

### Specific Objectives : 'A'

#### To enable students to

1. develop ability to narrate experiences, participation in debates and group discussions and express their views and ideas in correct Urdu language and in logical sequence.
2. develop common cultural outlook through literature.
3. develop awareness of national integration and patriotism through Urdu language.
4. develop awareness of gender equality.
5. develop awareness of adverse effects of alcohol.
6. acquire ability to make use of computer, internet, on-line education, etc.
7. have through knowledge of right of education, right to information.
8. develop the activity to understand the subject in tension free atmosphere.

### Specific Objectives : 'B'

#### To enable the students to

1. acquire fair knowledge of basic structure of Urdu language and elements of grammar included in the syllabus.
2. develop the ability to express ideas from the text in their own language with the help of the content.
3. develop interest in reading literary passages and appreciating the beauty of the language and the ideas contained therein.
4. cultivate broad human and cultural outlook through the text.
5. develop the aesthetic sense to appreciate imaginative and creative pieces of literature.
6. enjoy and appreciate the rhythmic beauty of poems, understand read out or recorded stories, narrations, descriptions, pieces of

information.

7. listen with comprehension to lectures, talks, conversations, news-bulletins and interviews.
8. speak with acceptable pronunciation and play variety of roles in different contexts.
9. improve the speed of reading and skim as well as scan the text.
10. understand and appreciate features of literary style.
11. write correctly and neatly using appropriate vocabulary and grammar.

### Std. XI

#### Detail Study

##### Prose :

A text book of about 80 pages of literary and non-literary (informative) texts passages (excluding notes, illustration, tasks etc)

##### Poetry :

Approximately 250 lines, Ghazals, Poems, Rubaiyyat, Mathnavi, Marsia Quaseeda and Kita.

##### Rapid Reading :

A rapid reading of literary and non literary pieces about 40 pages

##### Composition :

Atleast 10 exercises are expected to be written by the pupils as essays of reflective and descriptive nature. Sufficient practice in précis writing and comprehension, translation from English passages into Urdu, letters of appreciation on special occasions, personal letters and request letters to M.S.E.B., Municipal corporation etc.

##### Grammar :

- i. Revision of the grammar learned up to Std. X like tense.  
Parts of Speech, Similie metaphor etc.



- Kinds of sentences, Past Perfect continuous, Present Perfect tense etc.
- ii. Type of sentences : Simple, Compound, Complex
  - iii. Word formation (Derive) and compound with their arising out of the text.

#### **Figures of speech :**

1. Revision of the figures of speech in earlier classes
2. Tajahul-e-Aare faana- Miratu Nazeer.
3. Prosody.
4. Taqtee, mutquarib-Hajaz  
(saalim, Gair Saalim)

#### **Oral Skills**

### **Std. XII**

#### **Detail Study**

##### **Prose :**

A text book of about 80 pages of literary and non-literary pieces.

(excluding introductory notes, glossary)

##### **Poetry :**

Approximately 250 lines, Ghazals, Poems, Rubaiyyat, Mathnavi, Marsia Quaseeda and Qita.

##### **Rapid Reading :**

A rapid reading of travelogues about 40 lines.

##### **Composition :**

Atleast 10 exercises are expected to be written by the pupils on essays of reflective and descriptive nature. Sufficient practice in précis writing and comprehension and translation from English passages into Urdu is essential. Personal letters condolence letters, letters to editors of literary magazine and news papers.

##### **Grammar :**

1. Revision of the grammar learned up to Std. XI like tense.

2. Parts of Speech, Smilie, Metaphor etc.
3. Kinds of Tenses. Past Perfect continuous, Present Perfect tense etc.
4. Kind of sentences, Simple, Compound, Complex
5. Word formation (Derivatives and compounds with their prefixes and Suffixes arising out of the text)
6. Phrases, Idiom, Proverb arising out of the text.  
Word formation (Derive) and compound with their arising out of the text.

#### **Figures of speech**

1. Revision of the figures of Speech studied in earlier classes
2. Tajahul-e-Aare faana- Miratu Nazeer.
3. Prosody.
4. Revision of the portion studied in std XI
5. Taqtee, mutquarib-Hajaz  
(saalim, Gair Saalim)

#### **Oral Skills**

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking. Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.



## Kannada (06)

### Introduction

In our country each state has its own culture. The language exhibit the essence of such cultures. By learning different languages, we indirectly promote National integration while formulating the syllabus for these languages much attention has been given to visualize the ethical aspect of value based education. It should mould the students into responsible citizens, by imbibing the moral and cultural values of a particular state. The students should be able to grow themselves as responsible citizens without any partisan attitude.

The syllabuses for these languages are prepared keeping in mind the syllabus for Std. I to X and also the curriculum followed by the concerned states.

### Objectives

#### To enable pupils to

1. enrich their vocabulary.
2. enhance their abilities in listening, reading, writing, speaking and communication.
3. develop life skills.
4. understand the importance of conservation of resources, culture, heritage, health and hygiene.
5. get awareness about environmental studies
6. develop among the students, the feeling and respect for love of nation, unity and national harmony, scientific vision, work culture, equality, enterprise education, the basic values of life.

### Std. XI

1. **Prose** :  
A text book of about 80 pages excluding introductions, notes and exercises, etc. of which one lesson will be for self-study
2. **Poetry** :  
250 lines including modern and medieval poetries.
3. **Rapid Reading** :  
A rapid reading section of about 50 pages.
4. **Grammar**  
Revision of the portion taught in the previous classes.
  - a) Sandhi- Swara sandhi, Vyanjan Sandhi.
  - b) Samas - Ari, Gamaka, Kriya.
  - c) Amshagana- Sangatya, Tripadi.
  - d) Pras- yati.
  - e) Idioms and proverbs as arising out of Text.
5. **Composition** :
  - a) Essay of 250 words each creative, autobiographical, narrative, descriptive.
  - b) Précis – writing : Passage around 150 words.
  - c) Comprehension of an unseen prose (150 words) or poetry (20 lines)
6. **Communication Skill**
  - a) Letter writing
  - b) Preparation of invitation cards
  - c) Report writing
  - d) Programme planning
7. **Communication Skills (Oral)**



**Std. XII**

1. **Prose** :  
A text book of about 80 pages (excluding introductions, notes and exercises etc.)
  2. **Poetry** :  
250 lines (80 lines from ancient and medieval poetry and the rest from modern poetry)
  3. **Rapid Reading** :  
A rapid reading section of about 50 pages.
  4. **Grammar** :  
Revision of the portion taught in the previous classes.
    - a) Alankar - Rupak, Upama, Drustanta. Arthantarnyas.
    - b) Matra Gana - Shatpadi, Tripadi.
    - c) Sarala Ragale, Austa Shatpadi.
    - d) Samas - Tatpurush, Karmadharaya, Dwigu, Dwandva, Amshi, Bhahuvrihi, Gamaka, Ari.
    - e) The Study of roop Nishpatti.
  5. **Composition** :
    - a) Essay of about 250 words.
- Creative, Reflective, Narrative, Autobiographical.
- b) Précis – writing (150 words)
  - c) Comprehension of an unseen prose passage around 150 words or Poetry around 20 lines.
6. **Communication skill (writing)**
    - a) Letter writing
    - b) Advertisement preparation
    - c) Report writing
    - d) Programme planning
  7. **Communication Skills (Oral).**  
**Oral Skills**  
Listening activities : develop the sub-skills of listening, provide practice in ear-training.  
Loud-reading : following the features of loud reading, provide practice in loud-reading.  
Speaking : creating confidence in speaking. Using narration and description.  
Conversation : ability to converse confidently and effectively, provide practice in conversation.  
Formal testing in oral skills will be administered.



## Tamil (09)

### Introduction

In our country each state has its own culture. The language exhibit the essence of such cultures. By learning different languages, we indirectly promote National integration while formulating the syllabus for these languages much attention has been given to visualize the ethical aspect of value based education. It should mould the students into responsible citizens, by imbibing the moral and cultural values of a particular state. The students should be able to grow themselves as responsible citizens without any partisan attitude.

The syllabus for these languages are prepared keeping in mind the syllabus for std. I to X and also the curriculum followed by the concerned states.

#### Objectives :

##### To enable pupils to –

1. enrich their vocabulary.
2. enhance their abilities in listening, reading, writing, speaking and communication.
3. develop life skills.
4. understand the importance of conservation of resources, culture, heritage, health and hygiene.
5. get awareness about environmental studies,
6. develop among the students, the feeling and respect for love of nation, unity and national harmony, scientific vision, work culture, equality, enterprise education, the basic values of life.

### Std. XI

1. **Prose** :  
A text book of about 80 pages excluding introductions, notes and exercises etc. of which one lesson will be for self study
2. **Poetry** :  
250 lines including modern and medieval poetries.
3. **Rapid Reading** :  
A rapid reading section of about 50 pages.
4. **Grammar**  
Revision of the portion taught in the previous classes.
  1. Voice, Tenses, Gender, Number, Clause.
  2. Agupeyar and its kinds.
  3. Idioms, Proverbs arising out of text.
  4. Kinds of sentences and analysis.
  5. Recognition of derivation of words arising out of Text.
5. **Composition** :
  - a) Essay of 250 words each. creative, autobiographical, narrative, descriptive.
  - b) Précis – writing (150 words)
  - c) Comprehension of an unseen prose (150 words) or poetry (20 lines)
6. **Communication skill**
  - a) Letter writing
  - b) Preparation of invitation cards
  - c) Report writing
  - d) Programme planning
7. **Communication Skills (Oral)**



**Std. XII**1. **Prose :**

A text book of about 80 pages (excluding introductions, notes and exercises etc.)

