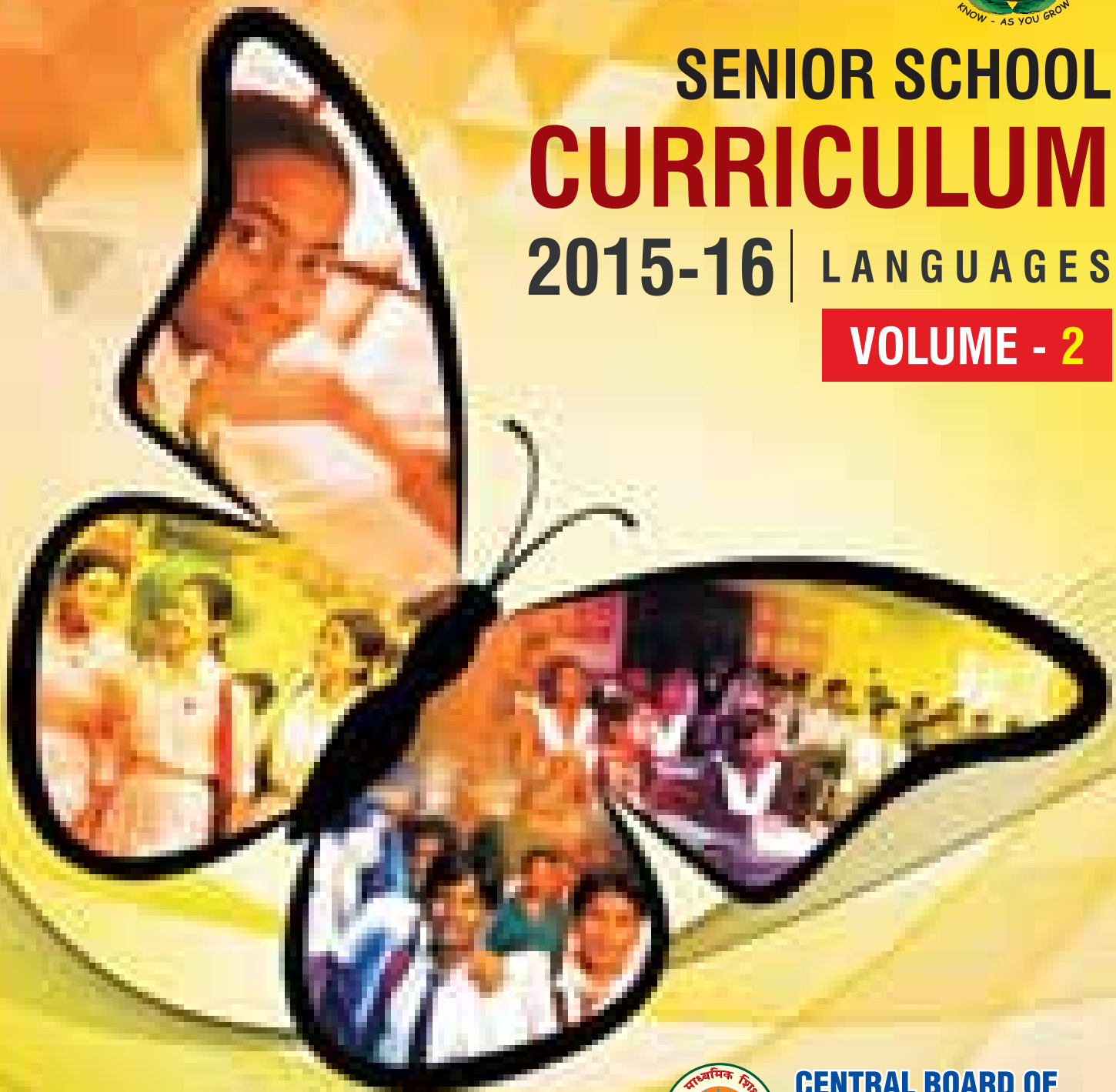




SENIOR SCHOOL CURRICULUM

2015-16 | LANGUAGES

VOLUME - 2



**CENTRAL BOARD OF
SECONDARY EDUCATION**

Shiksha Kendra, 2, Community Centre,
Preet Vihar, Delhi-110 301 India

नया आगाज़

आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।
नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ.....



SENIOR SCHOOL CURRICULUM 2015-16

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)

Effective for the Academic Session 2015-16 for Classes XI-XII

This document needs to be read with reference to circulars issued by CBSE from time to time



CENTRAL BOARD OF SECONDARY EDUCATION

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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

²और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा 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 करे;
- (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 सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र 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;
- ¹(ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **¹SOVEREIGN 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 the²unity 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 by 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;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

-
1. Subs. by the Constitution (Eighty - Sixth Amendment) Act, 2002

Curriculum updation is a continuous process, as such the Board brings out the revised curricula every year. It is obligatory for the School and the students preparing for the Board's Examination of a particular year to follow the syllabi, courses and the books prescribed by it for that year. No deviation from the ones prescribed is permissible. All concerned are, therefore, strongly advised to purchase the curriculum prescribed for the year concerned from the CBSE Headquarters or its Regional Offices for their information and use. Orders with the required price and postage can be placed with the Store Keeper (Publications) at the Headquarters or with the Regional Office of the zone as the case may be. Readers are also advised to refer to the details given at the end of the publication. The syllabi and courses in Regional and Foreign Languages have been provided in the Volume II, the syllabi and courses in Music and Dance have been provided in the Volume III printed separately, which are also priced publications. **Schools should also take note of the circulars, which announce modifications from time to time and are available on the academic website of CBSE (www.cbseacademic.in).**

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Part - I
PRINCIPLES OF SCHOOL CURRICULUM

PRINCIPLES OF SCHOOL CURRICULUM

The CBSE School Curriculum gets its lead from National Curriculum Framework (NCF 2005) and also from Right to Free and Compulsory Education Act (RTE 2009).

National Curriculum Framework 2005

The paramount guiding principles as proposed by NCF-2005 are

- connecting knowledge to life outside the school,
- ensuring that learning is shifted away from rote methods,
- enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- making examinations more flexible and integrated into classroom life and,
- nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

According to NCF 2005 the greatest national challenge for education is to strengthen our participatory democracy and the values enshrined in the Constitution. Meeting this challenge implies that we make quality and social justice the central theme of curricular reform. Citizenship training has been an important aspect of formal education. Today, it needs to be boldly reconceptualised in terms of the discourse of universal human rights and the approaches associated with critical pedagogy. A clear orientation towards values associated with peace and harmonious coexistence is not only desirable but also essential. Quality in education includes a concern for quality of life in all its dimensions. This is why a concern for peace, protection of the environment and a predisposition towards social change must be viewed as core components of quality, not merely as value premises.

Aims of Education

The Aims of Education are landscaped in the guiding principles of constitution which reflect a commitment to democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and human rights. Education should aim to build a commitment to these values, which are based on reason and understanding. The curriculum, therefore, should provide adequate experience and space for dialogue and discourse in the school to build such a commitment in children.

Independence of thought and action points to a capacity of carefully considered, value-based decision-making, both independently and collectively. Sensitivity to others' well-being and feelings, together with knowledge and understanding of the world, should form the basis of a rational commitment to values.

Learning to learn and the willingness to unlearn and relearn are important as means of responding to new situations in a flexible and creative manner. The curriculum needs to emphasise the processes of constructing knowledge.

Choices in life and the ability to participate in democratic processes depend on the ability to contribute to society in various ways. This is why education must develop the ability to work and participate in economic processes and social change. This necessitates the integration of work with education.

We must ensure that work-related experiences are sufficient and broad-based in terms of skills and attitudes, that they foster an understanding of socio-economic processes, and help inculcate a mental frame that encourages working with others in a spirit of cooperation. Work alone can create a social temper.

Appreciation of beauty and art forms is an integral part of human life. Creativity in arts, literature and other domains of knowledge is closely linked.

Education must provide the means and opportunities to enhance the child's creative expression and the capacity for aesthetic appreciation. Education for aesthetic appreciation and creativity is even more important today when aesthetic gullibility allows for opinion and taste to be manufactured and manipulated by market forces. The effort should be to enable the learner to appreciate beauty in its several forms. However, we must ensure that we do not promote stereotypes of beauty and forms of entertainment that might constitute an affront to women and persons with disabilities.

(adopted from NCF 2005)

Right to Free and Compulsory Education Act 2009 (RTE Act)

According to the **Right to Free and Compulsory Education Act 2009 (RTE Act)** free and compulsory education is a right to every child in the age group of six to fourteen years in a neighbourhood school till completion of elementary education (class I to VIII). No child shall be liable to pay any kind of fee or charges or expenses which may prevent her from pursuing and completing the elementary education. No child can be refused admission on any grounds and will be admitted to her age appropriate class and have a right to receive special training so that the child can cope with the current curriculum. Education will be inclusive and the schools are supposed to make appropriate arrangements for children with disabilities and with special needs.

Right to Free and Compulsory Education Act 2009 (RTE Act) in its Chapter V delineates explicit terms related to Curriculum and the evaluation procedures thus ensuring a clear focus on the quality of elementary education. It states that an academic authority, to be specified by the appropriate Government, by notification, shall lay down the curriculum and the evaluation procedure for elementary education. The academic authority, while laying down the curriculum and the evaluation procedure shall take into consideration the following:

- (a) conformity with the values enshrined in the constitution;
- (b) all round development of the child;
- (c) building up child's knowledge, potentiality and talent;
- (d) development of physical and mental abilities to the fullest extent;
- (e) learning through activities, discovery and exploration in a child friendly and child centered manner;
- (f) medium of instructions shall, as far as practicable, be in child's mother tongue;
- (g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
- (h) comprehensive and continuous evaluation of child's understanding of knowledge and her ability to apply the same.

It also outlines that No child shall be required to pass any Board examination till completion of elementary education as well as every child completing her elementary education shall be awarded a certificate in such form and in such manner, as may be prescribed.

Right to Free and Compulsory Education Act 2009 (RTE Act) also defines norms for the minimum number of working days/instructional hours in an academic year. It allocates-

1. 200 (two hundred) working days for first to fifth class
2. 220 (two hundred and twenty) working days for sixth to eighth class

3. 800 (eight hundred) instructional hours per academic year for first to fifth class
4. 1000 (one thousand) instructional hours per academic year for sixth to eighth class

The minimum number of working hours per week for the teacher should be 45 (forty-five). This includes both teaching and preparation time.

Note: Please refer page No. 220 - 232 for the RTE Act.

Formulation of CBSE School Curriculum

The National Curriculum Framework (NCF 2005) is the framework on the basis of which the Central Board of Secondary Education formulates its own curriculum and syllabus document by adopting and adapting the guidelines and syllabus provided.

There are a number of underlying factors, which are evident in this document:

- values and underlying principles of the Constitution;
- general and specific teaching and assessment objectives;
- learning outcomes of different levels Secondary and Senior Secondary;
- lesson distribution in terms of time;
- possible innovative pedagogies for curricular transaction transformative and beyond textbooks and classrooms;
- integration and cross-curricular themes for all subject areas;
- collaboration between home and school;
- collaboration between school and community;
- project based learning to build research capabilities;
- guidance and counselling activities through counsellors appointed by the schools;
- emphasis on inclusion strategies;
- provision of diagnostic and remedial teaching-learning;
- emphasis on multiple modes of assessment through descriptors of good performance;
- organisation of various club activities such as, 'Eco Club', 'Health and Wellness Club', 'Literary Clubs', 'Disaster Management Clubs', 'Consumer Clubs', etc.;
- provision of integrated activity based program on Environmental Education from classes I-XII;
- provision of NCC/NSS and other activities mentioned under physical education;
- provision of varied disciplines under sports but definitely the 16 disciplines which form a part of the CBSE Competitive Sports program.

Core Rationale of CBSE School Curriculum -The underlying values

"Education, as a planned endeavour, at a personal level on a small scale or institutional level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring members of society. They are made familiar with the various practices of the community by imparting the relevant skills and ideas. Ideally, education is supposed to encourage the students to analyse and evaluate their

experiences, to doubt, to question, to investigate-in other words, to be inquisitive and to think independently."

-NCF 2005 (Position Paper- Aims of Education)

The core values of CBSE School Curriculum draw its strength, by keeping pace with the 21st century and the global trends of educational transformations, as well as keeping in view that India is an independent nation with a rich variegated history, extraordinarily complex cultural diversity, and commitment to democratic values and general well-being.

One of the basic aims of education is to nurture in the learner a sound mind and strong values driven character. Learners should be educated to uphold the democratic values, respect the Rules of Law, and support humanitarian ideals; they should engage in healthy practices to be able to develop robust and healthy physiques, learn how to think for themselves and be creative.

We aim at nurturing responsible citizens with a sense of patriotism and a global perspective. In principle, education is a learning progression to help learners explore their innate capacity and talents as well as develop their potential to improve and enhance sustainability of their living environment.

Keeping this in mind we need to have a rationale with core components as follows:

- "Nurturing Life-skills" includes developing an improved self-esteem, building empathy towards others and different cultures, etc. Improving on their critical and creative thinking and making them better at problem solving with a balanced approach towards decision-making. The core life-skills must be integral to the whole process of education.
- "Integration" includes creating harmony of sense with sensibility, a connection between knowledge and application, and integrating human sciences with technological innovations.
- "Upholding Constitutional values" safeguarding values expressed in the Constitution- sovereignty, socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation.
- "A global perspective" keeping pace with the 21st century and the global trends, enhance learner's ability to understand her status and position in the community and the world. Develop understanding how we all are interconnected and how we can bring about transformations as well as the individual's responsibility in this change process.
- "Lifelong learning" to see education as a liberating process, leading to active exploration, problem solving, and the utilization of information and languages leading to socially transformative practices.
- "Appreciating Individual Differences" to promote and nourish wide range of capacities and skills in learners. As intelligence is diverse in its dimension, pedagogy and evaluation should aim at making it possible for this diversity to bloom. Excellence in diverse areas should be accepted and rewarded.

CBSE School Curriculum Mission and Goals

The curriculum will adopt the following principles:

- to create a connect between learners' spiritual, ethical, social, cognitive, mental and physical growth and development;
- to nurture individuality and thus enhance one's innate potentials;
- to foster constitutional literacy and tolerance for different cultures;

- to develop scientific outlook and transformative competences, in order to meet the demands of changing society.

The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective.

Schools will accomplish such standards through the promotion of values based learning activities which emphasize humanity, practicality, individuality, inclusiveness, and modernity. Such activities involve collaborations between oneself and others, individuals and the community, as well as humans and nature. To achieve this, we must guide our learners to achieve the following curriculum goals:

- To enhance self-awareness and explore innate potential;
- To develop creativity and the ability to appreciate art and showcase one's own talents;
- To promote capabilities related to goal setting, decision making and lifelong learning;
- To nurture assertive communication and interpersonal skills;
- To learn to be empathetic towards others, display dignity and respect to the opposite gender, to contribute for the community, and focus on preserving environment;
- To foster cultural learning and international understanding in an interdependent society;
- To strengthen knowledge and attitude related to livelihood skills;
- To acquire the ability to utilize technology and information for the betterment of humankind;
- To inspire the attitude of functional and participatory learning; and
- To develop abilities related to thinking skills and problem solving.

Core Competence and Outcomes

In order to achieve the above-mentioned goals, the curriculum shall focus on the requirements and capabilities of learners and aim at developing core competences which a global 21st century citizen should possess. Such core competences may be categorized as follows:

1. Self-awareness and exploration of innate potential, which involves thorough understanding of one's personality, competencies, emotions, requirements, and dispositions, respect and love for self, regular self-reflection, self-discipline, optimistic attitude, and ethics, showcasing one's individuality, and instituting values.
2. Appreciation, representation, and vision, which include the ability to perceive and appreciate the beauty of things as well as using imagination and creativity, developing a dynamic and innovative attitude, and expressing one in order to promote the quality of living.
3. Goal setting, decision making and lifelong learning, which involves the development of individual abilities in order to bring forth one's talents, chart the path for future success, and develop the capability of lifelong learning in accordance with the transition of the current century.
4. Effective Communication skills which involves making effective use of all kinds of symbols (such as languages in both verbal and non-verbal forms, sounds, motions, visual and written) and tools (such as media and technology) in order to better interpersonal relationships through skills of listening attentively to and communicating effectively with others, and sharing various perspectives and information assertively with others.

