रशनाचा अंतर्भाव होतो. अध्यासकमासाठी निर्धारित पाठयपुस्तक 'युवक भारती' वर्ग बारावी (प्रकाशन वर्षा 2007) प्रकाशक महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ पुणे-411005 अभ्यासक्रम खालीलप्रमाणेअ

अंक	पाठ	पाठाचे भाषीर्शक	लेखक
1	3	फुलांचे काव्य	दुर्गा भागवत
2	4	युवका पुढील आव्हाने	यशवंतराव चव्हाण
3	7	छलांग	केशव मेथ्राम
4	8	टॉयचा घोडा	डॉ. जयंत नारळीकर
5	9	तुकोबांची माळ	फादर फान्सिस दिब्रिटो
6	11	अभाळा एवढा छात्रपती	लक्ष्मण माने
7	13	देवमाणूस	रविन्द्र ठाकूर

प्रश्न संख्या 6 — अ) या प्रश्नासाठी पाठयपुस्तकातील निर्धारित पाठावर आधारित एकून तीन प्रश्न दयावेत. पैकी दोन प्रश्नांची उत्तरे अपेक्षित आहेत. प्रत्येक प्रश्नासाठी 5 गुण निर्धारित असून एकूण गुण 10 आहेत

ब) या प्रश्नासाठी पाठयपुस्तकातील निर्धारित गदय पाठावर आधारित तीन विधानाचे संदर्भासह स्पष्टीकरण विचारले जाईल. पैकी दोन विधानाचे संदर्भासह स्पष्टीकरण अपेक्षित. यातील प्रत्येक विधानाला 5 गुण असून एकूण गुणसंख्या 10 आहे

प्रश्न संख्या 7 — अ) या प्रश्नासाठी पाठयपुस्तकातील निर्धारित पदय पाठावर आधारित तीन पंक्तिंचे संदर्भासह स्पष्टीकरण विचारले जाते. पैकी दोन पंक्तिंचे संदर्भासह स्पष्टीकरण अपेक्षित. यातील प्रत्येक विधानाला 5 गुण असून एकूण गुणसंख्या 10 आहे

ब) या प्रश्नासाठी पाठयपुस्तकातील निर्धारित पदय पाठावर आधारित तीन काव्यपंक्तिमधील अलंकार ओळखण्यास सांगितले जातात पैकी दोन अलंकार ओळखणे अपेक्षित. प्रत्येकी 2 ½ गुण असून एकूण गुण 5.

## पदय

अ.क.	पाठ	पदय पाठाचे भीर्शक	कवी
1	3	भला जन्म हा तुला	राम जोशी
2	5	चाललो	अनिल
3	8	श्रीरंग	वसंत सावंत
4	9	भुंड टेकाड	दिलीप चित्रे
5	10	झाड आणि माणूस	निळकंठ महाजन
6	12	पोरी	अनुराधा पाटील
7	13	भीती मेदूत आरपार	दासू वैदय

प्रश्न संख्या 8 – अ) या प्रश्नासाठी पाठयपुस्तकातील स्थूलवाचन या विभागातील प्रश्नांचा अंतर्भाव होतो.

## स्थूल वाचन

अ.क.	पाठ क.	पाठाचे भीर्शक	लेखक
1	1	त्याग	विभावरी शिरूरकर
2	2	माणसाची गोष्ट	कमल देसाई
3	3	कोणीकडून.... कोणीकडे	विजया राजध्यक्ष
4	4	सोन्याचा तुकडा	गौरी देशपांडे
5	6	स्पर्श	निलम माणगावे

हा प्रश्न समिक्षात्मक असून वर्णनात्मक अथवा चरित्रात्मक स्वरूपाची दीर्घांतरे अपेक्षित. या प्रश्नाला निर्धारित गुण आहेत 10. हा प्रश्न पर्यायवाची आहे

ब) या प्रश्नाचे स्वरूप लघुत्तरी असून टिपा लिहा, माहिती द्या, व्यक्तिचित्रात्मक अशा स्वरूपाची उत्तरे अपेक्षित. या प्रश्नासाठी निर्धारित गुण आहेत 5. (भाक्यतो हा प्रश्न दोन उपप्रश्नामध्ये विभाजीत असावा.)

## 7. MALAYALAM

Code No. 112

Class XI

One Paper

Time : 3 hours

Max. Marks : 100

	Marks	Periods
<b>Grammar, Composition &amp; Comprehension</b>		
<b>1. Applied Grammar (based on the recommended books)</b>	<b>25</b>	<b>60</b>
(i) Parts of Speech	5	
(ii) Idioms & Proverbs	5	
(iii) Correction & Transformation of Sentences	5	
(iv) Vocabulary building, equivalent words of simple terms used in economic, administrative, scientific discourses and writing	10	
<b>2. Composition</b>	<b>25</b>	<b>50</b>
(a) Letter writing	10	
(i) Business letters		
(ii) Informal (can be many topics)		
(iii) Application e.g. requesting the authorities for civil amenities; letters to the editor for grievances, asking for pen friends, application for a job etc.		
(b) Comprehension of an unseen passage followed by short answer question	10	
(c) Paragraph writing on general topics related to Day to day common experiences	05	
<b>3. Prose, Poetry</b>	<b>50</b>	
1. From 'MALAYALAM' text book Prescribed by Govt. of Kerala, SCERT 2005 Edition Published by Govt. of Kerala.		

## Class XII

One Paper

Time : 3 hours

Max. Marks : 100

Marks

Periods

### 1. Grammar

25

60

Elementary metres and alankaras

1. Upama-Lupthopama, Malopama, Reshnopama, Savyopama **OR** 10
2. Utpreksha-Dhami, Dharmam, Phalam, Heddu
3. Atishyokthi-Roopakathisyokthi, Akaramathisyokthi, visodhshasam, Uthikhan 10
4. Rupakam-Savayavan, Nirava Yavayavamm, param baritham **OR**
5. Alankara-Nirnayam only from prescribed text book 5

### 2. Writing Skills

25

50

A general study of newspapers/magazines and periodicals in the language with the object of writing

- (i) Reports of simple events 07
- (ii) Letter to Editor 8
- (iii) Comprehension of an unseen passage followed by short answer question 10

### 3. Prose, Poetry

50

80

1. Text book : 'HIGHER SECONDARY RANDAM VARSHAM MALAYALAM' —  
Collection of Essays, Stories and Poems  
Prescribed by SCERT., Govt. of Kerala Pub. by Vidyabhavan Poojappura,  
Thiruvanantha Puram, 12-KERALA (2006 Edition.) Reprint - 2011
2. Prose - 10 Lessons - 10 Questions from prose  
(Anotation & short questions  
6 questions should attend) 6 x 5 = 30
3. Poetry - 5 Lessons 7 questions from poem  
(Anotations & short questions)  
5 questions should attend) 5 x 4 = 20

**8. MANIPURI**  
**Code No. 111**  
**Class XI**  
**(APRIL 2012 - MARCH 2013)**

**One Paper**

**Time : 3 Hours**

**Marks : 100**

SECTION	DETAILS OF TOPICS/ CHAPTERS	WEIGHTAGE	SUGGESTED PERIODS
SECTION - A	1. Phoneme 2. Allophone 3. Root 4. Morpheme 5. Allomorph 6. Affix	3 3 4 4 4 2	35
SECTION - B COMPREHEN- SION	Comprehension: (Unseen)	5	10
SECTION - C COMPOSITION AND WRITING	1. Essay Writing 2. Letter Writing 3. Précis Writing	8 6 6	20
SECTION - D LITERATURE	<b>Prose:</b> 1. Phou Charong by R.K. Elangbam 2. Tougadaba Thabakta Mai Onsillu, Nommou Tanganu by Kh. Chaoba Singh. 3. Sannabada Manipurising by Ajit Singh. 4. Thaksi-Khasi by B. Jayanta kumar Sharma. 5. Adolescent Education by W. Tomchou Singh.	30	55
	<b>Poetry:</b> 1. Meitei Chanu by Dr. L. Kamal Singh. 2. Laman by H. Anganghal Singh. 3. Manipur by E. Nilakanta Singh 4. Ireipak by Arambam Darendrajit	25	

	5. Khongjom Tirtha by S. Nilbir Sharma Shastri.		
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**Prescribed Text Books:**

1. Apunba Manipuri Wareng Sheireng (M.I.L. Class XI)  
Published by Council of Higher Secondary Education
2. Anouba Manipuri Grammar  
Published by Board of Secondary Education, Manipur.
3. Meetei Lonmit by Dr. M.S. Ningomba



## 8. MANIPURI

Code No. 111

Class XII

(APRIL 2013 - MARCH 2014)

**One Paper**

**Time : 3 Hours**

**Marks : 100**

SECTION	DETAILS OF TOPICS/ CHAPTERS	WEIGHTAGE (MARKS)	SUGGESTED PERIODS
SECTION - A GRAMMAR	1. Phrases and Clause 2. Sentence and its transformations. 3. Shandhi and Samas (Compound words)	20	40
SECTION - B COMPOSITION	Comprehension (Unseen)	5	
	1. Essay Writing 2. Letter Writing 3. Amplification (Idioms and Proverbs) Or Sub-Skills (Notice, Story, Descriptive Article)	8 6 6	
SECTION - C LITERATURE	<b>Prose:</b> 1. Meitei Nupi by Sinam Krishna Mohan Singh 2. Akoibagi Phibham Ngak Senba by Dr. B. Manihar Sharma 3. Eigi Thahoudraba Heitup Lalu by M.K. Binodini Devi 4. Hijam Irabot by S. Nilbir Sharma Shastri 5. Bigyan Amadi Meeoiba by Prof. H Nandkumar Sharma 6. Inkhatlakpa Chahi Matang Amadi Aids by Dr. O.Ibochauba Singh	30	60
	<b>Poetry:</b> 1. Meitei Kabi by Khwairakpam Chaoba Singh 2. Lei Langba by Laishram Samarendra Singh	25	

	3. Mapal Naidabasida Ei by Shree Biren		
	4. Dikhoughi Torbanda by Hijam Irabot		
	5. Anouba Thunglaba Jiba by Th. Iboishak		

**Prescribed Text Books:**

1. Apunba Manipuri Wareng Sheireng (M.I.L. Class XII)- Published by Council of Higher Secondary Education, Manipur
2. Anouba Manipuri Grammar - Published by Board of Secondary Education, Manipur.
3. Meetei Lonmit by Dr. M.S. Ningomba.

## 9. ODIA

**Code No. 113**  
**Class-XI**

**One Paper**

**3 Hours**

**Marks : 100**

Unitwise Allocation		
Unit/Areas of Learning		Marks
A.	Advanced Reading Skills	10
B.	Effective Writing Skills	20
C.	Applied Grammar	20
D.	Literature	50

### LANGUAGE

**Marks**

**Suggested  
Periods**

#### Section A : Advanced Reading Skills

**10**

**35**

Unseen Passage for Reading/Comprehension followed by 4 to 5 short answer type questions out of which 2 marks (One question) may be allocated for testing vocabulary.

#### Section B : Effective Writing Skills

**20**

**45**

1. Report-Writing for Newspapers 10
2. Writing of a longer composition like Essay, Article and Speech 10

#### Section C : Applied Grammar

**20**

**45**

1. Transformation of Sentences (Simple/Complex/Compound) 04
2. Antonyms and Synonyms 04
3. Idioms and Proverbs 04
4. Punctuation 04
5. Correction of Errors (in words and sentences) 04

**Novel** : Chamana Athagunta - Fakir Mohan Senapati, Cuttack : Friends' Publishers, Rpt. 2006

**Poetry** : Chilika - Radhanath Ray, Cuttack : Friends' Publishers, Rpt, 2006

**Play** : Mantri Asibe (One act Play) - Ramchandra Mishra, Cuttak : Arya Prakashan

**Novel** 20

1. Long answer type question on the text (one out of two) 10
2. Two short answer type questions on theme, character, and settings based on the moral (two out of four) 5×2=10

**Poetry** 15

1. Long answer type question to test factual comprehension and interpretation of a poem (one out of two) 07
2. Short answer type questions based on one out of two extracts taken from the poems (two out of four) 4×2=8

**Drama (Play)** 15

1. Long answer type question to test the knowledge of plot, characters and technique (one out of two) 07
2. Short answer type questions based on an extract taken from drama (two out of four) 4×2=8

## Class-XII

**One Paper**

**3 Hours**

**Marks : 100**

Unitwise Allocation		
Unit/Areas of Learning		Marks
1.	Reading Skills	10
2.	Writing Skills	20
3.	Applied Grammar,	20
4.	Literature	50

### LANGUAGE

**Marks      Suggested  
Periods**

#### **Section A : Reading Skills**

**10              35**

Unseen Passage for Reading/Comprehension followed by 4 to 5 questions. 1 mark may be allocated for suitable heading.

10

#### **Section B : Writing Skills**

**20              45**

1. Essay on Current topics  
(250 to 300 words)
2. Letter to the Editor of Newspaper
3. Factual description of place or object

10

10

07

#### **Section C : Applied Grammar, Prosody and Rhetorics**

**20              45**

##### **(i) Applied Grammar**

**09**

1. Transformation of sentences (Simple, Complex, Compound)
2. Synonyms
3. Idioms and Proverbs
4. Correction of errors in words
5. Answer in one word

04

04

04

04

06

#### **Section D : Literature**

**50              35**

**Prose :** Prescribed Text : Gadya Dhara, Published by Orissa State

20

Bureau of Text Book preparation and Production, Bhubaneswar, 2006

1. Swadhina Chinta

Biswanath Kar

2.	Odia Jati Kie	Gopabandhu Das
3.	Kshyama	Mayadhar Mansingh
4.	Manisa (2)	Bhubaneswar Behera
5.	Jatira Jibana O Samskruti	Golak Bihari Dhal
6.	Madhu Sandhan	Chandra Sekhar Rath

**Questions :**

1.	Long answer type question (one out of two)	08
2.	Short answer type questions (two out of four)	05
3.	Explanation (one out of two)	07

<b>Poetry :</b>	Prescribed text : Padya Dhara, Published by Orissa State Bureau of Text Book Preparation and Production, Bhubaneswar, 2006	20	20
	Enu Kapota Guru Moro - Jagannath Das		
	Jagate Kebala - Baladev Rath		
	Mo Jibana Pachhe Narke Padithau - Bhima Bhoi		
	Mu Hata Bahuda - Fakir Mohan Senapati		
	Chhota Mora Ganti - Sachidananda Routroy		
	Grama Patha - Binod Chandra Nayak		

**Questions :**

1.	Long answer type question to test the factual comprehension and interpretation (one out of two)	08
2.	Short answer type questions (two out of four)	05
3.	Explanation (one out of two)	07

**Drama :**

**Buxi Jagabandhu** by Manoranjan Das, Dasarathi Pustakalya, Cuttack-2

**Questions :** **10**

1.	Short answer type questions to test knowledge on the theme, plot, character, settings and technique. (two out of four)	2×5=10
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To maintain a parity among the CHSE, ICSE & CBSE Course.

ਪੰਜਾਬੀ—104  
**ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਪੱਧਰ ਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਐਨ**  
**XI-XII ਜਮਾਤ**  
**2014**

ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਪੱਧਰ ਤੇ ਪੰਜਾਬੀ ਪੜ੍ਹਨ ਵਾਲੇ ਵਿਦਿਆਰਥੀ, ਦਸਵੀਂ ਤੱਕ ਪੰਜਾਬੀ ਦਾ ਅਧਿਐਨ ਕਰ ਆਏ ਹਨ। ਉਹਨਾਂ ਦੇ ਗਿਆਨ ਦਾ ਘੇਰਾ, ਘਰ ਪਰਵਾਰ, ਸਕੂਲ, ਪ੍ਰਾਂਤ ਅਤੇ ਦੇਸ ਤੋਂ ਅੱਗੇ ਕੌਮਾਂਤਰੀ ਪੱਧਰ ਤੱਕ ਫੈਲ ਚੁੱਕਾ ਹੈ। ਉਹ ਸਮਾਜਿਕ, ਰਾਜਨੀਤਿਕ ਅਤੇ ਸੱਭਿਆਚਾਰਕ ਪਰਿਪੇਖ ਵਿੱਚ ਸੋਚ ਵਿਕਸਤ ਕਰ ਰਹੇ ਹਨ। ਉਹ ਸਾਹਿਤ ਦੇ ਰੂਪਾਂ ਅਤੇ ਰੂਪਾਕਾਰਾਂ ਬਾਰੇ ਵੀ ਕੁੱਝ ਕੁੱਝ ਜਾਣਦੇ ਹਨ। ਉਹਨਾਂ ਦਾ ਵਿਆਕਰਨ ਦਾ ਗਿਆਨ ਕਾਫੀ ਚੰਗੇਰਾ ਹੋ ਚੁੱਕਿਆ ਹੈ। ਉਹ ਖੁਦ ਵੀ ਕਿਸ਼ੋਰ ਹੋ ਗਏ ਹਨ, ਸੋ ਭਾਸ਼ਾ ਦੀ ਸਹੀ ਰੂਪ ਵਿੱਚ ਵਰਤੋਂ ਉਹਨਾਂ ਦੀ ਸ਼ਖ਼ਸੀਅਤ ਤੇ ਬੌਧਿਕ ਵਿਕਾਸ ਵਿੱਚ ਸਹਾਈ ਹੋ ਰਹੀ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਐਨ ਹੀ ਨਹੀਂ ਮੌਲਿਕ ਲੇਖਣ ਅਤੇ ਮੌਖਿਕ ਪ੍ਰਗਟਾ ਵੀ ਉਹਨਾਂ ਨੂੰ ਖੁਸ਼ੀ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ। ਸੋ ਇਹ ਜਤਨ ਕਿ ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਖਿਲਰੇ-ਪੁਲਰੇ ਵਿਚਾਰਾਂ ਨੂੰ ਬੜੇ ਸਰਲ, ਸਹਿਜ ਤੇ ਮੌਲਿਕ ਰੂਪ ਵਿੱਚ ਪੇਸ਼ ਕਰਨ ਦੀ ਸਮਰੱਥਾ ਵਧਾ ਸਕੇ।

**ਇਸ ਪਾਠਕ੍ਰਮ ਦੇ ਅਧਿਐਨ ਤੋਂ ਬਾਅਦ**

1. ਵਿਦਿਆਰਥੀ ਆਪਣੀ ਰੁਚੀ ਅਤੇ ਜ਼ਰੂਰਤ ਅਨੁਸਾਰ ਸਾਹਿਤ ਦਾ ਗੰਭੀਰ ਅਤੇ ਵਿਸ਼ੇਸ਼ ਅਧਿਐਨ ਜਾਰੀ ਰੱਖ ਸਕਣਗੇ।
2. ਉਹ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਸੁਹਜ-ਸੁਆਦ ਨੂੰ ਮਾਣ ਸਕਣਗੇ।
3. ਉਹ ਯੂਨੀਵਰਸਿਟੀ ਪੱਧਰ ਤੇ ਪੜ੍ਹਾਈ ਜਾ ਰਹੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਉਸ ਦੇ ਸਾਹਿਤ ਨਾਲ ਸਹਿਜ ਸੰਬੰਧ ਸਥਾਪਿਤ ਕਰ ਸਕਣਗੇ।
4. ਉਹ ਆਪਣੇ ਅੰਦਰ ਲੇਖਣ ਸਿਰਜਨ ਦੀ ਕਲਾ ਵਿਕਸਿਤ ਕਰ ਸਕਣਗੇ ਅਤੇ ਆਪਣੇ ਵਿਚਾਰਾਂ ਨੂੰ ਪੇਸ਼ ਕਰਨ ਦੇ ਯੋਗ ਹੋ ਸਕਣਗੇ।
5. ਉਹ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਰਾਹੀਂ ਰੁਜ਼ਗਾਰ ਦੇ ਮੌਕਿਆਂ ਨੂੰ ਜਾਣਨ ਬਾਰੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਬਾ-ਅਸਰ ਢੰਗ ਨਾਲ ਵਰਤੋਂ ਕਰ ਸਕਣਗੇ।
6. ਇਸ ਪਾਠਕ੍ਰਮ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀ ਪ੍ਰਕਾਸ਼ਨ ਅਤੇ ਸੰਚਾਰ ਮਾਧਿਅਮਾਂ ਵਿੱਚ ਆਪਣੀ ਸਮਰੱਥਾ ਦਾ ਪ੍ਰਗਟਾਵਾ ਕਰ ਸਕਣਗੇ।

**ਪੰਜਾਬੀ—104**  
**ਜਮਾਤ ਗਿਆਰ੍ਹਵੀਂ**

ਇੱਕ ਪੇਪਰ

3 ਘੰਟੇ

ਅੰਕ 100

ਇਕਾਈ /ਸਿੱਖਣ ਦਾ ਖੇਤਰ	ਅੰਕ	ਪੀਰਅਡ
<b>ਭਾਸ਼ਾ</b>		
(ੳ) ਅਡਵਾਂਸ ਪੜ੍ਹਨ ਕੌਸ਼ਲ	10	35
(ਅ) ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ ਕੌਸ਼ਲ	20	45
(ੲ) ਸਾਹਿਤ ਅਤੇ ਪਿੰਗਲ ਦੇ ਰੂਪ	20	45
<b>ਸਾਹਿਤ</b>	50	85

**ਭਾਸ਼ਾ**

ਅੰਕ ਪੀਰਅਡ

**ਭਾਗ ਇੱਕ—ਅਡਵਾਂਸ ਪੜ੍ਹਨ ਕੌਸ਼ਲ**

10 35

ਲਗਭਗ 150 ਸ਼ਬਦਾਂ ਦਾ ਅਣਡਿੱਠਾ ਪੈਰਾ ਅਤੇ ਉਸਦੇ 3 ਤੋਂ 4 ਛੋਟੇ ਪ੍ਰਸ਼ਨ ਪੈਰੇ ਦੀ ਸਮਝ ਸੂਝ ਪਰਖਣ ਲਈ। ਦੋ ਅੰਕ ਸ਼ਬਦ ਭੰਡਾਰ ਪਰਖਣ ਲਈ ਅਤੇ ਇੱਕ ਅੰਕ ਉੱਕਵੇਂ ਸਿਰਲੇਖ ਲਈ