2. **Poetry:**

250 lines (80 lines from ancient and medieval poetry and the rest from modern poetry)

3. **Rapid Reading :**

A rapid reading section of about 50 pages.

4. **Grammar :**

Revisions of the portion taught in the previous classes.

1. Thanvinai, Piravinai, Assartive and exclamatory sentences.
2. Vetrumaigal
3. Idioms and Proverbs arising out of Text Book.
4. Punarchi : Thontral, thirithal, Keduthal.
5. Prosody: Venba, asiriyappa.

5. **Composition :**

- a) Essay of about 250 words.  
Creative, Reflective, Narrative, Autobiographical.

- b) Précis – writing Prose passage around 150 words.

- c) Comprehension of an unseen Prose passage around 150 words or Poetry around 20 lines.

6. **Communication skill (writing).**

- a) Letter writing.
- b) Advertisement preparation.
- c) Report writing.
- d) Programme planning.

7. **Communication Skills (Oral).****Oral Skills**

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking.

Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.



## Telugu (10)

### Introduction

In our country each state has its own culture. The language exhibit the essence of such cultures. By learning different languages, we indirectly promote National integration while formulating the syllabus for these languages much attention has been given to visualize the ethical aspect of value based education. It should mould the students into responsible citizens, by imbibing the moral and cultural values of a particular state. The students should be able to grow themselves as responsible citizens without any partisan attitude.

The syllabus for these languages is prepared keeping in mind the syllabus for Std. I to X and also the curriculum followed by the concerned states.

#### Objectives :

##### To enable pupils to –

1. enrich their vocabulary.
2. enhance their abilities in listening, reading, writing, speaking and communication.
3. develop life skills.
4. understand the importance of conservation of resources, culture, heritage, health and hygiene.
5. get awareness about environmental studies,
6. develop among the students, the feeling and respect for love of nation, unity and national harmony, scientific vision, work culture, equality, enterprise education, the basic values of life.

### Std. XI

1. **Prose** :  
A text book of about 80 pages excluding introductions, notes and exercises etc. of which one lesson will be for self study
2. **Poetry**:  
250 lines including modern and medieval poetries.
3. **Rapid Reading**:  
A rapid reading section of about 50 pages.
4. **Grammar**  
Revision of the portion taught in the previous classes.
  1. Vaakyamu mariyu vaakyaangamulu, Vaakyarakamulu.
  2. Sandhi –
    - i) Telugu : Akaara, Ekaara, ukara, Sandhulu and yadaagama Sandhi.
    - ii) Sanskruta Sandhulu: Savarna Deerga Sandhi, Guna Sandhi.
  3. Samasamulu :
    - i) Karma Dharaya -Visheshana purvapada, Uttarapada, Dwigu, Rupaka
    - ii) Tathpurusha - Dwitiya, Thrutiya, Chatrutli, Panchami, Shashti, Saptami.
  4. Jateeyamulu, Samethalu vani prayogamu.
  5. Alankaramulu :
    - i) Artha-Upama, Athishayoklti, Uthpreksha.
    - ii) Shabda- Urutyanuprasa, Chekaanuprasa.
5. **Composition** :
  - a) Essay of 250 words each.



creative, autobiographical,  
narrative, descriptive.

- b) Précis – writing (Prose passage around 150 words)
  - c) Comprehension of an unseen prose (150 words) or poetry (20 lines)
6. **Communication skill**
- a) Letter writing
  - b) Preparation of invitation cards
  - c) Report writing
  - d) Programme planning
7. **Communication Skills (Oral)**

## Std. XII

1. **Prose :**  
A text book of about 80 pages (excluding introductions, notes and exercises etc.)
2. **Poetry :**  
250 lines (80 lines from ancient and medieval poetry and the rest from modern poetry)
3. **Rapid Reading :**  
A rapid reading section of about 50 pages.
4. **Grammar:**  
Revision of the portion taught in the previous classes.
  1. Vaakya Bhedamulu : Samanya, Samslista, Samyukta.
  2. Telugu Sandhi : \
    - i) Thrika Sandhi, Sarla Desha Sandhi,
    - ii) Samskruta Sandhi : Yanaa Desha, Vruddi, Anunaasika.

3. Samasamulu : Dwandwa, Bahurvihi, Nangtatpurusha, Avyayeebhava.
4. Chandassu : Jathalu, Upajathulu.
5. Alankaramulu : Swabhavokti, Rupaka, Dhrushtantha, Lataanuprasa.

5. **Composition:**

- a) Essay of about 250 words.  
Creative, Reflective, Narrative, Autobiographical.
- b) Précis – writing (150 words)
- c) Comprehension of an unseen prose passage around 150 words or poetry around 20 lines.

6. **Communication skill (writing).**

- a) Letter writing.
- b) Advertisement preparation.
- c) Report writing.
- d) Programme planning.

7. **Communication Skills (Oral).**

**Oral Skills**

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking. Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.



## Introduction





## Malayalam (08)

In our country each state has its own culture. The language exhibit the essence of such cultures. By learning different languages, we indirectly promote National integration while formulating the syllabus for these languages much attention has been given to visualize the ethical aspect of value based education. It should mould the students into responsible citizens, by imbibing the moral and cultural values of a particular state. The students should be able to grow themselves as responsible citizens without any partisan attitude.

The syllabus for these languages is prepared keeping in mind the syllabus for std. I to X and also the curriculum followed by the concerned states.

### Objectives :

#### To enable pupils to –

1. enrich their vocabulary.
2. enhance their abilities in listening, reading, writing, speaking and communication.
3. develop life skills.
4. understand the importance of conservation of resources, culture, heritage, health and hygiene.
6. get awareness about environmental studies,
7. develop among the students, the feeling and respect for love of nation, unity and national harmony, scientific vision, work culture, equality, enterprise education, the basic values of life.

Std. XI

1. **Prose** :  
A text book of about 80 pages excluding introductions, notes and exercises etc. of which one lesson will be for self study
2. **Poetry** :  
250 lines including modern and medieval poetries.
3. **Rapid Reading**: A rapid reading section of about 50 pages.
4. **Grammar**  
Revision of the portion taught in the previous classes.
  1. Kinds of Sentences.
  2. Samasam : Dwandwa and bahurvrihi.
  3. Sandhi : Lopasandhi, Athesha Sandhi Dwitva Sandhi.
  4. Shabdalkaram : Anuprasam, Antyaprasam.
  5. Arthalankaram : Upama, Utpreksha, Rupaka.
5. **Composition**
  1. Essay of 250 words each creative, autobiographical, narrative, descriptive.
  2. Précis – writing (150 words)
  3. Comprehension of an unseen prose (150 words) or poetry (20 lines)
6. **Communication skill**
  - a) Letter writing
  - b) Preparation of invitation cards
  - c) Report writing
  - d) Programme planning
7. **Communication Skills (Oral)**

Std. XII



1. **Prose** :  
A text book of about 80 pages (excluding introductions, notes and exercises etc.)
2. **Poetry**:  
250 lines (80 lines from ancient and medieval poetry and the rest from modern poetry)
3. **Rapid Reading**: A rapid reading section of about 50 pages.
4. **Grammar**:  
Revision of the portion taught in the previous classes.
  1. Change of Voice and transformation of Sentences.
  2. Idioms and Proverbs arising out of the text book.
  3. Vrutham: Manikanchi, Druthakakali, Nathonnatha.
  4. Sandhi : Atheshasndhi, Agama Sandhi, Lopasandhi, Duitva Sandhi.
  5. Alankaram :
    1. Shabdalankaram, Dwitiyakshara prasamv, Adhiprasam, yamakam.
    2. Arthalankaram : Vasavokthi, Shleshokti.
5. **Composition**:
  - a. Essay of about 250 words.  
Creative, Reflective, Narrative, Autobiographical.
  - b. Précis – writing (150 words)
  - c. Comprehension of an unseen prose passage around 150 words or poetry around 20 lines.
6. **Communication skill (writing)**.
  - a) Letter writing.
  - b) Advertisement preparation.
  - c) Report writing.
  - d) Programme planning.
7. **Communication Skills (Oral)**.  
**Oral Skills**  
Listening activities : develop the sub-skills of listening, provide practice in ear-training.  
Loud-reading : following the features of loud reading, provide practice in loud-reading.  
Speaking : creating confidence in speaking. Using narration and description.  
Conversation : ability to converse confidently and effectively, provide practice in conversation.  
Formal testing in oral skills will be administered.



## Introduction



## Sindhi (07)

Sindhi, Bengali and Punjabi are the languages, which are rich in literature. These are the descendants of Indo-aryan family of languages. In their own states, these languages are taught and learnt while Sindhi is being taught in Maharashtra, Gujrat, Rajasthan and Delhi; as Sindhis are scattered in India, after Partition. However, it always happens that people from other states migrate for various reasons also like industrial development, transfer in services, search of job etc. In such situations, they have to learn the state language in order to communicate with the people. At the same time, they are keen on keeping in touch their mother tongue and the parents want their children to learn the same. The Maharashtra State Board of Secondary and Higher Secondary Education has provided the necessary facility to learn such languages.