5. Empathy, which involves being aware of other people's feelings and situations, respect for the opposite gender, tolerant of different opinions, and unbiased to humans and groups of different identities, with respect for life and thoughtful for the community, the environment, and nature, obeying and respecting the rules of the law, and holding an attitude which is conducive to collaborative work and leads to individual, societal as well as global transformation.
6. Cultural learning and international understanding, which involves appreciating and respecting different groups and cultures, taking pride in the history and culture of one's own country as well as holding a positive outlook towards different cultures, developing a global perspective with conjoint interdependence, trust and cooperation.
7. Knowledge and attitude related to livelihood skills, adopting approaches by which such considerations and practices are incorporated, equipping and enabling each member to contribute to the community as well as serve the public and one's country in a productive way.
8. Utilization of technology and information, which involves the utilization of technology in a positive, safe and effective way for the welfare of mankind, for boosting learning efficacy and living quality.
9. Functional and participatory learning, leading to the development of higher order thinking skills. Encouraging inquisitiveness and keen observation, actively exploring and discovering solutions, and applying knowledge, attitude and skills in daily life.
10. Thinking skills and problem solving, which involves cultivating the ability and habit of thinking creatively and reflectively, making logical analyses and decisions, and effectively solving problems and resolving conflicts.

Conception of Learning and Learning Environment

Learning occurs both at individual as well as peer group level and lies in the process of building knowledge and skills. Learning in a purposeful way takes place by a learner independently, in class with a teacher, out of class interaction with the peer group and the larger community. Learning is an active and goal oriented process.

Learning environment must be physically, psychologically and socially safe and motivate learners to develop effective study skills and become lifelong learners.

Curriculum Areas at Senior Secondary Level

For the purpose of fostering core competences in learners, the curriculum encompasses seven major learning areas, which are: Languages, Humanities, Mathematics, Sciences, Commerce, Health and Physical Education, Visual arts, Performing arts and contemporary subjects introduced in the last decade such as Entrepreneurship, Biotechnology, Fashion Studies, Creative Writing and Translation Studies, Mass Media Studies and Knowledge Traditions and Practices of India.

It refers to the content of learning, not the titles of subjects. Beyond the required core and elective courses, optional courses relevant to specific curriculum areas may also be made available in consideration of changing individual, societal and global requirements and demands.

Major Contents of Each Curriculum Learning Area in Senior Secondary Classes

1. **Languages** include Hindi, English, another 32 languages (detailed in Curriculum Volume II) and focuses on listening, speaking, reading and writing skills, along with developing effective communicating proficiencies.

2. **Humanities** (Geography, History, Economics, Home Science, Sociology, Fine Arts, Political Science, Fashion Studies, Creative Writing and translation Studies and related subjects) include the learning of history and culture, geographical environment, global institutions, human nature and social compatibility, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities, and the incorporation of the above-mentioned learning into one's life.
3. **Performing and Visual Arts** (Dance, Drama, Music, Heritage Crafts, Graphic Design, Fine Arts, Sculpture and related subjects) includes music, instruction in these arts, aiming to help learners cultivate an interest and appreciation for arts and encourage them to enthusiastically participate in related activities, thus promoting abilities such as imagination, creativity, value arts, and the cultural heritage.
4. **Science and Technology** (Subjects related to Biology, Chemistry, Physics, ICT, Information Practices and Web and Multimedia Studies) include gaining knowledge about matter and energy, nature, the environment, technology, breakthroughs in science. It will focus on knowledge and skills to develop scientific attitude, use and application of such knowledge and skills to improve the quality of life and further use this learning to analyse, evaluate, synthesise, create, invent and discover.
5. **Mathematics** includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, and the ability to apply this knowledge and acquired skills in their daily life. It also includes understanding of the principles of reasoning and problem solving.
6. **Commerce** (Business Studies, Accountancy, Entrepreneurship, Economics and related subjects) includes gaining understanding about core business disciplines like the exchange of items of value or products between persons or companies and any such exchange of money for a product, service, or information is considered a deal of commerce.
7. **Health and Physical Education** focuses on the learning for holistic development like mental and physical. Understanding the importance of physical fitness, health, well-being and the factors that contribute to them. Focus of this curriculum is on helping learners develop a positive attitude and commitment to lifelong healthy active living and the capacity to live satisfying, productive lives with the help of proper health management, sports, fitness and lifestyle choices.

These seven learning areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Learners should get opportunities to connect between different areas of knowledge and application. They should be encouraged to cognize and appreciate the interconnectedness of all knowledge and the enduring connection between knowledge and values. Their education should help them to connect the content of their learning areas and subjects with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth throughout.

Main Pedagogical Outcomes for Curriculum Learning Areas

1. Learners use language to comprehend, acquire and communicate ideas and information and to interact with others.
2. Learners identify, integrate and apply numerical and spatial concepts and techniques. They have clarity of concepts and are able to connect them to the real world.
3. Learners understand and appreciate the physical, biological and technological world and have the knowledge, attitude, skills and values to make rational decisions in relation to it.

4. Learners understand their cultural, geographical and historical milieus and have the knowledge, attitude, skills and values necessary to bring about transformation for a better India.
5. Learners recognize the requirement of information, locate and resource it from a range of data available and evaluate, use and collaborate it with others.
6. Learners identify, select, use technologies and are able to synthesize, innovate and discover newer technologies as required.
7. Learners rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop more relevant patterns.
8. Learners think laterally, critically, identify opportunity, challenge their potential and are open to challenges. They are aware of consequences and take ownership of their deeds.
9. Learners interact harmoniously with people and cultures from across the globe and are tolerant and empathetic towards others.
10. Learners involve themselves in cultural pursuits as well as appreciate, respect and acknowledge the artistic, cultural and intellectual work of others.
11. Learners value and engage in practices that promote personal physical as well as mental and cognitive development and well being.
12. Learners have positive self-esteem. They are confident and self-motivated learners who are able to work independently as well as collaboratively.
13. Learners appreciate and value everyone's right to feel respected and safe, and, in this regard, also understand their constitutional rights as well as duties and behave responsibly.
14. Learners are aware and participate responsibly in the social, political, economic and cultural transformations.
15. Learners are equipped with the attitude and skills to be a lifelong learner.

Implementation of Curriculum

Formulating a comprehensive and all encompassing School Curriculum Plan (Syllabus) is an essential way forward to this Curriculum document. Schools will establish a School Curriculum Committee, which will have teachers representing each subject. This committee will be responsible to draft the school curriculum plan for the coming session, by the beginning of this session based on the Curriculum documents. This committee shall define the teaching periods for each subject for each grade, review textbooks, develop topics and activities for pedagogical practices, and evolve a plan for the teaching learning process evaluation and so as to be able to provide feedback for reflection. This committee should continue meeting, reviewing and assessing the pedagogical practices on a regular basis. Subject Experts, Scholars and professionals may also be invited to join the committee in advisory capacity, when necessary. Schools may join hands to establish an inter-school Committee within their 'Sahodaya' groups. These committees must ensure and record that the text books selected for classes I-VIII (other than NCERT books) do not contain any material which may hurt the sentiments of any community. The books should also reflect gender sensitivity and be in conformity with the underlying principles of the constitution of India.

This Committee will consolidate the efforts of all school staff as well as resources provided, to develop a comprehensive school-based curriculum, giving due importance to both Scholastic as well as Co-Scholastic areas.

The School Curriculum Plan (Syllabus) will include:

- Pedagogical goals of the school for the session
- Subject focused pedagogical objectives
- Mapping of units with pedagogical objectives
- Resources/activities to achieve the unit wise pedagogical objectives
- Pedagogical outcomes
- Assessment directives
- Feedback rubrics

This Plan will also contain specified descriptions on how to infuse the seven core areas (including Life Skills Education, Values Education, Gender Sensitivity, Environmental Education, Information Technology Education, Human Rights Education, Health and Wellness Education) into the teaching of each subject. It is a good idea to involve parents in formulating this plan. The plan is an effective tool to let parents connect and support the pedagogical practices of the school.

Lesson/ Unit Plans

Lesson plans for the topics will be prepared by the teachers within their faculty. This will be supported by School Curriculum Plan (Syllabus). Some important components of this plan can be:

- Specific learning outcomes
- Unit/topic learning contexts
- Pedagogical strategies
- Flow of lesson/unit (including activities/ experiments/hands-on-learning)
- Formative assessment tasks
- Remedial teaching plan
- Interdisciplinary Linkages
- Infusion of Core (Life-skills, Values, etc.)
- Resources (including ICT)

The component of remedial teaching is to be drafted keeping in view differentiated instructional requirements of the individual learners. As the learning difficulties are observed the remedial teaching must be taken up. This should be planned with a mutual understanding with the parents and they should be informed about how the remedial instruction is being provided.

Creating Cross-Curricular Linkages

Cross-curricular linkages are vital to learning as it is important to be able to connect prior knowledge and experiences and new information and experiences. Such connections are essentially required for being able to make sense of our world and foster learning capacity.

Making links between subjects also helps learner more effectively apply and embed skills and knowledge in meaningful and purposeful contexts. For example, mathematical data handling and interpretation effectively applied in geography and science; learners can write better-framed answers in history, geography and science when they have learnt how to write explanations/short descriptions in English; Learning to make

well-formed strokes can help learners illustrate their science diagrams with great perfection. Role-plays in language classrooms can act as effective tools once the learners have been exposed to dramatics. Strong links such as these can undoubtedly enhance learning in all subjects. They help learners connect, with a greater range, of the skills, attitude and knowledge they are acquiring in specific subjects. Creating cross-curricular linkages can help learners reflect on their learning. Aspects of learning - such as problem solving, reasoning, creative thinking - can be used across the curriculum.

Teachers should involve learners in cross-curricular projects thus helping learners recognise these underpinning skills and how to use them in a variety of contexts.

Part - II

**ELIGIBILITY REQUIREMENTS, SCHEME OF STUDIES
AND SCHEME OF EXAMINATIONS**

1. ELIGIBILITY OF CANDIDATES

Admission of Students to a School, Transfer/Migration of Students

1. Admission: General Conditions

- 1.1 (a) A student seeking admission to any class in a 'School' will be eligible for admission to that class only if she: -
- (i) has been studying in a school recognised by or affiliated to this Board or any other recognised Board of Secondary Education in India;
 - (ii) has passed qualifying or equivalent qualifying examination making her eligible for admission to that class;
 - (iii) satisfies the requirements of age limits (minimum and maximum) as determined by the State/Union Territory Government and applicable to the place where the school is located; and
 - (iv) produces:-
 - the School Leaving Certificate/transfer certificate signed by the Head of the School last attended and countersigned;
 - document(s) in support of her having passed the qualifying or equivalent qualifying examination.

- (b) No school or person shall, while admitting a child, collect any capitation fee and subject the child or her parents or guardian to any screening procedure, as stipulated in section 13(1) of The Right of Children to Free and Compulsory Education Act, 2009.

Any School or person, if in contravention of the above provisions-

- (i) Receives capitation fee, shall be punishable with fine which may extend to ten times the capitation fee charged;
 - (ii) Subjects a child to screening procedure, shall be punishable with fine which may extend to twenty-five thousand rupees for the first contravention and fifty thousand rupees for each subsequent contravention or as may be decided from time to time, as stipulated in section 13(2) of The Right of Children to Free and Compulsory Education Act, 2009.
- (c) For the purposes of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1886 or on the basis of such other document, as may be prescribed, as stipulated in section 14(1) of The Right of Children to Free and Compulsory Education Act, 2009.

Explanation: -

- (a) A person who has been studying in an institution which is not recognised by this Board or by any other recognised Board of Secondary Education or by the State/Union Territory Government of the concerned place shall not be admitted to any class or a "School" on the basis of Certificate(s) of such unrecognised institutions attended by her earlier.
- (b) 'Qualifying Examination' means an examination, the passing of which makes a student eligible for admission to a particular class; and 'equivalent examination' means an examination conducted by any recognised Board of Secondary Education/Indian University or an institution recognised by or affiliated to such Board/University and is

recognised by the Board equivalent to the corresponding examination conducted by this Board or conducted by a "School" affiliated to/recognised by this Board.

- 1.2 No student migrating from a school in a foreign country other than the school affiliated to this Board, shall be eligible for admission unless an eligibility certificate in respect of such a student has been obtained from this Board. For obtaining eligibility certificate from the Board, the Principal of the School to which admission is being sought will submit to the Board full details of the case and relevant documents with her own remarks/ recommendations. The eligibility certificate will be issued by the Board only after the Board is satisfied that the course of study undergone and examination passed is equivalent to corresponding class of this Board.
- 1.3 No person who is under the sentence of rustication or is expelled from any Board/University/ School or is debarred from appearing in the examination for whatever reason by any Board/ University shall be admitted to any class in a School affiliated to this Board.
- 1.4 No student shall be admitted or promoted to any subsequent higher class in any school unless she has completed the regular course of study of the class to which she was admitted at the beginning of the academic session and has passed the examination at the end of the concerned academic session, qualifying her for promotion to the next higher class.
- 1.5 No student shall be admitted in Class XI and above in a school affiliated with the Board after 31st day of August of the year except with prior permission of the Chairman, CBSE/Competent Authority as may have been defined in the State/Union Territory Education Acts. The application for permission to grant admission after 31st August shall be routed through the Principal of the school specifying the reasons which are unavoidable. The candidate shall complete the required percentage of attendance (75%) for Class XI and XII as per Examination Byelaws of the Board to make her eligible for the examinations conducted by the Board. In such cases where the admission by the candidate could not be taken in a higher class by the stipulated date because of the late declaration of result by the Board in respect of the examinations conducted by the Board such permission would not be required, provided the candidate applied for admission within a fortnight of the declaration of the result.
- 1.6 No child shall be subjected to physical punishment or mental harassment. Whoever contravenes the provisions of Sub-Section (1) shall be liable to disciplinary action under the service rules applicable to such person, as stipulated in sections 17(1) and (2) of The Right of Children to Free and Compulsory Education Act, 2009.

2. Admission to Class XI

- 2.1 Admission to class XI in a school shall be open only to such a student who has:
 - (a) Obtained minimum Grade D in at least five subjects of external examination (excluding the 6th additional subject) as per the Scheme of Studies and a Qualifying Certificate/ Grade Sheet cum Certificate of Performance at the Secondary School(Class X) Examination conducted by this Board/ School affiliated to this Board.
 - (b) Has passed an equivalent examination conducted by any other recognised Board of Secondary Education/Indian University and recognised by this Board as equivalent to its secondary school examination.

Notwithstanding anything contained in the rules above, Chairman shall have the powers to permit admission in Class XI in respect of such students who have opted for not appearing for the Secondary School examination conducted by the Board but changing school after passing the

Secondary School examination conducted by a school affiliated to the Board on grounds of shifting of family from one place to another, transfer of parent(s), for better academic performance or on medical grounds, etc., to avoid undue hardship to the candidate(s).

3. Admission to Class XII

- (i) As the syllabus prescribed at senior level is of two years integrated course, no admission shall be taken in class XII directly. Provided further that admission to Class XII in a school shall be open only to such a student who:
 - (a) has completed a regular course of study for Class XI and has passed class XI examination from an institution affiliated to this Board;
 - (b) has completed a regular course of study of Class XI and has passed class XI examination from an institution affiliated to this Board and migrating from one city/ State to another only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the student the mark sheet and the Transfer Certificate duly countersigned by the Board; and
 - (c) has completed a regular course of study for class XI and has passed class XI examination from an institution recognised by / affiliated to any recognised Board in India can be admitted to a school affiliated to this Board only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the student the mark sheet and the Transfer Certificate duly countersigned by the Educational Authorities of the Board concerned.

Notwithstanding anything contained in the rules above, Chairman shall have the powers to allow change of school for better academic performance, medical reason, etc., to avoid undue hardship to the candidate(s).

In case of all such admissions the schools would obtain post facto approval of the Board within one month of admission of the student.

- (ii) Notwithstanding anything contained in paragraph 3 (i)- (a, b and c)above, the admission of students passing qualifying examination from an examination body outside India shall be regulated according to the provisions contained in clause 1.2 of this chapter; provided that the condition of completing a regular course of study for class XI is satisfied in cases of admission to Class XII.

4. Admission Procedure

- (a) Admission register in the form prescribed by the State Government concerned/Kendriya Vidyalaya Sangathan/Navodaya Vidyalaya Samiti as the case may be, shall be maintained by the "School" where the name of every student joining "the School" shall be entered.
- (b) Successive numbers must be allotted to students on their admission and each student should retain this number throughout the whole of her career in the school. A student returning to the school after absence of any duration shall resume admission on her original number.
- (c) If a student applying for admission to a school has attended any other school, an authenticated copy of Transfer Certificate in the format given in the Examination Byelaws from her last school must be produced before her name can be entered in the admission Register.
- (d) In no case shall a student be admitted into a class higher than that for which she is entitled according to the Transfer Certificate.