**ਭਾਗ ਦੂਜਾ—ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ ਕੌਸ਼ਲ**

20 45

ਇਸ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਪ੍ਰਸ਼ਨ ਹੇਠ ਲਿਖੇ ਅਨੁਸਾਰ ਪਰਖੇ ਜਾਣਗੇ

1. ਅਖ਼ਬਾਰਾਂ ਲਈ ਰਿਪੋਰਟ (100-125 ਸ਼ਬਦ) 08 20
2. ਵਿਸਤਾਰ ਪੂਰਵਕ ਰਚਨਾ ਜਿਵੇਂ—ਨਿਬੰਧ, ਲੇਖ ਜਾਂ ਭਾਸ਼ਣ ਲਿਖਣਾ (150-200 ਸ਼ਬਦ) 12 25

**ਭਾਗ ਤੀਜਾ—ਸਾਹਿਤ ਤੇ ਪਿੰਗਲ ਦੇ ਰੂਪ**

20 45

1. ਸਾਹਿਤ ਦੇ ਰੂਪ—ਕਵਿਤਾ, ਵਾਰਤਕ, ਨਾਵਲ, ਨਿੱਕੀ ਕਹਾਣੀ

ਨਾਟਕ, ਇਕਾਂਗੀ ਨਾਟਕ, ਜੀਵਨੀ, ਆਤਮਕਥਾ 08 24

2. ਛੰਦ 05 08

ਚੌਪਈ, ਦੋਹਰਾ, ਕੋਰੜਾ, ਦਵੱਈਆ, ਬੈਂਤ, ਕੱਬਿਤ (ਪਰਿਭਾਸ਼ਾ ਉਦਾਹਰਣ ਸਹਿਤ)

3. ਅਲੰਕਾਰ : ਅਨੁਪ੍ਰਾਸ, ਰੂਪਕ, ਉਪਮਾ 04 07

ਰਸ : ਸ਼ਿੰਗਾਰ ਰਸ, ਹਾਸ ਰਸ, ਕਰੂਣਾ ਰਸ



<b>ਸਾਹਿਤ</b>	50	85
<b>ਭਾਗ ਚੌਥਾ—ਵਾਰਤਕ</b>	20	35
1. ਪਾਠ ਦੇ ਕਿਸੇ ਵੀ ਨਿਬੰਧ ਦੀ ਸਮਝ-ਸੂਝ ਪਰਖਣ ਲਈ ਛੇ ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚੋਂ ਕੋਈ ਪੰਜ ਕਰਨੇ।	10	
2. ਨਿਰਧਾਰਤ ਨਿਬੰਧਾਂ ਦੀਆਂ ਸਤਰਾਂ (ਹਿੱਸੇ) ਦੇ ਕਿਸੇ ਇੱਕ ਦੇ 4-5 ਛੋਟੇ ਪ੍ਰਸ਼ਨ ਪੁੱਛਣੇ।	10	
<b>ਨਾਵਲ</b>	15	25
1. ਨਾਵਲ ਦੀਆਂ ਦੋ ਸਤਰਾਂ ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਤੇ 2-3 ਛੋਟੇ ਪ੍ਰਸ਼ਨ।	05	
2. ਨਾਵਲ ਦੇ ਵਿਸ਼ੇ ਵਸਤੂ, ਚਰਿੱਤਰ ਚਿਤਰਨ, ਕਥਾਨਕ (Plot) ਬਾਰੇ ਦੋ ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚੋਂ ਕੋਈ ਇੱਕ ਪ੍ਰਸ਼ਨ 125-150 ਸ਼ਬਦ	10	
<b>ਕਵਿਤਾ</b>	15	25
1. ਕਿਸੇ ਕਾਵਿ-ਰਚਨਾ ਵਿੱਚੋਂ ਦੋ ਕਾਵਿ ਸਤਰਾਂ ਲੈ ਕੇ ਉਹਨਾਂ ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਉੱਤੇ 4 ਛੋਟੇ ਪ੍ਰਸ਼ਨ	08	
2. ਕਿਸੇ ਇੱਕ ਕਵਿਤਾ ਦੀ ਤੱਥ-ਭਰਪੂਰ ਸਮਝ-ਸੂਝ ਅਤੇ ਵਿਆਖਿਆ ਨੂੰ ਪਰਖਣ ਲਈ ਦੋ ਲੰਮੇ ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ	07	
<b>ਨਿਰਧਾਰਤ ਪੁਸਤਕਾਂ—</b>		
1. ਵਾਰਤਕ ਰਿਸ਼ਮਾਂ—ਪ੍ਰਕਾਸ਼ਕ, ਸੈਂਟਰਲ ਬੋਰਡ ਆਫ਼ ਸੈਕੰਡਰੀ ਐਜੂਕੇਸ਼ਨ, ਪ੍ਰੀਤ ਵਿਹਾਰ, ਦਿੱਲੀ-92		
2. ਪਹੁ ਫੁਟਾਲੇ ਤੋਂ ਪਹਿਲਾਂ (ਨਾਵਲ) ਗੁਰਦਿਆਲ ਸਿੰਘ, ਪ੍ਰਕਾਸ਼ਕ, ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ, ਸਾਹਿਬਜ਼ਾਦਾ ਅਜੀਤ ਸਿੰਘ ਨਗਰ, ਪੰਜਾਬ		
3. ਕਾਵਿ ਕਮਾਈ—ਪ੍ਰਕਾਸ਼ਕ, ਸੈਂਟਰਲ ਬੋਰਡ ਆਫ਼ ਸੈਕੰਡਰੀ ਐਜੂਕੇਸ਼ਨ, ਪ੍ਰੀਤ ਵਿਹਾਰ, ਦਿੱਲੀ-92		

## ਪੰਜਾਬੀ—104 ਜਮਾਤ ਬਾਰੂਵੀਂ

ਇੱਕ ਪੇਪਰ

3 ਘੰਟੇ

ਅੰਕ 100

ਇਕਾਈ /ਸਿੱਖਣ ਦਾ ਖੇਤਰ	ਅੰਕ	ਪੀਰਅਡ
<b>ਭਾਸ਼ਾ</b>		
(ੳ) ਅਡਵਾਂਸ ਪੜ੍ਹਨ ਕੌਸ਼ਲ	10	30
(ਅ) ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ ਕੌਸ਼ਲ	25	55
(ੲ) ਵਿਹਾਰਕ ਵਿਆਕਰਨ	15	40
<b>ਸਾਹਿਤ</b>	50	85

ਭਾਸ਼ਾ	ਅੰਕ	ਪੀਰਡ
<b>ਭਾਗ ਇੱਕ—ਅਡਵਾਂਸ ਪੜ੍ਹਨ ਕੌਸ਼ਲ</b>	10	30
ਲਗਭਗ 150 ਸ਼ਬਦਾਂ ਦਾ ਅਣਡਿੱਠਾ ਪੈਰਾ ਅਤੇ ਉਸਦੇ 4 ਤੋਂ 5 ਛੋਟੇ ਪ੍ਰਸ਼ਨ ਪੈਰੇ ਦੀ ਸਮਝ-ਸੂਝ ਪਰਖਣ ਲਈ ਅਤੇ ਪੈਰੇ ਦੇ ਢੁੱਕਵੇਂ ਸਿਰਲੇਖ ਤੇ ਸ਼ਬਦ ਭੰਡਾਰ ਸੰਬੰਧੀ		
<b>ਭਾਗ ਦੂਜਾ—ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ ਕੌਸ਼ਲ</b>	25	55
1. 200-250 ਸ਼ਬਦਾਂ ਵਿੱਚ ਸਮਾਜਿਕ ਅਤੇ ਸੱਭਿਆਚਾਰਕ ਵਿਸ਼ੇ ਸੰਬੰਧੀ ਲੇਖ	10	
2. ਈ-ਮੇਲ, ਇਸ਼ਤਿਹਾਰ, ਨੋਟਿਸ (100 ਸ਼ਬਦਾਂ ਵਿੱਚ)	07	
3. ਸੰਪਾਦਕ ਦੇ ਨਾਂ ਪੱਤਰ (100-125 ਸ਼ਬਦ)	08	
<b>ਭਾਗ ਤੀਜਾ—ਵਿਹਾਰਕ ਵਿਆਕਰਨ</b>	15	40
1. ਮੁਹਾਵਰੇ (ਅਰਥ ਸਪਸ਼ਟ ਕਰਦੇ ਹੋਏ ਵਾਕ ਬਣਾਉਣਾ)	03	
2. ਅਖਾਣ (ਵਿਸ਼ੇਸ਼ ਮੌਕੇ ਬਾਰੇ)	02	
3. ਕਿਸੇ ਇੱਕ ਛੋਟੇ ਪੈਰੇ ਵਿਚ ਵਿਸਰਾਮ ਚਿੰਨ੍ਹਾਂ ਦੀ ਵਰਤੋਂ	03	
4. ਵਾਕ ਵੰਡ	04	
5. ਵਾਕਾਂ ਨੂੰ ਸ਼ੁੱਧ ਕਰਕੇ ਲਿਖਣਾ	03	

<b>ਸਾਹਿਤ</b>	<b>50</b>	<b>85</b>
<b>ਭਾਗ ਚੌਥਾ—ਕਵਿਤਾ</b>	<b>15</b>	<b>30</b>
1. ਕੋਈ ਦੋ ਕਾਵਿ ਟੁਕੜੀਆਂ ਵਿਚੋਂ ਕਿਸੇ ਇੱਕ ਤੇ ਚਾਰ ਛੋਟੇ ਪ੍ਰਸ਼ਨ	(4X2)= 08	
2. ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ	07	
<b>ਨਾਟਕ</b>	<b>15</b>	<b>30</b>
1. ਨਾਟਕ ਦੇ ਦੋ ਪ੍ਰਸੰਗਾਂ (ਸਤਰਾਂ) ਵਿਚੋਂ ਕਿਸੇ ਇੱਕ ਪ੍ਰਸੰਗ ਤੇ ਚਾਰ ਛੋਟੇ ਪ੍ਰਸ਼ਨ	(4X2)= 08	
2. ਨਾਟਕ ਦੇ ਵਿਸ਼ੇ ਵਸਤੂ, ਪਾਤਰ ਅਤੇ ਕਥਾਨਕ (Plot) ਸੰਬੰਧੀ ਇੱਕ ਲੰਮਾ ਪ੍ਰਸ਼ਨ	07	
<b>ਨਿੱਕੀਆਂ ਕਹਾਣੀਆਂ</b>	<b>10</b>	<b>15</b>
1. ਨਿੱਕੀ ਕਹਾਣੀ ਦੇ ਦੋ ਪ੍ਰਸੰਗਾਂ (ਸਤਰਾਂ) ਵਿਚੋਂ ਕਿਸੇ ਇੱਕ ਤੇ ਛੋਟੇ ਪ੍ਰਸ਼ਨ	05	
2. ਨਿੱਕੀ ਕਹਾਣੀ ਦੇ ਵਿਸ਼ੇ ਅਤੇ ਚੱਰਿਤਰ ਚਿਤਰਣ ਸੰਬੰਧੀ ਪ੍ਰਸ਼ਨ	05	
<b>ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ</b>	<b>10</b>	<b>10</b>
<i>ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉੱਤਪਤੀ, ਵਿਕਾਸ ਤੇ ਵਿਸ਼ੇਸ਼ਤਾਈਆਂ ਸੰਬੰਧੀ ਕਿਸੇ ਵੀ ਸਾਹਿਤ ਦੀ ਧਾਰਾ— ਗੁਰਮਤਿ ਕਾਵਿ, ਸੂਫੀ ਕਾਵਿ, ਆਧੁਨਿਕ ਕਵਿਤਾ ਬਾਬਤ ਪ੍ਰਸ਼ਨ (100 ਤੋਂ 150 ਸ਼ਬਦਾਂ ਵਿੱਚ)।</i>		
<b>ਪਾਠਕ੍ਰਮ ਸੰਬੰਧੀ ਪੁਸ਼ਤਕਾਂ :</b>		
1. ਕਾਵਿ ਯਾਤਰਾ—ਪ੍ਰਕਾਸ਼ਕ, ਸੈਂਟਰਲ ਬੋਰਡ ਆਫ ਸੈਕੰਡਰੀ ਐਜੂਕੇਸ਼ਨ, ਪ੍ਰੀਤ ਵਿਹਾਰ, ਦਿੱਲੀ-92		
2. ਕੰਧਾਂ ਰੇਤ ਦੀਆਂ (ਨਾਟਕ) ਪ੍ਰਕਾਸ਼ਕ, ਗੁਰਚਰਨ ਸਿੰਘ ਜਸੂਜਾ, ਨਵੀਂ ਦਿੱਲੀ		
3. ਕਥਾ ਜਗਤ—ਪ੍ਰਕਾਸ਼ਕ, ਸੈਂਟਰਲ ਬੋਰਡ ਆਫ ਸੈਕੰਡਰੀ ਐਜੂਕੇਸ਼ਨ, ਪ੍ਰੀਤ ਵਿਹਾਰ, ਦਿੱਲੀ-92		

**SINDHI**  
**Code No. 108**  
**Class-XI**  
**(APRIL 2012 - MARCH 2013)**

**One Paper**

**3 Hours**

**Marks : 100**

SECTION	DETAILS OF TOPICS/ CHAPTERS	WEIGHTAGE (MARKS)	SUGGESTED PERIODS
SECTION - A READING	<b>Advanced Reading Skills:</b> An Unseen passage of 150 words followed by 3-4 short questions to test comprehension. 2 marks may be allocated for testing vocabulary. 1 mark may be allocated for providing a suitable heading.	10	30
SECTION - B WRITING	<b>Effective Writing Skills:</b> 1. Essay writing on topical subjects and personalities (200 words) 2. Letter writing (Personal)	12 08	40
SECTION - C GRAMMAR	<b>Applied Grammar:</b> Variety of questions as listed below will be included involving the application of grammar items in syllabus: (1) Correction and transformation of words and sentences (all grammatical forms) 2) Idioms and proverbs	10 10	40
SECTION - D LITERATURE	<b>Prose:</b> 1. Hatha je Porhie jo shaan 2. Hathiyun jo Jagat 3. Kashmiri Dhandha 4. Adararshi Shagird ji Rozani Jivat 5. Sindhi Raag 6. Sir Thomas Moore 7. Ghariban ji Mani 8. Pankh		50

	A. Five out of six questions based on the text to test comprehension.	10	
	B. 4-5 Short type questions based on one out of two extracts taken from the prescribed lessons.	10	
	C. One out of two long answers type questions.	10	
	<b>Poetry:</b> 1. Toon 2. Gazal 3. Pritam ji Aasa 4. Bahar Indo 5. Soni Khani 6. Savan ji Ruti A. Reference to contexts followed by short questions (two). B. Long question to test factual comprehension and interpretation. C. Two short answers to questions based on the text.	08 08 04	50

**Prescribed Text Books:**

1. **Sindhi Ratanmala Part-III** (1994 Edition) Devanagari Script (Edited by Deepchandra Trilok Chand and Goverdhan Mahaboobani) Bharati Sunder Sahitya Publishing House, Nawab ka Bera, Ajmer.
2. **Choonda Sindhi Istalaha ain Pahaka** by Mrs. Usha Saraswat.

**11. SINDHI**  
**Code No. 108**  
**Class-XII**  
**(APRIL 2013 - MARCH 2014)**

**One Paper**

**3 Hours**

**Marks : 100**

SECTION	DETAILS OF TOPICS/CHAPTERS	WEIGHTAGE (MARKS)	SUGGESTED PERIODS
SECTION - A READING	<b>Advanced Reading Skills:</b> An Unseen passage of 150 words followed by 3-4 short questions to test comprehension. 2 marks may be allocated for testing vocabulary. 2 marks may be allocated for providing a suitable heading.	10	30
SECTION - B WRITING	<b>Effective Writing Skills:</b> 1. Report Writing (150 words) 2. Essay writing (250 words)	20	45
SECTION - C PROSODY RHETORICS AND FORMS OF LITERATURE	(1) <b>Prosody:</b> Doha, Soratha, Rola, Chaupai, and Kundali	05	45
	(2) <b>Figures of speech:</b> Anuprasa, Slesha, Yamaka, Upama, Rupaka, Atishayokti, Sandeha, Utpreksha, Upalaksha, Virodhabhasa, Vyajastuti	05	
	(3) <b>Forms of Literature:</b> Novel, Short story, Essay, Drama, Poetry	10	
SECTION - D LITERATURE	<b>Novel:</b> 1. Ahe-na-Ahe by Prof. Ram Panjwani	10	25
	<b>Prose:</b> 1. Dinu Ya Dharmu - Lal Chand Jagtayani 2. Kudarat-ain-Kadir-Bhojaraj Nagrani 3. Pahinja Pahinja Dap- Jaswant Kumar 4. Sindhi Sahita ja Char Thambha-Mangaram Malkani 5. Ama tu na Vanu-Popti Hiranandani 6. Pathar Jo Dushmanu-Mohan Kalpana	20	35

	<b>Poetry:</b> 1. Marui- Shah Latif 2. Samia Ja Salok-Sami 3. Baharu- Kishinchand Bewas 4. Dahakau- Parasram Ziya 5. Khayaban Tu Aahi- Indar Bhojwani 6. Aman Ja Aasar- Prabhu Vafa	20	30
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**Prescribed Text Books:**

- (1) **Novel - Ahe-na Ahe** by Prof. Ram Panjwani published by Lok Sewa Mandal, Apollo Street, Bombay. Available from Kamla High School, Khar, Bombay-52.  
(2) **Visaryan na Visiran** by Lok Nath, published by Sindhi Book Trust, Delhi.  
(3) **Yuvak Bharti** for Class XII (1995 edition) published by Maharashtra State Text Book Bureau, Pune.

**Suggested references:**

- (1) **Alankar aur Chanda** by Dr. Motilal Jotwani  
(2) **Sahita Ji Parakha** by Jagdish Lachhani

## 12. TAMIL

Code No. 106

Class XI

One Paper

Time : 3 hours

Max. Marks : 100

	Marks	Periods
<b>Section A</b>	<b>50</b>	
<b>1. Grammar</b>	<b>15</b>	<b>30</b>
(i). Correction of Errors	5	
(ல), (ள), (ழ) differences		
(ந), (ண), (ன) differences		
(ர), (ற) differences		
(ii). Vallinam Migum Idangal	5	
(iii). Do as directed	5	
Taṇ Viṇai, Pira Viṇai, Cey Viṇai, Ceyappāṭṭu Viṇai, Uḍanpāṭṭu Viṇai, Edhirṁarai Viṇai, Nēr Kūrru, Ayar Kūrru, Taṇi Vākkiyam, Toḍar Vakkiyam and Kalavai Vākkiyam		
<b>2. Comprehension</b>	<b>15</b>	<b>30</b>
(i) Patti Viṇā Viḍai	10	
(ii) Nēr Kāṇal (Karṇai) ( <u>or</u> ) Patti or Ceyyuḷ Pagudi, Koḍuttu Viṇā Keṭṭal	5	
<b>3. Essay Writing</b>	<b>10</b>	<b>20</b>
On Literature, Science, General Knowledge		
<b>4. Letter Writing</b>	<b>10</b>	<b>20</b>
Pārāṭṭu, Ārudal, Ciraṭṭu, Nigalccikku Alaippu, Viṇṇappa and Muraiyīṭṭuk Kaḍidaṅgal		

### Section B

50

- 1. Prose from the prescribed Text Book** 20 40  
Answer only for 2 questions (Not more than 10 lines from the following lessons).

#### Lesson Numbers & titles

2. *Viraccuvai*

by M. Venkatasamy Nattar

3. *Kālatti Vēḍaṇum Gaṇigai Vēḍaṇum*

by R.P. Sethup Pillai



4.	<i>Kuḍimakkal Kāppiyam</i>	by T.P. Meenakshi Sundaram.	
5.	<i>Ōyvu</i>	by Perarignar Anna	
8.	<i>Tamiḷaga Maḡalir</i>	by Kamakshi Kumarasamy.	
<b>2.</b>	<b>Poetry from the prescribed text books</b>	<b>15</b>	<b>35</b>
	(i) Annotation	5	
	(ii) Questions	10	
1.	Vālttu:		
	(i) Irai vālttu		
	(ii) Moli Vālttu		
	(iii) Nāttu Vālttu		
2.	Togai Nūlgāḷ:		
	(i) Pura Nānūru		
	(ii) Aga Nānūru		
	(iii) Ainkuru Nūru		
3.	Ara Ilakkiyam-Tirukkuraḷ:		
	(i) Aḍakkam Uḍaimai		
	(ii) Oppura Aridal		
	(iii) Kālam Aridal		
	(iv) Vali Aridal		
5.	Cirrilakkiyaṅgaḷ:		
	(i) Aḷagar Kiḷḷai Viḍu Tūdu (Stanzas 1-5)		
	(ii) Kaliṅgattup Paraṇi (Poems 1-5)		
6.	Maṛumalarccip Pāḍalgaḷ:		
	(i) <i>Ennāḷō?</i>	by Bharatidasan	
	(ii) <i>Pūkkuaṭṭum Pudumai</i>	by Mudiyaṛasan	
	(iii) <i>Viḍutalai Viḷaitta Urimai</i>	by Kannadasan	
<b>3.</b>	<b>Short Story (only 2 questions)</b>	<b>15</b>	<b>35</b>
	(i) Essay type questions	10	
	(ii) Characters Description	5	
	<b>Story Numbers and titles:</b>		
1.	<i>Orunāl Kalindadu</i>	by Pudumaippithan	
2.	<i>Tēṅḡāyt Tuṇḍugaḷ</i>	by Dr. M. Varadarajan	
4.	<i>Cenikamalamum Cōppum</i>	by Sundara Ramasamy	

5. *Oru Pramughar* by Jayakandan  
 9. *Anandasayanam Colony* by Toppil Mohammad Meeran

**Prescribed Text Books :**

1. **Podut Tamil for Class XI -Part [2004 Edition)Reprint 2008)],** Published by Tamil Nadu Text Book Society, Chennai - 600 006.
2. **Cirukadaic Celvam (Non-detailed Text Book) for Class XI, Part I [2004 edition (Reprint 2008)],** Published by Tamil Nadu Text Book Society, Chennai - 600 006.