The syllabi of Sindhi, Bengali and Punjabi are presented in continuation of the syllabi of Secondary level in order to cope with the higher studies of these languages.

### Objectives –

#### To enable the students to –

1. acquire the ability to speak the language properly through correct pronunciation, intonation, etc.
2. Develop the ability comprehended the language effectively
3. Encourage to read newspapers, periodicals and journals in the language in order to develop reporting skill and other skills.
4. Develop interest in the language.

5. Create interest among students to read regularly the daily newspapers, periodicals, etc.
6. Be able to use various semantic variations in the use of various words, phrases and idioms in varying circumstances.
7. Develop the skill of translating in Sindhi/Bengali from other languages without distorting the original theme of ruining the literary flavour.

### Std. XI & XII

1. **Prose** –  
A Text book of about 80 pages (Exclusive of notes and exercises etc.
2. **Poetry** -  
About 250 lines (Including classical and present age poetry)
3. **Rapid Reading**-  
About 50 pages (Any one branch of prose writing)
4. **Composition** – a) Eassy    b) Precis  
c) Comprehension
5. **Communication skill** – a) Letter  
b) Report writing
6. Oral/Conversation skill

### Std. XI

7. **Grammar**
  1. Tenses – simple and compound
  2. Indecclinables
  3. Change of Gender
  4. Word Derivation
  5. Analysis of sentences
  6. Transformation of sentences



7. Idioms, proverbs, phrases as arising out of texts
8. Figures of speech
9. Punctuation
10. compound verbs
11. Somas
12. Synonyms/Antonyms
13. Upasarga
14. sindhi-vowels and consonants
15. Correction of sentences.

### **Std. XII**

### **8. Grammar**

1. Tenses-simple and compound
2. Indeclinable
3. Change of Gender
4. Word Derivation
5. Analysis of sentences
6. Transformation of sentences
7. Idioms, Proverbs, Phrases as arising out of texts
8. Figures of speech
9. Punctuation
10. compound verbs,
11. somas
12. Synonyms/Antonyms
13. Upasarga
14. Sindhi-vowels and consonants
15. Correction of sentences
16. Comprehension and expansion of sentences

### **Oral Skills**

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking.

Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.



## **I**ntroduction



## Bengali (12)

Sindhi, Bengali and Punjabi are the languages, which are rich in their literature. These are the decendent of Indo Aryan family of languages. In their own state the language is taught and learnt. However, it always happens that people from other states come to Maharashtra for their own reason, like industrial development, transfer in services, in search of job etc. In such situations they have to learn the state language in order to mix with the people. At the same time, they are keeping in touch their mother-tongue and the parents want their children to learn the same. The Maharashtra State Board of Secondary and Higher Secondary Education have provided the facility necessary to learn such languages. The syllabi of Sindhi, Bengali and Punjabi are presented in continuation of the syllabi of Secondary Level in order to cope with the higher studies of these languages.

### Objective

#### To enable students to

1. Acquire the ability to speak the language properly through correct pronunciation, intonation, etc.
2. Develop the ability to comprehend the language effectively.
3. Encourage to read newspapers, periodicals and journals in the language in order to develop reporting skill and other skills
4. Develop interest in the language.
5. Create interest among students to read

regularly the daily newspapers, periodicals, etc.

6. Be able to use various semantic variations in the use of various words, phrases and idioms in varying circumstances.
7. Develop the skill of translating in Bengali/ Sindhi from other languages without distorting the original theme or running the literary flavour.

### Std. XI

1. **Prose :**  
A Textbook of about 80 pages (Exclusive of notes and exercises, etc.)
2. **Poetry :**  
About 250 lines (Including classical and present age poetry)
3. **Rapid Reading :**  
About 30 pages (any one branch of prose writing)
4. **Composition :**
5. **Communication Skill**
6. **Oral/Conversation Skill**

### Std. XI

#### Name of the Books

Uccha Madhyamik Pathsachayan (prose) 'K'

#### Published by

Paschim Bang. Uccha Madhyamik Siksaka sansad June- 2005

1. **Prose :** 80 pages
  1. Sitar Vanbas
  2. Godar katha
  3. Taila



4. Shudra Jagaran
5. Pandit Moshai
6. Pratishruti

**2. Name of the books:**

Uccha Madhyamik Pathsachayan (K)  
Kavita O Natak

**Kabita (Poetry) Natak (Drama)**

- |                          |                         |
|--------------------------|-------------------------|
| 1. Premboichitya         | 1. Pap punya            |
| 2. Sabujer Abhijan       | 2. Annochai<br>pranchai |
| 3. Banga Laxmi           |                         |
| 4. A Janatar             |                         |
| 5. Atharo Bacchar Bayas  |                         |
| 6. Agami Prithibir janya |                         |
| * Rapid Reading          |                         |

**3. Name of the books :**

Uccha Madhyamik Pathsanchayan  
Chotogalpo O prabad Prabacan bagdhara.

1. Guptdhon
2. Bete
3. Talk

**4. Grammar and Composition :**

1. Bakya Paribartan (Transformation of sentences)
2. Ek Kathay Prakash (One word)
3. Bagdhara (Idioms)
4. Samash
5. Alankar
6. Samanrthak O biruddharhak Shabd (Synonyms & antonyms)
7. Sandhi

**5. Composition :**

1. Essay writing (Nibandh & lekha\*)
2. Comprehension (Bodh Pariksan Kara)
3. Translation (Anubad Kara)
4. Letter Writing- Patra lekha (Business, Personal-N-Official)
5. Bhad- Sampro Saran

**\* Recommended Books on Bengalil**

**Grammar :**

1. Adhunik bangle Vyakaran - by Jagdish Chandra Ghosh
2. Bhasha Vyakaran - by Dr. Suniti Chattarjee
3. Bangla Vyakaran - by Sukumar Sen
4. Madhyamik bangle Vyakaran - by Dr. Robin Gupta.
5. Best collection on Bangla Vyakaran N Composition by Mr. M. S. Mallick Sir (BOS) (Rafiv Gandhi High School & Jr. Collage, Bengali Camp, Chandrapur (M.S))

**Note -** Above all grammar and text book are available at -

1. M/s Debashree Book Depot,  
C/o Mr. M. S. Mallick Sir, (Rajiv Gandhi High School & Jr. Collage, Bengali Camp,)

**Std. XII**

**1. Prose :**

A Textbook of about 80 pages (Exclusive of notes and exercises, etc.)

**2. Poetry :**

About 250 lines (Including classical and present age poetry)

**3. Rapid Reading :**

About 30 pages (any one branch of prose writing)

**4. Name of the books :** Uccha Madhyamik Pathsachayan (Prose)

**Published by**

Paschim bang. Uccha madyamik sikska Sansad June - 2005

1. Ispater Maye
2. Totakahini (by rabindrarath Thakur)
3. Shubh Utsav



4. Shabderashirbad shabder Abhisap
  5. Manabtantra
  6. Shilpi
- 5. Name of the Books -**  
Uccha madhyamik Pathsanchayan (K)  
Kavita O Natak  
**Kabita (Poetry) Natak (Drama)**
- |                                    |                               |
|------------------------------------|-------------------------------|
| 1. Attma Bilap                     | 1. Karna Kunti Sambad         |
| 2. Ora kaj kore                    | 2. Jhashir Ranir Shesh Juddha |
| 3. Nabannya                        |                               |
| 4. Amar koifiyat                   |                               |
| 5. Barnmala, amardukkhini Barnmala |                               |
| 6. Rasta karo ekar nay             |                               |
- \* **Rapid Reading**
- 6. Name of the books :**  
Uccha Madhyamik Pathsanchayan Choto Galpo O prabad Prabacan-Bagdhara.
1. Shripati shamanta
  2. Adab
  3. Ekti Tulshi Gacher Kahini
- 4. Grammar and Composition :**
1. Ek Kathay Prakash (One word)
  2. Idioms Proverbs and Phrases from text book
  3. Bakhya Paribartan
  4. Alankar
  5. Samas
  6. Sandhi
  7. Antonyms/Synonyms
- 5. Composition:**
1. Essay writing - Nibandh lekha
  2. Comprehension - Bodh Pariksan Kara
  3. Translation - Anubad Kara
  4. Letter Writing- Patra leha Business, Personal-N-Official
  5. Bhad- Samprasaran
- \* **Recommended Books on Bengali**

### Grammar-N-Composition

1. Adhunik Bangla Vyakaran - by Jagdish Chandra Ghosh
2. Bhasha Vyakaran - by Dr. Suniti Chattarjee
3. Bangla Vyakaran - by Sukumar Sen
4. Madhyamik bangle Vyakaran - by Dr. Robin Gupta.
5. Best collection on Bangla Vyakaran N Composition by Mr. M. S. Mallick Sir (BOS)  
(Rajiv Gandhi High School & Jr. Collage, Bengali Camp, Chandrapur (M.S))

**Note -** All Text Books-N-Grammar are available at -

1. M/s Debashree Book Depot,  
C/o Mr. M. S. Mallick Sir, (Rajiv Gandhi High School & Jr. Collage, Bengali Camp, Chandrapur, (M.S.) 442401  
Ph. 07172-261925  
Cell Phone - 9422837698  
9021581944
2. Above Recommended books are also available at any Book depot, collage Street, Kolkata, West Bengal, India.