- (e) A student shall not be allowed to migrate from one "School" to another during the session after her name has been sent up for the Senior School Certificate(Class XII) Examination conducted by the Board. This condition may be waived only in special circumstances by the Chairman.
- (f) A student leaving her school at the end of a session or who is permitted to leave her school during the session on account of migration from one city/State to another on the transfer of the parent(s) or shifting of their families from one place to another or parents' request, especially in classes XI/XII, as the case may be, shall on payment of all dues, receive an authenticated copy of the Transfer Certificate up to date. A duplicate copy may be issued if the Head of the School is satisfied that the original is lost but it shall always be so marked.
- (g) In case a student from an institution not affiliated to the Board seeks admission in a school affiliated to the Board, such a student shall produce a Transfer Certificate duly countersigned by an authority as indicated in the format given in Examination Byelaws.
- (h) If the statement made by the parent or guardian of a student or by the student herself, if she was major at the time of her admission to a school, is found to contain any willful misrepresentation of facts regarding the student's career, the Head of the School may punish her as per provision of the Education Act of the State/ Union Territory or Kendriya Vidyalaya Sangathan/Navodaya Vidyalaya Samiti Rules, as the case may be, respectively and report the matter to the Board.

6. Admission to Examinations

General: Notwithstanding anything contained in these Byelaws, no candidate who has been expelled or is under the punishment of rustication or is debarred for appearing in or taking an examination for any reason whatsoever shall be admitted to the All India/Delhi Senior School Certificate Examinations conducted by the Board.

All India/Delhi Senior School Certificate Examinations

7. Academic Qualification for Undertaking Examination:

A candidate for All India/Delhi Senior School Certificate Examination should have obtained/ passed the following at least two years earlier than the year in which she would take Senior School Certificate Examination (Class XII) of the Board:

- (a) (i) obtained minimum Grade D in at least five subjects(excluding the 6th additional subject) of study under Scholastic area A and a Qualifying Certificate at the Secondary School Examination(Class X) conducted by the Board at least two years earlier than the year in which she would take Senior School Certificate Examination(Class XII) of the Board, or
- (ii) obtained minimum Grade D in the five subjects(excluding the 6th additional subject) under Scholastic Area A, as well as grades in subjects under Scholastic Area B and in Co-Scholastic areas under the Continuous and Comprehensive Evaluation scheme in the Secondary School examination conducted by the school affiliated to the Board and **Grade Sheet cum Certificate of Performance** duly signed by the Board, or
- (iii) has passed an equivalent examination conducted by any other recognised Board/ University, or
- (iv) has passed Class XI examination from an institution affiliated to this Board or an institution recognized by / affiliated to any recognized Board in India at least one year earlier than the year in which she would take Senior School Certificate Examination of the Board.

8. Admission to Examinations: Regular Candidates

All India/Delhi Senior School Certificate Examination will be open to such regular candidates who have submitted their duly completed application for admission to the concerned examination, and/or her name in the manner prescribed by the Board, along with the prescribed fee forwarded to the Controller of Examinations by the Head of the School with the following duly certified by such head that she:

- (a) possesses the academic qualifications as laid down in Examination Byelaws;
- (b) has not passed equivalent or higher examination from this Board or equivalent or higher examination of any other Board or University;
- (c) is on the active rolls of the School;
- (d) has completed a "regular course of study" as defined and detailed in Examination Byelaws in a school in the subjects in which she would appear in the Examination;
- (e) bears a good moral character and is of good conduct; and
- (f) satisfies all other provisions applicable to her, of the Examination Byelaws and any other provision made by the Board by governing admission to the examination concerned, if any.

9. Essential Regulations for Affiliated Schools

- (a) It is mandatory upon a school affiliated to the Board to follow the Examination Byelaws of the Board in toto.
- (b) no affiliated school shall endeavour to present the candidates who are not on its roll nor will it present the candidates of its unaffiliated branch/schools to any of the Board's Examinations.
- (c) If the Board has reasons to believe that an affiliated school is not following the sub-section (a) and (b) of this section, the Board will resort to penalties as deemed fit.

10. A Regular Course of Study

- (a) The expression "a regular course of study" referred to in the Byelaw means at least 75% of attendance in the classes held counted from the day of commencing teaching of Class XI/ XII, as the case may be, up to the 1st of the month preceding the month in which the examination of the School / Board commences. Candidates taking up a subject(s) involving practical examination shall also be required to have put in at least 75% of the total attendance for practical work in the subject in the laboratory. Head of Schools shall not allow a candidate who has offered subject(s) involving practical examination to take the practical examination(s) unless the candidates fulfil the attendance requirements as given in this Rule.
- (b) The expression "a regular course of study" referred to in these Byelaws means at least 60% of attendance in respect of students participating in Sports at National level organized by recognized Federations/CBSE/School Games Federation of India (SGFI), the Classes held counted from the day of commencing teaching Classes XI/XII, as the case may be upto the 1st of the month preceding the month in which the examination of the School/Board commences. Candidates taking up a subject(s) involving practical examination shall also be required to have put in at least 60% of the total attendance for practical work in the subject in the laboratory. Head of Schools shall not allow a candidate who has offered subject(s) involving practical examination to take the practical examination(s) unless the candidate fulfills the attendance requirements as given in this Rule.
- (c) The candidates who had failed in the same examination in the preceding year and who has re-joined Class XI/XII shall be required to put in 75% of attendance calculated on the possible attendance from the 1st of the month following the publication of the results of that examination

by the School/Board upto the 1st of the month preceding the month in which the examination of the School / Board commences.

- (d) The candidate who had failed in the same examination in the preceding year and who rejoins Classes XI/XII shall be required to put in 60% of attendance in respect of students participating in Sports at National level organized by recognized Federations/CBSE/SGFI calculated on the possible attendance from the 1st of the month following the publication of the results of that examination by the School/ Board upto the 1st of the month preceding the month in which the examination of the School/Board commences.
- (e) In the case of migration from other institutions, attendance at the school recognised by the Education Department of the State/Union Territory from which the candidate migrates will be taken into account in calculating the required percentage of attendance.

11. Requirement of Attendance in Subjects of Internal Assessment

- (a) No student from a School affiliated to the Board shall be eligible to take the Senior School Certificate Examination conducted by the Board unless she has completed 75% of attendance counted from the opening of class XII upto the first of the month preceding the month in which the examination commences in the internal assessment.
- (b) No student from a School affiliated to the Board shall be eligible to take the Senior School Certificate Examination conducted by the Board unless she has completed 60% of attendance in respect of students participating in Sports at National level organized by recognized Federations/CBSE/SGFI counted from the opening of class XII upto the first of the month preceding the month in which the examination commences in the subjects of internal assessment. Also no student from a School affiliated to the Board shall be eligible to take the Class XI Examination conducted by the School unless she has completed 60% of attendance in respect of students participating in Sports at National level organized by recognized Federations/CBSE/SGFI in the subjects of internal assessment.
- (c) Exemption from Work Experience/Art Education/Physical and Health Education may be granted to a candidate on medical grounds in respect of Senior School candidates appearing for the Senior School Certificate Examination conducted by the Board provided the application is supported by a certificate given by a registered medical officer of the rank not below that of Assistant Surgeon and forwarded by the Head of the School with her recommendations.
- (d) The Chairman shall have the powers to condone shortage of attendances in subjects of internal assessment in respect of Senior School candidates appearing for the Senior School Certificate Examination conducted by the Board.

12. Rules for Condonation of Shortage of Attendance

- (a) If a candidate's attendance falls short of the prescribed percentage, in case of students appearing for the Secondary and Senior School Certificate Examinations conducted by the Board, the Head of the School may submit her name to the Board provisionally. If the candidate is still short of the required percentage of attendance within three weeks of the commencement of examination, the Head of the School shall report the case to the Regional Officer concerned immediately. If in the opinion of the Head of the School, the candidate deserves special consideration, she may submit her recommendation to the Regional Officer concerned not later than three weeks before the commencement of the examination for condonation of shortage in attendances by the Chairman, CBSE who may issue orders, as he may deem proper. The Head of the School in her letter

requesting for condonation of shortage in attendance, should give the maximum possible attendance by a student counted from the day of commencing teaching of Classes X/XII(beginning of the session) up to the 1st of the month preceding the month in which the examination of the Board commences, attendance by the candidate in question during the aforesaid period and the percentage of attendance by such a candidate during the aforesaid period.

- (b) Shortage up to 15% only may be condoned by the Chairman in respect of those students appearing for the Senior School Certificate Examination conducted by the Board. Cases of candidates with attendance below 60% in class XII, appearing for the Board's examinations, shall be considered for condonation of shortage of attendance by the Chairman only in exceptional circumstances created on medical grounds, such as candidate suffering from serious diseases like cancer, AIDS, tuberculosis or similar serious diseases requiring long period of hospitalization.
- (c) The Principal shall refer a case of shortage within the above-prescribed limit of condonation to the Board, either with the recommendations or with valid reasons for not recommending the case.
- (d) The following may be considered valid reasons for recommending the cases of the candidates with attendance less than the prescribed percentage:
 - (i) prolonged illness;
 - (ii) loss of Father/Mother or some other such incident leading to her absence from the school and meriting special considerations;
 - (iii) any other reason of similar serious nature;
 - (iv) authorised participation in sponsored tournaments and Sports Meets of not less than inter school level and NCC/NSS Camps including the days of journeys for such participation shall be counted as full attendance; and
 - (v) authorised participation in Sports at National level organised by recognized Federation/CBSE/SGFI.

13. Detaining of Eligible Candidates

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

14. Private Candidates

Definition. Refer Examination Byelaws.

15. Persons eligible to appear as 'Private Candidates' at Delhi Senior School Certificate (Class XII) Examination

- (i) (a) A candidate who had failed at the Delhi Senior School Certificate Examination of the Board will be eligible to reappear at a subsequent examination as a private candidate in the syllabus and textbooks as prescribed for the examination of the year in which she will reappear.
- (b) Teachers serving in educational institutions affiliated to the Board, who have already qualified/passed, Secondary or an equivalent examination at least two years before taking the Senior School Certificate Examination. Teacher candidates shall submit her application form along with a certificate by Head of the School in which they are serving duly countersigned by the Director of Education, Government of National Capital Territory of Delhi to the Regional Officer, Delhi.

- (c) Women candidates who are bonafide residents of the National Capital Territory of Delhi and have obtained minimum Grade D in at least five subjects(excluding the 6th additional subject) under Scholastic Area A as per the Scheme of Studies, Grades in subjects under Scholastic Area B and in Co-Scholastic Areas under the Continuous and Comprehensive Evaluation scheme in the Secondary School examination conducted by the Board/school affiliated to the Board or an equivalent examination conducted by any recognised Board in India at least two years before appearing at the Senior School Certificate Examination subject to conditions mentioned in Examination Byelaws.
 - (d) Physically handicapped students who have obtained minimum Grade D in at least five subjects (excluding the 6th additional subject) under Scholastic Area A as per the Scheme of Studies, Grades in subjects under Scholastic Area B and in Co-Scholastic Areas under the Continuous and Comprehensive Evaluation scheme in the Secondary School examination conducted by the Board/school affiliated to the Board or an equivalent examination conducted by any recognised Board in India at least two years before appearing at the Senior School Certificate Examination on producing reasonable evidence of having deficiency to attend normal institutions for the purpose of studies.
 - (e) Regular candidate(s) of the previous year who have completed regular course of Studies and have been allotted roll number for appearing at the examination but could not appear at the Annual Examination due to medical reasons except shortage of attendance as laid down in the Examination Byelaws will also be eligible to reappear at a subsequent examination as a private candidate in the syllabus and text books as prescribed for the examination of the year in which she will reappear.
- (ii) Women/handicapped private candidates shall be required to satisfy the following additional conditions:
- (a) that they have privately pursued the prescribed course of studies under proper guidance; and
 - (b) that they are unable to join a Senior Secondary School affiliated to the Board or there are such other reasons compelling them to appear at the examination as a private candidate.

16. Persons eligible to appear as 'Private Candidates' at All India Senior School Examination

- (a) A candidate who had failed at the All India Senior School Certificate Examination of the Board will be eligible to reappear at a subsequent examination as a private candidate in the syllabus and text books as prescribed for the examination of the year in which she will reappear.
- (b) Teachers serving in educational institutions affiliated to the Board, who have already qualified/passed Secondary or an equivalent examination at least two years before taking the Senior School Certificate Examination. Teacher candidates shall submit her application form along with a certificate by Head of the School in which they are serving duly countersigned by the Director of Education of the State/Union Territory concerned in which the teacher is serving to the Regional Office of the Board concerned in which the school is situated.
- (c) Regular candidates (s) of the previous year who have completed regular course of studies and have been allotted roll number for appearing at the examination but could not appear at the Annual Examination due to medical reasons except shortage of attendance as laid down in the Examination Byelaws will also be eligible to reappear at a subsequent examination as a private candidate.

17. Procedures for submission of Applications of Private Candidates at All India/Delhi Senior School Examination

- (i) A private candidate must submit to the Regional Officer of the Board within the prescribed limit an application in the form prescribed together with the prescribed fee for the examination and three copies of passport size photographs duly signed by the candidate and countersigned in the case of teacher by the authorities mentioned in Rule 1.18 (ii) (a) or 1.19 (ii) and in case of others a member of the Governing Body of the Board or Head of a School affiliated to the Board.
- (ii) If the application of a private candidate is received after the prescribed date, she shall pay late fee as prescribed.
- (iii) When a private candidate's application for admission to the examination is rejected, the examination fee including late fee if any, paid by her less INR 10/- or the amount as decided by the Chairman from time to time, will be refunded to her, provided that in the case of candidates whose applications have been rejected on account of the candidate's producing a false certificate or making a false statement in the application, the full amount of fee shall be forfeited.
- (iv) Private candidates shall not be allowed to offer for their examination, a subject (even if the subject is recognised for the examination) which is not being taught in an affiliated school.
- (v) Private candidates shall not be allowed to offer such subjects for the examinations which involve practical work except in case of candidates who had failed earlier and who had put in a regular course of study at an institution affiliated to the Board in the previous academic year. However, notwithstanding this condition, female candidates may offer Home Science with practical.
- (vi) Those regular candidates who have failed to obtain promotion to class XII of the school affiliated to the Board or any other recognised Board shall not be admitted to the Senior School Certificate Examination of the Board as private candidates.
- (vii) Every year, in the beginning of the session, Head of the Schools shall send to the Regional Officer concerned, a list of female and handicapped students who have been detained in Class XI containing student's name, date of birth, the name of her father or guardian and the place of residence.

18. Rules for Change in Subject

- (i) Change of subject(s) in class XI may be allowed by the Head of the School but not later than 31st October of that academic session.
- (ii) No candidate shall be permitted to change her subject of study after passing Class XI.
- (iii) The candidate shall not offer a subject in Class XII which she has not studied and passed in Class XI.
- (iv) Notwithstanding anything contained in the rule (ii) and (iii), Chairman shall have the powers to allow a change in subject(s) to avoid undue hardship to the candidate, provided such a request for change is made before 30th August.

19. Submission of Migration Certificate by Private/Teacher Candidates for All India/Delhi Senior School Certificate Examination

The candidates who have passed the Secondary or equivalent examination from other recognised Board/University shall be required to submit Migration Certificate from the concerned Board/University along with the examination form. However, in case a Migration Certificate is not received

fifteen days before the commencement of the examination, the candidature of the candidate shall be cancelled and the admit card for appearance at the examination shall not be issued to her by the Board.

20. Guidelines regarding differently abled candidates for the conduct of Assessments (Examination)

In accordance with the Government of India, Ministry of Social Justice and Empowerment Department of Disability guidelines vide OM F. No. 16-110/2003-DD.III dated 26.02.2013 the schools are instructed to abide by the following guidelines regarding differently abled candidates during the conduct of CBSE Examination:-

1. The differently abled candidates may be given compensatory time of 50 minutes in each paper of CBSE and CBSE-i Examination for differently abled candidates who are making use of scribe/amanuensis. All the candidates with disability not availing the facility of scribe may also be allowed compensatory time of 50 minutes.
2. The facility of scribe/amanuensis may be allowed to any person who has disability of 40% or more if so desired by the person.
3. The candidate may be permitted for opting of his own scribe/amanuensis or may be provided by the Centre Superintendent on his/her request. Such candidates are advised to request the centre superintendent for amanuensis one day before the examination in between 10:00 AM to 1:00 PM.
4. There will be no criteria for educational qualification, age etc. for the scribe/ amanuensis.
5. Proper seating arrangement preferably at ground floor should be made prior to the commencement of Examination to avoid confusion.
6. The time of giving the question paper, should be marked accurately and timely supply of question paper meant for visually impaired candidates, should be ensured.
7. There should also be flexibility in accommodating any change in scribe/reader/lab assistant in case of emergency. The candidates should also be allowed to take more than one scribe/reader for writing different papers especially for language.
8. In addition to this, the near relatives of the candidate may be permitted to be present in the examination hall only for the purpose of motivation and support to the candidate.