**Class XII**

**One Paper**

**Time : 3 hours**

**Max. Marks : 100**

**Section A**

**Marks: 50**

**Suggested  
Periods**

**1. Grammar :**

**15**

**30**

- (i) Correction of Errors

5

(ஓ), (ஊ), (ஐ) differences  
 (ஔ), (ஞ), (ஐ) differences  
 (ஐ), (ஐ) differences

- (ii) Vallinam Migum Idanḡal :

5

- (iii) Do as directed :

5

Taṇ Viṇai, Pira Viṇai, Cey Viṇai, Ceyappāṭṭu Viṇai,  
 Uḍanpāṭṭu Viṇai, Edhirmarai Viṇai, Nēr Kūrru, Ayar Kūrru,  
 Taṇi Vākkiam, Toḍar Vākkiam and Kalavai Vākkiam.

**2. Comprehension:**

**15**

**30**

- (i) Patti Viṇā Viḍai

10

- (ii) Nēr Kānal (Karpanai) (**or**) Patti or Ceyyul Pagudi,  
 Koḍuttu Viṇā Kēṭṭal

5

**3. Essay Writing**

**10**

**20**

On Literature, Science, General Knowledge.

**4. Letter Writing**

**10**

**20**

Pārāṭṭu, Ārudal, Ciṛappu Nigalccikku Aliappu, Viṇṇappa and  
 Muraiyīṭṭuk Kaḍidaṅgal

## SECTION B

		50	
1.	<b>Prose from the prescribed text book</b>	20	40
	(Answer only for 2 questions from the following lessons).		
	<b>Lesson numbers and titles:</b>		
1.	<i>Uyartan̄ic Cemmoli</i> by Paridhimaar Kalaijnar		
2.	<i>Camaracam</i> by Thiru-V-Kalyana Subdaranar		
3.	<i>Kavidai</i> by Prof.S.Vaiyapurip Pillai		
4.	<i>Vālkkai</i> by Ilavalaganar		
5.	<i>Nīdi Nūlgaḷil Ilakkiya Nayam</i> by Dr. A. Chidambaranathan.		
2.	<b>Poetry and figures of speech from the prescribed Text Book</b>	15	35
	(i) Annotation	05	
	(ii) Questions	10	
1.	Vālttu:		
	(i) Irai Vālttu		
	(ii) Moḷi Vālttu		
	(iii) Nāṭṭu Vālttu		
2.	Togai Nūlgaḷ:		
	(i) Pura Nānūru		
	(ii) Aga Nānūru		
	(iii) Kuruntogai		
3.	Ara Ilakkiyam - Tirukkuraḷ:		
	(i) Ceyanan̄ri Aridal		
	(ii) Porai Uḍaimai		
	(iii) Arivuḍaimai		
	(iv) Vinait Tiṭṭam		
4.	Toḍarnilaic Ceyyuḷgaḷ:		
	(i) Cilappadigāram		
	(ii) Kamba Rāmāyaṇam		
	(iii) Pāṇḍiaṇ Paricu		
3.	<b>Short Story (1 to 5 only) (Only 2 questions):</b>	15	35
	Kadai Kovai (Class - XII - Non-detailed text book, Part-I):		
	(i) Essay type question	10	

**Story numbers and titles:**

- |    |                                   |    |                 |
|----|-----------------------------------|----|-----------------|
| 1. | <i>Pālvannam Pillai</i>           | by | Pudumaippithan  |
| 2. | <i>Mūkkappillai Vīttu Virundu</i> | by | Vallikkannan    |
| 3. | <i>Cattai</i>                     | by | Jayakandan      |
| 4. | <i>Vēli</i>                       | by | Rajam Krishnan  |
| 5. | <i>Magan</i>                      | by | P. Jayaprakasam |

**Prescribed Text Books:**

**Podut Tamil Text Book - Class XII [2005 Edition (Reprint 2008)]**  
(Published by Tamil Nadu Text Book Society, Chennai - 600 006).

**Key for the Scheme of Transliteration:**

A/a = அ	Ā/ā = ஆ	I/i = இ	Ī/ī = ஈ	U/u = உ	Ū/ū = ஊ
E/e = எ	Ē/ē = ஏ	ai/ai = ஐ	O/o = ஓ	Ō/ō = ஔ	Au/au = ஔள
K/k = க்	ṇ = ண்	C/c = ச்	ṭ = ட்	ḍ = (ண்)ட்	ṇ = ண்
T/t = த்	D/d = (ந்)த்	L/l = ல்	ḷ = ள்	ḷ = ழ்	ṟ = ற்
					ṇ = ன்

# 13. TELUGU

Code No. 107

CLASS XI

One Paper

3 Hours

Max.Marks: 100

## SECTION-A(Grammar)

Marks  
25

Periods  
70

### I. SAMASALU

5

1. Tatpurussha Samasam
2. Karmadharaya Samasam
3. Dwigu Samasam
4. Dwandwa Samasam
5. Bahuvreehi Samasam

### II. Prosody and Rhetorics

1. Prosody 5
2. Alankaras 8

#### Metre:

Utpalamala, Champakamala,  
Shardulam, Mattebham, Kandam, Seesam

#### Alankaras:

Upama, Rupaka, Utpreksha, Drushtaanta, Swabhaavokti:

### III. Translation

7

Translation of given passage not exceeding 10 sentences in English into Telugu [Abstract passage should be avoided]

## SECTION B

Unseen Reading Comprehension

10

## SECTION C

Composition/Essay

10

## SECTION D Language and Literature

55

80

Prose & Poetry from prescribed text

**Prescribed text book:** For both prose and poetry Intermediate First Year, Kavyamandaram first edition-2008, Reprint 2008, 2009 published by Telugu Academi Hyderabad and the Board of Intermediate Education, Hyderabad, A.P.

**I. Prose**

**Lessons to be studied**

1. Mitrabhedamu
2. Vemana
3. Telugu Kavayitrulu
  - (i) Explanation with reference to the context (2 x 3) 6
  - (ii) Questions and answer (2x4) 8

**II. Poetry from prescribed text**

Poems to be studied

1. Matrubhakti
2. Gajendramoksham
3. Desacharitrulu
  - (i) Meaning of verse 8
  - (ii) Reference to the context (2 x 3) 6
  - (iii) Questions and Answers (1 x 4) 4

**III. Non-detailed text:**

**'Kathavipanchi'**

First Edition 2008, Reprint 2008, 2009 Telugu Academy, Hyderabad

Stories to be studied:

1. Gulabee Attaru
2. Desa Sevakudu
3. Gudukosam Guvvalu
  - (i) Essay type question 8

**IV. History of Literature:**

**15**

From the beginning to age of Srinatha only. The following poets to be studied:

Nannaya, Tikkana, Errana, Palkuriki Somanatha, Srinatha, Potana, Ananthamatya and Molla

- (i) One long answer type question 9
- (ii) Two short answer type questions 2x3 = 6

### Recommended Books

- (i) Andhra Vangmaya Charitra - D. V. Avadhani, Andhra Saraswati Parishad, Tilak Road, Hyderabad
- (ii) Telugu Sahitya Sameeksha - Vol. I  
By Dr. G. Nagaiah  
Navya Parisodhaka Prachuranalu, Tirupati
- (iii) Telugu Sahitya Charitra  
By Dr. Dwa. Na.Sastry  
Pragati Publisher, Hyderabad

## CLASS XII

One Paper	3Hours	Max. Marks : 100 Marks	Periods
SECTION A (Grammar)		22	70
I. Prosody and Rhetorics			
1. Prosody		5	
2. Alankaras		10	
Metre:			
Champakamnala, Utpalamala, Mattebham, Shardulam, Ataveladi, Tetagiti, Kandama and Seesam			
Alankaras:			
Upama, Rupaka, Arthantaranyasa, Slesha, Utpreksha and Atisayokti			
3. Translation		7	
Translation of given passage not exceeding 10 sentences in English into Telugu [Abstract passage should be avoided]			
SECTION B			
Unseen Reading Comprehension		10	
SECTION C			
Composition and writing		10	
Descriptive and Narrative essays			

Language & Literature

**Prescribed text book:** For both prose and poetry Intermediate Telugu II Year 'Saahitiinandanam' printed and published by Telugu Academy Hyderabad and the Board of Intermediate Education, Andhra Pradesh (first edition 2009).

### I. Prose

Lessons to be studied

1. Ajantaa Chitralu
2. Vachana Kavita
3. Annamayya
  - (i) Explanation with reference to the context 1x4 = 4
  - (ii) Two Questions and answer 2x5= 10

### II. Poetry from prescribed text

Poems/Lessons to be studied

1. Draupadi Aakrosham
2. Dasarathuni Shaapavrittantam
3. Pushpavilaapamu
  - (a) Meaning of verse 1x8 = 8
  - (b) Explanation with reference to the context 1x4 = 4
  - (c) One long question and answer 1x8 = 8

### III. Non-detailed text:

'Triveeni' - Telugu Upavachakam printed and published by Telugu Academy and Board of Intermediate Education, Hyderabad, A.P. (2009 edition)

- (a) Essay type question 8

### IV. History of Literature:

16

From Prabandha Age to Modern Age

- (i) only the following poets to be studied:

Peddana, Dhurjati, Chemakura, Tenali Rama Krishna, Kandukuri, Rayaprolu, Sri Sri, Tirupati Venkata Kavulu and Viswanatha Satyanarayana

- (ii) Salient features of Satakas (Neeti and Bhakti), Novel and Drama
  - (a) One long answer type question 1x8 = 8
  - (b) Two short answer type questions 2x4 = 8



**Recommended Books**

- (i) Andhra Vangmaya Charitra by D. V. Avadhani, Andhra Saraswata Parishad, Tilak Road, Hyderabad
- (ii) Telugu Saahitya Sameeksha - Vol. II  
By Dr. G. Nagaiah  
Navya Parisodhaka Prachuranalu, Tirupati
- (iii) Telugu Sahitya Charitra  
By Dr. Dwa. Na.Sastry  
Pragati Publisher, Hyderabad

## 14. URDU (Core) (2012-13)

Code No. 303

Class XI

3 Hours

One Paper

Marks : 100

Section A

Marks : 60

Suggested  
Periods : 210

- |  |           |           |
|--|-----------|-----------|
| <b>1. Reading Skills :</b>   | <b>10</b> | <b>25</b> |
| (i) Comprehension of an unseen passage (factual) of about 150 words followed by five questions.          |           |           |
| <b>2. Writing Skills :</b>   | <b>30</b> | <b>76</b> |
| (a) Paragraph Writing  | 10        |           |
| (b) General study of news papers, magazines and periodicals in the language with the object of writing : |           |           |
| (i) Letter to the Editor   | 10        |           |
| (ii) Writing and elaborating small news  | 5         |           |
| (iii) Advertisements   | 5         |           |
| <b>3. Applied Grammar :</b>  | <b>20</b> | <b>25</b> |
| (a) Knowledge of Parts of Speech :   | 10        |           |
| (i) <b>Ism Ki Qismein</b>  |           |           |
| Marafa   |           |           |
| Nakra  |           |           |
| (ii) <b>Zameer Ki Qismein</b>  |           |           |
| Mutakallim   |           |           |
| Hazir  |           |           |
| Ghaeb  |           |           |
| (iii) <b>Sifat Ki Qismein</b>  |           |           |
| Zati   |           |           |
| Nisbati  |           |           |
| Adadi  |           |           |
| Miqdari  |           |           |

- |   |    |
|---|----|
| (b) Correction and transformation of words and sentences<br>(all grammatical forms) | 05 |
| (c) Sentence making with the help of idiomatic phrases                              | 05 |

<b>Section B</b>	<b>Marks : 40</b>	<b>Suggested Periods</b>
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**1. Prose : Prescribed Text-books**

<b>A. Book I Nai Awaaz</b> , text book of 'Urdu Core' for class XI published by NCERT (2011).	<b>20</b>	<b>42</b>
(i) <b>One</b> out of <b>two</b> extracts from the prescribed book followed by short answer type questions for comprehension.	7	
(ii) <b>One</b> essay type question (100 words) on Content/theme of the prescribed book.	5	
(iii) <b>Four</b> short answer type questions on the lesson of the prescribed book	8	
<b>B. Poetry</b>	<b>20</b>	<b>42</b>
(i) <b>One</b> out of <b>two</b> extracts from the prescribed book followed by short answer type questions for comprehension.	7	
(ii) An essay type question (100 words) on theme/content.	5	
(iii) <b>Four</b> short answer type questions on characters/event/evaluative in nature	8	

**Recommended Book :**

- Urdu Qawaid**, published by the NCERT, New Delhi.

## Urdu Core - Code : 303 Class XII (2013-14)

One Paper

3 Hours

Marks : 100

Section A	Marks 55	Suggested Periods : 210
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1. Reading Skills :	10	25
---------------------	----	----

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

2. Writing Skills :	45	101
---------------------	----	-----

- |   |    |
|---|----|
| (i) Essay (Internal Choice)   | 15 |
| (ii) Letter writing (Personal, business and official connected with daily life and application writing) (Internal Choice) | 08 |
| (iii) Precis Writing  | 07 |
| (iv) Sentence making with the help of idiomatic phrases   | 10 |
| (v) Advertisements  | 5  |

Section B :	Marks : 45
-------------	------------

A. Nai Awaaz, text book of 'Urdu Core' for class XII published by NCERT (2011).	20	42
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- |   |   |
|---|---|
| (i) One out of two extracts from the prescribed book followed by short answer type questions for comprehension. | 7 |
| (ii) One essay type question (100 words) on content/theme of the prescribed book. (Internal choice)             | 5 |
| (iii) Four short answer type questions on the prescribed book   | 8 |

B. Nai Awaaz, text book of 'Urdu Core' for class XII published by NCERT (2011).	25	42
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- |  |    |
|--|----|
| (i) One Essay type question (100 words) on theme/content (Internal choice)   | 10 |
| (ii) Four short answer type questions on characters/events/evaluative nature | 10 |
| (iii) Five text book based one word questions (objective type)               | 5  |

**Prescribed Text Book :**

1. Nai Awaaz, text book of 'Urdu Core' for class XII published by NCERT (2011).

**Recommended Books :**

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

# 15. URDU (Elective)

Code No. 003

Class XI (2012-2013)

One Paper  
Section A

3 Hours

Marks : 40  
Marks : 100  
Suggested  
Periods : 240

## 1. Reading Skills :

10 30

- (i) Comprehension with literary appreciation of an unseen passage followed by five questions.

## 2. Writing Skills :

30 60

- (i) Essay on imaginative and reflective topics (Internal Choice)  
(ii) Letter Writing : (Personal, Formal and Professional) (Internal Choice)  
(iii) Precis Writing

05

## Section B

Marks : 60

### Prescribed Text-books :

**Gulistan-E-Adab** (Gyarahvin Jama'at Ke Liye) published by the NCERT, New Delhi  
Supplementary Reader. **Khayaban-E-Urdu** published by the NCERT, New Delhi

## 1. Prose :

20 50

All the lessons from the above book, **Gulistan-E-Adab** are to be studied :

08

- (i) **One** out of **two** short extracts from the prescribed lesson followed by short answer type questions from comprehension.  
(ii) **One** essay type question in about 100 words on content/theme  
(iii) **Two** out of **four** short answer type questions on the content

06

06

## 2. Poetry :

20 60

All the poets and their works from the above book **Gulistan-E-Adab** are to be studied :

- (i) **One** out of **two** extracts for reference to the context and poetic comprehension.  
(ii) **One** essay type question in about 100 words on the content of the poems.  
(iii) **Two** out of **four** short answer type questions on the content of the poems.

8

6

6

## 3. Supplementary Reader Khayaban-E-Urdu

10 20

- (i) **One** out of **two** essay type question  
(ii) **Two** out of **four** short answer type questions

4

6

## 4. Knowledge about the life and literary contribution of the writers and poets of the prescribed text.

10 20

## Urdu - Elective Code : 003 Class XII (2013-2014)

One Paper

3 Hours

Marks : 100

Section A

Marks : 60

Suggested

Prescribed Text-books :

Periods : 240

- |       |   |    |    |
|-------|---|----|----|
| (i)   | Gulistan-E-Adab (Barahvin Jama'at Ke Liye)<br>published by the NCERT, New Delhi                                     |    |    |
| (ii)  | Supplementary Reader, Khayaban-E-Urdu published by the NCERT,   |    |    |
| 1.    | <b>Prose :</b>  | 25 | 60 |
|       | All the lessons from the above book Gulistan-E-Adab are to be studied :   |    |    |
| (i)   | One out of two short extracts from the prescribed lesson followed by short answer type questions for comprehension. | 10 |    |
| (ii)  | One essay type question in about 100 words on content/theme (Internal choice)                                       | 7  |    |
| (iii) | Two out of four short answer type questions on the content of the poem  | 8  |    |
| 2.    | <b>Poetry :</b>   |    |    |
|       | All the poets and their works from the above book (Gulistan-E-Adab) are to be studied :                             | 25 | 70 |
| (i)   | One out of two short extracts from prescribed lessons followed by short answer type questions for comprehension.    | 10 |    |
| (ii)  | One essay type question in about 100 words on content/theme (Internal choice)                                       | 7  |    |
| (iii) | Two out of four short answer type questions on the content of the poem  | 8  |    |
| 3.    | <b>Supplementary Reader Khayaban-E-Urdu</b>   | 10 | 20 |
| (i)   | One out of two essay type questions   | 4  |    |
| (ii)  | Two out of four short answer type questions   | 6  |    |

Section B

Marks : 40

**History of Urdu Literature :**

- |       |   |    |    |
|-------|---|----|----|
| 1.    | Two out of four essay type questions on the areas enumerated below :  |    |    |
| (i)   | Elementary knowledge of the origin and development of Urdu Language.  | 20 | 50 |
| (ii)  | Fort William College and Delhi College and their Contributions.   |    |    |
| (iii) | Main characteristics of Delhi School of Urdu Poetry with special reference to Meer and Ghalib.              |    |    |
| (iv)  | Main characteristics of Lucknow School of Urdu Poetry with special reference to Aatish, Anees and Naseem.   |    |    |
| (v)   | Life and contributions of the authors and poets covered in the prescribed Text Book published by the NCERT. |    |    |
| (vi)  | Adabi Tehrikat (Sir Syeed Tehreek Roomanvi Tehreek and Taraqqi Pasand Adabi Tehreek)                        |    |    |
| 2.    | Three out of Four short answer type questions on content.   | 15 | 40 |
| 3.    | Five objective type question on contents  | 5  |    |

**Suggested references :**

1. Urdu Adab Ki Tareekh, published by the NCERT, New Delhi.
2. Urdu Qawaid, published by NCERT, New Delhi.

# 16. LIMBOO

Code No. 125

Class XI

One Paper

Time : 3 hours

Marks : 100

## Section A

**Grammar :** 25

**Prescribed book :**

'Thangsing Yakthung Huppan Nu Itchap, published by the Department of H.R.D., Text Book Unit, Government of Sikkim, Gangtok.

**Lessons to be studied :**

- |                  |                              |                 |
|------------------|------------------------------|-----------------|
| 1. Palla         | 2. Minglekre Nara Lekma kngo | 3. Yokeba sutla |
| 4. Eklengle Kugo | 5. Thikpe Yak Sutla          | 6. Mukpan.      |

## Section B

**Reading (Unseen)** 10

## Section C

**Composition and Writing :** 15

- |   |   |
|---|---|
| (i) Essay writing (Hendhim, chemo, lagbo, chokpon wanam/Tinnam 6 Sapchayem (Sumajeeba, Sapsok, Sakthim etc. |   |
| (ii) Letter writing   | 5 |
| Personal, bussines, official letters Social interest)   |   |
| (iii) Paragraph writing   | 4 |

## Section D

**Literature**

**Prose** 50  
25

**Prescribed book :**

Patila Sung : Published by the Department of HRD, Text Book Unit, Government of Sikkim, Gangtok. 15

**Lessons to be studied :**

Tok yan Phemma, Hukpanggiyey Huptuba mim, 1. Pare Sok Inkhong, Meemaa.  
Prescribed Text Book : Kheda-e-kheda, Published by the department of HRD, Text Book Unit, Government of Sikkim, Gangtok.

**Supplementary Reader:** Prescribed text book: Published by text book unit HRD Dept. Govt of Sikkim Gangtok

**Lessons to be studied :**

Ngare Kumellung, Ningwa-Phemma....., Tumma Tokyan. 10

**Poetry :** 15

**Prescribed book :**

Sammila Sung, Published by the Department of HRD Text Book Unit, Government of Sikkim, Gangtok

**Poems to be studied :**

Anni Lakhlumo, Theyang Chungna Men..., Kereknuley Eagang Pokhang, Abugen Sanu, Abangne Chijep Metchigne.