### Oral Skills

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking. Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.



## Punjabi (11)

### Std. XI

#### Detailed Study

#### 1. Prose :

##### Name of the Text Book: -

“Akhin-Dehthi-Dunian. Edition-2010”

##### Published by :

Punjab School Education Board, Sahibjada  
Ajit Singh Nagar, Chandigarh.

#### Lesson to be studied :

Lesson	Writer
1. Mathura Atey rengeeli Bridge-Bhumi	1. Giani hari Singh Dard
2. London Atey London they - Loog	2. Lal Singh Kamla Akali
3. Roos-de-Sardi	3. Sohan Singh Josh
4. Janglan-de-Vaseek	4. Principal Sarmukh Singh Amol
5. Raggi-Pujji-Mati	5. balraj Sawhney
6. Kalakaran-di-Basti	6. Balwant Gargi
7. Ghaggar bhagwan- De-Kambh-Te	7. Dr. Sadhu Singh hamdard
8. England-Atey-Bharat	8. Santokh Singh Dhir

#### 2. Poetry :

##### Name of the Text :

“PUNJABI-KAV EDITION-2009”

##### Published by :

Punjab School Education Board,  
Sahibjada Ajit Singh nagar, Mohali,  
Chandigarh.

#### POETS TO BE STUDIED :

##### Lesson No.3.-Sufi Kavi :

- (i) Sheikh Farid
- (ii) Shah Hussain
- (iii) Bulley Shah
- (iv) Hassam Shah

##### Lesson No.4.-Gurmat-Kavi :

- (i) Guru Nanak Devji
- (ii) Guru Ramdas Ji
- (iii) Guru Arjun Dev Ji
- (iv) Bhai Gurdas Ji
- (v) Guru Gobind Singh Ji

#### 3. Littrature: Non-detail Study-

##### Name of the Text Book:-

“SAHIT BODH (PART-I)  
EDITION-2009”

##### Published by :

Punjab School Education Board,  
Sahibjada Ajit Singh Nagar, Mohali,  
Chandigarh.

##### Lesson to be studied:-

1. Punjabi Bhasha
  2. Gurmukhi Lipi
  3. Punjabdian upbhashan di Shabdawali
- #### 4. Grammar:-
1. Compound Verbs.
  2. Samasi Shabd
  3. Opposite words and similar words.
  4. Prefix and Suffix
  5. Idioms, Proverbs & Phrases out of Text.
  6. Transformation of sentences.
  7. Tense.
  8. Word building.





**5. Composition:-**

1. Essay of about 250 words.
2. Letter writing to relatives, friends or on social matters.
3. Story writing.
4. Comprehension

**6. Oral Skills**

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking.

Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.

**Std. XII****Detailed Study****No. 1. PROSE :****Name of the Text Book**

“Ap-Bitian”

**Published by:**

Punjab School Education Board,  
Sahibjada Ajit Singh Nagar, Mohali,  
Chandigarh.

**Lesson to be studied :**

Lesson No	Name of the writer
1. Aabtabd	Prof. Puran Singh
2. Akhandpath	Giani Heera Singh
Karoon-Da-Aprath	Dard
5. Manukh-nal-	Gurbux Singh
manukh-Da-mali	Preet Lari
6. Mairi-Jail-Jatra	Nanak Singh
8. Takhat-Ja-Takhata	Dr. Mohinder Singh
Randawa	

9. Ladakpan	Principal Sujan Singh
10. Jawan-Jahan	Kartar Singh Duggal
11. Maira-Solwan-	Amrita Pritam
Varah	
13. 1 Janam, 2	Santokh Singh dir
Mata-Pita	
14. Babu Ji Da-Ek-	Dr. Dalip Kaur
Hor-Viwah	Tiwana
15. Maira-Nikka-	
Jaiha-Ghar	Ajit Kaur

**No.2. POETRY :****Name of the Text Book:**

“PUNJAB-KAV (Jhalkan-Te\_Ithas)  
Edition-2009.”

**Published by:**

Punjab School Education Board,  
Sahibjada Ajit Singh Nagar, Mohali,  
Chandigarh.

**LESSON TO BE STUDIED :****Part-I- Lesson No.3.- KISSA KAV.**

- (i) Damodar
- (ii) Varis Shah
- (iii) Kadar Jar

**Lesson No.4.- VEER-KAV.**

- (i) Shri Guru Gobind Singh
- (ii) Shah Mohammad

**Lesson No.5.- MODERN-KAV.**

- (i) Bhai Veer Singh
- (ii) Dhaniram Chatrik
- (iii) Prof. Puran Singh
- (iv) Prof. Mohan Singh
- (v) Nanad Lal Noorpuri
- (vi) Pritam Singh Safir
- (vii) Amrita Pritam
- (viii) Shiv Kumar Batalvi



**Part-II****A brief history of Punjab Poetry.****LESSON TO BE STUDIED :**

- (i) Chapter-I, Kissa kav.
- (ii) Chapter-II, Veer-Kav.
- (iii) Chapter-III, Modern-Kav.

**No.3. LITRATURE: Non-detail Study.****Name of the Text Book:-**

“SAHIT BODH. EDITION: 2010.”

**Published by :**

Punjab School Education Board,  
Sahibjada Ajit Singh Nagar, Mohali,  
Chandigarh.

**Lesson to be studied:-****Chapter I. Sahitik Roop:**

- (i) Kavita
- (ii) Nibandh
- (iii) Naval
- (iv) Nikki-Kahani
- (v) Ekangi (One Act Play)
- (vi) Jiwni (Biography)
- (vii) Swaih-Jiwni (Autobiography)
- (viii) Natak
- (ix) Safar-Nama

**Chapter II. SHAND**

- (i) Dohra
- (ii) Kavita
- (iii) Baint
- (iv) Chopai

**Chapter III. Nau-Ras**

- (1) Shingar
- (2) Hass

- (3) Karun
- (4) Rondar
- (5) Veer
- (6) Shant-Ras

**No.4.Grammar**

1. Prefix & Suffix
2. Tense
3. Compound and Simple Verbs
4. Transformation of sentences
5. Word-Building
6. Similar and opposite words
7. Idioms, Proverbs & Phrases out of Text
8. Samasi Words.

**No.5. Composition**

1. Essay of about in 250 words.
2. Letter writing to relatives, friends or on social matters.
3. Story writing.
4. Comprehension.

**No.6. Oral Skills**

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking. Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.





## Modern Foreign Languages

German(14)/French(13)/Russian(20)/Japanese(21)

### Introduction

The world in the 21<sup>st</sup> century was shrunk to become a “global village” and the individual, a ‘global citizen’. Interdependence amongst nations is an inevitable fact and the exposure to foreign cultures, the need of the hour, in order to promote international understanding and co-operation.

Given this scenario, the knowledge of a foreign language becomes a handy tool for communication. The study of a foreign language by itself or coupled with other specializations viz. pure sciences, engineering, commerce, social sciences etc, is a major asset for any individual. Besides offering myriad job opportunities in international areas like industry, trade and commerce, foreign service, journalism, etc, it opens new vistas in the areas of travel and tourism, cinema, sports and cultural exchanges.

At a more personal level, the study of a foreign language provides the individual a unique opportunity to look at the world beyond his/her, to learn about other cultures even as he/she presents his/her own to others. In the process, he/she imbibes the good points from other cultures and introspects on his/her own, thus enhancing the learning process. Above all, the study of a foreign language and the civilization of its people give the young mind an opportunity to dream.

“I do not want my house to be walled in on all sides and my windows to be stuffed. I want cultures of all lands to be blown about

my house as freely as possible. But refuse to be blown off my feet by any.” – M.K. Gandhi.

### Objectives

The major objective of teaching a foreign language is to make students aware of a foreign culture and its people in order to promote international understanding and harmony by acquiring the necessary communication skills in the foreign language.

#### To enable students to

1. acquire a basic knowledge of the vocabulary and grammatical structures in the foreign language.
2. understand the foreign language as it is spoken.
3. speak the foreign language with confidence in simple day to day situations.
4. comprehend simple written texts.
5. write in simple reasonable correct sentences in the foreign language.
6. acquire the necessary communication skills which they may require for day to day social interaction.
7. develop his/ her personality and self-confidence by inculcating a sense of universal values like punctuality, cleanliness and respect for law and order.

### Special objectives

#### To enable students to

1. distinguish sounds of the foreign language.



2. listen for global understanding so as to be able to identify main points.
3. take dictation in a foreign language.
4. understand conversation in simple, familiar day to day situations.
5. listen to and understand a telephonic conversation.
6. understand the nuances conveyed through stress and intonation.
6. deduce the meaning of words, phrases with the help of context.
7. read notices, advertisements, news headlines and road signs etc.
8. learn to club or group sentences into appropriate sense groups/ grammatical groups.
9. learn to use a dictionary and reference material.

### **Speaking Skills**

#### **To enable students to**

1. pronounce words correctly in the foreign language.
2. make meaningful use of words, phrases and sentences in context.
3. produce simple statements, questions, commands and requests.
4. express his /her ideas coherently and logically in simple sentences.
5. answer questions set on simple texts orally.
6. narrate personal experiences, incidents and stories in brief.
7. describe a situation or to describe a picture.
8. converse appropriately in formal and informal contexts.
9. sing songs in the foreign language.