2. SCHEME OF EXAMINATIONS AND PASS CRITERIA

2.1 General Conditions

- (i) The Scheme of Examinations and Pass Criteria for All India/Delhi Senior School Certificate Examination conducted by the Board shall be as laid down from time to time.
- (ii) Class XI examination shall be conducted by the schools themselves.
- (iii) The Board will conduct the external examinations at the end of Class XII.
- (iv) Class XII examination will be based on the syllabi as prescribed by the Board for Class XII from time to time.
- (v) Number of papers, duration of examination and marks for each subject/paper will be as specified in the curriculum for the year.
- (vi) The examination would be conducted in theory as well as in practical examination, depending upon the nature of the subject(s) and the marks/grades allotted shall be as prescribed in the curriculum.
- (vii) Marks/grades shall be awarded for individual subjects and the aggregate marks shall not be given.

2.2 Grading

- (i) Assessment of theory/practical papers in external subjects shall be in numerical scores. In addition to numerical scores, the Board shall indicate grades in the mark sheets issued to the candidates in case of subjects of external examinations. In case of internal assessment subjects, only grades shall be shown.
- (ii) Letter grades on a nine-point scale shall be used.
- (iii) The grades shall be derived from scores in case of subjects of external examination. In case of subjects of internal assessment, the schools shall award these grades.
- (iv) The qualifying marks in each subject of external examination shall be 33%. However, in a subject involving practical work, a candidate must obtain 33% marks in the theory and 33% marks in the practical separately in addition to 33% marks in aggregate, in order to qualify in that subject.
- (v) For awarding the grades, the Board shall put all the passed students in a rank order and will award grades as follows:
 - A-1 Top 1/8th of the passed candidates
 - A-2 Next 1/8th of the passed candidates
 - B-1 Next 1/8th of the passed candidates
 - B-2 Next 1/8th of the passed candidates
 - C-1 Next 1/8th of the passed candidates
 - C-2 Next 1/8th of the passed candidates
 - D-1 Next 1/8th of the passed candidates

D-2 Next $1/8^{\text{th}}$ of the passed candidates

E Failed candidates

Notes:

- (a) Minor variation in proportion of candidates to adjust ties will be made.
- (b) In case of a tie, all the students getting the same score will get the same grade. If the number of students at a score point needs to be divided into two segments, the smaller segment will go with the larger.
- (c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- (d) In respect of subjects where total number of candidates passing in a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.
- (e) **Regional Languages:** As a general practice the Board prescribes the textbooks being followed in classes XI-XII in the State Board where the language is taught as the mother-tongue. The schools are advised to bring to the notice of CBSE the changes if any, brought out at the commencement of the academic session by the respective State Boards, in the textbooks of the language of their State. The affiliated institutions are advised to follow strictly the textbooks prescribed by CBSE in its curriculum unless the change has been duly notified to all schools for general information. No mid-term changes shall be entertained. Schools are not permitted to teach languages other than the ones prescribed by the Board.

2.3 Merit Certificates

- (a) The Board will award Merit Certificates in each subject to the top 0.1% of candidates passing that subject, provided that they have passed the examination as per the pass criteria of the Board at the Senior School Certificate Examination.
- (b) The number of merit certificates in a subject will be determined by rounding off the number of candidates passing the subject to the nearest multiple of thousand. If the number of candidates passing a subject is less than 500, no merit certificate will be issued.
- (c) In the matter of a tie, if one student gets a merit certificate, all candidates getting that score will get the merit certificate.

2.4 Scheme of Examination

- (a) The Board shall conduct examination in all subjects except General Studies, Work Experience, Physical and Health Education, which will be assessed internally by the schools.
- (b) In all subjects examined by the Board, a student will be given one paper each carrying 100 marks for 3 hours. However, in subjects requiring practical examination, there will be a theory paper and practical examinations as required in the syllabi and courses.
- (c) In Work Experience, General Studies, and Physical and Health Education, the Schools will maintain cumulative records of student's periodical achievements and progress during the year. These records are subject to the scrutiny of the Board as and when deemed fit.
- (d) A candidate from a recognised school who has some physical deformity or is otherwise unable to take part in Work Experience and Physical and Health Education, may be granted exemption by

the Chairman on the recommendation of the Head of the School, supported by the medical certificate from a Medical Officer of the rank not below an Assistant Surgeon.

- (e) Private/Patrachar Vidyalaya and candidates sponsored by Adult School shall be exempted from Work Experience, General Studies and Physical and Health Education.
- (f) A candidate may offer an additional subject which can be either a language at elective level or another elective subject as prescribed in the Scheme of Studies, subject to the conditions laid down in the Pass Criteria.

2.5 Pass Criteria

- (a) A candidate will be eligible to get the pass certificate of the Board, if she gets a grade higher than 'E' in all subjects of internal assessment unless she is exempted. Failing this, result of the external examination will be withheld but not for a period of more than one year.
- (b) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e., at least 33% marks) in all the five subjects of external examination in the main or at the end of the compartmental examination. The pass marks in each subject of external examination shall be 33%. In case of a subject involving practical work a candidate must obtain 33% marks in theory and 33% marks in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.
- (c) No overall division/distinction/aggregate shall be awarded.
- (d) In respect of a candidate offering an additional subject, the following norms shall be applied:
 - (i) A language offered as an additional subject may replace a language in the event of a candidate failing in the same provided after replacement the candidate has English/ Hindi as one of the languages.
 - (ii) An elective subject offered as an additional subject may replace one of the elective subjects offered by the candidate. It may also replace a language provided after replacement the candidate has English/Hindi as one of the languages.
 - (iii) Additional language offered at elective level may replace an elective subject provided after replacement, the number of languages offered shall not exceed two.
- (e) Candidates exempted from one or more subjects of internal examination shall be eligible for appearing in external examination and result shall be declared subject to fulfilment of other conditions laid down in the Pass Criteria.
- (f) In order to be declared as having passed the Class XI Examination, a candidate shall obtain 33% marks in all the subjects. The pass marks in each subject of examination shall be 33%. In case of subject involving practical work a candidate must obtain 33% marks in theory and 33% in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.

2.6 Eligibility for Compartment Examination

A candidate failing in one of the five subjects of external examination shall be placed in compartment in that subject provided she qualifies in all the subjects of internal assessment.

2.7 Compartment Examination

- (a) A candidate placed in compartment examination may reappear at the compartmental examination to be held in July the same year, may avail herself of second chance in March/April

and third chance in July of next year. The candidate will be declared 'PASS' provided she qualifies the compartmental subjects in which she had failed. Syllabi and Courses shall be the same as applicable for the candidates of full subjects appearing at the examination in the year concerned.

- (b) A candidate who fails to appear or fails at one or all the chances of compartment examination shall be treated to have failed in the examination and shall be required to reappear in all the subjects at the subsequent annual examination of the Board as per syllabi and courses laid down for the examination concerned in order to pass the examination. The candidates' practical marks/internal assessment marks obtained in the Main examination will be carried over till the third chance compartmental examination. The candidate shall have the option to appear at the practical examination in the subjects involving practical or retain their previous marks in one more annual examination after the third chance compartment.
- (c) A candidate placed in compartment shall be allowed to appear at the subsequent three chances of Compartment only in those subjects in which she has been placed in compartment.
- (d) For subjects involving practical work, in case the candidate has passed in practical at the main examination she shall appear only in theory part and previous practical marks will be carried forward and accounted for. In case a candidate has not qualified/failed in practical/internal assessments he shall have to appear in theory and practical/internal assessment both irrespective of the fact that she has already qualified/cleared the theory examination.

2.8 Retention of Practical Marks in Respect of Failure Candidates

A candidate who has failed at the Senior School Certificate Examination in the first attempt shall be required to re-appear in all the subjects at the subsequent annual examination of the Board. She shall appear only in theory part and her previous practical marks will be carried forward and accounted for if she has passed in practical. In case a candidate has failed in practical she shall have to appear in theory and practical both. If she fails to pass the examination in two consecutive years, after the first attempt, she shall have to reappear in all the subjects including practical.

2.9 Additional Subject(s)

- (a) A candidate who has passed the Senior School Certificate Examination of the Board may offer an additional subject as a private candidate provided the additional subject is provided in the Scheme of Studies and is offered within six years of passing the examination of the Board. No exemption from time limit will be given after six years. Facility to appear in additional subject will be available at the annual examination only.
- (b) However, candidates appearing in six subjects at the Senior School Certificate Examination having been declared 'Pass' by virtue of securing pass marks in five subjects, without replacement, may reappear in the failing sixth additional subject at the Compartment Examination to be held in July the same year, provided she had appeared at the examination held in March in the said additional subject.

2.10 Improvement of Performance

- (a) A candidate who has passed an examination of the Board may reappear for improvement of performance in one or more subjects in the succeeding year only; however, a candidate who has passed an examination of the Board under Vocational Scheme may reappear for improvement of performance in the main examination in the succeeding year or the following year provided they have not pursued higher studies in the mean time. They will appear as private candidates.

Those reappearing for the whole examination may, however, appear as regular candidates also if admitted by the school as regular students. The candidate (s) appearing for improvement of performance can appear in the subject (s) only in which they have appeared for the Examination.

- (b) For subjects involving practical work, in case the candidate has passed in practical at the main examination, she shall be allowed to appear in theory part only and marks in practical obtained at the main examination shall be carried forward and accounted for. In case a candidate has failed in practical, she shall have to appear in theory and practical both irrespective of the fact that she has already cleared the theory examination.
- (c) Candidates who appear for Improvement of Performance will be issued only Statement of Marks reflecting the marks of the improvement examination.
- (d) A candidate appearing for Improvement of Performance in one or more subjects cannot appear for additional subject simultaneously.
- (e) Candidates appearing in six subjects at the Senior School Certificate Examination having been declared 'Pass' by virtue of securing pass marks in five subjects as per Rule 2.2 (iv) may appear in the failing main subject at the Compartment Examination to be held in July the same year provided she had appeared at the Examination held in March in the said subject.

2.11 Examination Byelaws

Rest of conditions for appearing in the examination shall be as laid down in the Examination Byelaws of the Board from time to time.

3. SCHEME OF STUDIES

3.1 Academic Stream

The learning areas will include:

I and II. Two Languages (Core/Elective) out of

Hindi, English, Assamese, Bengali, Gujarati, Kashmiri, Kannada, Marathi, Malayalam, Manipuri, Oriya, Punjabi, Sindhi, Tamil, Telugu, Urdu, Sanskrit, Arabic, Persian, Limboo, Lepcha, Bhutia, Mizo, Tangkhul, Bodo, Nepali, Tibetan, French, German, Portuguese, Russian and Spanish.

Notes:

1. Out of the languages, one shall be English or Hindi, both English and Hindi can also be offered simultaneously.
2. The languages may be offered either at Core/Elective level. The same language, however cannot be offered both at the Core level and Elective level.
3. A candidate has the freedom to offer, in lieu of one of the two languages above, any other elective subject provided under III below.

Note: English can be offered at any of the three levels given below:

1. English Core
2. English Elective NCERT
3. English Elective CBSE

III to V. Three Electives out of the following:

Mathematics, Physics, Chemistry, Biology, Biotechnology, Engineering Graphics, Economics, Political Science, History, Geography, Business Studies, Accountancy, Home Science, Fine Arts, Agriculture, Computer Science/Informatics Practices, Multimedia and Web Technology, Sociology, Psychology, Philosophy, Physical Education, Music and Dance, Entrepreneurship, Fashion Studies, Creative Writing and Translation Studies, Heritage Crafts, Graphic Design, Mass Media Studies, Knowledge Traditions and Practices of India, Legal Studies, Human Rights and Gender Studies and National Cadet Corps. (In this regard please also refer to notes under 3.2.1. and 3.2.2 below).

Note: 1. The candidate shall opt either for Computer Science or Informatics Practices. However along with either of this, they can opt for Multimedia and Web Technology. Thus, a candidate can opt for maximum of two IT based Courses.

VI. General Studies

VII. Work Experience

VIII. Physical and Health Education

Additional Subject: A candidate can also offer an additional elective which may either be a language at elective level (out of those mentioned above) or, any other elective subject. In this respect please also refer to clause 2.5 (d) under chapter 2 of this volume.

While transacting the Curriculum due emphasis should be laid on National Identity and Value Education. Schools are expected to draw their own programmes in this area in accordance with the guidelines contained in the relevant journals and manual published by the Board. Likewise, programmes in General Studies, Work Experience and Physical and Health Education be planned in accordance with the guidelines brought out by the Board.

3.2 Curriculum for Vocational Cell

The vocationalisation of higher secondary programme aims to develop skilled manpower through diversified courses to meet the requirements of various sectors and to prepare people for the world of work in general through a large number of self-employment oriented courses. To cater to meet the gap of skilled manpower the board has researched and devised an educational programme through which we can impart our current and future generations necessary skills. The Board has integrated academic and vocational education into a single programme to provide the best curricular and pedagogical practices for students that have perfect linkages with world of work and study both.

Under this, the Board is doing continual efforts to develop and design a meaningful and holistic curriculum in association with its industry partners that are relevant to the current economy. To achieve the purpose of quality education the Board has collaborated with various organizations. These organizations are a constant source of guidance and help in updating our educational practices according to the current trends in the global market. Alliances have been made with various organizations like ROLTA India Ltd., NIFD, WWI, CII, NHMIT, Med varsity Online Education. Also, for effective delivery of curriculum and providing training to the students and teachers, Board has tied up with various Skill Knowledge providers in each domain.

Board has also partnered with Central Institute of Technology, Australia for introducing new vocational courses of CIT in the affiliated schools. Also, the teachers will be trained on by CBSE and its industry partners, throughout the year to enhance the training skills of the teachers to ensure effective curriculum transaction.

A student can choose to avail competency based skill learning along with general education in order to enhance the skills in the chosen field. Also, these courses allow them to explore new avenues/options available along with imparting the skills required to pursue a particular course. At present CBSE is offering 40 Vocational courses consisting of 100 subjects in 313 affiliated schools in India and 11 schools in 5 countries, with coverage of approx. 37,095 students.

To facilitate effective curriculum transaction the following scheme of study is suggested for vocational courses.

S.No.	Name of the Subject	Period/Week	Marks Distribution		Marks
			Theory	Practical	
1.	Language I (English)	7	100	-	100
2.	Two Subjects from Academic stream (Science/Commerce/Humanities)	7+7	100 or as per subject concerned		100 each
			70	30	
3.	Two papers from any of 34 Vocational Courses	8+8	60	40	100 each
			50	50	
			30	70	

4.	One Optional Additional subject from Academic stream (Science/Commerce/Humanities) or Vocational stream	7	100		100
			or		
			70	30	
			or		
			60	40	
5.	Work integrated learning	On the job exposure for 60 hrs. (level 1&2)=10 days 120 hrs. (Level 3&4)=20 days Min 6 hrs. per day			
6.	Personality Development and Soft Skills	2			
7.	Total	46			500+100 (optional additional)

3.2. List of Vocational Subjects

1. Office Secretary ship

This course is intended to make students proficient in the skill of office secretary ship. The office secretary's work includes supporting management, including executives, using a variety of project management, communication and organizational skills. They are responsible for most front-office procedures, such as photocopying, faxing, scheduling, word processing, filing, greeting clients, mail sorting and phone call routing. Most employers prefer secretarial experience to higher education, and do not usually require applicants to have more than a high school education. Good communication and interpersonal skills are essential. The students will be able to learn about office procedures, accounts and vendors details, accounts receivable, accounts payable and so forth.

2. Stenography and Computer Applications

This course intends to develop professional skills with an objective to train students not only in shorthand and typing but also in the use of modern office equipment, and effective communication at all levels of human relations. This course prepares the student for all the wings of the Government Executive, Judiciary and Legislative and Public Sector Undertakings, Private Sector as well as self-entrepreneurship.

3. Accountancy and Auditing

The course is designed to enable students develop conceptual skill and application skill in the commerce related field. The course will familiarize students with current business process and practices. This will help students in developing capabilities to identify business opportunities, analyze their risk- return possibilities and support business development in socially desirable avenues with strong moral commitment.

4. Marketing and Salesmanship

This course aims to develop "selling" capabilities in students. The student will understand how a product is marketed, considering various factors involved in marketing. Understanding of consumer behavior and helping consumers in making right choice of products is essential quality of salesman. Appreciation of consumer rights and legislations will help students in developing a good marketing sense, enabling them to later start their own enterprise.