**Novel** 10

Thothama, by Shri P.S. Subba, Published by the Department of HRD, Text Book Unit, Government of Sikkim, Gangtok.  
(Page No. 01 to 27)

## Class XII

**One Paper**

**Time : 3 hours**

**Marks : 100**

### Section A

**Grammar** 25

**Prescribed book :**

'Thangsing Yakthung Huppan Nu Itchap, published by the Department of HRD, Text Book Unit, Government of Sikkim, Gangtok.

**Lessons to be studied :**

Akhelyemrey, Papmana Lam, Losok Chokma Theem, Mellengwaba Sutla Sok Nu Sembey, Ikpelek, Ee.Kpe sutla, Paanlup, Mukpan, Yakppeba sutla, ., Iklengley kugo, Thokwabho, Nu Peyemlen,

### Section B

**Reading (Unseen)** 10

### Section C

**Composition & Writing :** 15

(i) Essay writing 6



(Environmental aspect, Social aspect, language, cultural and Literature aspect, Scientific development etc.)

(ii) Letter writing 5  
(Related to public, Personal, social and official letters)

(iii) Paragraph writing 4

## Section D

**Literature 50**

**Prose 25**

### **Prescribed Text Book : Class XI & XII**

Patila Sung : Published by The Department of Education,  
Text Book Unit, Government of Sikkim, Gangtok.

**Lessons to be studied : 15**

Sarumba Kapoben, Rinchenbungba Thong, Hatt-ta-ie Kurekwao, Yemnu Menggammarey,  
Syber Iksa.

Supplementary Reader

Prescribed Text Book : Kheda-e-kheda, Published by the  
Department of HRD, Text Book Unit,  
Government of Sikkim, Gangtok.

**Lessons to be studied :**

Adangba, Khuney Pangbe Menukhen, Phungley Kumellung, 10

**Poetry 15**

**Prescribed book :**

Sammila Sung, Published by the Department of HRD, Text Book Unit,  
Government of Sikkim, Gangtok.

**Poems to be Studied :**

Him chogum, Sappan, Khene-Yakthung Hekkey La :re, Khuney, Aamaro  
Mik Tagiba Niyaraha.

**NOVEL 10**

**Prescribed book :**

Thothama, Published by Shri P.S. Subba, Published by the Department  
of HRD, Text Book Unit, Government of Sikkim, Gangtok.

# 17. LEPCHA

Code No. 126

Class-XI

One Paper

Time : 3 hours Marks : 100

## Section A

Grammar

25

Prescribed text book :

**Mootunchee Reengthyum un Reengchhuktaom** : A Lepcha Grammar and Composition, Published by the Text Book Unit, Department of HRD, Government of Sikkim, Gangtok.

Lessons to be studied :

- (i) Syntax
- (ii) Figurative Language
- (iii) Explatives
- (iv) Punctuation
- (v) Precis writing

## Section B

Reading

10

(Comprehension from unseen passage)

## Section C

Composition & Writing

15

- (i) Essay writing
- (ii) Letter writing
- (iii) Paragraph writing

## Section D :

Literature

50

1. Prose

20

Prescribed text book :

Kaong Chhen punaol, Published by the Text Book Unit, Department of HRD, Government of Sikkim, Gangtok.

**Lessons to be studied :**

- (I) PROLYANGSARAUNGKYONG AAKORSA SHIMTAONG KAAT.
- (ii) GENTHEENGSA SUNG
- (iii) LUT MOKHUNBOO BANTHAO
- (iv) NAAMBUN
- (v) NAAMTHAON LYANG

**(II) Poetry** 15

**Prescribed Text Book :**

**REENGMAOM CHHYOGYOD:** Chhukyaong, Published by the Text Book Unit, Department of HRD, Government of Sikkim, Gangtok.

**Lessons to be Studied :**

- i) BIM PAYOOL
- ii) AAMBAO KYONG
- iii) SARAONG GAONGTOK SAAK
- iv) JUPTAO RAONKUPSAL MAGAON HUNGNYE
- v) KASU MIGIT DEPKA

**Drama :**

15

**Prescribed Text Book :**

Thhongaom Kaat Nahaan; Published by the Text Book Unit, Department of HRD, Government of Sikkim, Gangtok.

**Lesson to be Studied :**

Page No. 1 to Page No. 39 (Scene 1 to Scene 7)

**Class XII**

**One Paper**

**Time : 3 hours**

**Marks : 100**

**Section A**

**Grammar**

25

**Prescribed text book :**

Mootunchee Reengthyum un Reeng Chhuktaom : A Lepcha Grammar and Composition, Published by the Text Book Unit, Department of HRD, Government of Sikkim, Gangtok.

**Lessons to be studied :**

- (i) Parts of speech (in detail)
- (ii) Precis Writing
- (iii) Phrases and Idioms

## **Section B**

### **Reading**

(Comprehension from unseen passage)

**10**

## **Section 'C'**

### **Composition & Writing**

**15**

(i) Essay Writing

(ii) Paragraph Writing

(iii) Letter Writing

## **Section D**

### **Literature :**

**50**

#### **(I). Prose :**

**20**

#### **Prescribed text book :**

Kaongchhen Punaul, Published by the Text Book Unit,  
Department of HRD, Government of Sikkim, Gangtok.

#### **Lessons to be studied :**

(i) VAARTAOSAGYAUTAONG

(ii) KAONKI BOORNAON THHO

(iii) VALENTINE PUNAU

(iv) HUDOSA AAKAKA KASU DOONGIT CHHUPBA

(v) AYA KASU AJYO THHOOKSA SUNG KAAT

(vi) NAMKO.

(vii) GYAKARKA AAAROOM CHELOT

#### **(II) Poetry :**

**15**

#### **Prescribed text book :**

Chhyogyoo : Chhukdaong ; Published by the Text Book Unit,  
Department of HRD, Government of Sikkim, Gangtok.

#### **Lessons to be studied :**

(i) THHYAKPEY MUNYINBOO CHHUKDAONGJONG KASUSA MURAO

(ii) SAKSAOMA AAL SOSAONG AAREKA

(iii) KASU MIKSHIMKA HAO

(iv) TADODO MATAOMBA

(v) KHAY-BOOMSA UN TOONG-DORJEE

(vi) SAHAOR KATSA AMAK

## **(III) Drama**

**15**

#### **Prescribed text book :**

Thhongaom Kaat Nahaan : Published by the Text Book Unit, Department of HRD,  
Government of Sikkim, Gangtok.

#### **Lesson to be Studied :**

Page No. 40 to Page No. 96 (Scene 8 to Scene 14)

## 18. BHUTIA

Code No. 195

Class XI

One Paper

Time : 3 hours

Marks : 100

### Section A

**1. Applied Grammar** 25

- (i) Jhejhuglo Tati Jhugkhen Threth Namye Dang Chepo Gyeth
- (ii) Namye Gyeth.
- (iii) Jhejhuglo Mataba Jhugkhen Threth Rangwangchen Druk
- (iv) Dhathsen Taag Shyeth

### Section B

**2. Reading (Comprehension of an unseen passage:** 10

(Mangyenpoi Threngbeb Drogdi Driwatsui Len Drishyeth

### Section C

**3. (Composition) Essay writing & writing Letter:** 20

(Dritsom Dang Taang Yig)

(Reference Book: Lho Yig Sumtaag Dang Dri Tsom: Published by  
Text Book Unit, Department of HRDD, Govt. of Sikkim, Gangtok.

### Section D

**4. Prose (Sungtam)** 25

**Lessons to be studied :**

- (i) Gyallengi Tenchoes.
- (ii) Olag Dang Biyunagi Logyue.
- (iii) Shyai Ngyemig.
- (iv) Seleb Gyalpo.
- (v) Kyaga Gyalpo.
- (vi) Ridaagki Taam Ngyejhungi Fongya.

Ref. Book. Lho Yig Sung Taam Published by T.B.U. HRDD, Govt. of Sikkim.

5. **Poerty (Kachhi, Falue, Labja)** 20  
**Labia Leo Dangpolay two chuchi yong Zog**  
**Ref. book :**  
 Khachhi Falue Labjya : Published by Text Book Unit, Department of HRD,  
 Government of Sikkim, Gangtok.

## Class XII

**One Paper**

**Time : 3 hours**

**Marks : 100**

### Section A

1. **Applied Grammar** 25
- |                           |                              |
|---------------------------|------------------------------|
| (i) Tshig Drup            | (ii) Namye Gyeth             |
| (ii) Dhathsen Taag Shyeth | (iii) Kyethki Yenlaag Gyeth. |
| (v) Kibu Rab Dring Thasum | (vi) Dhue Sumgi Namjhyag.    |

### Section B

2. **Reading (Comprehension of an unseen passage)** 10  
 (Mangyenpoi Threngbeb Drogti Driwatsui Len Drishyeth)

### Section C

3. **(Composition) Essay writing & writing Letter:** 15

(Dritsom Dang Taang Yig)

Reference Book: Lho Yig Sumtaag Dang Dri Tsom: Published by  
 Text Book Unit, Department of HRDD, Govt. of Sikkim, Gangtok.

### Section D

4. **Prose (Lho Yig Tshig Lhug)** 20
- (i) Dra Gyur Lochhen Bhero Chana Samyelo Dhen Shuboi Kor
  - (ii) Bhero Chana Dhampoi Chhoe Tshoeba Gyagarlo Chooenboi Kor.
  - (iii) Zamlinggi Gnetag Rigsargi Thoglay Jyongboi Kor.
  - (iv) Sempa Chhinpo Taagmolo Lue Zeenbo Taangboi Kor.
  - (v) Sempa Chhinpo Gandhi Chhok Tshen Ngyethki Rikolo Khupo Jhyungboi Kor.
  - (vi) Sherablay Tshondue Khye Chhiway Taam

- (vii) Dhenbo Ziki Kor                      (viii) Gagkoi Labiya                      (ix) Druboi Labjya  
 (x) Chhoe Phya Ghopoi Kor

Ref. Book: Lho Yig Tshig Lhug Published by T.B.U. HRDD, Govt. of Sikkim.

**5. Poetry (Tshig Chyeth) 15**

- (i) Chhui Tenchoyeth                      (ii) Khapo Taagko  
 (iii) Pelma Taagko                      (iv) Ngyenchoeth Taagko

Ref. Book : Lho Yig Tshig Chyeth Published by T.B.U. HRDD, Govt. of Sikkim.

**6. Drama (Khandoi Phumu Drowa Zangmoi Namthar) 15**

**Drowa Zangmoi Namthar Yongzog.**

Ref.Book: Drowa Zangmoi Namthar Published by T.B.U. HRDD, Govt. of Sikkim.

## 19. संस्कृतम् (केन्द्रिकम्)

कोड सं. 322

कक्षा-XI

पाठ्यक्रम : परीक्षानिर्देशाश्च

एकम् प्रश्नपत्रम्

अवधि - होरात्रयम्

पूर्णाङ्कः:100

अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति

खण्डः “क” अपठितांश-अवबोधनम्	10
खण्डः “ख” रचनात्मककार्यम्	15
खण्डः “ग” अनुप्रयुक्तव्याकरणम्	25
खण्डः “घ”	50
(अ) पठित-अवबोधनम्	35
(ब) संस्कृतसाहित्येतिहासस्य परिचयः	15

प्रतिखण्डं विस्तृतविवरणम्

खण्डः ‘क’  
(अपठितांशावबोधनम्)

अङ्काः 10

80-100 शब्दपरिमितः एक सरलः अपठितः गद्यांशः। संस्कृतसाहित्यपरिचयकं विषयवस्तु स्यात्।

प्रश्नवैविध्यम्

(i) एकपदेन उत्तरम्	2
(ii) पूर्णवाक्येन उत्तरम्	2
(iii) वाक्ये कर्तृक्रिया-पदचयनम्	1
(iv) सर्वनामस्थाने संज्ञाप्रयोगः	1
(v) विशेषण-विशेष्य/पर्याय/विलोमादिचयनम्	2
(vi) समुचितशीर्षकप्रदानम्	2



**खण्ड: 'ख'**  
**(संस्कृतेन रचनात्मकं लिखितकार्यम्)**

**अङ्काः 15**

- |     |  |   |
|-----|--|---|
| (1) | औपचारिकम् अनौपचारिकं पत्रम्/प्रार्थनापत्रम्                                    | 5 |
| (2) | लघुकथा (शब्दसूचीसाहाय्येन, रिक्तस्थानपूर्ति-माध्यमेन) /वार्तालापे एकपक्षपूरणम् | 5 |
| (3) | चित्रमधिकृत्य, निर्दिष्टशब्दसूचीसाहाय्येन (संकेताधारितम्) अनुच्छेदलेखनम्       | 5 |

**खण्ड: 'ग'**  
**(अनुप्रयुक्तव्याकरणम्)**

**अङ्काः 25**

- |    |   |            |
|----|---|------------|
| 1. | (अ) वर्णानाम् उच्चारणस्थानम्<br>(आ) वर्तनी<br>वर्णवियोजनम्, वर्णसंयोजनम्  | 2<br><br>2 |
| 2. | <b>सन्धिः</b> — पाठ्यपुस्तके प्रयुक्तपदानां सन्धिच्छेदः सन्धिकरणम्<br><b>स्वरसन्धिः</b> — दीर्घः, गुणः, वृद्धिः, यण्, अयादिः, प्रकृतिभावः<br><b>व्यञ्जनसन्धिः</b> — श्चुत्व, ष्टुत्व, जश्त्व, षत्व, णत्वविधानम्, अनुस्वारः, परसवर्णः<br><b>विसर्गसन्धिः</b> — सत्व, उत्त्व, रुत्व, लोपः, विसर्गस्थाने सु, श्, ष्।   | 3          |
| 3. | <b>शब्दरूपाणि</b><br>वाक्येषु सविभक्तिकप्रयोगः<br><b>(क) अजन्ताः</b> — बालक, फल, रमा, कवि, पति, मति, वारि, नदी, शिशु, धेनू, मधु, बधू, पितृ मातृ, कर्तृ, एवं समानान्तरप्रयोगाः।<br><b>(ख) हलन्ताः</b> — राजन्, गच्छत्, भवत्, आत्मन्, विद्वस् चन्द्रमस्, वाच् एवं समानान्तरप्रयोगाः।<br><b>(ग) सर्वनामानि</b> — सर्व, यत्, तत्, किम्, इदम्, (त्रिषु लिङ्गेषु) अस्मद्, युष्मद्<br><b>(घ) संख्यावाचकशब्दाः</b> — एकसंख्यातः दशसंख्यापर्यन्तम् (त्रिषु लिङ्गेषु) एकतः शतपर्यन्तं संख्याज्ञानम् | 5          |
| 4. | <b>धातुरूपाणि</b> — (लट्, लृट्, लोट्, लङ्, विधिलिङ् इति) पञ्चलकारेषु अधोलिखितधातूनां/समानार्थकधातूनां वाक्येषु प्रयोगः।<br><b>(क) परस्मैपदिनः</b> — भू, पठ्, गम्, लिख् पा, स्था, दृश्, अस्, कथ्, भक्ष्, घ्रा, क्रुध्, हन्, श्रु, नृत्, स्पृश्, चुर, कथ्।  | 5          |

(ख) आत्मनेपदिनः— लभ्, सेव्, मुद्, याच् ।

(ग) उभयपदिनः— कृ, ह, क्री, ज्ञा, ग्रह, शक्, (केवलं लट्-लृट्-लकारयोः)

- |    |  |   |
|----|--|---|
| 5. | कारक-उपपदविभक्तिप्रयोगः                      | 5 |
| 6. | सामान्य-वाच्य - परिवर्तनम् (केवलं लट्-लकारे) | 3 |

### खण्डः 'घ'

पूर्णाङ्कः 50

भागः (i)  
(पठितांश-अवबोधनम्)

35

पठितसामग्री-अवबोधनम्

- |    |  |         |
|----|--|---------|
| 1. | (अ) अंशत्रयम्  | 15      |
|    | एकः गद्यांशः, एकः पद्यांशः तथा एकः नाट्यांशः   | (5+5+5) |
|    | पाठ्यांश-आधारितम् प्रश्नवैविध्यम्  |         |
|    | एकपदेन उत्तरम्   | 1       |
|    | पूर्णवाक्येन उत्तरम्   | 2       |
|    | विशेषण-विशेष्य-अन्वितिः/पर्याय/विलोमचयनम्  | 1       |
|    | कर्तृ-क्रिया-पदचयनम्   |         |
|    | सर्वनामस्थाने संज्ञाप्रयोगः  | 1       |
| 2. | उद्धृतांशानाम् प्रसङ्गसन्दर्भलेखनम् कः कम् कथयति/सन्दर्भग्रन्थस्य लेखकस्य च नामोल्लेखनम् | 4       |
| 3. | दत्ते भावार्थे रिक्तस्थानपूर्तिः   | 4       |
| 4. | उद्धृतश्लोकानाम्/प्रदत्तेषु अन्वयेषु रिक्तस्थानपूर्तिः                                   | 4       |
| 5. | प्रदत्तवाक्यांशानाम् सार्थकं संयोजनम्  | 4       |
| 6. | प्रदत्तपक्तिषु प्रसङ्गानुसारं पदानाम् अर्थलेखनम्   | 4       |

## भाग: (ii)

(सामान्य: संस्कृत-साहित्य-परिचयः)

15

1. संस्कृतेन वस्तुनिष्ठ/अतिलघूत्तरप्रश्नमाध्यमेन अधोलिखितसंस्कृतसाहित्यविषयकं परीक्षणम्  
संस्कृतशब्दस्य व्युत्पत्तिः परिभाषा च 2  
वेदः, उपनिषद्, पुराणम्, स्मृतिः, रामायणम्, महाभारतम् 5  
गद्यकाव्यम्, पद्यकाव्यम्, चम्पूकाव्यम् 4  
नाटकम्, प्रमुखनाट्यतत्त्वानां प्रदत्तपरिभाषासु शुद्धपरिभाषाचयनम् 4

### पुस्तकानि

- ऋतिका (प्रथमः भागः) (पाठ्यपुस्तकम्) (के.मा.शि.सं. द्वारा प्रकाशितम्)  
प्रथमः भागः
- व्याकरणसौरभम् (संशोधितसंस्करणम्)  
(रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम्)
- रचनानुवादकौमुदी (सहायकपुस्तकम्)  
कपिलदेवद्विवेदीलिखितम् विश्वविद्यालयप्रकाशनम्, वाराणसी
- संस्कृतसाहित्यपरिचयः (सन्दर्भपुस्तकम्) (संशोधितसंस्करणम्)  
(रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम्)

संस्कृतम् (केन्द्रिकम्)  
कोड सं. 322  
कक्षा-XII  
पाठ्यक्रम : परीक्षानिर्देशाश्च  
2014

एकम् प्रश्नपत्रम्

अवधि: होरात्रयम्

पूर्णाङ्कः:100

अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति

खण्डः “क” अपठितांश-अवबोधनम्	10
खण्डः “ख” रचनात्मककार्यम्	15
खण्डः “ग” अनुप्रयुक्तव्याकरणम्	30
खण्डः “घ”	45
(अ) पठितांश-अवबोधनम्	35
(ब) संस्कृतसाहित्येतिहासस्य परिचयः	10

प्रतिखण्डं विस्तृतविवरणम्  
खण्डः ‘क’  
(अपठितांशावबोधनम्)

80-100 शब्दपरिमितः एकसरलः अपठितः गद्यांशः। 10

प्रश्नवैविध्यम्

(i) एकपदेन उत्तरम्	2
(ii) पूर्णवाक्येन उत्तरम्	2
(iii) सर्वनामस्थाने संज्ञाप्रयोगः	1
(iv) कर्तृक्रिया-पदचयनम्	1
(v) विशेषण-विशेष्य/पर्याय/विलोमादिचयनम्	2
(vi) समुचितशीर्षकप्रदानम्	2

**खण्ड: 'ख'**  
(संस्कृतेन रचनात्मकं लिखितकार्यम्)

15

- |   |   |
|---|---|
| (i) अनौपचारिकं पत्रम्/प्रार्थनापत्रम्   | 5 |
| (ii) लघुकथा (शब्दसूचीसाहाय्येन, रिक्तस्थानपूर्ति-माध्यमेन)                        | 5 |
| (iii) संकेताधारितम् अनुच्छेदलेखनम्<br>(चित्रमधिकृत्य/निर्दिष्टशब्दसूची-साहाय्येन) | 5 |

**खण्ड: 'ग'**  
(अनुप्रयुक्तव्याकरणम्)

30

- |   |         |        |
|---|---------|--------|
| (i) पाठाधारिताः सन्धिच्छेदाः<br>स्वरसन्धिः, व्यंजनसन्धिः, विसर्गसन्धिः  | (2+2+2) | 6      |
| (ii) पाठाधारितसमस्तपदानां विग्रहाः<br>अव्ययीभावः, द्विगुः, द्वन्द्वः, तत्पुरुषः, कर्मधारयः, बहुव्रीहिः  |         | 6      |
| (iii) प्रत्ययाः<br>अधोलिखितप्रत्यययोगेन वाक्यसंयोजनम्/ सङ्केताधारितरिक्तस्थानपूर्तिः<br>(अ) कृत्- क्त, क्तवत्, क्त्वा, तुमुन्, ल्यप्, तव्यत्, अनीयर्,<br>क्तिन्, शतृ, शानच्<br>(आ) तद्धित- मतुप्, इन्, ठक्, ठञ्, त्व, तल् |         | 5<br>3 |
| (iv) अन्वितिः<br>कर्तृ - क्रिया-अन्वितिः/विशेषण-विशेष्य-अन्वितिः  |         | 5      |
| (v) उपपदविभक्तिप्रयोगः (पाठ्यपुस्तकम् आधृत्य)   |         | 5      |

**खण्ड: 'घ'**  
**भाग: (I)**  
(पठितांश-अवबोधनम्)

50

- |                    |    |
|--------------------|----|
| (अ) अंशत्रयम्      | 15 |
| (i) एकः गद्यांशः   | 5  |
| (ii) एकः नाट्यांशः | 5  |
| (iii) एकः पद्यांशः | 5  |