### **Reading Skills**

#### **To enable students to**

1. read aloud, with correct pronunciation, stress and intonation.
2. read aloud, at an appropriate pace and pauses, showing awareness of punctuation.
3. read aloud, seen short texts, poems with appropriate rhythm.
4. read silently with reasonable speed depending on the text.
5. read texts silently for overall understanding (skimming) and for finding specific information.

10. read for pleasure and knowledge.

### **Writing Skills**

#### **To enable students to**

1. master the art of writing including the use of punctuation marks, capital letters and spellings.
2. write grammatically acceptable and situationally appropriate forms of the foreign language.
3. write answers to questions based on the texts or reading material as well as to personal response questions.
4. frame statements, questions, commands and requests for their appropriate use in different contexts.
5. develop a paragraph on a given subject taking into account coherence, logical sequence and connective devices.
6. write informal letters, emails with the help of given points.
7. write essays, composition with the help of guidelines.
8. describe a situation and events with the help of given guidelines
9. write a short conversation with the help of given guidelines
10. answer questions based on charts, timetables, maps etc.
11. fill up registration /application form in a foreign language.



## Vocabulary

Development of vocabulary is important in language learning. Learners need to understand meanings of words with the help of context and to express themselves in that language. The textbooks and other material will offer necessary guidance in this regard. Learners should be taught situation based vocabulary so that they can use it/apply in real life situations.

### The following will be the weightage to the various skills expected

1. Reading and comprehension skill 30 %
2. Writing skill 30 %

3. Translation skill 20 %
4. Oral Test 20 %  
(Includes listening, comprehension, writing as in dictation, reading & speaking skills)

### Oral Skills

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking. Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.



## German (14)

### Std. XI

#### 1. Prose :

About 80 pages (Recommended text Themen Aktuell- Lessons from 1 to 6).

#### 2. Grammar

- (a) Conjugation of verbs or verb-groups of all type (i.e. weak, strong, simple, compound, auxiliary and modal auxiliary) in case of the following :
- (i) Indicative present tense.
  - (ii) Imperative for all three forms of second person.
- (b) Articles and Pronominal Adjectives: Declension of
- (a) The definite and indefinite articles
  - (b) demonstrative dieser, etc.
  - (c) interrogative: welcher, was fuer ein
  - (d) possessive adjectives: mein, dein, etc.
- (c) Cases : Accusative, dative
- (d) Numerals
- (i) cardinal numbers
  - (ii) ordinal numbers
- (e) Pronouns
- (i) the personal pronouns in all cases
  - (ii) impersonal pronouns
  - (iii) interrogative pronouns : wer, was
  - (iv) word- order or position of pronoun objects

- (f) Adverbs
- (a) of time, place, manner
  - (b) of affirmation or negation (ja, mein, doch)
- (g) Prepositions taking
- (a) accusative (b) dative
  - (c) governing both
- (h) Conjunctions :
- und, aber, oder, denn, etc.

### Std. XII

#### 1. Prose: about 100 pages

#### 2. Composition

- (1) This includes translation of passages into English or Marathi
- (2) Comprehension, and
- (3) Letter writing or guided essay of about 10- 12 sentences.

#### 3. Grammar

**N.B.:** The following new items are to be learnt in addition to those learnt in Std.XI

- (a) Adjectives : Declension
- (i) after the definite article
  - (ii) after the indefinite article
  - (iii) when not preceded by any article
- (b) Conjunctions : weil, dass, wenn, ob, interrogative pronouns, obwohl
- (c) Tense : indicative perfect tense (i.e. present perfect tense), indicative past tense
- (d) Degrees of Comparison: positive, comparative and superlative



- (e) Word formation : changing word forms: nouns to verbs and adjectives and vice versa
- (f) Infinitive constructions and clauses
- (i) Nouns, adjectives and verbs taking a dependent infinitive with 'zu'
- (ii) Verbs taking a direct infinitive without 'zu'
- (g) Subjunctive Mood: Conjugation of verbs in subjunctive, of verbs commonly used in every day expressions like moechte, wuerde.
- (h) Phrases

### Oral Skills

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking. Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.



## French (13)

### Std. XI

#### Coursebook: *En Echanges* 2<sup>nd</sup> revised edition

##### 1. Detailed study lessons:

0 to 10 + 2 bilans (About 75 pages)

##### 2. Grammar

- (i) Articles : Indefinite, Definite, Partitive
- (ii) Prepositions :
- (iii) Verbs : Regular and irregular  
: Reflexive and Non-Reflexive
- Moods : Imperative, Indicative
- Tenses : Present, Present Perfect (Passe, Compose) Immediate future, Recent Pass
- (iv) Adjectives : Qualitative, Numeral, Possessive, Demonstrative Interrogative comparative & superlative Degrees,
- (v) Nouns :
- (vi) Pronouns : Subject, direct object, indirect object, emphatic / disjunctive

##### 3) Oral Skills

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking.

Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.

### Std. XII

#### Course Book: *En Echanges* 2<sup>nd</sup> revised edition

##### 1. Detailed Study :

Lessons 11 to 16 + 2 Bilans (about 75 pages)

- Note :**
1. Revision of Grammar studied in Std. XI
  2. The Question paper of H.S.C will be based on lesson 0-16.

##### 2. Grammar

- (i) Prepositions
- (ii) Adverbs
- (iii) Verbs Moods: Imperative, Indicative, conditional
- Tenses : Imperfect, future
- (iv) Adjectives : Comparative and Superlative degrees, Indefinite
- (v) Pronouns : Possessive,





- |                   |   |   |
|-------------------|---|---|
|                   | relative,<br>indefinite   | Emphatic<br>Possessive,<br>Interrogative,<br>Indefinite,<br>Relative (simple) |
| (vi) Adjectives : | Qualitative,<br>Numerical,<br>Possessive<br>Demonstrative<br>(Simple and<br>Compound),<br>Interrogative,<br>indefinite,<br>comparative and<br>Superlative<br>degrees. |   |
| (vii) Pronouns :  | Subject, Direct,<br>Indirect<br>Objective,  |   |

### 3. Oral Skills

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking. Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.



## Russian (20)

### Std. XI

1. **Prose: About 85 pages**
2. **Composition**
  - (i) translation of Russian into English or Marathi
  - (ii) comprehension
  - (iii) letter or guided essay of about 10-12 sentences
3. **Grammar**  
Arising out of the prescribed text-book:
  - (1) Introduction to logical stress, word stress, sound systems and Pronunciation.
  - (2) Use of nouns and pronouns in singular and plural both in nominative case
  - (3) Use of Prepositional case denoting place.
  - (4) Use of imperfect verbs in present and past tense.
  - (5) Use of Demonstrative Pronouns ETOT.
  - (6) Use of simple impersonal syntactic structures
4. **Oral Skills.**  
Listening activities : develop the sub-skills of listening, provide practice in ear-training.  
Loud-reading : following the features of loud reading, provide practice in loud-reading.  
Speaking : creating confidence in speaking. Using narration and description.  
Conversation : ability to converse confidently and effectively, provide practice in conversation.  
Formal testing in oral skills will be administered.

### Std. XII

1. **Prose** : About 90 pages
2. **Composition**
  - 1) This includes translation of passages into English or Marathi.
  - 2) Comprehension, and
  - 3) Letter writing or guided essay of about 10-12 sentences.
3. **Grammar**  
Arising out of the prescribed text-book
  - (1) Revision material covered
  - (2) Use of Nouns in prepositional, Accusative, Dative and Genitive case
  - (3) Use of present, past and future tense
  - (4) Use of aspects of verb
  - (5) Use of Accusative case denoting direction. Use of verbs of motion 'IDIT' and 'KHODIT'
  - (6) Use of short forms of adjectives.
  - (7) Impersonal, compound and complex sentences
  - (8) Use of cardinal numerals
4. **Oral Skills.**  
Suggested classroom activities for French, German & Russian languages
  1. Projects
  2. Models
  3. Songs
  4. Recitation of poems
  5. Collection of news paper articles related to the country-continent.
  6. Information from various sources - about language and countries in which the language is spoken.



7. Visits – factories (collaboration)  
Institutes - Max Muller Bhavan  
- Alliance Franchise  
- M.E.L.Dept.  
University of Pune  
(Ranade Institute)
8. Use of dictionary
9. Recipes
10. Story telling
11. Group-discussion
12. Elocution
13. Dialogue-Role play
14. Narrating jokes
15. Bring native speakers (whenever possible) and let the students hear the languages, intonation, ask questions, converse, etc.
16. Give site addresses to browse on internet to find out more information on Grammar exercises, extra reading material, passages etc.



## Japanese (21)

### Introduction

Since the time of Industrial Revolution, western countries have been leaders of technology. The Colonialism in the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries helped increase their spheres of dominance the world over. The two world wars and their aftermath however changed all this.

In the post world war scenario Japan has emerged from the ashes to become a major industrial force in the world. Whether it is heavy engineering, electronics, or automobile industry, Japan has taken the lead and flooded the world markets with quality goods at much cheaper prices. Industry apart, Japanese work culture is also an object-lesson in discipline and perfection and is being adopted by other countries.

With growing affluence, the Japanese are major contributors to the tourism industry. Today, their presence is in evidence at every tourist spot the world over.

India, for its part, has several tie-ups with Japanese companies. We are also trying to promote India as tourist destination. Obviously, there is a great demand for translators, interpreters and personnel fluent in Japanese. Institutes teaching Japanese are mushrooming in every major city to cater to the ever-increasing demand. Students too are looking eastwards for fresh pastures.