5. Banking

Banking has emerged as one of the lucrative career options among the students in India. The curriculum is open for all streams such as Arts, Science and Commerce. The students are exposed to the fundamentals of banking, where they learn the operation of bank deposits, handling of negotiable instruments along with knowledge of accountancy. This package will enable students to move into banks in either public sector, private sector, overseas banks or multinationals. A sound knowledge of both finance and management is taught to improve their efficiency.

6. Retail

This course aims to enable students to get absorbed in organized Retail sector. This course will facilitate the students to be industry ready and to meet the employability criteria set by different companies. The students will be prepared to enter at different levels of **Retail industry by equipping them with thorough understanding of Customer Service areas and equipment handling**. Knowledge of retail marketing mix, brands in the retail industry, product placement and development, pricing alternatives, location options, and the promotion of goods and/or services will be emphasized upon. Application of technology to retail marketing management, e-commerce, international retailing, and customer relationship management will be introduced.

7. Financial Market Management

This course is designed to survey the field of finance and provide the foundation for more advanced finance coursework. Topics include sources of business and financial information, financial statement analysis, the time value of money, the nature and measurement of risk, financial institutions, investments and corporate finance. An examination of investment markets, transactions, planning and information. Topics include investment risk and return measures, debt and equity instruments, evaluation techniques, hybrid and derivative securities, mutual funds, real estate investments, tax planning and the investment process, and portfolio management.

8. Business Administration

Administrators are the key to an efficiently run organization. This course will enable students to acquire qualification which will enable them with specialist skills of business administration including accounts, keyboard skills and word processing.

9. Electrical Technology

After successfully completing two year (+2 stage vocational course), the student would have acquired relevant, appropriate and adequate technical knowledge together with professional skills and competencies in the field of Electrical Technology. The basic concepts in engineering drawing, the functioning of electrical motors and appliances, measuring and testing instruments and electrical circuits will be taught to increase competency level of the students so that they are equipped to take gainful employment in the said vocation.

10. Automobile Technology

This course intends in making students efficient in handling all major systems of automobile; handling of tools, servicing of vehicles, customer sales care and innovation and development

aspects. The safety aspects are introduced to make students more aware and alert when they are working in the workshops. The skills imparted are to increase both technical knowledge as well as the professional skills of the students.

11. Structure and Fabrication

This course is envisaged keeping in mind the employment opportunities and activity profile of vocational students in civil engineering technology. The students will be exposed to competencies such as preparing, reading and interpreting drawing pertaining to civil engineering and allied works. Knowledge of various types of construction materials and their characteristics, construction techniques, supervisory skills, principles and methods of surveying, estimating and costing, skills in communication along with use of computers in the field of civil engineering will be instilled.

12. Air Conditioning and Refrigeration Technology

The course intends to develop appropriate technical knowledge as well as the professional skills of the students. This course will enable them to understand the concepts and principles involved in working of refrigeration and air conditioning equipment. The processes involved in testing, fault identification and repair procedures are taught. The concepts involved in installing, commissioning, preventive maintenance and preparing estimates and costing are imparted.

13. Electronics Technology

This course aims to help students acquire knowledge of testing procedures of components and circuits by making use of different test instruments. The understanding of concepts and principles used in radio, audio, television and video system. Locating faults at component level and at the stage level. This course will develop appropriate technical knowledge as well as the professional skills of the students, so that they are equipped to take gainful employment in the said vocation.

14. Geospatial Technology

Geospatial technology is using digital spatial data acquired from remotely sensed images, Photogrammetry techniques, and analysis by Geographical Information Systems (GIS) and visualized on the computer screen or on paper through Geo- engineering. This course focuses on developing professional education dealing with mapping and Geospatial production ensure that students obtain insight into Geospatial database concepts creating and implementing databases, spatial analysis, developing GIS applications, through both theoretical concepts and supported by extensive practical exercises with hands on training.

15. Foundry

This course aims to introduce students to the foundry industry and provide clear understanding to the students of the technology processes, design flow and the techniques that can be employed to realize effective designs using our latest toolkits. The students will learn about foundry drawing, molding techniques, raw materials used, melting and pouring and cast metal techniques and so on. This course aims to develop appropriate technical knowledge as well as the professional skills of the students, so that they are equipped to take gainful employment in the said vocation.

16. Transportation System and Logistic Management

This course intends to introduce students to the world of transport management. The curriculum aims to skill students in understanding and utilizing measurable criteria to evaluate how well the multimodal transportation system operates. Identify and address the impacts of freight

movement on areas surrounding truck routes (noise, air quality, safety). Identify and reduce/eliminate freight linkage deficiencies with the objective of improving freight movement through roadways, railroads, and rivers.

17. Ophthalmic Techniques

This course intends to qualify students to carry out ophthalmic investigations. They will be able to do refraction work including prescription of glasses, contact lenses and low vision aids. Knowledge of recognizing common eye diseases, principles of fabricating spectacle lenses soon will be taught. The course aims to enable student to work under the supervision of ophthalmologist so as to render assistance, develop skills and to perform other optometric jobs.

18. Medical Laboratory Techniques

The objective of this course is to produce versatile medical laboratory technologist equipped with adequate knowledge and skills in performing various laboratory analyses and tests related to patient diagnosis and treatment and also for the prevention of disease. A Medical Laboratory Technologist (MLT) is an important member of a medical team because the practice of modern medicine depends greatly on the outcome of the laboratory results. An MLT is responsible for providing reliable and accurate laboratory results to doctors who use them to make diagnosis and to treat their patients. MLTs carry out various procedures, analyses and laboratory investigations on tissue sample and body fluids such as blood and urine.

19. Auxiliary Nursing and Midwifery

The course aims to train students on how to take care of health related problems of children, mothers and old aged people especially in rural areas. Assessment of the nursing needs of individual, families and communities throughout life from birth till death. Major objective of this course is promotion of health, precaution against illness, restoration of health and rehabilitation. ANM nurses have to utilize relevant knowledge from the humanities, biological and behavioral sciences in carrying out health care and nursing activities and functions.

20. X-Ray Technician

The vocational course of X-ray technician aims at meeting the demand for trained paramedical personnel in the field of radiology/radiotherapy. The student will help in providing better radiological services. Knowledge of basic principles and components of electrical circuits, X-ray equipment and its accessories, processing of films, etc., radiological anatomy and physiology of human body, radiographic techniques and various positions for different parts of human body will be imparted. Basic knowledge of X-ray tube, Basic concept of special investigative procedures like, Barium, IVP, Hysterosalpingography, Ultrasound, CT, etc., will be introduced.

21. Healthcare Sciences

This course intends to enable students focus on population studies through incorporating both epidemiologic and laboratory skills. The course teaches the basic principles in public health and epidemiology, followed by laboratory knowledge and skills from the fields of microbiology, biochemistry, immunology and genetics as applied to health and disease, and their applications in epidemiologic activities (disease surveillance, outbreak investigations, identifying transmission patterns, risk factors and biomarkers, early detection of pathogens, etc.). The course includes a strong grounding in the ethical, legal, regulatory and social aspects of new health technologies entering the private and public health sectors of the country.

22. Health and Beauty Studies

This course intends to enable students acquire skill sets required in beauty, spa and holistic health industries. These industries are growing at a phenomenal rate, with high deficit in trained

manpower. The students will be able to demonstrate understanding of anatomy and physiology, dietetics in relation to beauty culture and hair dressing, understanding of basic principles and properties of various types of cosmetics, their applications and their effects. Students will be trained in spa therapies, yoga exercises and communication. Thus, this course in this subject will empower the students either as an assistant or self-entrepreneur in spa and beauty industry, which is not cash extensive.

23. Medical Diagnostics

The course will enable the students identify and study function of different organs and systems in human body. Didactic and clinical experience necessary to acquire knowledge in Clinical Laboratory Science and General Education subjects will be provided. Students will be instructed in the analysis and interpretation of laboratory tests. The course aims to instill in the students the importance of honesty and professionalism in the workplace.

24. Fashion Design and Clothing Construction

Fashion design is the applied art dedicated to the designing of clothing and lifestyle accessories created within the cultural and social influences of a specific time. The curriculum is designed to expose students to the cultural heritage of the country and to provide the appropriate structure for formation and the development of creative, technical, and emotional competences required for students willing to work and stand out in the vibrant Fashion market.

25. Textile Design Dyeing and Printing

The principle objective of this course is to study textiles, that is, the basic material of fashion, creating a balance between the challenge represented by the future (that the textile must fulfill the needs of being "intelligent", multi-functional, eco-sustainable, ethical and esthetic) and as an expression of creativity, tied to the traditions and values. The course is therefore calibrated between developing the handmade textiles, knowledge of the industrial processes of production of textiles and its commercialization; which can act as both source of inspiration and grounds for experimentation.

26. Design Fundamental

Design is inherently multidisciplinary. It is necessary both for the principles of design to be enriched by interactions with other disciplines and, in turn, for these disciplines to be enriched by the principles of design. This course provides students with the ability to create and communicate design concepts using various design technologies and techniques.

27. Beauty Services

This course will enable students acquire qualification towards successful learning of beauty services. Throughout the studies they will gain the knowledge and skills to provide a variety of basic beauty treatments and services to clients. Skills will be taught where they are able to start their own entrepreneurship ventures.

28. Music Technical Production

This course intends to introduce students to the technical aspect of music. This qualification will provide students with a practical introduction to recording processes including, mixing, editing and post-production.

29. IT Application

The course intends to develop skills related to web applications and advanced web designing. Knowledge of network safety and security, digital designing, multimedia anchoring, web content

creation, interactive web page creation and troubleshooting will be taught. The curriculum is designed to develop appropriate technical knowledge as well as the professional skills of the students, so that they are equipped to take gainful employment in the said vocation.

30. Life Insurance

This course aims to provide students with the historical perspective of Insurance with a special reference to Life Insurance. This will enable students know the role of Life Insurance in the life of an individual and the society. Understanding of the principles and practices of Life Insurance will equip students with skills and exercises that are relevant to their efficient and effective functioning in the organization and at the same time, promoting professionalism. Students will be able to develop and use relevant tools, generate data and interpret them for better insights into the organizational needs and processes.

31. Library and Information Sciences

This course aims at training basic theories and principles of administration for effective management of public, academic, special libraries and information centers. Practical and theoretical understanding of and basic competencies required in evaluating, selecting and organizing information sources will be taught. Learning of the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with the colleagues and the information users; and to understand the above goals within the perspective of prevailing and emerging technologies.

32. Poultry Farming

The course will introduce students to poultry farming, highlighting the attributes of poultry species and why it is a profitable venture. It traces the origin of poultry species and looks at them as a biological entity. The systems of poultry management are discussed with emphasis on housing and appliances available to the poultry farmer. Factors necessary for successful incubation, brooding, rearing and management of adult birds are discussed. The principles of poultry nutrition, record keeping and marketing are also covered. The course aims to develop entrepreneurial skills in poultry farming.

33. Horticulture

Horticulture is associated with the cultivation of vegetables, fruits, flowers, crops, tuber crops and medicinal, aromatic and ornamental plants. The curriculum will enable students gain knowledge about crop production, plant propagation, plant breeding, genetic engineering, preparation of soil and plant physiology and biochemistry and simultaneously can work in various fields including floral design, garden centers, teaching, fruit and vegetable production, arboriculture, landscape construction, etc.

34. Dairying Science and Technology

This course intends to introduce students to Dairying. The curriculum will educate students about the methods of handling milk from production to consumption to processing, packaging, storage, transport and physical distribution. The prime objective being to prevent spoilage, improve quality, increase shelf-life, and make milk palatable and safe for human consumption.

35. Food Production

The course intends to introduce students to the basics of cooking food coupled with the scientific approach by trying to understand the basic commodities utilized in preparation of food. Cooking of food is a skill-based education that requires both the style of art and the method of science. Describe kitchen operations including culinary terminology, operational software, cooking methods, and basic food handling skills: such as food safety and food quality. Demonstrate

proper kitchen management systems, such as cost control, labor control, inventory control, production scheduling, sales history, menu development, and forecasting.

36. Food and Beverage Services

The course intends to introduce students to the concepts of food cost control, costing and beverage control system through numerous activities based on it. The course also emphasizes upon various operating activities like purchasing, receiving, storing and issuing. This course is an overview of the management practices utilized to direct, operate and control food services. This course will teach practical knowledge of appropriate service behaviors for a variety of guest types, understand the concept and techniques of good service and demonstrate the skills acquired and capacity to demonstrate various service techniques.

37. Mass Media Studies and Media Production

This course aims at grooming the natural talent of students and exposing them to ever-changing skills needed in the media and entertainment industry with hands-on experience. The course is designed to provide fundamental information on analysis of film, TV(including News), print articles, understanding of the pipeline multiple products of the media and entertainment industry (TV show/ segment, film, article, ad - film, etc.), concept of assembly line, animation, roles people play, skills and specializations, the creative process, aesthetics, design, framing, composition, writing, ideation and finally technology usage in the media and entertainment industry.

38. Bakery and Confectionery

This course envisages in helping students to acquire basic skills of Bakery and Confectionery. The curriculum is designed in a way to stimulate and lay foundation for further training in Bakery and Confectionery. It will also enable students acquire knowledge of commodities used in Bakery / Confectionery, the processing they have undergone, their selection, composition, functions, reaction to heat/baking, refrigeration, chilling and freezing, their interaction with each other and storage. The students will develop ability to assess the characteristics of good quality baked goods, identify common faults and be able to take corrective action where necessary; will know the principles involved in balancing formulas; and will acquire technical knowledge for setting up small scale baking units.

39. Front Office

This course focuses on the management role in the organization and structure of hotels, restaurants, clubs, and resorts. The students will understand the role of Front Office as the public face of the hotel, primarily by greeting hotel patrons and checking in guests. It also provides assistance to guests during their stay, completes their accommodation, food and beverage accounts and receives payment from guests.

40. Travel and Tourism

This course aims to introduce students to the great Tourism potential of India. This course will provide complete knowledge of our great country, i.e., our culture, traditions, our social history, hidden treasures of our country (natural beauty, monuments, places of pilgrimages, etc.), development scenario and aspirations. Tourism can be considered as a passport for international understanding, peace and prosperity.

3.2.1 These electives can be offered along with Business Studies, Accountancy and other subject to the following stipulations:

- (i) Not more than two electives from the above list can be offered.

- (ii) These papers cannot be combined with the electives related to similar disciplines under the academic stream in order to avoid duplication, e.g., Store Accounting (code no. 618) cannot be combined with Accountancy (code no. 055).
- (iii) If Stenography in Hindi or English is offered, it is obligatory to offer Hindi Typewriting or English Typewriting respectively as the case may be to make the combinations more meaningful. English Stenography, however, cannot be combined with Hindi Typewriting or corollary Hindi Stenography with English Typewriting.

3.3 Time Table and Work-distribution Norms Classes XI and XII

- The teacher student ratio 1:30 as per the affiliation Bye-Laws of the Board should be maintained.
- Every teacher shall devote in a year **not less than 1200 hours** to the teaching and planning, out of which not more than 200 hours may be required to be devoted for remedial teaching and attention to weak and gifted students before or after the school hours. Provided that if any teacher is required to devote more than 1200 hours to the teaching and planning, **extra remuneration shall be paid to her** at such rate as may be determined, by the managing committee, for every hour in excess of 1200 hours devoted by her to the teaching and planning.
- All teachers are required to teach for a minimum of **30 periods** per week with remaining periods to be used for planning and preparation of the lessons and activities.
- 08 periods Time Table** may be followed in schools with 45 minutes duration in the 1st and 5th periods and 40 minutes duration for the remaining periods.

Revised instructional time for classes XI and XII

(For three electives having practical classes)

S.No.	Subject	Number of periods (Theory)	Number of periods (Practical)	Total
1	Language-I	6	-	6
2	Language-II/ Elective-I	6	-	6
3	Elective-II	5	4	9
4	Elective-III	5	4	9
5	Elective-IV	5	4	9
6	Work Education	-	1	1
7	General Studies/General Foundation Course (GFC)	2	-	2
8	Physical and Health Education	-	2	2
9	Co-Curricular Activities	-	1	1
10	Life Skills*	-	1	1
11	Values Education and Gender Sensitivity*	-	1	1
12	Library	-	1	1
	Total			48

Revised instructional time for classes XI and XII
(For electives without practical classes)

S.No.	Subject	Number of periods for theory classes	Number of periods for activity classes	Total
1	Language-I	6	-	6
2	Language-II/Elective-I	6	-	6
3	Elective-II	8	-	8
4	Elective-III	8	-	8
5	Elective-IV	8	-	8
6	Work Education	-	2	2
7	General Studies/General Foundation Course (GFC)	2	-	2
8	Physical and Health Education	-	3	3
9	Co-Curricular Activities	-	2	2
10	Life Skills*	-	1	1
11	Values Education and Gender Sensitivity*	-	1	1
12	Library	-	1	1
		Total		48

Schools are expected to give adequate time for Community Service outside the school hours, the minimum being equivalent of two periods a week. A minimum of 30 weeks of teaching time will be available in each academic session for actual instructional transaction. The above distribution of periods over subjects is prescriptive in character. A school, keeping the overall number of periods in each subject/area the same, may assign more or less number of periods to individual sub-subjects according to their relative importance, if thought necessary.