**प्रश्नवैविध्यम्—**

(i)	एकपदेन उत्तरम्	1
(ii)	पूर्णवाक्येन उत्तरम्	1
(iii)	विशेषण-विशेष्य-अन्वितिः/पर्याय/विलोमादिचयनम्	1
(iv)	सर्वनामस्थाने संज्ञाप्रयोगः	1
(v)	कर्तृ-क्रिया-पदचयनम्	1
आ	(i) उद्धृतांशानाम् प्रसङ्गसन्दर्भलेखनम् कः कम् कथयति/सन्दर्भग्रन्थस्य लेखकस्य च नामोल्लेखनम्	4
	(ii) प्रदत्ते भावार्थत्रये शुद्धभावार्थचयनम् / प्रदत्ते भावार्थे रिक्तस्थानपूर्तिः	4
	(iii) उद्धृतश्लोकानाम् अन्वयेषु रिक्तस्थानपूर्तिः	4
	(iv) प्रदत्तवाक्यानां क्रमायोजनम्	4
	(v) प्रदत्तपङ्क्तिषु प्रसङ्गानुसारं पदानाम् अर्थलेखनम्	4

**खण्डः घ**  
**भागः (II)**  
**(सामान्यः संस्कृतसाहित्यपरिचयः)**

1.	(अ) पाठ्यपुस्तके संकलितपाठ्यांशानां कवीनां कृतीनां संस्कृतेन परिचयः	10 (1x5)
	(आ) संस्कृते गद्य-पद्य-नाटकादिविधानां मुख्यविशेषतानां परिचयः	5

**पुस्तकानि**

- ऋतिका (द्वितीयः भागः) (पाठ्यपुस्तकम्) (के.मा.शि.सं. द्वारा प्रकाशितम्)
- व्याकरणसौरभम् (सन्दर्भपुस्तकम्) (रा. शै. अनु. प्र. परिषदा प्रकाशितम्) (संशोधितसंस्करणम्)
- रचनानुवादकौमुदी (सन्दर्भपुस्तकम्) कपिलदेवद्विवेदीलिखितम् विश्वविद्यालयप्रकाशनम्, वाराणसी
- संस्कृतसाहित्यपरिचयः (सन्दर्भपुस्तकम्) (रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम्) (संशोधितसंस्करणम्)

## 20. संस्कृतम् (ऐच्छिकम्)

कोड सं. 022

कक्षा-XI

पाठ्यक्रमः परीक्षानिर्देशाश्च

एकम् प्रश्नपत्रम्

अवधि: होरात्रयम्

पूर्णाङ्कः:100

अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति		
खण्डः “क”	अपठितांश-अवबोधनम्	10
“ख”	रचनात्मककार्यम्	10
“ग”	अनुप्रयुक्तव्याकरणम्	30
“घ”	(अ) पठित-अवबोधनम्	40
	(आ) संस्कृतसाहित्येतिहासस्य परिचयः	10

प्रतिखण्डं विस्तृतविवरणम्।

खण्डः ‘क’

(अपठितांशावबोधनम्)

80-100 शब्दपरिमितः एकः सरलः अपठितगद्यांशः । संस्कृतसाहित्यपरिचायकं विषयवस्तु स्यात्।

10

प्रश्नवैविध्यम्

- |       |                                     |   |
|-------|-------------------------------------|---|
| (i)   | एकपदेन उत्तरम्                      | 2 |
| (ii)  | पूर्णवाक्येन उत्तरम्                | 2 |
| (iii) | सर्वनामस्थाने संज्ञाप्रयोगः         | 1 |
| (iv)  | कर्तृ-क्रिया-अन्वितिः               | 1 |
| (v)   | विशेषण-विशेष्य/पर्याय/विलोमादिचयनम् | 2 |
| (vi)  | समुचितशीर्षकप्रदानम्                | 1 |
| (vii) | कर्तृ-क्रिया-पदचयनम्                | 1 |

खण्डः ‘ख’

(रचनात्मककार्यम्)

10

संस्कृतेन रचनात्मकं लिखितकार्यम्

- |      |  |   |
|------|--|---|
| (i)  | कस्यचिद् ग्रन्थस्य वैशिष्ट्यमधिकृत्य (प्रदत्तसंकेताधारितम्)<br>अनौपचारिकं पत्रम्/औपचारिकं पत्रम् | 5 |
| (ii) | संकेताधारितम् अनुच्छेदलेखनम्<br>प्रदत्ततथ्यसाहाय्येन कमपि कविम्/काव्यम् अधिकृत्य                 | 5 |

**खण्डः 'ग'**  
(अनुप्रयुक्तव्याकरणम्)

- I. वर्णानाम् उच्चारणस्थानानि 30  
2
- II. सन्धिः 3  
सन्धिकरणम् सन्धिच्छेदः च  
अधोलिखितसन्धिनियमान् आधारीकृत्य वाक्येषु  
स्वरसन्धिः दीर्घः, गुणः, वृद्धिः, यण्, अयादिः, पूर्वरूपम्  
व्यञ्जनसन्धिः श्चुत्वम् ष्टुत्वम्, णत्वविधानम्, षत्वविधानम्, चर्त्वम्, आगमः मोऽनुस्वारः, परसवर्णः  
विसर्गसन्धिः सत्वम्, उत्त्वम्, रकारः, लोपः
- III. वाक्येषु शब्दप्रयोगः (अधोलिखितशब्दरूपाणि अधिकृत्य) 5  
अजन्ता : सर्व, पूर्व, प्रथम, द्वितीय, सखि, पति, दातृ, नृ, गो, स्वसु, अक्षि  
हलन्त : पथिन्, मरुत्, तादृश्, अदस्, दिश्, वाच्, गिर, धनिन्, पयस्, पञ्चन्,  
षट्, सप्तन्, अष्टन्, नवन्, दशन्
- IV. वाक्येषु क्रियाप्रयोगः (अधोलिखितधातून् अधिकृत्य) 5  
धातवः भू (भव), पठ्, हस्, नम्, गम्, (गच्छ), अस्, हन्, क्रुध्, नश्, नृत् आप्,  
शक्, इष्, प्रच्छ्, कृ, ज्ञा, भक्ष्, चिन्त्, तेषाम् समानार्थकाश्च  
आत्मनेपदिनः सेव्, लभ्, रुच् मुद्, याच्,  
उभयपदिनः नी, ह्, भज्, पच्,
- V. पाठ्यांशेषु अधोलिखितप्रत्यययुक्तानि पदानि अधिकृत्य प्रश्नाः 4  
अ. कृदन्तानि - क्त, क्तवत्, शतृ, शानच्, क्त्वा, ल्यप्, तुमुन्, यत्, तव्यत्,  
अनीयर, तृच् ण्वुल्, क्तिन्, णिनि, अच्  
आ. तद्धितान्तानि - इन्, ठक्, अण्, त्व, मयट्, ईयसुन्, इष्टन्  
इ. स्त्रीप्रत्ययाः - टाप् डीप्
- VI. अव्ययप्रयोगाः 3  
पठितपाठ्यांशेषु अधोलिखित-अव्ययपदैः रिक्तस्थानपूर्तिः  
पुनः, उच्चैः, नीचैः, शनैः, अधः, ऋते, युगपत्, अद्य, श्वः, ह्यः, सायम् चिरम्, ईषत्  
तूष्णीम्, सहसा, मिथ्या, पुरा, प्रायः, नूनम्, भूयः, खलु, किल,  
पठितांशेषु प्रयुक्तानि अन्यानि अव्ययपदानि च।
- VII. विभक्तिप्रयोगाः 4  
पठितपाठ्यांशेषु प्रयुक्त-उपपदकारकविभक्तीः अधिकृत्य प्रश्नाः 4
- VIII. पठितपाठ्यांशेषु सरलसमस्तपदानां विग्रहाः



**खण्ड: 'घ'**  
**भाग: 'अ'**  
**(पठितांश-अवबोधनम्)**

1.	त्रयः अंशाः	अङ्काः 40 18
	(i) गद्यांशः	6
	(ii) पद्यांशः	6
	(iii) नाट्यांशः	6
	प्रश्नवैविध्यम्	
	एकपदेन उत्तरम्	2
	पूर्णवाक्येन उत्तरम्	2
	विशेषण-विशेष्य-अन्वितिः/पर्यायः/विलोमचयनम् कर्तृ-क्रिया-पदचयनम् सर्वनामस्थाने संज्ञाप्रयोगः/ कः कम् कथयति	
2.	कथनानि आश्रित्य प्रश्ननिर्माणम्	5
3.	अन्वयलेखनम्/रिक्तस्थानपूर्तिमाध्यमेन अन्वयः	5
4.	प्रदत्तपङ्क्तिषु चारित्रिकवैशिष्ट्यम्/भावार्थलेखनम्	6
5.	प्रदत्तपङ्क्तीनां प्रसंगसन्दर्भादिलेखनम्	6

**खण्ड: 'घ'**  
**भाग: 'आ'**  
**(संस्कृतसाहित्यस्य इतिहासः)**

अङ्काः 10

अतिलघूत्तर/लघूत्तरप्रश्नमाध्यमेन संस्कृतसाहित्यस्य परिचयपरीक्षणम्

(i)	पाठ्यपुस्तके संकलित-अंशानां प्रमुखलेखकानां संक्षिप्तपरिचयः	4
(ii)	संस्कृतसाहित्यस्य प्रमुखकाव्यानां परिचयः संस्कृत/हिन्दी/आङ्ग्लभाषा माध्यमेन 3 वैदिकसाहित्यकम्, लौकिकसाहित्यकम्	
(iii)	नाट्यविषयकशब्दावलीपरिचयः	3
	नान्दी, नेपथ्यम्, प्रस्तावना, आत्मगतम्, प्रकाशम्, जनान्तिकम्, भरतवाक्यम्(प्रदत्तपरिभाषासु रिक्तस्थानपूर्तिमाध्यमेन/प्रदत्तनाट्यांशं पठित्वा अभिज्ञानमाध्यमेन)	

## पुस्तकानि

- शाश्वती (प्रथमो भागः) (पाठ्यपुस्तकम्) (रा. शै. अनु. एवं प्र. परिषदा प्रकाशितम्)
- व्याकरणसौरभम् (सहायकपुस्तकम्) (रा. शै. अनु. एवं प्र. परिषदा प्रकाशितम्)  
(संशोधितसंस्करणम्)
- हायर संस्कृतग्रामर (एम् आर् कालेलिखितम्)
- रचनानुवादकौमुदी (कपिलदेवद्विवेदीलिखितम्)
- संस्कृतसाहित्यपरिचयः (संदर्भपुस्तकम्) (रा. शै. अनु. प्र. परिषदा प्रकाशितम्)  
(संशोधितसंस्करणम्)

## संस्कृतम् (ऐच्छिक)

कोड स. 022

कक्षा-XII

पाठ्यक्रमः परीक्षानिर्देशाश्च

2014

अवधि: होरात्रयम्

एकम् प्रश्नपत्रम्

पूर्णाङ्काः 100

अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति

खण्डः “क” अपठितांश-अवबोधनम्

15(5+10)

खण्डः “ख” रचनात्मककार्यम्

15

खण्डः “ग” पठितांश-अवबोधनम् एवं संस्कृतसाहित्यस्य परिचयः

40+10

खण्डः “घ” छन्द-अलङ्काराः

20

## प्रतिखण्डं विस्तृतविवरणम्

खण्डः ‘क’

(अपठितांशावबोधनम्)

अङ्काः 15

(i) 40-60 शब्दपरिमितः एकः सरलः अपठितः गद्यांशः

5

प्रश्नवैविध्यम्

(i) एकपदेन उत्तरम्

1

(ii) पूर्णवाक्येन उत्तरम्

2

(iii) भाषिककार्यम्

2

कर्तृ- क्रियापदचयनम्

सर्वनाम- संज्ञापदचयनम्

विशेषण- विशेष्यचयनम्  
समानार्थक- विलोमपदचयनम्

(ii) 80-100 शब्दपरिमितः एकः सरलः अपठितः गद्यांशः। (सम्पादितः सरलः साहित्यिकः अंशः) 10

**प्रश्नवैविध्यम्-**

एकपदेन उत्तरम् (प्रश्नद्वयम्) 2

पूर्णवाक्येन उत्तरम् (एकप्रश्नः) 2

**भाषा- सम्बद्धकार्यम्** 4

कर्तृ-क्रियापदचयनम् 1

विशेषण-विशेष्य-प्रयोगः 1

सर्वनामप्रयोगः/संज्ञाप्रयोगः 1

शब्दार्थचयनम्/विलोमचयनम् 1

समुचितशीर्षकप्रदानम्। 2

**खण्डः 'ख'**

(रचनात्मकं कार्यम्)

अङ्काः 15

1. प्रदत्तरूपरेखया कथासंयोजनम्/क्रमायोजनम् 10
2. सङ्केताधारितम् वर्णनम् 5

**खण्डः 'ग'**

(पठित-अवबोधनम्)

अङ्काः 40

1. त्रयः अंशाः:
  - (i) गद्यांशः 5
  - (ii) पद्यांशः 5
  - (iii) नाट्यांशः 5

**प्रश्नवैविध्यम्**

एकपदेन उत्तरम् 1

पूर्णवाक्येन उत्तरम् 2

विशेषण-विशेष्यप्रयोगः/अन्वितिः 1

विलोमचयनम्/पर्यायचयनम्, कर्तृपदक्रियापदचयनम् 1

2. शब्दार्थाः 2

3. कथनानि आश्रित्य प्रश्ननिर्माणम् 4

4. भावार्थलेखनम् 3+3

5.	अन्वयलेखनम्	3
6.	पाठ्यपुस्तकम् आधारितं भाषिककार्यम्	10
	• कर्तृक्रियापदचयनम्	2
	• विशेषणविशेष्यचयनम्	2
	• सर्वनामसंज्ञाप्रयोगः	2
	• समानविलोमपदचयनम्	2
	• कः कं कथयति	2
7.	संस्कृतसाहित्येतिहासः	10

**खण्डः 'घ'**  
(छन्दोऽलंकारपरिचयः)

		<b>अङ्काः 20</b>
1.	(i) लघुयुक्तविवेक	2
	(ii) अधोलिखितछन्दसाम् सोदाहरणलक्षणम् सामान्यज्ञानम्	4
	छन्दांसि- अनुष्टुप्, उपजाति, वंशस्थ, वसन्ततिलका, मालिनी, शिखरिणी, शार्दूलविक्रीडितम्, मन्दाक्रान्ता (प्रदत्तश्लोकेषु छन्दसः अभिज्ञानमाध्यमेन, प्रदत्तपरिभाषासु रिक्तस्थानपूर्तिमाध्यमेन च परीक्षणम्)	
2.	श्लोकेषु छन्दसंज्ञानम्	4
3.	अधोलिखित- अलङ्काराणाम् उदाहरणसहितलक्षणम्	10
	शब्दालङ्काराः- अनुप्रासः, यमकम्, श्लेषः	
	अर्थालङ्काराः- उपमा, रूपकम्, उत्प्रेक्षा, अर्थान्तरन्यासः, प्रदत्तश्लोकेषु अलंकारस्य अभिज्ञानमाध्यमेन, प्रदत्तपरिभाषासु रिक्तस्थानपूर्तिमाध्यमेन च परीक्षणम्	3 2+2

**निर्धारितपुस्तकानि**

- शाश्वती (भागः:2) (राष्ट्रीय-शैक्षिक-अनु. एवं प्रशिक्षणपरिषदा प्रकाशितम्)
- व्याकरणसौरभम् (संशोधितसंस्करणम्) (राष्ट्रीय-शैक्षिक-अनु. एवं प्रशिक्षणपरिषदा प्रकाशितम्)
- हायरसंस्कृतग्रामर (एम आरकालेलिखितम्)
- रचनानुवादकौमुदी (कपिलदेवद्विवेदीलिखितम्)
- संस्कृतसाहित्यपरिचयः (संदर्भपुस्तकम्) (रा. शै. अनु. प्र. परिषदा प्रकाशितम्-संशोधितसंस्करणम्)

# 21. ARABIC

## Code No. 116

### Class XI (2012-2013)

One Paper

3 Hours

Marks : 100

Unit/Areas of Learning	Marks	Periods
A. Advanced Reading Skills	10	35
B. Effective Writing Skills	20	45
C. Applied Grammar	20	45
D. Literature	50	85

#### LANGUAGE

#### Marks

#### Suggested Periods

#### Section A : Advanced Reading Skills

10

35

1. An unseen passage of 100 words followed by 3-4 short questions to test comprehension. 2 marks may be allocated for testing vocabulary. 1 mark may be allocated for providing a suitable heading.

#### Section B : Effective Writing Skills

20

45

In this section various questions on given input will be asked as under :

- |   |    |    |
|---|----|----|
| (i) Letter Writing (General)  | 05 | 11 |
| (ii) Summary of lesson from Text-book (80-100 words)                                    | 05 | 11 |
| (iii) Writing a longer composition such as an essay, article or speech of 200-250 words | 10 | 23 |

#### Section C : Applied Grammar

20

45

Variety of questions as listed below will be included involving the application of grammar items in syllabus :

#### a. Definition and example of the following

- (i) Jumla Khabariyya and Inshaiyyah.
- (ii) Tawaabe; Taakeed and Badal.
- (iii) Mustathna, Mustathna Minhu and Huroof-ul-Istithnaa.
- (iv) Some Mansoobaat: Haal, Zul-Haal, Tamyiz and La Li-Nafyil-Jins.

**b. Applied Grammar**

(i) Thulaathi Mujarrad ( six Abwaab only)

(ii) Abwaab Thulaathi Mazid Fih'

(1) If'aal.

(2) Taf'eel.

(3) Mufaa'alah.

(4) Ifti'aal.

(5) Infiaal.

(6) Tafa''ul.

(7) Tafaa'ul.

(8) Istif'aal.

(NS:Teach all abwaab however the student should be examined in the following of Abwaab only 1, 2, 3,5, & 8.

(iii) Af'aal Madh and Dhamm.

(iv) Fi' I Ta'ajjub.

(v) Kinds of Mabni and Mu'rab.

**LITERATURE**

<b>Section D :</b>	<b>50</b>	<b>60</b>
<b>Prose :</b> Text (Translation of any 2 out of 3 passages)	<b>35</b>	
Diacritical marking of any text passages	05	
<b>Poetry:</b> (Explanation of any four of the given verses)	15	

**Text Book:**

**Minhaj al Ta'leem al Thanavi al' Ali Lil Lughat al Arabiyah**

**Class XI, CBSE, Delhi**

**Code 116**  
**Class XII**  
**2013-2014**

**One Paper**

**3 Hours**

**Marks : 100**

**Suggested  
Periods : 210**

Unit/Areas of Learning	Marks	Periods
A. Advanced Reading Skills	10	35
B. Effective Writing Skills	20	45
C. Applied Grammar	20	45
D. Literature	50	85

**Language**

**Marks**

**Suggested  
Periods**

**Section A : Advanced Reading Skills**

**10**

**35**

1. An unseen passage of 150 words followed by 3-4 short questions to test comprehension. 2 marks may be allocated for testing vocabulary. 1 mark may be allocated for providing a suitable heading.

**Section B : Effective Writing Skills**

**20**

**45**

In this section various questions on given input will be asked as under :

- (i) Letter writing on a given topic
- (ii) An essay on a given topic (150-200 words)

**10**

**10**

**Section C : Grammar**

**20**

**45**

Variety of questions as listed below will be included involving the application of grammar items in syllabus :

**a: Definition and examples of the following**

- (i) I'laal (In Mithaal, Ajwaf and Naaqis)
- (ii) Ibdal-Mahmoozul Faa, wal- 'Ain wal - Laam
- (iii) Idgham-Mudao" af
- (iv) Murakkab 'Adadi (Adad and Ma' dood

**b: Applied Grammar**

- (i) Use of Asmaa'-Mausoolah
- (ii) Khasiyat-Abwaab Al Thulaathi Al Mujarrad
- (iii) Khasiyat-Abwaab Al- Mazid Fih (If'aal, Taf'eel, Mufaa'alah, Tafa'ul, Istif'aal)
- (iv) Jumla Shartiyyah
- (v) Jumla Nidaaiyah

**Literature**

<b>Section D :</b>	<b>50</b>	<b>60</b>
<b>Prose :</b> Text (Translation of any 2 out of 3 passages)	30	
Diacritical marking of any text passages	05	
<b>Poetry :</b> (Explanation of any four of the given verses)	15	
<b>Text Book:</b>		
<b>Minhaj al Ta'leem al Thanavi al' Ali Lil Lughat al Arabiyan</b>		



## 22. PERSIAN

### Code No. 123

### Class XI (2012-2013)

One Paper 3 Hours

Marks : 100

Suggested Periods : 210

Unit/Areas of Learning	Marks	Periods
A. Advanced Reading Skills	10	35
B. Effective Writing Skills	20	45
C. Applied Grammar	20	45
D. Literature	50	85

<b>Language</b>	<b>Marks</b>	<b>Suggested Periods</b>
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<b>Section A : Advanced Reading Skills</b>	<b>10</b>	<b>35</b>
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1. An unseen passage of 150 words followed by 3-4 short questions to test comprehension. 2 marks may be allocated for testing vocabulary. 1 mark may be allocated for providing a suitable heading.