Japanese is the language of one of the most technically and industrially advanced nations. A lot of technical literature produced in Japan is not available in any other language.

Thus, the Japanese language which is a unique one with 3 scripts and a grammar similar to Indian languages, is ideal for study by Indian students (who have a gift for languages). This will present them with an opportunity to communicate with the Japanese people and will open various career opportunities.

The major objective of teaching Japanese is to make students aware of a foreign culture and its people in order to promote international understanding and harmony by acquiring the necessary communication skills in the foreign language.

### General objectives

#### To enable the students to

1. acquire a basic knowledge of the vocabulary & grammatical structures in the foreign language.
2. understand the foreign language as it is spoken.
3. speak the foreign language with confidence in simple day to day situations.
4. comprehend simple written text.
5. write in simple & reasonably correct sentences in the foreign language.
6. acquire the necessary communication skills which they may require for day to day social interaction.
7. develop his/her personality and self-confidence by inculcating a sense of universal values like punctuality, cleanliness and respect for law and order.



## Specific Objectives

### To enable the students to

1. distinguish sounds of the foreign language.
2. listen for global understanding so as to be able to identify main points.
3. take dictation in a foreign language
4. understand conversation in simple, familiar day to day situations.
5. listen to and understand a telephonic conversation.
6. Understand the nuances conveyed through stress and intonation.

## Speaking Skills

### To enable the students to

1. pronounce words correctly in the foreign language.
2. make meaningful use of words, phrases and sentences in correct.
3. produce simple statements questions, commands and requests.
4. express his/her ideas coherently and logically in simple sentences.
5. orally answer questions set on simple texts.
6. narrate personal experiences incidents and stories in brief.
7. describe a situation or to describe picture.
8. converse appropriately in formal and informal contexts.
9. sing songs in the foreign language.

## Reading Skills

### To enable the students to

1. read aloud, with correct pronunciation, stress and intonation.
2. read aloud, at an appropriate pace and pauses, showing awareness of punctuation.
3. read aloud, seen short texts, poems with appropriate rhythm.
4. read silently with reasonable speed depending on the text.

5. read texts silently for overall understanding (skimming) and for finding specific information.
6. deduce the meaning of words, phrases with the help of context.
7. read notices, advertisements, news headlines and road signs, etc.
8. learn to club or group sentences into appropriate sense groups/ grammatical groups.
9. learn to use a dictionary and reference material.
10. read for pleasure and knowledge.

## Writing Skills

### To enable the students to

1. write in three scripts
2. write answers to questions based on the text or reading material as well as personal response questions.
3. frame statements, questions, commands and requests for their appropriate use in different contexts.
4. develop paragraph on a given subject taking into coherence, logical sequence and connective devices.
5. write informal letters with the help of given points.
6. develop story with the help of given outline/points.
7. write essays, compositions with the help of guidelines.
8. describe a situation and events with the help of given guidelines.
9. write short conversation with the help of given guidelines.
10. Answer questions based on charts timetables, maps, etc.
11. Fill up registration / application foreign language.



**Std. XI**

1. **Script** : HIRAGANA, KATANAKA, KANJI (Chinese characters approx 60)
- 1(a) **Vocabulary** : 400 words
2. **Particles** : wa, no, ka, mo, ga, To, Kara, ya – made ni, e, o Nado, de, etc.
3. **Adjectives** : 'I' and 'na' adjectives, negative and past tense
4. **Verbs** : present and past tense, negative form
5. **Sentences** : Simple and Compound
6. **Counting** : Units for counting objects of different types systems
7. **Demonstrative Expressions** : 'ko', 'so', 'a', 'do', dare donna etc
8. **Honorific Expressions** : 'o', 'go', 'san', 'kata'
9. **Adverbs** : mo, mada, goro, gurai,
10. **Composition** : short passages and essay.
11. **Listening** : tapes of lessons

**Std. XII**

1. **Script** : Chinese characters 40
- 1(a) **Vocabulary** : 200 words
2. **Verbs** : te form ta form, tai form, negative form tari form, Nagara form transitive and intransitive form.
3. **Particles** : Particles ni, de and to (advance usages)
4. **Sentences** : advance usages of verb forms in sentences.
5. **Adverbs** : taihen, shikashi, jeredomo, hontoni, soshite, sorekara, dakara, zutsu
6. **Composition** : short passage and essay, short stories
7. **Listening** : tapes of lessons

**Recommended text book :****NIHONGO SHOHO-I**

(The Japan foundation prescribed text copyright- JALTAP, PUNE)

**Oral Skills**

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking. Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.



## Std. XI

### Unit 1

General information about Japan Language  
Japanese scripts

HIRAGANA and KATAKANA Vocabulary 100 words.

Self introduction in Japanese. Basic greetings and classroom expressions.

Particles – WA, NO, KA, MO

Indicators – KORE, SORE, AARE, AND KONO, SONO, AANO

Basic sentence patterns

A wa B desu / desuka/ dewa arimasen

A wa B desu. C mo B desu

A wa B no C desu.

### Unit 2

Basic conversation. Additional vocabulary

Revision of sentence pattern and indicators

A wa B desu / desuka / dewa arimasen

A wa B desu. C mo B desu

A wa B no C desu.

### Unit 3

Introduction to new Japanese script KANJI

New Particles NI, GA, TO VA, NADO, KA

Introduction of new sentence pattern

A ni B ga arimasen

A ni B to C nado ga arimasen

A ni B ya C nado ga arimasen

Additional Kanju and vocabulary

### Unit 4

Introduction to place indicators, Koko, Soko, Asoko and direction

Markers. Introduction of new sentence pattern.

A ni B imasu (for living things)

A ni B ga imasu

Joining of two sentences with the conjunction 'DE'

Additional Kanji and vocabulary

### Unit 5

Introduction to Japanese counting system and various counters for different types of objects

Introduction of new sentence pattern -shilka arimasen (for non living things)/ imasen (for living things)

Introduction and use of 'I' adjectives

Additional Kanji and vocabulary

### Unit 6

Introduction of Japanese currency & usages in regular life

Revision of Usages of various 'I' adjectives & introduction of 'na' adjectives. Joining of two adjectives in a sentence.

### Unit 7

Introduction to Years/ Months/ Dates in Japanese and their counting system.

Introduction to four seasons in Japan

Use of new particle 'HE' (direction indicator) and 'KARA MADE' Additional Kanji, vocabulary and verbs in different groups.

### Unit 8

Introduction of "Days of the week"

Revision of previous patterns

Additional Kanji, vocabulary, adjectives and verbs in different groups

### Unit 9

Introduction Japanese time counting system

Japanese terms for hr/min/sec/am/pm

New use of 'DE' particle and introduction of 'MOU' and 'MADA'

Use of words "GORO" and "GURAI"

Additional Kanji, vocabulary, adjectives and verbs in different groups

### Unit 10

Introduction of different forms of adjectives

Present/ Past/ Future/ Affirmative/ Negative forms of Adjectives

Geographical introduction of Japan (main island



and major cities, their climate conditions). Festivals according the seasons throughout the year. Additional Lamko, vocabulary, adjectives and verbs in different groups.

## Std. XII

### Unit 1

Introduction of new use of particle “NI” as purpose / aim

Introduction of new use of particle “TO”

Conversational practice of different patterns and their sentences.

Additional Kanji, vocabulary, adjectives and verbs in different groups.

### Unit 2

Introduction of new use of particle “NI” an “TO”

Introduction to noun modifier.

Additional Kanji, vocabulary, adjectives and verbs in different groups.

### Unit 3

Introduction of continuous present tense “TE” form of verbs and their various uses.

Introduction of colloquial past tense ‘TA’ for of verbs

Additional Kanji vocabulary, adjectives and verbs in different groups.

### Unit 4

Introduction of “NAI” form of verbs used as

“Polite Order/ Request

Patterns. Various uses of “TE” and “Ta” form

Introduction to compound / auxiliary verbs

Additional Kanji vocabulary, adjectives and verbs in different groups.

### Unit 5

Introduction different greetings in daily conversation

Importance of “TO” particle

Various uses of “TE” and “Ta” form

Additional Kanji vocabulary, adjectives and verbs in different groups.

### Unit 6

New use of particle “GA” used for natural action

Various uses of “TE” and “Ta” form

Additional Kanji vocabulary, adjectives and verbs in different groups.

### Unit 7

Revision of Noun modifier

Various uses of “TE” and “Ta” form.

Introduction of special verbs for special uses.

Additional Kanji vocabulary, adjectives and verbs in different groups.

### Unit 8

Introduction of transitive and intransitive verbs and their uses

Basic mathematical calculations such as addition, subtraction, multiplication etc.

Additional Kanji, vocabulary, adjectives and verbs in different groups







## Classical Languages

### Sanskrit (33)/Pali (35) / Ardhamagadhi (16)

इयत्ता ११ वी १२ वी संस्कृत

#### Objectives

##### To enable the students to

1. study carefully the new words, their meaning, forms and rules of grammar.
2. listen to the short stories in Sanskrit for better understanding and construction of the stories.
3. develop the positive attitude towards life, develop moral character with the help of values reflected in Sanskrit literature.
4. appreciate the ideas and the noble thoughts depicted in Sanskrit literature
5. read the passages from prescribed text, to understand their meaning and write the answers of the questions in the medium offered.
6. write correctly new words with their meaning.
7. translate Sanskrit passages into their mother tongue and vice versa.
8. write an essay in Sanskrit on the given topic
9. know the history of Sanskrit literature.
10. communicate their thoughts in Sanskrit.
11. appreciate the passages of Sanskrit plays.
12. read the prescribed verses properly with the help of meters.
13. pronounce the words properly while reading prose and poetry.