****Life Skills, Values Education and Gender Sensitivity may be done as a part of reading learning across subjects as well through age- appropriate activities given in the Teachers' Manuals and Activity Cards brought out by the Board.***

3.4 Medium of Instruction

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

3.5 Special Adult Literacy Drive (SALD)

In pursuance of the objects of the National Literacy Mission, Government of India, a Special Adult Literacy Programme has been taken up by Board from the academic session 1991- 92 beginning with classes IX and XI as a special measure to help remove illiteracy, through massive involvement of students. This has been termed as SALD. The Adult Literacy Drive has been made an essential component of Work Experience. Since this activity has to be taken up by all the schools on a compulsory basis, their attention is invited, among other things, to clauses 2 and 3 of the Framework.

4. HOW TO APPLY FOR INTRODUCING NEW/ ADDITIONAL SUBJECT/COURSE

A school affiliated with CBSE may introduce any subject/elective/course (vocational) offered by the CBSE if it fulfills the requirements to offer it as per the detailed criterion given in the curriculum of the elective/course to be introduced.

Availability of well qualified staff as per qualifications detailed in the Senior Secondary Curriculum Volume- I or Chapter IX of the Affiliation Byelaws should be ensured by the school before introducing the concerned subject. The number of qualified teachers for the course/ subject should be sufficient to teach all the students expected to take the course/ subject to be started.

Last date for submission of application is 30th June of the year preceding the year in which subject/course in classes IX or XI is proposed to be started. A subject/course should not be started without prior affiliation with the Board.

The CBSE will not be responsible for any consequences if any subject/course is started without proper affiliation, etc., by the CBSE.

How to apply:

1. Read the instructions carefully given in the curriculum document and Affiliation Byelaws before you start filling the electronic form.
2. There is an electronic application form available on www.cbse.nic.in -affiliation window will open, scroll to the end, click on the tab (click here to proceed) again scroll and click on the tab (click here to proceed) Form will open up.
3. Take a printout of the electronic online form after submitting it and attach bank draft* of the requisite amount in favor of **Secretary, Central Board of Secondary Education, Delhi, payable at Delhi** and other relevant documents and send it to the Affiliation Branch with a copy of the same to the Director (Academic) for information.
4. Schools are required to attach a copy of affiliation letter as scanned copy (jpg, gif and pdf files only and not more than 1MB in size) for applying to introduce new subjects.
5. Schools are required to pursue with the Affiliation Branch of the Board after sending their application for their affiliation status regarding the particular subject to be introduced.
6. After getting provisional affiliation, school must inform the Director (Academic) so as to ensure the dispatch of relevant academic material/information regarding training, etc., to school, if any.

*The details of the fee are as follows:

S.No.	Type of the school	Fee (per subject)
1	Independent schools within the country (Science Subject)	₹ 5,000/- per subject
2	Independent schools within the country (Other Subject)	₹ 3,000/- per subject
3	Overseas Independent Schools (Science Subject)	₹ 15,000/- per subject
4	Overseas Independent Schools (Other Subject)	₹ 10,000/- per subject
5	Govt./Aided/KVS/JNV Schools	₹ 1,000/- per subject
6	Overseas KVS Schools	₹ 2,000/- per subject

Note: For application please refer annexure (Page 233).

EXAMPLE

A new elective subject "Knowledge Traditions and Practices of India" has been introduced in the Senior Secondary classes w.e.f. 2012. All the modules of the textbook are available on the CBSE Academic website www.cbseaff.nic.in/cbse_aff/welcome.aspx along with the circular no. 68 September, 2012. This elective subject is multidisciplinary with ample content on Language and Literature. The course gets well with the 'humanities stream' because it extensively deals the history and knowledge traditions of India in various branches of Science and Humanities like Chemistry Metallurgy, Astronomy, Life Sciences, History, Geography, Agriculture, Trade, Theatre and Dance, etc.

This course "Knowledge Traditions and Practices of India" can be opted as an elective subject as one out of five or as an elective subject with any of the combination of subjects. Other elective subjects as mentioned in the scheme of studies point no. III to V can be opted. A student can opt for the sixth elective also. In the final examination, the best scores are counted for the admission in undergraduate courses.

Similar way all additional subjects like Music, Dance, Painting, Fine Arts, Physical Education, etc., can be taken as an additional subject along with other five main subjects. In the final examination, the best scores are counted for the admission in undergraduate courses.

5. MINIMUM QUALIFICATIONS FOR TEACHERS

Minimum Academic and Professional Qualifications for Recruitment of Teachers as per NCTE and in view of RTE 2009 are as follows:

1. For Classes Pre-School / Nursery

(For children in the age group of 4-6 years)

- a) Secondary School (Class ten) certificate or its equivalent; and
- b) Diploma/Certificate in Pre-school teacher education programme of duration of not less than one year.

2. For Classes Pre-School/ Nursery followed by first two years in a formal school

(For children in the age-group of 4-6 and 6-8 years)

- a) Senior Secondary School (class twelve) Certificate or Intermediate or its equivalent with at least 45% marks; and
- b) Diploma/Certificate in Nursery teacher education programme of duration of not less than two years.

3. For Classes I-V: Primary Stage

- a) Senior Secondary (or its equivalent) with at least 50% marks and 2- year Diploma in Elementary Education (by whatever name known).

OR

Senior Secondary (or its equivalent) with at least 45% marks and 2- year Diploma in Elementary Education (by whatever name known), in accordance with the NCTE (Recognition Norms and Procedure), Regulations, 2002.

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4- year Bachelor of Elementary Education (B.El.Ed).

OR

Senior Secondary (or its equivalent) with at least 50% marks and 2- year Diploma in Education (Special Education)*.

OR

Graduation and two year Diploma in Elementary Education (by whatever name known).

And

- b) Pass in the Central Teacher Eligibility Test (CTET)/ Teacher Eligibility Test (TET)- Paper-I, conducted by CBSE/ appropriate Government in accordance with the guidelines framed by the NCTE for the purpose.

4. For Classes VI-VIII: Elementary Stage

- a) Graduation and 2-year Diploma in Elementary Education (by whatever name known).

OR

Graduation with at least 50% marks and 1-year Bachelor in Education (B.Ed).

OR

Graduation with at least 45% marks and 1- year Bachelor in Education (B.Ed), in accordance with the NCTE (Recognition Norms and Procedure) Regulations issued from time to time in this regard.

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4 - year Bachelor in Elementary Education (B.El.Ed).

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4 - year B.A/B.Sc.Ed or B.A.Ed/B.Sc.Ed.

OR

Graduation with at least 50% marks and 1-year B.Ed. (Special Education)*.

And

- b) Pass in the Central Teacher Eligibility Test (CTET)/ Teacher Eligibility Test (TET) Paper-II, conducted by CBSE/ appropriate Government in accordance with the guidelines framed by the NCTE for the purpose.

5. For Classes IX-X: Secondary Stage/ High School

- a) Graduate with Bachelor of Education (B.Ed.) or its equivalent.

OR

Four years integrated B.Sc., B.Ed. or an equivalent course.

6. For Classes XI-XII: Senior Secondary Stage/ PUC/ Intermediate

- a) Masters Degree in the relevant subject with Bachelor of Education (B.Ed.) or its equivalent.

OR

- b) Two years integrated M.Sc.Ed. course or an equivalent course.

Note:

- (i) Reservation Policy: Relaxation upto 5% in qualifying marks shall be allowed to the candidates belonging to reserved categories such as SC/ST/OBC/PH.
- (ii) * Diploma/Degree Course in Teacher Education: For the purposes of this Notification, a diploma/degree course in teacher education recognized by the National Council for Teacher Education (NCTE) only shall be considered. However, in case of Diploma in Education (Special Education) and B.Ed. (Special Education), a course recognized by the Rehabilitation Council of India (RCI) only shall be considered.
- (iii) Training to be undergone: A person with D.Ed (Special Education) or B.Ed (Special Education) qualification shall undergo, after appointment an NCTE recognized 6-month Special Programme in Elementary Education.
- (iv) The minimum qualifications referred above apply to teachers of Languages, Social Studies/Social Science, Mathematics, Science etc. In respect of teachers for Physical Education, the minimum qualification norms for Physical Education teachers referred to in NCTE Regulation, dated 3rd November, 2001 (as amended from time to time) shall be applicable. For teachers of Art Education, Craft Education, Home Science, Work Education, etc. the existing eligibility norms prescribed by the State Governments and other school managements shall be applicable till such time the NCTE lays down the minimum qualifications in respect of such teachers.

Part - III
Course of Studies

01. ASSAMESE (Code: 114)
SYLLABUS
CLASS - XI (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100

Section	Details of Topics/Chapters	Weightage (Marks)	Suggested Periods
Section - A Grammar	1. Applied Grammar: i. Major parts of speech (<i>Bisheshya, Bisheshan, Sarbanam</i>) ii. <i>Samocharan Sabda</i> iii. <i>Biparitarthak Sabda</i> iv. <i>Upasarga</i> v. <i>Sandhi</i> vi. <i>Natwa Bidhi</i> vii. <i>Bakya Paribartan</i> (Transformation meaning wise) viii. <i>Linga</i> (Gender) ix. One word substitute (<i>Bak - Samhati</i>)	6 4 4 3 5 3 3 4 4	65
Section - B Composition and Writing	2. i. Proverb ii. Essay Writing: a) <i>Utsab Bisayak</i> b) <i>Adarsa Mulak</i>	4 10	30
Section - C Literature	3. Prose: General Questions and Explanation i. <i>Bishwa Adhyan</i> - Satyanath Bora ii. <i>Gaurav</i> - Kaliram Medhi iii. <i>Axomor Purani Khel Dhemali</i> - Subudh Malla Barua iv. <i>Shikharar Shrishat Thio Hoi</i> - Pranay Bordoloi. 4. Poetry: General Questions and Explanation i. <i>Bhatima</i> - Madhav Deva ii. <i>Dhanbar aru Ratani</i> - Lakhsminath Bezbaruah iii. <i>Lachit Borphukan</i> - Debakanta Baruah iv. <i>Ekhan Chithi</i> - Hem Baruah 5. Additional Reading: <i>Durjyugar Byavasthapana</i> - Dr. Madan Mohan Saikia	20 20 10	40 40 15

Prescribed Books:

Sahitya Sourav - Published by Book Hive, Panbazar on behalf of Assam Higher Secondary Education Council, Guwahati - 781021.

Rachana Bichitra - Dharma Singha Deka.

ASSAMESE (Code: 114)

EXAMINATION STRUCTURE CLASS - XI (APRIL 2015- MARCH 2016)

Time: 3 hours

Marks: 100

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Grammar	1. Applied Grammar :			
	i. Major parts of speech (<i>Bisheshya, Bisheshan, Sarbanam</i>)	VSA/MCQ	6	1×6=6
	ii. <i>Samocharan Sabda</i>	VSA/MCQ	4	1×4=4
	iii. <i>Biparitarthak Sabda</i>	VSA/MCQ	4	1×4=4
	iv. <i>Upasarga</i>	VSA	3	1×3=3
	v. <i>Sandhi</i>	VSA/MCQ	5	1×5=5
	vi. <i>Natwa Bidhi</i>	VSA	3	1×3=3
	vii. <i>Bakya Paribartan</i> (Transformation meaning wise)	VSA	3	1×3=3
	viii. <i>Linga</i> (Gender)	VSA/MCQ	4	1×4=4
	ix. One word substitute (<i>Bak - Samhati</i>)	VSA	4	1×4=4
Section -B Composition and Writing	2. i. Proverb	LA	1	4×1=4
	ii. Essay Writing: a) <i>Utsab Bisayak</i> b) <i>Adarsa Mulak</i>	LA	1	10×1=10
Section - C Literature	3. Prose: General Questions and Explanation			
	i. <i>Bishwa Adhyan</i> - Satyanath Bora	LA	2	$\left\{ \begin{array}{l} 4 \times 1 = 4 \\ 6 \times 1 = 6 \\ 3 \times 2 = 6 \\ 4 \times 1 = 4 \end{array} \right.$
	ii. <i>Gaurav</i> - Kaliram Medhi			
	iii. <i>Axomor Purani Khel Dhemali</i> - Subudh Malla Barua			
	iv. <i>Shikharar Shrishat Thio Hoi</i> - Pranay Bordoloi.	SA	3	
	4. Poetry: General Questions and Explanation			
	i. <i>Bhatima</i> - Madhav Deva	VSA	4	1×4=4
	ii. <i>Dhanbar aru Ratani</i> - Lakhsminath Bezbaruah	LA	2	6×1=6
	iii. <i>Lachit Borphukan</i> - Debakanta Baruah	SA	3	2×3=6
	iv. <i>Ekhan Chithi</i> - Hem Baruah	VSA	4	1×4=4
	5. Additional Reading:			
	i. <i>Durjyugar Byavasthapana</i>	VSA	4	1×4=4
	ii. <i>Dr. Madan Mohan Saikia.</i>	SA	3	2×3=6

Long Answer (L.A.), Short Answer (S.A.), Very Short Answer (V.S.A.) and Multiple Choice Question (MCQ)

ASSAMESE (Code: 114)

SYLLABUS

CLASS - XII (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100

Section	Details of Topics/Chapters	Weightage (Marks)	Suggested Periods
Section - A Grammar	1. Applied Grammar : i. Major parts of speech (<i>Kriya and Abyaya</i>) ii. <i>Anurup Sabda</i> iii. <i>Satwa Bidhi</i> iv. <i>Samasa (Dvandwa, Dvigu, Bahubrihi, Karmadharay)</i> v. <i>Sabda - Bibhakti</i> vi. <i>Bachan</i> (Number) vii. <i>Bak Samhati</i> viii. <i>Bakya-Rachna (Jatuwa Khandabakya)</i>	8 4 3 8 2 2 4 4	65
Section -B Composition and Writing	2. i. <i>Bhab Samprasaran</i> (Expansion of Ideas) ii. Essay Writing	5 10	30
Section - C Literature	3. Prose: i. <i>Milaramar Atmajiwni</i> - Lakshminath Bejbarua ii. <i>Ananda Ram Barua</i> - Upendra Chandra Lekharu iii. <i>Samudra Manthan</i> - Trailakyanath Goswami. iv. <i>Asamiya Kathachabi</i> - Phoni Talukdar. 4. Poetry: i. <i>Bargeet (Ananda govinda Bai)</i> - Srimanta Sankardev. ii. <i>Shes Arghya</i> - Nalini Bala Devi. iii. <i>Janatar Ahban</i> - Jyoti Prasad Agarwala. iv. <i>Aghonar Kunwali</i> - Keshab Mahanta. 5. Additional Reading: <i>Mulyabodh Shiksha</i> - Dr. Dulumani Goswami.	20 20 10	40 40 15

Prescribed Books:

Sahitya Sourav - Published by Book Hive, Panbazar on behalf of Assam Higher Secondary Education Council, Guwahati - 781021.

Rachana Bichitra - Dharma Singha Deka.