<b>Section B : Effective Writing Skills</b>	<b>20</b>	<b>45</b>
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In this section various questions on given input will be asked as under :

- |  |    |    |
|--|----|----|
| (i) Letter writing (Personal) Persian                        | 05 | 11 |
| (ii) Paragraph writing (100-125 words) in Persian            | 05 | 11 |
| (iii) Summarizing story of lesson in Urdu/Eng./Hindi/Persian | 10 | 23 |

<b>Section C : Applied Grammar</b>	<b>20</b>	<b>45</b>
------------------------------------	-----------	-----------

Variety of questions as listed below will be included involving the application of grammar items in syllabus :

- |                                     |    |    |
|-------------------------------------|----|----|
| (i) Parts of speech                 | 05 | 11 |
| (ii) Infinitives                    | 05 | 11 |
| (iii) Aoristic                      | 05 | 11 |
| (iv) Correction of simple sentences | 05 | 12 |

## Section D : Literature ( Lessons to be studied) :

*Farsi-wa-Dastoor Part I*, Kitab-e-Awwal (1977) by Dr. Zahrae-Khanlari (Kia), published by Idarah-e-Adabyate-Dilli, 2009 Qasimjan Street, Delhi-110006

### Prose & Poetry :

50

- |   |   |
|---|---|
| 1) Eddison-Part I                         | 2) Eddison-Part II  |
| 3) Afsane Parie Daryai                    | 4) Do Hikayat az Gulistane Saadi  |
| 5) Jashne Sadeh                           | 6) Qissai Sindbad Behri-Part I  |
| 7) Qissai Sindbad Behri-Part II           | 8) Dasture Zabane Farsi Isme Mufrad/Isme Jama (Noun- Singular/Plural)               |
| 9) Dasture-e-Zabane Farsi Zamir (Pronoun) | 10) Dastur-e-Zabane Farsi Fele Lazim/Fele Mutaaddi (verb : Transitive/Intransitive) |
| 11) Doorbeeni (Poem)                      | 12) . Sadeh (Poem)  |

*Lessons to be studied from Amoozih-e-Zaban-e-Farsi*, Part IV by Dr. Yadullah Samarch, published by Intesharate, Beanul Milaili Al Hoda, available at Iran Culture Home, 18 Tilak Marg, New Delhi.

- |                                  |  |
|----------------------------------|--|
| 1. Koochak wa Khwandani          | 2. Jawanan-Gami be pesh                |
| 3. Bohran-e-Energy               | 4. Gul Aiyeeneh, Quran ( <i>Poem</i> ) |
| 5. Misyak Joebar ( <i>Poem</i> ) |  |

**PERSIAN**  
**Code No. 123**  
**Class XII (2013-2014)**

**One Paper 3 Hours**

**Marks : 100**

**Suggested Periods : 240**

Unit/Areas of Learning	Marks	Periods
A. Advanced Reading Skills	10	35
B. Effective Writing Skills	20	45
C. Applied Grammar	20	45
D. Literature	50	115

**Language**

**Marks Suggested  
Periods**

**Section A : Advanced Reading Skills**

**10 35**

An unseen passage of 150 words followed by 3-4 short questions to test comprehension. 2 marks may be allocated for testing vocabulary. 1 mark may be allocated for providing a suitable heading.

**Section B : Effective Writing Skills In this section various questions on given input will be asked as under :**

**20 45**

(i) Letter writing /Essay Writing

**05 11**

(ii) Objective type questions will be asked

**05 11**

(iii) Summarizing of prescribed lesson in to Urdu/Eng./Hindi/Persian

**10 23**

**Section C : Applied Grammar**

1. Definition of the following with examples:

**20 45**

i. Noun

ii. Pronoun

iii. Preposition

iv. Verb

2. Formation of the following from the infinitives

**05**

i. Imperatives

ii. Aorists (Muzare) and Conjugation

3. Ismi Fail, Ismi Mafool, Adjectives Singular/Plurals

**05**

**Section D : Literature ( Lessons to be studied) :**

**Farsi-wa-Dastoor Part I**, Kitab-e-Awwal (1977) by Dr. Zahrae-Khanlari (Kia), published by Idarah-e-Adabyate-Dilli, 2009 Qasimjan Street, Delhi-110006

**Prose & Poetry :**

**50**

- |   |  |
|---|--|
| 1. Tarrar-e-Amanatdar   | 2. Qissa I KodakMoosa (Part I)                 |
| 3. Qissa I Kodak-ie-Moosa (Part II)                           | 4. Shaban wa Gusfand                           |
| 5. Qissa I Gule Khandan wa Durre Giryani-<br>Parts I, II, III | 6. Guwahie Darakht                             |
| 7. Dasture Zabane Farsi Wabastae Ajzai<br>Jumla Muzafi' Ilaih | 8. Dasture Zabane Farsi Wabastai Fel<br>(Qaid) |
| 9. Mazandaran (Poem)  | 10. Nageene Angushtri (Poem)                   |
| 11. Kitab (Poem)  |  |

**Amoozish-e-Zaban-e-Farsi Book IV** by Dr. Yedullah Samarch Published by Intesharate Benul Millali Al Hoda, available at Iran Culture House, 18, Tilak Marg, New Delhi.

- |   |                          |
|---|--------------------------|
| 1. Qissah-e-Rangha  | 2. Nohmeen Ijlasee Saran |
| 3. Gandhi Khastar - e - Aghaze Naw-dar<br>Rawabit Chin wa Hind Shod (Book Page - 210) | 4. Deeruz Imruz Wa Farda |
| 5. Waqti Ki Ishq Nist. <b>(Poem)</b>  |                          |

## 23. NEPALI

Code No. 124

Class XI

One Paper

Time : 3 hours

Marks : 100

1. Vyakaran: Nirdharit pathya Samagriharu :

20

- (i) Paryayevachi Sabda
- (ii) Viparitarthak Sabda
- (iii) Anekaarthak Sabda
- (iv) Saar Sabda
- (v) Sabda Suddhi Vimarsha

2. Alankar :

5

- (i) Anupras
- (ii) Vpama
- (iii) Slesh

3. Rachana :

15

(Nirdharit pathya Samagri)

(i) Patra Rachana -

5

- (a) Vyaktigat
- (b) Vyaparik
- (c) Daftari
- (d) Smarak patra

(ii) Nibandha Rachana :

10

- (a) Prakriti
- (b) Pravaharu
- (c) Samajik
- (d) Vaigyanik

(Sandarbha Pustak: Purvottar Madhyamik Nepali Vyakaran ra Rachana)

4. Katha : Gadhya

15

Pathya samagri :

- (i) Daura Suruwal Keshavraj Pindali
- (ii) Jyoti Binako Ujjalo Sanu Lama
- (iii) Dhan Bahadurko Lauro Samiran Chhetri 'Priyadarshi'

5. **Nibandha :** 10  
 (i) Anuhar Achha Rai 'Rasik'  
 (ii) Ujjyalo Indra Bahadur Rai  
 (Sandarbha Pustak : Nibandha Sangraha, Janapkhha Prakashan, Gangtok Sikkim)
6. **Kavita:** 10  
 Muna Madan - Laxmi Prasad Deokota
7. **Natak:** 10  
 (Sandarbha Pustak : Nepali Ekankki Sangraha-Janapakchha Prakashan Sikkim)  
 Pathya Samagriharu :  
 a) Ekankki Natak Chhoto Charcha  
 b) Bharatiya Nepali Natak Ek Dristi  
 Ekankki :  
 Maang—Lil Bahadur Cheetri
8. **Prativa Parichaya :** Janapakchha Prakashan, Gangtok Sikkim. 10  
 i) Sanu Lama  
 ii) Achha Rai Rasik  
 iii) Lil Bahadur Chhetri
9. **Nepali Shita Ko Aitihashik Parichaya - Dr. Tara Nath Sharma Nepali Katha.** 05

## Class XII

One Paper	Time : 3 hours	Marks : 100
<b>A. Vyakaran</b>		<b>06</b>
Nirdharit Pathya Samagri		
(i) Chhanda : Anustup, Totak, Shikharini, Sardulvikridit.		
<b>B. i) Alankaar:</b> Anuprash, Upama, Slesh, Sardulvikridit		<b>06</b>
<b>C. Rachana Composition &amp; Writing : (Suggested chapters) :</b>		<b>15</b>
(a) Patra Rachana : Vyaktigat, Vyaparik, Daftari, and Smarak Patra.		
(b) Nibandha Rachana : Aatmaparakra, Vicharatmak.		
<b>Reference Book :</b> Purvottar Madhyamik Nepali Vyakaran ra Rachana.		

- 2. Stories :** 15
- (i) Machhako mol — Shiva Kumar Rai
  - (ii) Kukhari...Ka.a.a.-Rudra Poudyal
  - (iii) Rupko Mulya — Bal Krishna Sam
- Reference Book: Katha Sangraha  
Janapakslyra Prakshan  
Gangtok, Sikkim
- 3. Essay : NiBandha** 10
- (i) Hai-Hai Angraji — Laxmi Prasad Deokota
  - (ii) Pyaro Sapana — Ram Krishna Sharma
  - (iii) Haamro Rastriya Chadra Sayapatri Phool - Bishnu Ram Rai
- Reference Book :** Nibanda Sangraha published by Janapakshya Prakashan  
Gangtok, Sikkim
- 4. Padhya Poetry : Ritu Vichar — Lekhnath Poudyal** 10
- (Sabai Rituharu)
- Prescribed Book :** Ritu Vichar (Paathya Samgriharu)
- 5. Natak** 10
- Nirdharit Paathya Samgriharu
- (i) Natak — saadharan parichaya
  - (ii) Ekanki Boksi — Balkrishna Sam
  - (iii) Daan Yogdaan - I.K.Singh
- Reference Book :** Nepali Ekanki Sangraha — Janapakshya Prakashan.
- 6. UPANYASH : Juneli Rekha - Indhra Sundas** 10
- 7. Prativa Parichaya :** 08
- i) Lekhnath Poudyal ii) Balkrishna Sam iii) Ram Krishna Sharma
- 8. Nepali Sahityako Aitihasyik Parichaya : Dr. Taranath Sharma** 10
- a) Nepali Bhasako Parichaya
  - b) Nepali Upanyash (Published by Janakshya Prakashan, Gangtok, Sikkim.

## 24. TIBETAN

Code NO. 117

Class XI

One Paper

Time : 3 hours

Marks : 100

### Section A

**1. Applied Grammar :**

**20**

Use of Parts of Speech in sentence case endings and configuration of verbs with their forms used in various kinds of sentences.

**Suggested References :**

"Brjod pa la dpyod pa" (33 to 58 pages) and "Bya tshig la dpyod pa" (109 to 141 pages) from "Bod kyi sgra rig pai gnas la dpyod pa gsal bai me long" by Thupten Chhogdup, Published by Tibtan Library, Dharamsala, H.P.

### Section B

**Reading an unseen passage or poem**

**10**

(a) One literary or discursive passage of about 200-300 words or a poem of about 8 lines.

### Section C

**Composition & Writing**

**10**

(a) Essay and Letter writing

(i) Application for leave, jobs, fee concession, and aid for poor funds.

(ii) Topics related to personal experience, festivals.

**Suggested References :**

(i) Yig-bskur-Namshag, Tibetan Cultural, Printing Press Office, Dharamsala.

### Section D

**Literature**

**Prose**

**20**

"Legs bshad blogsar mig 'byed" (Chapter 1, 4, 8, 9, 10 and 11) Published by Tibetan Cultural, Printing Press, Dharamsala- H.P.

**Poetry**

**15**

"Snyan-ngag-me-long" (Chapter II, First Two Alankaras) Published by the Tibetan Cultural Printing Press, Dharamsala, H.P.

**Drama**

**15**

"Gtam padmai tshal gyi zlos gar" by - Za Paltul Rinpoche, Published by the Tibetan Cultural Printing Press, Dharamsala, H.P.

Directorate of Education Gangtok, Sikkim.

**Rapid Reading**

**10**

"My Land and My People" by H.H. the Dalai Lama (Chapter 4 and 5)



## Class XII

One Paper

Time : 3 hours

Marks : 100

### Section A

#### 1. Applied Grammar :

20

##### Suggested References :

Rtag 'Jug from Si tu'i Zhal lung, Published by Tibetan Culture Printing Press, Dharamsala, H.P.

### Section B

#### Reading an unseen passage or poem

10

(a) One literary or discursive passage of about 250-300 words or a poem of about 8 lines

### Section C

#### Composition and Writing

15

##### Essay and Letter Writing

- (i) Essay : Topic related to personal experiences, reflective matter like patriotism and democracy etc.
- (ii) Letter writing : Topic relating to Professional, Occupational, Official, Social interest.

### Section D

#### Literature

##### Prose

15

##### Prescribed book :

Bod du rig gnas dar tshul mdor bsdus bshad pa by Muge Samten, Published by the Tibetan Cultral Printing Press, Dharamsala, H.P.

##### Poetry

15

##### Prescribed book :

Snyan-ngag-me-long (Third Alankara) Published by the Tibetan Cultural Printing Press, Dharamsala, H.P. Published by the Tibetan Cultural Printing Press, Dharamsala, H.P.

##### Drama

15

**Prescribed Book :** Ri dvags kyi gdam nges 'byung gi pho nya by - Longchen Ramjampa, Published by Tibetan Cultural Printing Press, Dharamshala, H.P.

#### Rapid Reading

10

Sing ga la yi lo rgyus by Gendun Chopel, Published by the Tibetan Cultral Printing Press, Dharamsala H.P.

## 25. FRENCH

Code No. 118

Class XI (2012-2013)

One Paper	3Hours	Marks :100	Periods
<b>Section A: Applied Grammar</b> - filling up blanks with appropriate parts of speech - Transformation of sentences - Based on chapter 1-17 of Prescribed book		25	50
<b>Section B: Comprehension/Reading</b> -One passage from the prescribed book  <b>(Prose/Poetry)</b> -One Unseen passage (variety of comprehension questions. including short answer questions & Vocabulary (word attack)		25 15  10	30
<b>Section C: Writing skills/Composition</b> -Writing a story based on outlines provided (120 words) -One unaided composition based on the topics in the prescribed book (120 words)		20 10 10	40
<b>Section D : Literature</b> (Short answer questions on prescribed texts)		30	
<b>Prose</b> Comprehension of the prescribed text (Chapter 1-17)		20	40
<b>Poetry</b> <b>Poems to be studied:</b>  1. La Route 2. Les Villages 3. Page d'écriture 4. Les enfants dans le jardin public 5. Barcarolle	by CF Rameez by F Jammes by J. Prevert by Victor Hugo by Th. Gautier	10	20
<b>Prescribed book:</b> Cours de langue et civilization Francaises II (Chapter 1-17)			
by G. Mauger Published by Heachette			

# FRENCH

**Code No. 118**  
**Class XII (2013-14)**

One Paper	3 Hours	Marks 100	Periods
<b>Section A: Applied Grammar</b> - filling up blanks with appropriate parts of speech - Transformation of sentences - Sentence correction (not involving punctuation and spelling) Based on chapter 18-30 of Prescribed book		25	50
<b>Section B: Comprehension/Reading</b> -One passage from the Prescribed book (Prose/Poetry) -One unseen passage (variety of comprehension questions including short answer questions and vocabulary/word attack)		25 15 10	30
<b>Section C: Writing skills/composition</b> - Writing a story based on outlines provided (120 words) - One unaided composition based on the topics in the prescribed book (120 words)		20 10 10	40
<b>Section D: Literature</b> (Short answer questions on Prescribed text)		30	
<b>Prose</b> Comprehension of the Prescribed text (Chapter 18-30)		20	40
<b>Poetry</b>			
<b>Poems to be studied:</b>		10	20
1. Rien n'est beau-Ch. Peguy 2. Avec ton parapluie-F.Jammes 3. Le Petit Train-Emile Henriot 4. La Petite Ville-A ke Noailles 5. Si la Garonne-Gustave Nadaud			

**Prescribed book: Cours de Langue et civilization Francaises II by G. Mauger, Pub: Hachette (Chapter 18-30)**

**Grammar topics:**

- XI.    1.     Negative
- 2.     Interrogative
- 3.     Sentence reordering
- 4.     Sentence correction
- 5.     Tenses of verbs (incl. Subjonctif)
- 6.     Pronom relatif
- 7.     Adjectif Interrogatif
- 8.     Adjectif qualificatif
- XII.   1.     Sentence reordering
- 2.     Sentence correction
- 3.     Tenses of verbs (excluding Passe' simple and Passe' Ante'Neur)
- 4.     Pronom interrogatif
- 5.     Uses of 'infinitif'
- 6.     Pronom Personnel-all types
- 7.     Prepositions
- 8.     Pronom indefini & adjectif indefini

## 26. GERMAN

Code No. 120

Class XI and XII

The syllabus for classes XI and XII while following the communicative approach lays more stress on expansion of vocabulary, improved expression as also student projects.

Grammar will be revised and teachers are expected to build on the foundation laid in previous years. More difficult exercises using the grammar structures already known, have to be practised in class with a clear emphasis on applied grammar. By now the teacher should be able to use German as the sole medium of instruction in class. Students should be able to respond in German to verbal and visual stimuli and communicate on a wide range of everyday topics.

Speaking and writing skills now are on the forefront, though reading and listening skills have also not been neglected.

Reading should also be more thorough and detailed in nature. It is not enough to just skim a text and extract the salient points or extract specific information based on our need. It is now also important to read a text and understand the details.

In the aural skills department students should be able to follow texts that are lengthy and where the speaker speaks on a given topic from everyday life in a nuanced manner.

In the written portion students will at the end of class XII have to summarise a given passage in German in contrast to class X where the summary is to be written in English. Translation in the traditional sense has once again not been incorporated.

Students will get ample opportunity to speak and express themselves in class. Projects have also been included in almost every chapter. Ideally an oral test should be a part of the assessment in both years. But due to systemic constraints this could not be done. The final exam in class XII will test reading and writing skills as well as grammar.

We aim that when a student leaves school at the end of XII he/she will be able to communicate in everyday situations and deal with problems he/she encounters in everyday life. More importantly the German learnt in school should be the base for a professional in any field to build on if he / she should be in a situation where they need to use their language skills professionally. They may in such a situation need to complement their knowledge with the subject specific vocabulary from their field.

### Learning Objectives

The following learning objectives apply for classes XI and XII.

#### 1. Listening and responding

By the end of class XII students should be able to

- ❖ listen and understand details from an extended dialog or an informative text
- ❖ listen to a audio text and summarise the same
- ❖ listen to literary texts (poetry and prose) and understand their essence

## **2. Speaking**

By the end of class XII students should be able to

- ❖ talk about a topic explaining the pros and cons of an action or product
- ❖ describe the use of new products and talk about new developments
- ❖ talk about perspectives and probabilities in the future
- ❖ talk about political, historical and personal events in simple language and comment upon them
- ❖ be a part of a formal or informal interview

## **3. Reading and responding**

By the end of class XII students should be able to

- ❖ read simple literary texts and discuss them
- ❖ read a text and make a flowchart or fact file with the information contained
- ❖ read and evaluate given information in the form of statistics

## **4. Writing**

By the end of class XII students should be able to

- ❖ summarise a lengthy text in German
- ❖ write experiential texts
- ❖ formulate tabular texts (e.g. a CV) as per the norms followed in German speaking countries
- ❖ write a cohesive formal letter following all norms where certain structures and components are given

## **5. Intercultural awareness**

By the end of class XII students should be able to

- ❖ put German history of the first part of the 20th century into perspective
- ❖ evaluate statistics on German speaking countries keeping the realities there in mind
- ❖ compare the youth scene, social concerns, social life in German speaking countries and India

## **6. Knowledge about language**

By the end of class XII the students should be able to

- ❖ understand the importance of grammar in expressing oneself better
- ❖ understand the relation between structures and certain activities (e.g. passive for technical processes or subjunctive structures to express wishes)

## 7. Language learning strategies

By the end of class XII the students should be able to

- ❖ use their knowledge of context and grammar to understand texts involving complex language
- ❖ understand the importance of typical characteristics of text types and use them to understand spoken or written texts and to form new texts

### Code : 120 - German Class XI (2012-13)

Lesson	Topic	Communication	Structure	Text Types	Suggested Activity
<b>Lesson 25</b>	German speaking countries	<ul style="list-style-type: none"> <li>Explain, what you know about German speaking countries</li> <li>Explain, why one is learning German</li> </ul>	<ul style="list-style-type: none"> <li>Indirect questions</li> <li>Nouns made from Adjectives</li> <li>Indefinite Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Telephone conversation</li> <li>Quiz</li> <li>Experience reports</li> </ul>	<ul style="list-style-type: none"> <li>Conducting a 'live' Quiz in class on the German speaking countries</li> <li>Talk about experiences in a foreign country or with foreigners or with exchange partners</li> <li>Vocabulary exercises</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li><b>Reading:</b> Read informative texts on a specific topic and give one's opinion on the information given</li> <li><b>Aural:</b> Hearing telephonic conversations and frame questions on the information heard</li> <li><b>Writing:</b> Writing a short report on one's experiences in another culture</li> </ul>				
<b>Lesson 26</b>	Emotions	<ul style="list-style-type: none"> <li>Express emotions like happiness, surprise, shock...</li> <li>React to unusual newspaper reports or experiences people relate</li> </ul>	<ul style="list-style-type: none"> <li>Temporal sentences 'wenn und als'</li> <li>Exclamatory Sentences</li> <li>Past Tense (Präteritum)</li> </ul>	<ul style="list-style-type: none"> <li>Daily Diary</li> <li>Script</li> <li>Song</li> <li>Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>Write diary entries</li> <li>Relate an embarrassing experience</li> <li>React with given exclamatory expressions to certain situations</li> <li>Write a film script in German for a Bollywood film sequence</li> </ul>