## Sanskrit (33)

### Std. XI

- 1) **Prose** : Lesson (about 300 lines)
- 2) **Poetry** : Lesson (about 200 lines)  
One lesson should comprised of following meters –  
१. वंशस्थ २. वसन्ततिलका  
३. शार्दूलविक्रीडित
- 3) **Rapid Reading** - About 100 lines. (Prose and Poetry)
- 4) **Grammar** : Revision of VIII to X Std.  
A) Recognise the forms of – Nouns, Pronouns, Tense, Moods, Gerunds त्वान्त, ल्यबन्त, Infinitives of purpose तुमन्त  
B) Compounds - अव्ययीभाव/द्वंद्व, नञ् तत्पु/ षष्ठी तत्पु, कर्मधारय, बहुव्रीहि. द्विगु/उपपद/विभक्ति तत्पु.  
C) Do as directed  
1. Dissolve Sandhi  
2. Remove सति सप्तमी  
3. Change into sing./ plu. form  
4. use भवान् instead of त्वम् or vise versa  
5. उपपदविभक्ती  
6. Correct the sentence  
7. Remove त्वान्त, ल्यबन्त

8. Change the subject according to the verb.
9. Use numerals
10. Use proper form of the noun/root

D) Recognise the following तद्धित and कृदन्त

5) General information about the History of Classical Sanskrit Literature.

### 6) Composition

- a) Translation of ten sentences into Sanskrit
- b) A gap story (about 20 gaps)
- c) Short descriptive essay in Sanskrit of about 10 sentences.

### 7) Comprehension

Answer the questions on a given unseen Sanskrit passage in the medium offered.

OR

Draw a tree diagram from the given data in Sanskrit

8) **Oral skills** - (listening, loud reading, speaking and conversation)

### Std. XII

- 1) **Prose** : Lesson ( about 300 lines)
- 2) **Poetry** : Lesson ( about 200 lines)  
One lesson should comprised of following meters –  
१. मन्दाक्रान्ता २. शिखरिणी  
३. पृथ्वी



- 3) **Rapid Reading** -  
About 100 lines.  
(One from prose and one from poetry)
- 4) **Grammar** As prescribed upto Std.XI
- 5) General information of Ved, Vedanga and texts on various Sciences
- 6) **Composition**
- Translation of ten Sentences into Sanskrit
  - A gap story (about 20 gaps)
  - Short descriptive essay in Sanskrit about 10 sentences
- 7) Answer the questions on a given unseen Sanskrit Passage in the medium offered.  
OR  
Draw a tree diagram from the given data in Sanskrit.
- 8) **Oral skills**
- Listening activities : develop the sub-skills of listening, provide practice in ear-training.  
Loud-reading : following the features of loud reading, provide practice in loud-reading.  
Speaking : creating confidence in speaking. Using narration and description.  
Conversation : ability to converse confidently and effectively, provide practice in conversation.  
Formal testing in oral skills will be administered.



## Pali (35)

### Objectives

#### To enable pupils to

1. know the structure of the classical language Pali.
2. develop and study the patterns of pronunciation in connection with Pali.
3. hear with interest the different prose-poetry passage.
4. read fluently some passages.
5. know the sentence pattern and to write some sentences in Pali.
6. recognize and write the difference between a Pali word and Sanskrit word.
7. study the grammatical peculiarities.
8. find out different word patterns in Pali and State Language.
9. read Pali literature properly and to understand its meaning.
10. study quotations of the Lord Buddha and to have knowledge of the Buddhist Culture.
11. translate the Pali passages in the mothertongue or the medium offered.
12. know more about the ancient history and culture through their knowledge of Pali.
13. appreciate the noble thoughts from Pali literature.

### Std. XI

- 1) **Prose:** गद्य - About 250 lines
- 2) **Poetry :** पद्य - About 150 lines
- 3) **Rapid Reading** - About 100 lines
- 4) **Grammar** - वर्ण, संधी, काळ, विभक्ती.
- 5) **General knowledge** -  
पालि भाषेची व्युत्पत्ती, पंचशील, पबबजा, बोधिसत्त्व, भारत, सिलोन, थायलंड, ब्रह्मदेश, तिबेट, चीन व जपान मधील बुध्द धम्माचा प्रचार आणि प्रसार
- 6) **Translation and Composition**  
(Translation of simple passage in to Pali and a composition of about 10 lines in Pali)
- 7) **Oral Skills** (Listening, Loud Reading, speaking and conversation)

### Std. XII

- 1) **Prose:** गद्य - About 300 lines
- 2) **Poetry :** पद्य - About 200 lines
- 3) **Rapid Reading** - About 100 lines
- 4) **Grammar** -  
Tense, Sandhi, Conjunctions, Coumpounds, Adjectives and arising out of the text prescribed. Use phrases.
- 5) **General knowledge**  
Chattari Ariyasachchani, Ariyo Atthangiko maggo, Patichcha Samutpado, Three Council, (1,2,3)  
Buddhist king- Bimbisar, Asoka, Harshavardhan.



Universities - Nalanda, Takkasila,  
Vallabhi

**6) Translation and Composition**

(Translation of simple passage in to Pali and a composition of about 10 lines in Pali)

**7) Oral Skills**

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking.

Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.



## Ardhamagadhi (16)

### Introduction

Ardhamagadhi occupies a very unique position of phenomenon in the whole range of classical languages. Since time immemorial classical dramas in ancient India were written both in Sanskrit and Ardhamagadhi. This phenomenon bears testimony to the mass appeal of Ardhamagadhi. Similarly principles of non-violence, forgiveness, compassion and tolerance as enshrined in Ardhamagadhi literature have been accepted at the national level. In fact the principle of non-violence was preached by Lord Mahavira. It was later on upheld by Mahatma Gandhi and used effectively as a means of agitation by the Mahatma to achieve independence. Subsequently it was reflected in Indian policy of non-alignment. In fact non-alignment of a logical extension of non-violence. Thus the contribution of Ardhamagadhi to Indian culture and civilization is significant. Taking into consideration this background the syllabus has been the restructured.

### Objectives

#### To enable the pupils to

1. acquire fair knowledge of basic structure of the language and elements of grammar as per the syllabus.
2. enrich the vocabulary.
3. listen carefully to, and with understanding, the spoken passage read out to them, as well as lectures, talks etc. at normal conversational speed.
4. comprehend different forms of literary passages (seen & unseen) in their various aspects, structure significance, development of the theme and the writer's point of view.
5. develop the ability to prepare notes on lectures, write reports and summaries conversations, lectures and talks with proper speed.
6. acquire skills in reading aloud seen and unseen passages fluently with proper articulation, intonation, pronunciation and understanding.
7. acquire skills in reading silently story books, newspapers, magazines and other prescribed texts with proper understanding.
8. develop ability to narrate experiences, participate in debate and discussions and express their views in correct language and in logical sequence.
9. develop the ability to express ideas from the texts in their own language without distorting the content.
10. develop skills in writing composition like essays, letters, summaries of given passages in appropriate language and proper idiom.
11. make proper use of dictionary and other reference material.
12. develop interest in reading literary passages and appreciating the beauty of language and the content, ideas and concepts.
13. cultivate broad human and cultural outlook through the study of Ardhamagadhi literature.
14. listen to literary passages read by teachers carefully.
15. listen to shlokas, subhashitas (couplets/ quartets) and stotras (a poem in praise of



- deity) and stories carefully.
16. speak sentences in Ardhamagadhi with proper intonation.
  17. recognize the difference between short and long vowel
  18. tell the information to others in the language.
  19. answer questions correctly.
  20. write short sentences about given subject.
  21. translate Ardhamagadhi passages and shlokas into the medium of instruction offered.
  22. write good wishes and messages on different occasions in Ardhamagadhi.

### Std. XI

- 1) **Prose:** गद्य - About 300 lines.
- 2) **Poetry** : पद्य - About 200 lines
- 3) **Rapid Reading**  
About 100 lines
- 4) **Grammar** – arising out of the text prescribe.
- 5) **General knowledge**  
अर्धमागधी भाषेची व्युत्पत्ती, इतर भाषांशी संबंध, अर्धमागधीमधील प्राचीन ग्रंथ व ग्रंथकारांची नावे- विमलसूरीचे पउमचरिय, उद्योनतसूरीचे-कुवलयमाला, हरिभद्रसूरीचे, धूर्ताख्यान (धूताक्याण), समरादित्यकथा (समराइच्चकहा), कवि हाल-गाथासप्तशती (गाहासत्तसई), आचार्य कुंदकुंद समयसार, पवयणसार पंचात्थिकाय.

General knowledge about the classical literature and famous authors. Vimalsure, Vakpatiraj pravarsena, Hala, Udayana, haribhadrasure, Kouhala, Jayavallabha, Rajshekhara, Rampanivada, Gunadhya.