ASSAMESE (Code: 114)
EXAMINATION STRUCTURE
CLASS - XII (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Grammar	1. Applied Grammar :			
	i. Major parts of speech (<i>Kriya and Abyaya</i>)	VSA	8	1×8=8
	ii. <i>Anurup Sabda</i>	VSA	4	1×4=4
	iii. <i>Satwa Bidhi</i>	VSA	3	1×3=3
	iv. <i>Samasa (Dvandva, Dvigu, Bahubrihi, Karmadharay)</i>	VSA	8	1×8=8
	v. <i>Sabda - Bibhakti</i>	VSA/MCQ	2	1×2=2
	vi. <i>Bachan (Number)</i>	VSA/MCQ	2	1×2=2
	vii. <i>Bak Samhati</i>	VSA	4	1×4=4
	viii. <i>Bakya-Rachna (Jatuwa Khandabakya)</i>	VSA	4	1×4=4
Section -B Composition and Writing	2.			
	i. <i>Bhab Samprasaran</i> (Expansion of Ideas)	L.A.	1	5×1=5
	ii. Essay Writing	L.A.	1	10×1=10
Section - C Literature	3. Prose:			
	i. <i>Milaramar Atmajiwani</i> - Lakshminath Bejbarua	L.A.	2	$\begin{cases} 4 \times 1 = 4 \\ 6 \times 1 = 6 \end{cases}$
	ii. <i>Ananda Ram Barua</i> - Upendra Chandra Lekharu	SA	3	2×3=6
	iii. <i>Samudra Manthan</i> - Trailakyanath Goswami.	V.S.A.	4	1×4=4
	iv. <i>Asamiya Kathachabi</i> - Phoni Talukdar.			
	4. Poetry:			
	i. <i>Bargeet (Ananda govinda Bai)</i> - Srimanta Sankardev.	L.A.	2	$\begin{cases} 4 \times 1 = 4 \\ 6 \times 1 = 6 \end{cases}$
	ii. <i>Shes Arghya</i> - Nalini Bala Devi.	S.A.	3	2×3=6
	iii. <i>Janatar Ahban</i> - Jyoti Prasad Agarwala.	V.S.A.	4	1×4=4
	iv. <i>Aghonar Kunwali</i> - Keshab Mahanta.			
	5. Additional Reading:			
	<i>Mulyabodh Shiksha</i> - Dr. Dulumani Goswami.	SA	3	2×3=6
		VSA	4	1×4=4

Long Answer (L.A.), Short Answer (S.A.), Very Short Answer (V.S.A.) and Multiple Choice Question (MCQ)

02. BENGALI (Code: 105)

SYLLABUS

CLASS-XI (APRIL 2015 - MARCH 2016)

Section	Details of Topics	Weightage (Marks)	Suggested Periods
Section - A Reading	Comprehension: Two unseen passages of 100-150 words each. Four direct questions from given passage. Fifth question should be grammar based (<i>Sandhi</i> , <i>Samas</i> , Synonyms, Antonyms, <i>Sadhu - Chalit</i> and sentence making).	10	20
Section - B Grammar	1. Transformation of Sentences (Simple, Complex and Compound) 2. <i>Karak</i> 3. <i>Bengali Vocabulary</i> (tatsama, tatbhaba, desi-bideshi)	15	40
Section - C Composition and Writing	1. Report Writing (100-120 words) 2. Expansion of Ideas (100-120 words) 3. Summary Writing from a prose passage of 100-120 words	15	40
Section - D Literature	Prose:- 1. <i>Telenapota Abishker</i> by Premendra Mitra 2. <i>Dakater Maa</i> by Satinath Bhadhuri 3. <i>Galileo (Essay)</i> Satyendranath Basu 4. <i>Bishal Danawala - Ek Thulture Buro</i> Gabriel Garcia Markej Poetry :- 1. <i>Nun</i> by Joy Goswami 2. <i>Barir Kache Arshinagar</i> by Lalan Fakhir 3. <i>Dwipantarar Bandini</i> by Kaji Najrul Islam 4. <i>Shikshar Circus</i> Aaiappa Panikkar Supplementary Reader: 'Guru' by Rabindranath Tagore	45	80
Section - E Project	Any one of the following Project Work is to be undertaken in class XI and another one will be chosen in class XII 1. Translation: Students are to translate a story written in English or Hindi or in any Indian language to Bengali within 1000 words. 2. Interview: An interview of any distinguished personality can be taken by the students. 3. Dramatization: Students can transform a story written in any of the Indian languages into Drama within 1000-2000 words. 4. Survey: Students will conduct a survey of their own school or on any neighbouring school to reveal the facts, history, configuration of the students' and teachers' ethnic identify etc. of the school under survey. 5. Self Composed Story: Students can write a story on any special incident or day they experienced in their life.	15	-

Prescribed Books:

1. Sahitya Charcha: Bangla 'ka': Class XI Published by Paschimanga Uchcha Madhyamik Siksha Samsad.
2. Prabeshika Bangla Byakaran O Rachana: Nirmal Kumar Das, Publihsed by orient Book co.

BENGALI (Code: 105)
EXAMINATION STRUCTURE
CLASS-XI: (APRIL 2015 - MARCH 2016)

Section	Details of Topics	Type of Questions	No. of Questions	Weightage (Marks)
Section - A Reading	Comprehension: Two unseen passages of 100-150 words each. Four direct questions from given passage. Fifth question should be grammar based (<i>Sandhi</i> , <i>Samas</i> , Synonyms, Antonyms, <i>Sadhu - Chalit</i> and sentence making).	SA	5×2=10	(1+1+1+1+1) × 2 = 10 Total = 10 marks
Section - B Grammar	1. Transformation of Sentences (Simple, Complex and Compound) 2. <i>Karak</i> 3. <i>Bengali Vocabulary</i> (Tatsama/Tatbhaba/Deshi/Bideshi)	SA SA SA	 5×3=15	(1+1+1+1+1) × 5 = 05 (1+1+1+1+1) × 5 = 05 (1+1+1+1+1) × 5 = 05 Total = 15 marks
Section - C Composition and Writing	1. Report Writing (100-120 words) 2. Expansion of Ideas (100-150 words) 3. Summary Writing from a prose passage (Prose) of 100-120 words	LA LA LA	1 1 1	5 × 1 = 5 5 × 1 = 5 5 × 1 = 5 Total = 15 marks
Section - D Literature	Prose:- 1. <i>Telenapota Abishker</i> by Premendra Mitra 2. <i>Dakater Maa</i> by Satinath Bhadhari 3. <i>Galileo (Essay)</i> Satyendranath Basu 4. <i>Bishal Danawala - Ek Thutture Buro</i> by Gabriel Garcia Markej (International Story) Poetry :- 1. <i>Barir Kache Arshinagar</i> by Lalan Fakir 2. <i>Dwipantarar Bandini</i> by Kaji Nazrul Islam 3. <i>Nun Joy Goswami</i> Poem: <i>Shikshar Circus</i> by Aaiappa Panikkar (Tr. Utpalkumar Basu) Drama: ' <i>Guru</i> ' by Rabindranath Tagore	SA SA SA SA LA SA SA LA	1 5 1 5 2 5 1 1	Questions (1+1+3) × 1 = 5 MCQ 1×5=5 Questions (2+3)×1=5 MCQ (1×5)=5 Explanation 5×1=5 Questions (1+1+3)×1=5 Questions (2+3)×1=5 Question

		SA	5	(1+4)x1=5 MCQ (1x5)=5 Total = 45 Marks
Section - E Project	Any one of the following Project Work is to be undertaken in class XI and another one will be chosen in class XII 1. Translation: Students are to translate a story written in English or Hindi or in any Indian language to Bengali within 1000 words. 2. Interview: An interview or any distinguished personality can be taken by the students. 3. Dramatization: Students can transform a story written in any of the Indian languages into Drama within 1000-2000 words. 4. Survey: Students will conduct a survey or their own school or on any neighbouring school to reveal the facts, history, configuration of the student's and teacher's ethnic identify etc. of the school under survey. 5. Self Composed Story: Students can write a story on any special incident or day they experienced in their life.		15	15
Total				100 Marks

BENGALI (Code: 105)
SYLLABUS
CLASS: XII (APRIL 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weightage (Marks)	Suggested Periods
Section - A Reading	Comprehension: Two unseen passages of 100-150 words each. Four direct questions from given passage each of 01 mark. Fifth question (01 mark) should be grammar based (<i>Sandhi, Samas, Synonyms, Antonyms, Sadhu - Chalit</i> and sentence making).	10	20
Section - B Grammar	- Phonology (Definition with two examples) <i>Apinihiti</i> <i>Swarasangati</i> <i>Swarabhakti</i> <i>Abhishruti</i> - Rhetoric (No clarification, only definition / Identification with reason) <i>Anuprash</i> <i>Slesh</i> <i>Yamak</i> <i>Upama</i> - Proverbs and Idioms - Meaning and Sentence making (Prescribed book - Prabeshika Bangla Byakaran O Rachana by Dr. Nirmal Kumar Das)	18	40
Section - C Composition and Writing	- Report Reading (Three questions from a given report: News Headline/one direct question/Focus on main topic in two sentences) - Letter Writing (Friends and Parents only)	12	40
Section - D Literature	Prose: <i>Ke banchay, ke banche</i> by Manik Bandyopadhyay <i>bhat</i> by Mahashewta Debi <i>Bharatbarsha</i> by Syed Mustafa Siraj <i>Nana Ranger Din (Drama)</i> by Ajitesh Bandyopadhyay Poetry: <i>Rup Naraner Kule</i> by Rabindranath Tagore <i>Aami Dekhi</i> by Shakti Chattopadhyaya <i>Krandanrata Jananir Pashe</i> by Mridul Dasgupta <i>Porte Jane Emon EK Majurer Prashni</i> by Bertolt Brecht (International Poem) Supplementary Reader: <i>Amar Bangla</i> by Subhash Mukhopadhyay - Garo Paharer Niche	45	80

	b) Chhatir Badole Hati c) Kaler Kolkata d) Megher Gaye Jelkhana e) Hath Barao		
Section - E Project	Any one of the following Project Work is to be undertaken in class Xi and another one will be chosen in class XII 1. Translation: Students are to translate a story written in English or Hindi or in any Indian language to Bengali within 1000 words. 2. Interview: An interview or any distinguished personality can be taken by the students. 3. Dramatization: Students can transform a story written in any of the Indian languages into Drama within 1000-2000 words. 4. Survey: Students will conduct a survey or their own school or on any neighbouring school to reveal the facts, history, configuration of the student's and teacher's ethnic identify etc. of the school under survey. 5. Self Composed Story: Students can write a story on any special incident or day they experienced in their life.	15	-
Total		100	180

Prescribed Books:

Uchcha Madhyamik Bangla Sankalan - Sahitya Charcha (Bangla-Ka)/Class-XII, Published by Paschim Banga Uchcha Madhyamik Siksha Sansad.

Prabeshikha Bangla Byakaran O Rachana by Dr. Nirmal Kumar Das.

BENGALI (Code: 105)
EXAMINATION STRUCTURE
CLASS: XII (APRIL 2015 - MARCH 2016)

Section	Details of Topics	Type of Questions	No. of Questions	Weightage (Marks)
Section - A Reading	Comprehension: Two unseen passages of 100-150 words each. Four direct questions from given passage. Fifth question should be grammar based (<i>Sandhi</i> , <i>Samas</i> , Synonyms, Antonyms, <i>Sadhu - Chalit</i> and sentence making)	SA	5X2=10	(1+1+1+1+1)x2= 10 marks
Section - B Grammar	- Phonology (Definition with two examples) <i>Apinihiti</i> <i>Swarasangati</i> <i>Swarabhakti</i> <i>Abhishruti</i> Rhetoric (No clarification, only definition/Identification with reason) <i>Anuprash</i> <i>Snesh</i> <i>Yamak</i> <i>Upama</i> Proverbs and Idioms (Meaning and Sentence making)	SA	3	(3+2)x1=5 marks (3+2)x1=5 marks (2x4)= 8 Marks Total = 18 Marks
Section - C Composition and Writing	1. Report Reading (Three questions from a given report, News Headline, Focus on main topic in two sentences, one direct question from the given report) 2. Letter Writing (Friends and Parents only)	SA LA	3 1	(2+2+2)x1=6 marks (3+3)x1=6 marks Total = 12
Section - D Literature	Prose: 1. <i>Ke Banchay Ke Banche</i> by Manik Bandyopadhyay 2. <i>Bhaat</i> by Mahasweta Devi 3. <i>Bharatbarsho</i> by Syed Mustafa Siraj Poetry : 1. <i>Rup Naraner Kule</i> by Rabindra Nath Tagore 2. <i>Aami Dekhi</i> by Shati Chattopadhyay 3. <i>Krandan Rata Jananir Pashe</i> by Mridul Dasgupta Drama: <i>Nana Ranger Din</i> by Ajitesh Bandyopadhyaya International Poem: <i>Porte Jane Emon Ek Majurer Galpo</i> by Bertolt Brecht Supplementary Reader: <i>Amar Bangla</i> by Subhash Mukhopadhyaya - Garo Paharer Niche - Chhatir Badole Hati - Kaler Kolkata	SA LA LA SA SA SA LA	5 1 1 1 5 1 1	MCQ (1x5)=5 Questions (1+1+3)=5 Explanation (5x1)=5 Question (1+1+3)x1=5 Question (2+3)x1=5 MCQ 1x5=5 (2+3)x1=5 Question (1+4)x1=5 MCQ (1x5)=5 Total = 45

	• Megher Gaye Jelkhana • Hath Barao			
Section - E Project	Any one of the following Project Work is to be undertaken in class XI and another one will be chosen in class XII 1. Translation: Students are to translate a story written in English or Hindi or in any Indian language to Bengali within 1000 words. 2. Interview: An interview or any distinguished personality can be taken by the students. 3. Dramatization: Students can transform a story written in any of the Indian languages into Drama within 1000-2000 words. 4. Survey: Students will conduct a survey or their own school or on any neighbouring school to reveal the facts, history, configuration of the student's and teacher's ethnic identify etc. of the school under survey. 5. Self Composed Story: Students can write a story on any special incident or day they experienced in their life.			15
TOTAL				100

03. SYLLABUS FOR BODO (CODE: 092)

Class-XI

First Term (April 2015 - September 2015)

SECTION	DETAILS OF TOPICS/CHAPTERS	WEIGHTAGE
Section -A Reading	Thunlai aidani 500 sw swdwb gwnang mwnse khwndw thagwn. Be khwndwkhwu hwkhanai raithaiphwrniphrai labwnw hagwn.	5x1=5
Section-B Writing	a) Ronsai lirnai	7
	b) Aroz bilai lirnai	7
	c) Hwkhanai phorani sayao sungthabwi lirnai	6
Section-C Grammar	a-dazabda bahainaini kxanthi, bimaoni bisandi	3x5=15 5x1=5
Section-D Literature	1. Raithai	
	a) Hariyari methai-Ishan Mochahary	2x5=10
	b) Boro harinisim phongnwisw-Karindra Narayan Brahma	
	c) Bwisagu arw Boro mahari-Laksheswar Brahma	5x2=10
	d) Borophwrni gwdwni khela-Chanakya Brahma	
	2. Khonthai	
	a) Sorkho nongsor malai nongdo-Rupnath Brahma	10x1=10
	b) Mwnabili-Ishan Mochahary	
	c) Dwi bazrub-Pramod Chandra Brahma	2x5=10
	d) Thar-Kamal Kumar Brahma	
	3. Zorokha phorainw gwnang: Zwng arw zwngni abhawa-Dr. Lakshminandan Bora	5x2=10 5

Phorainw gwnang bizab: Raithai, Khonthai Arw Zorokha Phorainw Gwnang: Suzunai Bizab, 2010, N L Publication, Guwahati Raokhanthi: Zwuga Boro Raokhanthi, 2013, Bodo Publication Board: Bodo Sahitya Sabha

EXAMINATION STRUCTURE FOR BODO (CODE: 092)

Class XI

First Term (April 2015 - September 2015)

Section	Details of Topics/Chapters		Type of questions	No. of questions	Marks	Suggested periods
Section-A Reading	Thunlai aidani 500 sw swdwb Gwnang mwnse khwndw thagwn. Be khwndwkhwu hwkhanai raithaiphwrniphrai labwnw hagwn.		MCQ	05	5x1=5	5
Section: B Writing	a)	Ronsai lirnai	LA	01	1x7=7	30
	b)	Aroz bilai lirnai	LA	01	1x7=7	
	c)	Hwkhanai phorani sayao sungthabwi lirnai	LA	01	1x6=6	
Section :C Grammar	a-dazabda bahainaini kxanthi, bimaoni bisandi		SA MCQ	03 05	3x5=15 5x1=5	30
Section: D	1.	Raithai				
	a)	Hariyari methai-Ishan Mochahary	LA	02	2x5=10	30
	b)	Boro harinisim phongnwisw- Karindra Narayan Brahma			5x2=10	
	c)	Bwisagu arw Boro mahari- Laksheswar Brahma	SA	05	10x1=10	
	d)	Borophwrni gwdwni khela- Chanakya Brahma	MCQ	10		
	2.	Khonthai				30
	a)	Sorkho nongsor malai nongdo- Rupnath Brahma	LA	02	2x5=10	
	b)	Mwnabili-Ishan Mochahary			5x2=10	
	c)	Dwi bazrub-Pramod Chandra Brahma	SA	05		
	d)	Thar-Kamal Kumar Brahma				
	3.	Zorokha phorainw gwnang: Zwng arw zwngni abhawa-Dr. Lakshminandan Bora	LA	01	5x1=5	5

Phorainw gwnang bizab: Raithai, Khonthai Arw Zorokha Phorainw Gwnang: Suzunai Bizab, 2010, N L Publication, Guwahati Raokhanthi: Zwuga Boro Raokhanthi, 2013, Bodo Publication Board: Bodo Sahitya Sabha

SYLLABUS FOR BODO (CODE: 092)

Class-XI

Second Term (October 2015 - March 2016)