<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Read and react to a given text; read and give texts an appropriate title</li> <li>• <b>Aural:</b> Hear a song and sing along and also reproduce the essence of the song</li> <li>• <b>Speaking:</b> Explain the emotional state of mind of a person</li> <li>• <b>Writing:</b> Write about happy/ disappointing or embarrassing experiences</li> </ul>				
<b>Lesson</b>	<b>Topic</b>	<b>Communication</b>	<b>Structure</b>	<b>Text Types</b>	<b>Suggested Activity</b>
<b>Lesson 27</b>	Show your talent	<ul style="list-style-type: none"> <li>• Introduce a music band and a singer and compare the band and its members with others</li> <li>• Profile a sports person and explain how he has helped the cause of that sport</li> <li>• Express interest in participating in a competition and give reasons for your choice</li> </ul>	<ul style="list-style-type: none"> <li>• Subordinate clauses with 'weil, den, deshalb, darum, deswegen'</li> <li>• Comparative and Superlative as adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Webpage</li> <li>• Short article</li> <li>• Advertisement board</li> <li>• Informative text</li> </ul>	<ul style="list-style-type: none"> <li>• Internet research for talent competitions for young adults</li> <li>• Create a page in German for the school magazine</li> <li>• Profile your favourite music band/ sports club</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Read a text and break it into clear information units and give each unit a title</li> <li>• <b>Aural:</b> Hear a song and analyse its text</li> <li>• <b>Speaking:</b> Speak about one's strengths and weaknesses</li> <li>• <b>Writing:</b> Write/complete a text about your favourite sports club/ music band</li> </ul>				
<b>Lesson 28</b>	Music	<ul style="list-style-type: none"> <li>• Discuss your likes and dislikes in music</li> <li>• Discuss your dream star</li> <li>• Profile a pop star</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs of location</li> <li>• Subjunctive (<i>Konjunktiv I</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Boards and Signage</li> <li>• Short biography</li> <li>• Song</li> </ul>	<ul style="list-style-type: none"> <li>• Write a song in German</li> <li>• Listen to German pop songs and prepare one song for the German day</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Reading a text and extracting important information</li> <li>• <b>Aural:</b> Hearing and extracting information or vocabulary from interviews and songs</li> <li>• <b>Speaking :</b> Express a wish and talk about dreams</li> <li>• <b>Writing:</b> Write about what you would do if you had money and time</li> </ul>				



Lesson	Topic	Communication	Structure	Text Types	Suggested Activity
<b>Lesson 29</b>	Social Causes	<ul style="list-style-type: none"> <li>Evaluate statistics</li> <li>Make suggestions</li> <li>Discuss what you can do to change a situation</li> <li>Discuss and frame project plans</li> </ul>	<ul style="list-style-type: none"> <li>Infinitive Sentences (<i>zu+Infinitiv</i>)</li> <li>Subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Discussion</li> <li>Official letter</li> <li>Interview</li> <li>Informative text</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and identify a social cause the class could take up</li> <li>Make a project plan</li> <li>Find out through the internet what are the social causes young adults are pursuing in German speaking countries</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li><b>Reading :</b> Reading and evaluating a statistic; reading and following an official letter</li> <li><b>Aural:</b> Listening to a text, extracting the relevant information and summarising the information in text form</li> <li><b>Speaking :</b> Making suggestions on which social causes to pursue and how</li> <li><b>Writing:</b> Reading an authentic magazine text and writing it in your own words (Simplify!)</li> </ul>				
<b>Lesson 30</b>	Memories	<ul style="list-style-type: none"> <li>Talk about important events in the past and present</li> <li>Reconstruct a time line</li> <li>Describe inventions and their inventors</li> <li>Discuss the life of a famous person</li> </ul>	<ul style="list-style-type: none"> <li>Subordinate clauses with 'bevor,bis, seit'</li> <li>Nouns and Possessive articles with Genetive</li> </ul>	<ul style="list-style-type: none"> <li>Poem</li> <li>Quotes</li> <li>Radio Quiz</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the biography of a famous person from history</li> <li>Bring photographs to the class and relate a story about each snapshot</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li><b>Reading:</b> Reading a text and developing a timeline</li> <li><b>Aural.</b> Listening to a poem and extracting the information asked for</li> <li><b>Speaking:</b> Talkig about past experiences e.g. a holiday taken, an amusing event</li> <li><b>Writing:</b> Writing a story about an interesting experience</li> </ul>				

## Assessment Scheme for Class XI

Assessment should be a combination of internal assessment, periodic tests and term exams. The format for the Board Examination should be followed in Class XI as well. The syllabus developed for class XI is interactive and communicative in nature. The tests should be a reflection of the same.

There shall be 20% weightage for internal assessment, 30 % for periodical tests and 50% for the term exam.

The breakup for the term exam is as follows:

- |  |          |
|--|----------|
| 1. Summarizing a German passage from the text book in their own words in simple German | 10 Marks |
| 2. Comprehension (seen passage)  | 15 Marks |
| 3. Comprehension (unseen passage)  | 15 Marks |
| 4. Composition based on verbal stimulus such as, letter, formal e-mail, poster         | 10 Marks |
| 5. Describe a statistic  | 10 Marks |
| 6. Applied Grammar   | 40 Marks |

### Applied Grammar:

- |  |          |
|--|----------|
| a. Passive   | 5 Marks  |
| b. Subordinate clauses (weil, dass, wenn, als, um ... zu, damit) | 10 Marks |
| c. Reflexive verbs in Dative and Accusative case                 | 5 Marks  |
| d. Future Tense  | 5 Marks  |
| e. Konjunktiv II   | 10 Marks |
| f. Genitive prepositions   | 5 Marks  |

### Remarks :

1. In class XI more weightage needs to be given to given to productive skills in German. Therefore the summary of a text is no longer in English.
2. In the listening and reading comprehension marks should not be deducted for grammatical and orthographical errors.

3. In the written part marks should not be deducted for minor orthographical errors.
4. Writing short texts could be a part of the periodical tests.
5. Internal assessment should be based on regularity, project work and class response.

## **BOOKS**

The following teaching material is prescribed for classes XI and XII :

**PRESCRIBED BOOK** : Team Deutsch 3/1 (Textbook and Workbook - Chapters 25-36)  
(Klett Publishing House, Published in India by Goyal Publishers)

**SUGGESTED REFERENCES** : Genial 3

Ping Pong 3

DVD- Aspekte

LANGENSCHIEDT EURO DICTIONARY

K.M. SHARMA; GERMAN-HINDI/ HINDI-GERMAN  
DICTIONARY. RACHNA, PUBLISHING HOUSE

**Code 120**  
**German Class XII (2013-14)**

Lesson	Topic	Communication	Structure	Text Types	Suggested Activity
<b>Lesson 31</b>	Language	<ul style="list-style-type: none"> <li>Talk about the languages known</li> <li>Explain why one should learn foreign languages.</li> <li>Relate experiences in learning a foreign language</li> <li>Write about why one should learn anything new</li> </ul>	<ul style="list-style-type: none"> <li>Subordinate clauses with 'wenn' and Subjunctive</li> <li>Modal verbs with subjunctive</li> <li>Subordinate clauses with 'damit' and 'um...zu'</li> <li>Indefinite Pronouns . <i>irgendwie, __wo, __wann</i></li> </ul>	<ul style="list-style-type: none"> <li>Experiential report</li> <li>Interview</li> <li>Test</li> <li>Radio Interview</li> </ul>	<ul style="list-style-type: none"> <li>Make a language map of both India and Germany</li> <li>Talk about which language the students speak when and why</li> <li>Make a list of words you like using</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li><b>Reading:</b> Reading a text and answering detailed questions</li> <li><b>Aural:</b> Hearing an authentic interview and extracting the relevant information</li> <li><b>Speaking:</b> Talking about a learning experience</li> <li><b>Writing :</b> Writing a coherent text explaining one's thought in simple language</li> </ul>				
<b>Lesson 32</b>	Youth	<ul style="list-style-type: none"> <li>Talk about the youth today</li> <li>Discuss their past times</li> <li>Talk about one's interests</li> <li>Express one's emotions in verse</li> </ul>	<ul style="list-style-type: none"> <li>Indefinite Articles : viel, ein paar, wenige, einige, manche</li> <li>Reflexive Verbs with dative and Accusative case</li> <li>Adjectives and Participles as nouns</li> </ul>	<ul style="list-style-type: none"> <li>Chat</li> <li>Discussion</li> <li>Poetry</li> <li>Newspaper articles</li> </ul>	<ul style="list-style-type: none"> <li>Have a chat session with students in Germany</li> <li>Find out about youth clubs in Germany</li> </ul>

<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Reading newspaper texts and extract relevant information, Following a chat on the Internet</li> <li>• <b>Aural:</b> Listening to poems and react with one's impressions on the poem</li> <li>• <b>Speaking:</b> Talking about the youth in India and their lifestyles, moderate a discussion</li> <li>• <b>Writing:</b> Writing an article on the youth in India and Europe</li> </ul>				
<b>Lesson</b>	<b>Topic</b>	<b>Communication</b>	<b>Structure</b>	<b>Text Types</b>	<b>Suggested Activity</b>
<b>Lesson 33</b>	Tourism	<ul style="list-style-type: none"> <li>• Talk about tourist attractions</li> <li>• Explain the customs and rituals and festivals of one's own country</li> <li>• Write a postcard from a holiday destination</li> </ul>	<ul style="list-style-type: none"> <li>• Passiv</li> <li>• Interrogative Pronouns in Genitive : <i>wessen</i></li> <li>• Genitive prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Conducted Tour</li> <li>• Postcard</li> <li>• Questionnaire</li> <li>• A theatre scene</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate a festival from a German speaking country</li> <li>• Take your class out on a city tour and the explanations should be in German</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Reading a text about a country and extracting relevant information</li> <li>• <b>Aural:</b> Listening to travel experiences</li> <li>• <b>Writing:</b> Writing a post card</li> </ul>				
<b>Lesson</b>	<b>Topic</b>	<b>Communication</b>	<b>Structure</b>	<b>Text Types</b>	<b>Suggested Activity</b>
<b>Lesson 34</b>	Future Plans	<ul style="list-style-type: none"> <li>• Talk about future plans</li> <li>• Ask about professional plans</li> <li>• Put down demands in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Future Tense</li> <li>• Sentences with 'trotzdem'</li> <li>• Nicht brauchen zu (=nicht müssen)</li> </ul>	<ul style="list-style-type: none"> <li>• Report</li> <li>• Prognosis</li> <li>• Resolution</li> <li>• Science Fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Describe products and developments that could come in the future.</li> <li>• Make a prognosis as to what life will be like in 50 years</li> <li>• Write a CV in German</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Reading a long text and answering questions</li> <li>• <b>Aural:</b> Hearing an authentic text (in dialect) and answering questions</li> <li>• <b>Speaking:</b> Conducting a coherent discussion on a specific topic</li> <li>• <b>Writing:</b> Writing down short cryptic sentences giving precise information</li> </ul>				

Lesson	Topic	Communication	Structure	Text Types	Suggested Activity
<b>Lesson 35</b>	Change	<ul style="list-style-type: none"> <li>Read and talk about a literary text</li> <li>Write a self portrait</li> <li>Talk about changes in our lives (new home, new friend, new school)</li> </ul>	<ul style="list-style-type: none"> <li>Sentences with 'obwohl'</li> <li>Relativpronouns 'wo, was'</li> <li>Lassen + Infinitiv</li> </ul>	<ul style="list-style-type: none"> <li>Extract from a novel</li> <li>Blog</li> <li>Self portrait</li> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Class blog</li> <li>Book bazaar</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li><b>Reading:</b> Reading a literary text with the right intonation and breaks</li> <li><b>Aural:</b> Hearing a personal experience and interpreting the speakers emotions</li> <li><b>Speaking:</b> Talking at relative length about the changes in one's life</li> <li><b>Writing:</b> Writing a self portrait</li> </ul>				
<b>Lesson 36</b>	Europe	<ul style="list-style-type: none"> <li>Talk about one's school and compare it with others</li> <li>Conceptualise and explain a project</li> <li>Write a project report</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrative article</li> <li>N- Declination</li> <li>Nicht... sondern / nicht nur... sondern auch/ sowohl... als auch</li> </ul>	<ul style="list-style-type: none"> <li>Flyer</li> <li>Hymn</li> <li>Project description</li> <li>Interview</li> <li>Statement</li> </ul>	<ul style="list-style-type: none"> <li>Compare India and Europe</li> <li>Discuss and execute a project on any aspect of European life</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li><b>Reading:</b> Reading a semi official text and follow up</li> <li><b>Aural:</b> Hearing and differentiating between accents</li> <li><b>Speaking:</b> Comparing two institutions and talking about the advantages and disadvantages of both</li> <li><b>Writing:</b> Writing a structured text giving the requisite details</li> </ul>				

## Assessment Scheme for Class XII

For the class XII board exam the breakup of exams is as follows:

- |   |          |
|---|----------|
| 1. Summarizing a German passage from the text book in simple German                             | 10 Marks |
| 2. Comprehension (seen passage)   | 15 Marks |
| 3. Comprehension (unseen passage)   | 15 Marks |
| 4. Composition based on stimulus such as letter, formal letter, travel report , poem, biography | 10 Marks |
| 5. Connect sentences with given conjunctions into a cohesive text                               | 10 Marks |
| 6. Applied Grammar  | 40 Marks |

### Applied Grammar:

- |  |          |
|--|----------|
| a. Verbs with Prepositions                                       | 10 Marks |
| b. Adjective endings with indefinite articles                    | 10 Marks |
| c. Conjunctions  | 10 Marks |
| d. Indefinite Pronouns   | 05 Marks |
| e. Double barrelled conjunctions (nicht nur... sondern auch....) | 05 Marks |

## BOOKS

The following teaching material is prescribed for classes XI and XII :

PREScribed BOOK : Team Deutsch 3/2 (Textbook and Workbook - Chapters 25- 36)  
(Klett Publishing House, Published in India by Goyal Publishers)

SUGGESTED REFERENCES : Genial 3  
Ping Pong 3  
DVD- Aspekte  
LANGENSCHIEDT EURO DICTIONARY  
K.M. SHARMA; GERMAN-HINDI/ HINDI-GERMAN  
DICTIONARY. RACHNA, PUBLISHING HOUSE

## 27. RUSSIAN

Code No. 121

Class XI

2012-2013

One Paper

Time : 3 hours

Marks : 100

### Section A

#### Applied Grammar

(Based on the lessons from the Prescribed text book)

Marks

Periods

45

80

### Section B

#### Reading Comprehension

An unseen passage of about 150-200 words with 4-5 short answer type questions based on the passages

15

35

### Section C

15

An essay of about 100-200 words in Russian on a topic related to Real life

### Section D

#### Prose

Questions based on the texts from the prescribed text book requiring answers in Russian

15

20

### Section E

#### Translation

(A) From Russian into English

(B) From English into Russian ( Unknown text or sentences)

10

10

#### Prescribed book :

#### Russian for Children "Russkii Yazyk"

(Text Book for foreign students) by M.N. Vityutnev and others (Book-V)

Lesson 1 to 15



## 27. RUSSIAN

Code No. 121

Class XII

2013-2014

One Paper

Time : 3 hours

Marks : 100

### Section A

#### Applied Grammar

(Based on the lessons from the prescribed text book)

Marks

Periods

45

80

### Section B

#### Reading Comprehension

An unseen passage of about 150-200 words with 4-5 short answer type questions based on the passages

15

35

### Section C

#### Composition and writing

An essay of about 100-120 words in Russian on a topic to related to real life

15

30

### Section D

#### Questions based on the texts

From the prescribed text book requiring answers in Russian

15

25

### Section E

#### Translation

(A) From Russian into English (Unknown text or Sentences)

(B) From English in to Russian (Unknown text or Sentences)

10

10

#### Prescribed book :

Russian for Children :

“Russkii Yazyk”

(Text Book for foreign students by M.N. Vityutnev and others (Book-VI) : Lesson 1-15

## 28. SPANISH

Code No. 196

Class XI

The following learning objectives apply for classes XI and XII.

### **General Objectives:**

The general objective of this course is that at the end of class XII the learner shall acquire the corresponding knowledge of Spanish that will allow him/her to communicate fluently in daily activities of complex nature and deal with problems encountered in everyday life. At this stage, the teacher should not only value the efficiency of the communication but also the production of perfect construction of the message.

It is important that the students continue learning the linguistic knowledge (pronunciation, grammar, vocabulary and socio-cultural information) imparted and acquired in Class IX and X and strengthen the systematic knowledge of the language with an aim to develop further the acquired skills to communicate at an advance level and to apply these knowledge in oral expression and interaction by responding in Spanish to verbal and visual stimuli as well as written registry by producing simple and coherent texts on themes that are familiar or are of their personal interest. It should be ensure that the learning of the language component is closely associated with the learning of the cultural component of the Hispanic areas.

### **Specific Objectives:**

It is expected that at the end of Class XII, the learner shall acquire the following knowledge in Spanish through communicative approach (with an emphasis on using Spanish as the sole medium of instruction in class) that will allow the learner to:

#### **Reading comprehension:**

- comprehend the major points of Spanish texts (literary and non-literary) in standard language; and
- interpret efficiently written texts to negotiate meanings and answer the questions based on the text.

#### **Written expression:**

- produce short written messages; and
- write guided essays and informal letters, reports, e-mails, blogs, advertisements, etc.

#### **Aural comprehension & oral expression:**

- understand audio recordings/tv shows/movies and give opinion about it, discussing with classmates;
- produce basic oral messages in order to express basic needs;
- describe verbally experiences, happenings, desires and aspirations;
- argue superficially about a given topic and express reasons and discuss issues; and
- perform role-plays and dialogues with classmates.

#### **Socio-cultural understanding:**

- have better understanding of Hispanic cultures through shorter narrative texts/poems selected from Spanish and Latin-American Literature; and
- acquire basic knowledge about some specific issues of Hispanic geography, history and art.

## 28. SPANISH

Code No. 196  
2012-2013 Class XI

One Paper Time: 3 hours

Marks : 100

Periods

### Section A

**Applied Grammar** 45 80

(Based on the prescribed text books)

- (i) Revision of elementary grammatical categories like articles, nouns, pronouns (personal, demonstrative & interrogative), gender, number, adjectives, adverbs, conjunctions of verbs, auxiliary verbs, possessive, prepositions etc..
- (ii) Revision of uses of present tense, <<Ser+adjetivo>>, <<Estar+adjetivo>>, <<Gustar, molestar+infinitivo>>, Preferir.
- (iii) Revision of uses of 'SE': <<Se+3<sup>rd</sup> personal singular>>.
- (iv) Verbs with prepositions: acostumbrarse a, interesarse por, pensar en, ir a, acordarse de, etc.
- (v) Verbal parafrasees: <<Empezar a+infinitivo>>, <<seguir+gerundio>>, <<me parece/resulta+adjetivo+infinitivo>>, <<creo que/pienso que+presente de indicativo>>, <<me hace falta/lo que necesito es/me gustaría+infinitivo>>, <<hace falta/es necesario/es importante/se necesita/hay que/lo que hay que hacer+infinitivo>>, <<a lo mejor/quizá (s) + infinitivo>>, <<Se puede + infinitivo>>, <<Es posible + infinitivo>>.
- (vi) Different forms of past tense (pretérito indefinido/imperfecto), including the perfect tense with the auxiliary verb 'haber.'
- (vii) Imperative verbal mood - command and entreaties - Revision of Affirmative and negative commands.
- (viii) Direct and Indirect speech
- (ix) Use of Idiomatic expressions
- (x) Future (Supongo que, <<creo que+futuro>>, <<seguro que+futuro>>) and Conditional tenses (<<yo en tu lugar+conditional>>)
- (xi) Difference between the indicative mood and the subjunctive mood.
- (xii) Present Subjunctive mood (¡Qué + presente de subjuntivo!)

### Section B

**Reading Comprehension** 15 35

Students will be expected to read and answer 3 to 4 simple questions from an unseen passage of about 150-200 words to be selected from the prescribed text books.

### Section C

**Composition and Writing** 20 35

A short composition of about 150 words in Spanish based on a topic related to the life around.

### Section D

**(Literature/Culture in Prose)** 20 30

Simple questions of famous works, authors, customs, festivals etc. related to the Spanish speaking Countries based on the prescribed texts.

**Note for the teacher:** (Some recommendations)

1. The above content should be presented and integrated in didactic materials and communicative activities (related to school environment) inside the classroom in such a way that the learner develops the following competencies:

**Functional competencies:**

- ✓ *Describir algo o alguien*
- ✓ *Hablar de acciones habituales en el presente y el pasado*
- ✓ *Hablar de hábitos y costumbres*
- ✓ *Comparar situaciones entre el pasado y el presente*
- ✓ *Expresar acuerdo y desacuerdo*
- ✓ *Expresar necesidad, deseo y finalidad*
- ✓ *Contar experiencias*
- ✓ *Narrar en pasado*
- ✓ *Hablar del futuro*
- ✓ *Hacer hipótesis sobre el presente*
- ✓ *Expresar grados de certeza respecto al futuro*
- ✓ *Dar consejos y recomendaciones de forma personal e impersonal*
- ✓ *Expresar buenos deseos a otras personas*
- ✓ *Conceder permiso y denegarlo*

2. The following suggested lexicon to be integrated into materials and communicative activities in such a way that the student practice the target language in real context: *saludos y presentaciones, adjetivos de descripción física y de carácter, profesiones, actividades de ocio, costumbres, informática, medios de prensa (la radio, la prensa y la tele), el deporte, las dietas y la salud, restaurante, la medicina, enfermedades y remedios, expresiones de deseo, recetas de cocina, alimentos, etc.*

3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries: *costumbres de los países hispánicos, el español en Internet, noticias de periódico, revistas, radio, lugares públicos e importantes y famosos en los países hispánicos, comidas típicas del mundo hispánico (ingredientes típicos), autores importantes de los países hispánicos, etc.*

4. The above-mentioned examples are suggestive in nature and the teacher depending on the needs of the students may improvise the same within the framework of the prescribed syllabus to facilitate the teaching and learning process.