- 6) Translation of unseen Ardhamagadhi passage into the medium offered.
- 7) **Project Work:**
  1. To visit to a good library

2. To visit Historical places, forts, etc.
3. To have an educational excursions to old caves and tombs.

### Std. XII

- 1) **Prose:** गज्ज - About 300 lines
- 2) **Poetry** : पज्ज - About 200 lines
- 3) **Rapid Reading** - About 100 lines
- 4) **Grammar**  
arising out of the text prescribe
- 5) **General knowledge**  
General knowledge of the cultural heritage reflected in Ardhamagadhi literature, Mahavira and his teaching, sects of Jainism, spread of Jainism, influence of Jainism on Indian culture, Ashoka's rock inscriptions.
- 6) Translation of simple unseen passages into Ardhamagadhi Descriptive composition in Ardhamagadhi in about ten lines on some simple topics passage the medium offered.
- 7) **Project Work :**
  1. To visit to a good library
  2. To visit Historical places, forts, etc.
  3. To visit the Stupas and pillars having stone inscription
  4. To visit the old temples

### Oral Skills

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking.

Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.



## Persian (37) / Arabic (36) / Avesta-Pahlvi (87)

### Introduction

Persian has a long history of its origin and development. In India Persian has served as court language for more than six hundred years. During these years Persian language has produced a number of poets and writers irrespective of caste and religion from all over India and assimilated deferent thoughts.

Due to its long history of origin and development Persian language is regarded as classical language. But, like other languages of the world Persian language has also gone through transformation and therefore, the literature produced in Persian from the beginning of the twentieth century onwards is classified as modern Persian.

The vital role which the Persian language has played in India for, almost, more than six centuries has made the language, especially in Indian perspective quite important. Moreover, the multifaceted literature produced in India in Persian language reflects the love and affection which the poets and writers had for India. The poetry of Amir Khusrav, Faizi, Abu Talib Kaleem and writings of Abul Fazal are few examples to be quoted.

During centuries Persian language has left vast impact on Indian languages, foods, dresses, place names, fruits and Indian culture. Thus, in medieval India Persian language immensely helped in the growth of composite culture and common heritage and in modern times Persian language is serving as a bridge between India and Persian Speaking countries of the world. It is therefore, that the study of

Persian language and rich literature produced in it is unavoidable at secondary and higher Secondary levels.

### Std. XI & XII

#### To enable the Students to :

- 1) become well acquainted with structure for the comprehension of text.
- 2) have comprehension of published and relayed speeches by electronic media.
- 3) have the ability of the reading journals and news papers of Persian language.
- 4) develop oral skills as well as applied uses of Persian language.
- 5) convey the spirit of Indian culture and message of love and peace.

#### Specific Objectives

##### To enable the Students to

- 1) develop interest for literary activities and academic studies through the spirit of Persian language.
- 2) visit culture house, consulate and embassy of Iran in India.
- 3) have knowledge of right to information and right to education.
- 4) have the skill of computer operation, internet and using online education.
- 5) develop awareness of evils and adverse effects of alcohol.
- 6) create awareness of gender equality.
- 7) develop awareness of national integration and patriotism through Persian language.
- 8) develop common cultural outlook through literature.





## Persian (37)

### Std. XI

#### Text Book (Classical and modern)

**Prose** : 60 pages (Excluding introductory note, exercises, glossary, character sketches, travelogues, stories and literary pieces)

**Poetry** : 100 couplets (forms of poetry, Gazal, Masnavi Qasida and Rubai.)

#### Composition :

- 1) Reproduction of descriptive and narrative paragraphs of about 10 lines on simple topics from the text.
- 2) Translation from the language of instruction into like English, Urdu, Marathi, Hindi or Gujarati.
- 3) Simple essay writing on a given topic consisting of about 15 lines Writing simple letters.

#### Grammar :

- 1) Revision of the curriculum for the previous classes at the secondary level.
- 2) Prefixes and suffixes
- 3) Idioms and phrases
- 4) Numerals (Cardinals and Ordinals)
- 5) Singular and Plural
- 6) Figures of speech Maraatun-Nazeer, Husne Talil, Tajahule-Aarefana, Talmih, Ishteqaq.

### Std. XII

#### Text Book (Classical and modern)

**Prose** : 60 pages (Excluding introductory note, exercises and Glossary) Biographical Sketches, Essays, Dialogue. Letter, a short history of modern Persian prose.

**Poetry** : 250 couplets (A short history of modern Persian poetry)

#### Composition :

- 1) Reproduction of descriptive and narrative paragraphs of about 15 lines on simple topics from the text.
- 2) Translation from the language of instruction into English, Urdu, Marathi, Hindi or Gujarati.
- 3) Translation and explanation of prose and extracts from poetical text.
- 4) Writing simple essays on any given themes.
- 5) Writing simple letters.

#### Grammar :

- 1) Revision of the curriculum for Std. XI
- 2) Compound verbs and Nouns
- 3) Figures of speech Laffo Nashr Murattab and Ghair murattab)
- 4) Prosody : Scansion of Bahr-e Mutaquarib Salim and Bahr-e Hazaj Salim,

#### Oral Skills

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud reading, provide practice in loud-reading.

Speaking : creating confidence in speaking. Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.



## Arabic (36)

### Introduction

Arabic is regarded as a classical language. It is only because of long history of its origin and rich literature which the language possesses. But, like other languages of the world, Arabic, through the ages, has also gone into transformation and has produced modern literature.

Due to close contacts between India and Arabic speaking countries in various fields especially in the field of trade, gradually Arabic language left a great impact on Indian languages and culture.

During medieval India Arabic was given very high regards in India and the language produced vast literature.

The influence of the Arabic language is not only confined to the Indian languages and culture but its impacts can be seen in other areas also. And this very impact of the language helped in emergence of a common Indian heritage and culture.

On one hand the classical literature of the language helps a student of Arabic language in learning morale and ethics which are essential for survival of mankind in the era of globalization. On the other hand the modern Arabic language is regarded as a link language between India and Arabic speaking world.

To learn morale and ethics and to preserve common heritage and culture which the Arabic language has left, keeping in mind the importance of Arabic as a link language between India and Arabic speaking countries in modern times, the interest in learning the language is day by day increasing.

### Std. XI & XII

#### General Objectives

##### To enable the students to

1. become acquainted with sentence structures in order to comprehend text material.
2. comprehend the speeches published in print and relayed by the electronic media.
3. read journals and newspapers published in Arabic language.
4. develop oral skills as well as applied usage of the Arabic language.
5. convey the spirit of Indian culture and the message of love and peace to all the citizens of the world through this language.

#### Specific Objectives

##### To enable the pupils to

1. develop the love for literary activities and academic studies through the spirit of research in Arabic language.
2. provide an opportunity to Indian students to visit foreign culture houses, consulates and embassies.
3. have thorough knowledge of right to education, right to information.
4. acquire ability to make use of computer, internet, on line education etc.
5. develop awareness of adverse effects of alcohol.
6. arouse in them active interest in Arabic in order to get an idea of the great heritage of the ancient medieval India and its tradition, wisdom and culture.



7. develop awareness of national integration and patriotism through Arabic language.
8. develop common cultural outlook through literature.
9. develop awareness of gender equality.

### Std. XI

#### Text Book (Classical and modern)

**Prose** : about 70 pages (excluding introductory notes, exercises and glossary) Character-sketches, Stories, Travelogues, Literary pieces and humorous anecdotes.

**Poetry** : 100 verses.

#### Composition :

- 1) Translation of simple Arabic sentences into the language of instruction and vice versa.
- 2) Reproduction of descriptive and narrative paragraphs of about 15 lines on a simple subject from the text.
- 3) Writing simple essays of about 15 lines on given topics.
- 4) Translation and explanation of prose and poetry extracts from the Text.
- 5) Letters of invitations and personal requests.

#### Grammar :

- 1) Revision of the curriculum studied in the previous classes at the secondary level.
- 2) Awazan-e-Mubalagha (such as faeel, faaal, fuool, faool.)
- 3) Noun of instruments such as mifal, mifaal.
- 4) Idioms.
- 5) Provrbs.

#### Oral Skills :

Listening activities : develop the sub-skills of listening, provide practice in ear-training.

Loud-reading : following the features of loud

reading, provide practice in loud-reading.

Speaking : creating confidence in speaking.

Using narration and description.

Conversation : ability to converse confidently and effectively, provide practice in conversation.

Formal testing in oral skills will be administered.

### Std. XII

#### Text Book (Classical and modern)

**Prose** : 70 pages (excluding introductory notes, exercises and glossary) Essays, Biographical Sketches, Letters, Dialogue.

**Poetry** : 100 verses.

#### Composition :

- 1) Translation from Arabic into the language of instruction and vice versa.
- 2) Reproduction of descriptive and narrative paragraphs of about 10-12 lines on a relevant subject from the text
- 3) Writing simple essays on given topics
- 4) Translation and explanation of prose and poetry out of the text-book.
- 5) Letters of invitations (personal requests)

#### Grammar :

- 1) Revision of the curriculum studied in the previous classes at the secondary level.
- 2) Awazan-e-Mubalagha (such as faeel, faaal, fuool, faool.)
- 3) Simple and compound sentences.
- 4) Conjugation of al-Madi and al-Mudare.
- 5) Figures of speech : Tashbih Isti'ara, Majaz Mursal etc.

#### Oral Skills

(Practice of conversation in Arabic)