**Prescribed texts:**

- Nuevo Español sin fronteras, ESF 2, by Jesús Sánchez Lobato, Concha Moreno García and Isabel Santos Gargallo, SGEL, Madrid, 2007.

**Recommended Textbook:**

- Nuevo Ven 2, By Francisco Castro, Fernando Marin, Reyes Morales, Soledad Rosa, Edelsa, Madrid, 2004

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# 28. SPANISH

Code No. 196  
2013-2014 Class XII

One Paper

Time : 3 hours

Marks : 100

## Section A

	Marks	Periods
<b>Applied Grammar</b>	<b>45</b>	<b>80</b>
(i)	Revision of all Morphological and Syntactic elements prescribed for class XI	
(ii)	<<Quiero / voy a intentar / pienso / tengo la intención de + infinitive>>, <<Ir + a + infinitivo>>, <<Pensar + infinitivo>>, <<¿Le importaría + infinitivo?>>, <<¿Podría/podía + infinitivo?>>, <<Yo creo que / opino / pienso que + indicative>>	
(iii)	The subjunctive mood (present and past), its use as an independent clause and with conditional clauses:	
	<ul style="list-style-type: none"> <li>- &lt;&lt;Quiero/necesito in present / condicional tense + infinitive&gt;&gt;.</li> <li>- &lt;&lt;Quires que + present tense of subjunctive&gt;&gt;, &lt;&lt;Que + presente tense of subjunctive&gt;&gt;, &lt;&lt;Es necesario / importante / esencial / mayor que + subjunctive&gt;&gt;, &lt;&lt;¿Qué lastima / rabia / pena / suerte / maravilla que + present tense of subjunctive&gt;&gt;, &lt;&lt;Es mejor / Lo mejor es que + subjunctive&gt;&gt;, &lt;&lt;Cuando / en cuanto / tan pronto como + present tense of subjunctive + future/present tense&gt;&gt;, &lt;&lt;(No) (me, te, ...) gustar que + subjunctive&gt;&gt;, &lt;&lt;Es una pena / lástima que + subjunctive&gt;&gt;, &lt;&lt;Siempre que + subjunctive&gt;&gt;, &lt;&lt;En case de que + subjunctive&gt;&gt;, &lt;&lt;Estar seguro de que, &lt;&lt;dudo (de) que + subjunctive&gt;&gt;, &lt;&lt;Temo / me preocupa que + subjunctive&gt;&gt;</li> <li>- &lt;&lt;A lo mejor, igual, seguramente + adjective&gt;&gt;, &lt;&lt;Quizá/s, probablemente + indicative or subjunctive&gt;&gt;, &lt;&lt;Puede que, es posible que + subjunctive&gt;&gt;</li> </ul>	
(iv)	Use of the gerund and the participle.	
(v)	Active and Passive voice and the uses of "se"	
(vi)	Use of expressions like: <b>en realidad, en el fondo, de hecho, la verdad es que, en cambio, por el contrario, no obstante</b> , etc.	

## Section B

<b>Reading Comprehension</b>	<b>15</b>	<b>35</b>
An unseen passage of about 200 words with 4 to 5 questions to be answered in Spanish from the passage.		

## Section C

<b>Composition and Writing</b>	<b>15</b>	<b>30</b>
A short composition (using the subjunctive Mood also) in Spanish on a topic related to the life around (200 words)		

## Section D

<b>(Culture/Literature in Prose)</b>	<b>25</b>	<b>35</b>
Simple questions on well-known Spanish works, authors, customs, festivals, etc. based on the prescribed texts.		

**Note for the teacher:** (Some recommendations)

1. The above content should be presented and integrated in didactic materials and communicative activities (related to school environment) inside the classroom in such a way that the learner develops the following competencies:

**Functional competencies:**

- ✓ *Preguntar por la existencia de algo o alguien y expresar desconocimiento de algo o alguien*
- ✓ *Pedir y ofrecer ayuda/información*
- ✓ *Expresar la intención de hacer algo*
- ✓ *Expresar dudas y tomar una decisión*
- ✓ *Sugerir actividades y planes*
- ✓ *Expresar y preguntar por planes futuros y de las situaciones futuras no seguras*
- ✓ *Expresar duda y formular hipótesis*
- ✓ *Expresar deseos*
- ✓ *Opinar, justificar y argumentar una opinión*
- ✓ *Expresar probabilidad y condiciones*
- ✓ *Expresar sentimientos, temor, preocupación o grado de seguridad*

2. The following suggested lexicon to be integrated into materials and communicative activities in such a way that the student practice the target language in real context: *ir de compras, los viajes, el clima, paisajes naturales, las vacaciones, servicios de un hotel y agencias de viaje, monumentos históricos, géneros literarios, la música, el cine, la prensa, la Internet, el teléfono móvil, la moda, la publicidad, electrodomésticos, etc.*

3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries: *ferias y festivales de los países hispánicos, lugares de interés turístico y monumentos en los países de habla hispana, modos de viajar y medios de transporte, escritores y poetas importantes de la literatura hispánica, la música y películas hispánicas, etc.*

4. The above-mentioned examples are suggestive in nature and the teacher depending on the needs of the students may improvise the same within the framework of the prescribed syllabus to facilitate the teaching and learning process.

**Prescribed texts :**

- Nuevo Español sin fronteras, ESF 2, by Jesús Sánchez Lobato, Concha Moreno García and Isabel Santos Gargallo, SGEL, Madrid, 2007.

**Recommended Textbook:**

- Nuevo Ven 2, By Francisco Castro, Fernando Marin, Reyes Morales, Edelsa, Madrid, 2004.

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## 29. KASHMIRI

Code No. 197

Class XI

**One Paper**

**Time : 3 hours**

**Marks : 100**

Units/Areas of Learning	Marks	Periods
A. Advanced Reading Skills	10	35
B. Effective Writing Skills	20	45
C. Applied Grammar and Translation	20	45
D. Literature	50	85

Language	Marks	Suggested Periods
<b>Section A : Advanced Reading Skills</b>	<b>10</b>	<b>35</b>
(i) An unseen passage of 150 words followed by 4 short questions to test comprehension and to provide a suitable heading		
<b>Section B : Effective Writing Skills</b>	<b>20</b>	<b>45</b>
(i) Letter writing	05	10
(ii) Summary of a news story (80-100 words)	05	10
(iii) An essay of the following nature (Descriptive/Narrative/Environmental/Scientific) 150 words	10	25
<b>Section C : Applied Grammar and Translation</b>	<b>20</b>	<b>45</b>
(i) Parts of speech	05	11
(ii) Usage of words	05	10
(iii) Structure of sentences (viz., noun phrase, verb phrase)	05	12
(iv) Transformation of sentences (without changing meaning)	05	12

<b>Section D : Literature</b>	<b>50</b>	<b>85</b>
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<b>1. Prose</b>	<b>20</b>	<b>35</b>
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- |   |    |  |
|---|----|--|
| (i) Explanation of two extracts out of four with reference to their context     | 10 |  |
| (ii) Summary of a lesson or one text based question with hundred percent choice | 10 |  |

**Lessons to be studied :**

- (i) High Schools Manz
- (ii) Raj Taranagni
- (iii) Haji Baba
- (iv) Toba Tek Singh
- (v) Phatak
- (vi) Garm Coat

<b>2. Poetry</b>	<b>20</b>	<b>35</b>
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- |   |    |  |
|---|----|--|
| (i) Explanation of two excerpts out of four with reference to context | 10 |  |
| (ii) Summary of a poem  | 10 |  |

**Poems to be studied :**

- (i) Lal Vaakh
- (ii) Sheikh Shurkh
- (iii) Bahaar
- (iv) Zoon Khats Asof Hyish
- (v) Husu Goshi Goshe
- (vi) Be Nov Zare Ashqe Bemari

<b>3. Genres of Poetry</b>	<b>10</b>	<b>15</b>
Vaakh, Shurkh, Mathnavi, Nazem, Na't, Leela, Gazal		

**Book Prescribed :**

**Kashur Nisab** (for Class XI) published by the J&K State Board of School Education 1985 Edition.



## 29. KASHMIRI

Code No. 197

Class XII

One Paper

Time : 3 hours

Marks : 100

Suggested Periods : 210

Unit/Areas of Learning	Marks	Periods
A. Advanced Reading Skills	10	35
B. Effective Writing Skills	20	45
C. Applied Grammar and Translation	20	45
D. Literature and Criticism	50	85

### LANGUAGES

Marks

Suggested

Periods

#### Section A : Advanced Reading Skills

10

35

- (i) An unseen passage of 150 words followed by 4 short question to text comprehension and to provide a suitable heading

#### Section B : Effective Writing Skills

20

45

- (i) Creative writing  
(writing story on a given theme)

08

20

- (ii) An essay of the following nature  
(Descriptive/Narrative/Scientific/Literary)

12

25

#### Section C : Applied Grammar and Translation

20

45

- (i) Making of compound sentences from simple sentences
- (ii) Correct of tense
- (iii) Identification of noun phrases and verb phrases
- (iv) Translation of a passage of 50 words/5 sentences  
(from English into Kashmiri)

05

11

05

11

05

11

05

12

#### Section D : Literature and Criticism

50

85

#### 1. Prose

12

25

- (i) Explanation of a prose passage out of two with reference to their context

05

- |   |    |
|---|----|
| (ii) Sum and substance of a lesson with alternative | 07 |
|---|----|

**Lessons to be studied :**

- (i) Vanka
- (ii) Dante
- (iii) Taph
- (iv) Tote Senz Kath
- (v) Shekhsiyat
- (vi) Kasheere hund Ound Foukh

<b>2. Poetry</b>	10	25
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- |   |    |
|---|----|
| (i) Explanation of an excerpt with reference to context<br>(alternative to be provided) | 04 |
| (ii) Sum and substance of a poem  | 06 |

**Poems to be studied :**

- (i) Faryaad
- (ii) Noshlab chhai phairan Bagus
- (iii) Akh Proon Shahar
- (iv) Aka Nandun
- (v) Bulbular Kun
- (vi) Hqndi phanoos

<b>3. Identification of new words/images in a given extract.</b>	08	15
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<b>4. Criticism</b>	10	15
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Question shall be based on the exercises of the lesson  
(alternative to be provided)

- (i) Discussion on the theme of a poem.
- (ii) Sum and Substance of one poem out of the two offered

<b>5. Objective type questions</b>	10	05
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- (i) An objective/question of ten items based on the text.  
Every item shall have four probable answers and the  
candidate shall be asked to write the most appropriate answer.

**Book Prescribed :**

**Kashur Nisab** (for Class XII) published by the J&K State Board of School Education 1986 Edition.

# 30. MIZO

Code No. 198

Class XI

(APRIL 2012 - MARCH 2013)

One Paper

Time : 3 hours

Marks : 100

SECTION	DETAILS OF TOPICS/ CHAPTERS	WEIGHTAGE (MARKS)	SUGGESTED PERIODS
SECTION - A GRAMMAR	1. Synonyms & Antonyms 2. Proverbs for amplification 3. Transformation of sentences on mood 4. Punctuation	5 5 5 5	40
SECTION - B READING	1. Write a summary of the text passage 2. Give a suitable title 3. Comment on the style	10	20
SECTION - C COMPOSITION AND WRITING	1. Letter Writing 2. Essay Writing	5 10	30
SECTION - D LITERATURE	<b>Poetry:</b> 1. Explanation of the text passage 2. Substance Writing 3. Reference to the context  <b>Poems to be studied:</b> 1. Pathian ralthuam hmangtute - Saihnuna 2. Jerusalem Tharah - Roliana Ralte 3. Ka pianna Zoram nuam - Rokunga 4. Ka Lungkham - Vanlalbeli 5. Kawltuchawi - Chhuana 6. Fiara tui - Zothanga 7. Rawlthar Tang Fan Fan - Lalsangzuali Sailo 8. Phu loh Thahmingliani - F. Rokima	10 5 5	40
	<b>Prose:</b> 1. Short questions based on the text (Words and Phrases). 2. General questions on the text 3. Explanation on text passage.  <b>Prose to be studied:</b> 1. Zoram Parmawi - C. Rokhuma	5 5 10	40

	2. Leilung hi Pathian Siam a ni - P.L. Liandinga 3. Hmangaihna - Lalhmingliana Saiawi 4. Thalaite intodelhna - P.C. Biaksiana 5. Thawhrim Rah - R.L. Thanmawia 6. Anni Leh Keini - Siamkima 7. Serh Leh Sang - James Dokhuma		30
	<b>Fiction</b> Kraws Bulah Chuan - Zikpuii Pa	15	

**Prescribed Textbooks:**

Lengteng published by Expert Committee on Mizo language (CBSE).

**30. MIZO**  
**Class XII**  
**(APRIL 2013 - MARCH 2014)**

One Paper	Time : 3 hours	Marks : 100	Periods
SECTION	DETAILS OF TOPICS/ CHAPTERS	WEIGHTAGE (MARKS)	SUGGESTED PERIODS
SECTION - A GRAMMAR	1. Prefix and Suffix 2. Vocabulary Enrichment in Mizo from other languages. 3. Double Adverb / Adjectival Adverb	5 5 5	30
SECTION - B COMPOSITION AND WRITING	1. Idioms and Phrases 2. Essay Writing on real life experience 3. Reports of events and incidents	10 8 7	50
SECTION - C LITERATURE	<b>Poetry:</b> 1. Reference to the Context 2. Substance Writing 3. General question on the text <b>Poems to be studied:</b> 1. Tunah a Thar Hmangaihna - R.L.Kamlala 2. Zoram Ka Ram - Kaphleia 3. Raltiang I Kai Ve Ang - Rokunga 4. Phengphe Nunnem - Zirsangzela Hnamte 5. Khuanu Leng Chawi - Hrawva 6. Zun Phur Thing Tin - Damhauhva 7. Lenna Khua Hmun Lo - Lalzova 8. Laikhum Zala Ka Dawn Pawhin- Vankhama	8 5 7	40
	<b>Prose:</b> 1. Short questions based on the text. (Words and Phrases) 2. General questions on the text 3. Explanation on text passage. <b>Prose to be studied:</b> 1. Tu Nge Mizo- Z.T. Sangkhuma 2. Val Upa - Darchhawna 3. Lungphang lo la - L.Keivom 4. Mi Huaisen - Thanpuui Pa 5. Zinkawng Rapthlak Zawhtute- R.L. Thanmawia	5  5 10	40

	6. Thiamna Leh a Hlutna - B. Lalthangliana 7. Sipai - Zikpuii Pa		20
	<b>Drama:</b> Fungkitiala - Darchuailova Renthlei	10	
	<b>Fiction:</b> Chhingpuii - Kaphleia	10	20

**Prescribed Textbooks:**

Mawmrang published by Expert Committee on Mizo language (CBSE).

# 31. BAHASA MALAYSIA

Code No. 199

Class XI

**One Paper**

**Time : 3 hours**

**Marks : 100**

## **Section A: Composition**

**Marks**

One essay of 450-500 words

40

## **Section B: Summary**

One passage of 300-350 words to be summarized in 150-180 words.

30

## **Section C: Grammar**

C.1 Correction of errors in a given passage.

10

C.2 Five multiple-choice questions on each of the following.

20

- a. Comprehension of unseen passage (linear/non-linear)
- b. History of traditional language
- c. Development of Modern & Classical Bahasa Malaysia
- d. Idioms & meanings

## **Text Books**

1. Longman Teks Pra- U STPM Bahasa Malaysia Kertas 1 (Pearson Longman)  
Authors: Goay Teck Chong, Choo Say Tee & Zainuddin Ahmad.
2. Longman Teks Pra- U STPM Bahasa Malaysia Kertas 2 (Pearson Longman)  
Authors: Goay Teck Chong, Chow Siew Long, Choo Say Tee & Zainuddin Ahmad

## **Class XII**

**One Paper**

**Time : 3 hours**

**Marks : 100**

## **Section A: Composition**

**Marks**

One essay of 450-500 words

40

## **Section B: Summary**

One passage of 300-350 words to be summarized in 150-180 words.

30

## **Section C: Grammar**

C.1 Correction of errors in a given passage.

10

C.2 Five multiple-choice questions on each of the following.

20

- a. Comprehension of unseen passage (linear/non-linear)
- b. History of traditional language
- c. Development of Modern & Classical Bahasa Malaysia
- d. Idioms & meanings

**Text Books**

1. Longman Teks Pra- U STPM Bahasa Malaysia Kertas 1 (Pearson Longman)  
Authors: Goay Teck Chong, Choo Say Tee & Zainuddin Ahmad.
2. Longman Teks Pra- U STPM Bahasa Malaysia Kertas 2 (Pearson Longman)  
Authors: Goay Teck Chong, Chow Siew Long, Choo Say Tee & Zainuddin Ahmad



## 32. JAPANESE

### SYLLABUS 2012-2013

**Code No. 194**

**Class XI**

**One Paper**

**Time : 3 hours**

**Marks : 100**

- 1. Course content:** **A-E- summative**  
(Class XI: 6-7 periods x30 weeks=180-210 periods ( 1 period = 35-40 min) (Marks- 100)

- A) Script: 60 kanji ( N4 list, both reading and writing )** **(marks 20)**

1st term - 35 kanjis

2nd term - 25 kanjis

( lists to be attached)

- B) Grammar :** **(marks 30)**

**1st term les 23-28( 6 lessons)**

**2nd term-les 29-33( 5 lessons)**

When clause, how, te form + giving and receiving, if clause - tara, even if - temo, polite forms, volitional forms, while, present continuous, lets, emphatic and(shi), transitive and intransitive, auxillary verb indicating completion of action(shimau), do something in advance(oku), intention degrees, V+order, I think, advise, probability, perhaps, colloquial commands, phrase identifying noun following phrase(to iu imi desu, to itte imashita).

- C) Writing skills:** **(marks 15)**

Guided paragraph writing on one of the following suggested topics in about 400-450 characters to be done in the genkoyoushi only. No marks deducted for spelling mistakes.

**1st Term:**

1. Watashino kuni no yuumeina hito (a famous personality of my country) OR

2. Watashino mawari no saikin no nyusu ( the latest news around me)

**2nd Term:**

1. Watashino kuni (my country) OR

2. Kankouchi (sightseeing)

2.5 marks for logical cohesion and construction, 2.5 marks for use of correct grammar and vocabulary, 2,5 mark for kanji used.

**D) Translation skills** **(marks15)**

English to Japanese

Japanese to English

Suggested topics:

**1st Term (any one)**

1. A map from school to home or vice versa
2. Earthquakes in Japan

**2nd Term (any one)**

1. Life style of a Japanese
2. Visiting a Japanese home

**E) Reading comprehension:** **(marks 20)**

Comprehend simple graph, chart, figure, related to syllabus

Unseen passages related to syllabus (explanatory, opinion text) short stories, articles, poster showing details of plan for a trip, picture description.

**F) Culture:** **(formative)**

Efforts should be made to introduce to the students Japanese customs, habits, festivals in 1st term. Food, leisure, dress in 2nd term.

**G) Prescribed books:**

**For students**

1. Minnano Nihongo part 2-1,- textbook, grammar books, CD(audio)
2. Sakura (with audio CD)

**For teachers reference:**

1. Genki, Japanese for Busy People, Erin, Minna no nihongo - Yasahii sakubun

## 32. JAPANESE

### SYLLABUS 2013-2014

#### Class XII

One Paper

Time : 3 hours

- 1. Course content:** **A-E- summative**  
(Class XII:6-7 periods x30 weeks=180-210 periods( 1 period = 35-40 min) (marks- 100)
- A) Script: 20 kanji (N4 list after class XI kanjis, both reading and writing)** (marks 20)  
1st term - 15 kanjis  
2nd term - 5 kanjis  
( lists to be attached)
- B) Grammar :** **(marks 30)**  
1st term les34-36( 3 lessons)  
2nd term-les 37-38( 2 lessons)  
Verb + tori ni( according to ),after- atode, without- nai de, conditional forms, hodo, imperative,verb + youni suru, verb + youni naru, passive, causative, noun clause, adverbial clause, modifiers, Noun no wa / ga suki desu.
- C) Writing skills:** **(marks 15)**  
Guided paragraph writing on one of the following suggested topics in about 400-450 characters to be done in the genkoyoushi only. No marks deducted for spelling mistakes.  
**1st Term:**  
1. Keitai denwa hitsuyou?/fuhitsuyou? (Is a cellphone necessary/unnecessary?)OR  
2. Moshi watashi ga futari itara(If there were 2 of me!)  
**2nd Term:**  
1. Anime character Doraemon OR  
2. If I had 1 crore rupees I would  
2.5marks for logical cohesion and construction, 2.5 marks for use of correct grammar and vocabulary, 2,5 mark for kanji used.
- D) Translation skills** **(marks15)**  
English to Japanese  
Japanese to English  
Suggested topics:

**1st Term: Famous personalities of Japan( any one)**

1. Noguchi Hideyo
2. Fukuzawa Yukichi
3. Akira Kurosawa

**2nd Term: ( any one)**

1. Education system - a comparison with your country
2. Origins of MANGA in Japan and its spreading popularity

**E) Reading comprehension: (marks 20)**

Comprehend simple graph, chart, figure, related to syllabus

Unseen passages related to syllabus - short stories, articles, poster showing details of plan for a trip, picture comprehension.( explanatory text)

**F) Culture: (formative)**

Efforts should be made to introduce to the students Japanese technology, prominent Japanese personalities of this century (names to be decided by Japan foundation),in 1st term, traditional Japanese handicrafts in 2nd term.

**G) Prescribed books:**

**For students**

1. Minnano Nihongo part 2-1,- textbook, grammar books, CD(audio)
2. Sakura (with audio CD)

**For teachers reference:**

1. Genki, Japanese for Busy People, Erin, Minna no nihongo - Yasahii sakubun