SECTION	DETAILS OF TOPICS/CHAPTERS	WEIGHT AGE
Section -A Reading	Thunlai aidani 500 sw swdwb gwnang mwnse khwndw thagwn. Be khwndwkhwu hwkhanai raithaiphwrniphrai labwnw hagwn.	5x 1=5
Section-B Writing	a) Report lirnai	7
	b) Gao mwzang mwnnai aidani sayao lirnai	7
	c) Bathra phaokhwu bekheon a lirnai	6
Section-C Grammar	Baseb, hwnzab arw dazab swdwb	3x5=15
		5x 1=5
Section-D Literature	1. Raithai	
	a) Subung mahariyao khana phwthainai-Brajendra Kumar Brahma	2x5=10
	b) Zwhwlao Sambudhan Phonglo-Manoranjan Lahary	
	c) Boro phaothai: beni mwnthigwnang akhuphwr-Kamal Kumar Brahma	5x2=10
	d) Akhol-Kamleswar Brahma	10x1=10
	2. Khonthai	
	a) Subungni dhwrwm-Brajendra Kumar Brahma	
	b) Ziu phwisali-Sachindra Basumatary	2x5=10
	c) Lama-Manoranjan Lahary	
	d) Bhaothina-Dambarudhar Brahma	5x2=10
	3. Zorokha phorainw gwnang: Khwiphwd raha-Dr. Madan Mohan Saikia	5

Phorainw gwnang bizab: Raithai, Khonthai Arw Zorokha Phorainw Gwnang: Suzunai Bizab, 2010, N L Publication, Guwahati Raokhanthi: Zwuga Boro Raokhanthi, 2013, Bodo Publication Board: Bodo Sahitya Sabha

EXAMINATION STRUCTURE FOR BODO (CODE: 092)

Class-XI

Second Term (October 2015 - March 2016)

Section	Details of topics/chapters		Type of questions	No. of questions	Marks	Suggested periods
Section-A Reading	Thunlai aidani 500 sw swdwb gwnang mwnse khwndw thagwn. Be khwndwkhwu hwkhanai raithaiphwrniphrai labwnw hagwn.		MCQ	05	5x1=5	5
Section: B Writing	a)	Report lirnai	LA	01	1x7=7	30
	b)	Gao mwzang mwnnai aidani sayao lirnai	LA	01	1x7=7	
	c)	Bathra phaokhwu bekheon a lirnai	LA	01	1x6=6	
Section :C Grammar	Baseb, hwnzab arw dazab swdwb		SA MCQ	03 05	3x5=15 5x1=5	30
Section: D	1.	Raithai				
	a)	Subung mahariyao khana phwthainai- Brajendra Kumar Brahma	LA	02	2x5=10	30
	b)	Zwhwlao Sambudhan Phonglo-Manoranj an Lahary	SA	05	5x2=10	
	c)	Boro phaothai: beni mwnthigwnang akhuphwr-Kamal Kumar Brahma	MCQ	10	10x1=10	
	d)	Akhol-Kamleswar Brahma				
	2.	Khonthai				
	a)	Subungni dhwrwm- Brajendra Kumar Brahma	LA	02	2x5=10	30
	b)	Ziu phwisali- Sachindra Basumatary				
	c)	Lama-Manoranj an Lahary	SA	05	5x2=10	
	d)	Bhaothina-Dambarudhar Brahma				
	3.	Zorokha phorainw gwnang: Khwiphwd raha-Dr. Madan Mohan Saikia	LA	01	5x1=5	05

Phorainw gwnang bizab: Raithai, Khonthai Arw Zorokha Phorainw Gwnang: Suzunai Bizab, 2010, N L Publication, Guwahati Raokhanthi: Zwuga Boro Raokhanthi, 2013, Bodo Publication Board: Bodo Sahitya Sabha

SYLLABUS FOR BODO (CODE: 092)

Class-XII

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

SECTION	DETAILS OF TOPICS/CHAPTERS	WEIGHT AGE
Section -A Reading	Thunlai aidani 500 sw swdwb gwnang mwnse khwndw thagwn. Be khwndwkhwu hwkhanai raithaiphwrniphrai labwnw hagwn.	5x 1=5
Section-B Writing	a) Ronsai lirnai	7
	b) Aroz bilai lirnai	7
	c) Hwkhanai phorani sayao sungthabwi lirnai	6
Section-C Grammar	Bathra phandai, bathra phao	3x5=15
		5x 1=5
Section-D Literature	1. Raithai	
	a) Endle mugani Boro thunlai-Bihuram Boro	2x5=10
	b) Alari dambra (solo batha)	5x2=10
	c) Gwnwkhwari gwsu mabwrwi danw hayw-Dr. Dinesh Goswami	10x1=10
	d) Buthuwa thunggri-Nilkamal Brahma	
	2. Khonthai	
	a) Swrkhwu zwng nainw banw-Modaram Brahma	2x5=10
	b) Songsarni onnai-Pramod Ch. Brahma	
	c) Bese gwzwn bese gwzwng-Nileswar brahma	5x2=10
	d) Som besom-Aurabinda Uzir	
	3. Zorokha phorainw gwnang: Besen mwndangthini swlwngthal-Dr. Dulumoni Goswami	5

Phorainw gwnang bizab: Raithai, Khonthai Arw Zorokha Phorainw Gwnang: Suzunai Bizab, 2011, N L Publication, Guwahati Raokhanthi: Zwuga Boro Raokhanthi, 2013, Bodo Publication Board: Bodo Sahitya Sabha

EXAMINATION STRUCTURE FOR BODO (CODE: 092)

Class-XII

First Term (April 2015 - September 2015)

Section	Details of topics/chapters		Type of questions	No. of questions	Marks	Suggested periods
Section-A Reading	Thunlai aidani 500 sw swdwb gwnang mwne khwndw thagwn. Be khwndwkhwu hwkhanai raithaiphwrniphrai labwnw hagwn.		MCQ	05	5x1=5	5
Section: B Writing	a)	Ronsai lirnai	LA	01	1x7=7	30
	b)	Aroz bilai lirnai	LA	01	1x7=7	
	c)	Hwkhanai phorani sayao sungthabwi limai	LA	01	1x6=6	
Section :C Grammar	Bathra phandai, bathra phao		SA MCQ	03 05	3x5=15 5x1=5	30
Section: D	1.	Raithai				
	a)	Endle mugani Boro thunlai-Bihuram Boro	LA	02	2x5=10	30
	b)	Alari dambra (solo batha)	SA	05	5x2=10	
	c)	Gwnwkhware gsw mabwrwi danw hayw- Dr. Dinesh Goswami	MCQ	10	10x1=10	
	d)	Buthuwa thunggri- Nilkamal Brahma				
	2.	Khonthai				
	a)	Swrkhwu zwng nainw banw-Modaram Brahma	LA	02	2x5=10	30
	b)	Songsami onnai- Pramod Ch. Brahma			2x5=10	
	c)	Bese gwzwn bese gwzwng-Nileswar brahma	SA	05	5x2=10	
	d)	Som besom-Aurabinda Uzir				
	3.	Zorokha phorainw gwnang: Besen mwndangthini swlwngthal-Dr. Dulumoni Goswami	LA	01	5 x 1=5	05

Phorainw gwnang bizab: Raithai, Khonthai Arw Zorokha Phorainw Gwnang: Suzunai Bizab, 2011, N L Publication, Guwahati Raokhanthi: Zwuga Boro Raokhanthi, 2013, Bodo Publication Board: Bodo Sahitya Sabha

SYLLABUS FOR BODO (CODE: 092)

Class-XII

SECOND TERM (OCTOBER 2015 - MARCH 2016)

SECTION	DETAILS OF TOPICS/CHAPTERS	WEIGHT AGE
Section -A Reading	Thunlai aidani 500 sw swdwb gwnang mwnse khwndw thagwn. Be khwndwkhwu hwkhanai raithaiphwrniphrai labwnw hagwn.	5 x 1=5
Section-B Writing	a) Swmwba maba mwnse mithihwnw thakhai radab mwnse zothainai	7
	b) Mithisar bilai lirnai	7
	c) Gaoni zaigayao zanai maba mwnse zathaikhwu radabbilayao phwsaonw khaolainanwi laizam gangse lirhomai	6
Section-C Grammar	Dazabda bahaina swdwb danai, bathra phwlaonai arw phusungnai	3x5=15 5x 1=5
Section-D Literature	1. Raithai	
	a) Boro rao thunlayao Pramod Chandra Brahmani bihwma-Mangalsingh Hazowary	2x5=10
	b) Zarimin arw Boro mahari-Kameswar brahma	5x2=10
	c) Kacharni Haritikor-mohini Mohan Brahma	10x1=10
	d) Kherai mwsanayao phaothina naibizimai-Dhireswar Boro Narzee	
	2. Khonthai	
	a) Mwnabili-Samar brahma Choudhury	2x5=10
	b) Gwthang gab gathwngswi-Anjoo	5x2=10
	c) Daodw de Boro hari-Nandeswar Boro	
	d) Mwdwi-Dharanidhar Wary	
	3. Zorokha phorainw gwnang: Laimwn Bwisw arw beni gwnang swlwngthai-Dr. Swarnalata Das	5

Phorainw gwnang bizab: Raithai, Khonthai Arw Zorokha Phorainw Gwnang: Suzunai Bizab, 2010, N L Publication, Guwahati

Raokhanthi: Zwuga Boro Raokhanthi, 2013, Bodo Publication Board: Bodo Sahitya Sabha

EXAMINATION STRUCTURE FOR BODO (CODE: 092)

Class-XII

Second Term (October 2015 - March 2016)

Section	Details of topics/chapters		Type of questions	No. of questions	Marks	Suggested periods
Section-A Reading	Thunlai aidani 500 sw swdwb Gwnang mwnse khwndw thagwn. Be khwndwkhwu hwkhanai raithaiphwrniphrai labwnw hagwn.		MCQ	05	5x 1=5	5
Section: B Writing	a)	Swmwba maba mwnse mithihwnw thakhai radab mwnse zothainai	LA	01	1 x7=7	30
	b)	Mithisar bilai lirnai	LA	01	1 x7=7	
	c)	Gaoni zaigayao zanai maba mwnse zathaikhwu radabbilayao phwsaonw khaolainanwi laizam gangse lirhornai	LA	01	1 x6=6	
Section :C Grammar	Dazabda bahaina swdwb danai, bathra phwlaonai arw phusungnai		SA	03	3x5=15	30
			MCQ	05	5x 1=5	
Section: D	1.	Raithai				
	a)	Boro rao thunlayao Pramod Chandra Brahmani bihwma- Mangalsingh Hazowary	LA	02	2x5=10	30
	b)	Zarimin arw Boro mahari-Kameswar brahma	SA	05	5x2=10	
	c)	Kachami Haritikor- mohini Mohan Brahma	MCQ	10	10x1=10	
	d)	Kherai mwsanayao phaothina naibizimai- Dhireswar Boro Narzee				
	2.	Khonthai				
	a)	Mwnabili-Samar brahma Choudhury	LA	02	2x5=10	30
	b)	Gwthang gab gathwngswi-Anj oo				
	c)	Daodw de Boro hari- Nandeswar Boro	SA	05	5x2=10	
	d)	Mwdwi-Dharanidhar Wary				
	3.	Zorokha phorainw gwnang: Laimwn Bwisw arw beni gwnang swlwnghai- Dr. Swarnalata Das	LA	01	5x1=5	05

Phorainw gwnang bizab: Raithai, Khonthai Arw Zorokha Phorainw Gwnang: Suzunai Bizab, 2011, N L Publication, Guwahati Raokhanthi: Zwuga Boro Raokhanthi, 2013, Bodo Publication Board: Bodo Sahitya Sabha

04. GUJARATI (Code: 110)

SYLLABUS

CLASS: XI (APRIL 2015 - MARCH 2016)

SECTION	DETAILS OF TOPICS/CHAPTERS	WEIGHTAGE
SECTION A Advanced Reading Skills	1. 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 1/3 of the given length) 3. An Essay on current topics in 200/250 words	20 Marks
SECTION C GRAMMAR	1. Transformation of Sentences-positive, Negative 2. Formation of Words: (samanarathi, Viruddharathi from the prescribed lessons) 3. Correction of Sentences 4. Idioms (from the prescribed lessons) 5. Proverbs (from the prescribed lessons) 6. Punctuation marking in a small paragraph	20 Marks
SECTION D LITERATURE	Prose: (Essay, Travelogues, Novel, Short story, drama etc.) 1. Critical Appreciation, Comprehension (5 short ques.) 2. Explanation with reference to context (Who said to whom, when or why, name of the lesson) 3. Answer in details (any two) Poetry: 1. Poetry comprehension (from the text) 2. Two long question out of four questions the prescribed poems only) 3. Answer in two three sentence (Any three) 4. Ras darshan of a complete poem	50 Marks

EXAMINATION STRUCTURE FOR GUJARATI (CODE 110)

CLASS: XI (APRIL 2015 - MARCH 2016)

SECTION	DETAILS OF TOPICS/CHAPTERS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
SECTION A READING	(1) An unseen passage of 150 words followed by questions	S.A.	01	2X5=10 Total=10
SECTION B WRITING	(1) Report -Writing for Newspapers (2) Précis Writing (approximately in 1/3 of the given length) (3) An Essay on current topics in 200/250 words	S.A. S.A. S.A.	01 01 01	6X1=6 6X1=6 8x1=8 Total=20
SECTION C GRAMMAR	1. Transformation of Sentences- positive, Negative 2. Formation of Words: (Samanarathi, Viruddharathi from the prescribed lessons) 3. Correction of Sentences 4. Idioms (from the prescribed lesson) 5. Proverbs (from the prescribed lessons) 6. Punctuation marking in a small paragraph	S.A.	04 04 04 03 03 02	1X4=4 1X4=4 1X4=4 1X3=3 1X3=3 1x2=2 Total=20
SECTION D LITERATURE	Prose: (Essay, Travelogues, Novel, Short story, drama etc.) 1. Critical Appreciation, Comprehension (5 short ques.) 2. Explanation with reference to context (Who said to whom, when or why, name of the lesson) 3. Answer in details (any two) Poetry: 1. Poetry comprehension (from the text) 2. Two long question out of four questions the prescribed poems only) 3. Answer in two three sentence (Any three) 4. Ras darshan of a complete poem		01 06 02 06 02 03 01	1X5=5 2X6=12 4x2=8 Total=25 1X6=6 4X2=8 2X3=6 1x5=5 Total=25
				100 Marks

04. GUJARATI (Code: 110)
SYLLABUS
CLASS: XII (APRIL 2015 - MARCH 2016)

SECTION	DETAILS OF TOPICS/CHAPTERS	WEIGHTAGE
SECTION A Advanced Reading Skills	1. 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 (official-personal)	20 Marks
SECTION C Applied Grammar	1. Transformation of Sentences-(Interrogative-Exclamatory) 2. Formation of Words: (samanarthi, Viruddharthi from the prescribed lessons) 3. Correction of Sentences 4. Idioms (from the prescribed lessons) 5. Proverbs (from the prescribed lessons) 6. Transformation of sentences in respect of tenses 7. Sandhi vigrah	20 Marks
SECTION D LITERATURE	Prose: 1. Explanation with reference to context(Who said to whom, when or why, name of the lesson) 2. Answer in seven-eight sentences (any two) 3. Answer in two-three sentences(any two) 4. One Question on History of Modern Literature. Poetry: 1. Poetry comprehension (from the text) 2. Two long question out of four questions the prescribed poems only) 3. Answer in two three sentence (Any three)	50 Marks

Prescribed Text Books: 'Gujarati' (Dwitiya Bhasha) for class XII (Ed. 2006) published by Gujarat Rajyashalla Pathya Pustak Mandal Vidhyayan Sector 10 A, Gandhi Nagar, Gujarat.

EXAMINATION STRUCTURE FOR GUJARATI (CODE 110)

CLASS: XII (APRIL 2015 - MARCH 2016)

SECTION	DETAILS OF TOPICS/CHAPTERS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
SECTION A READING	1. An unseen passage of 150 words followed by questions.	S.A.	05	1X10=10 Total=10
SECTION B WRITING	1. An Essay on current topics in 200 words 2. Story building from given points 3. Letter (official-personal)	L.A. L.A. L.A.	01 01 01	8X1=8 6X1=6 6X1=6 Total=20
SECTION C GRAMMAR	1. Transformation of Sentences (Interrogative-Exclamatory) 2. Formation of Words: (samanartha, Viruddhartha from the prescribed lessons) 3. Correction of Sentences 4. Idioms (from the prescribed lesson) 5. Proverbs (from the prescribed lessons) 6. Transformation of sentences in respect of tenses 7. Sandhi vigrah		03 03 03 03 03 03 02	1X3=3 1X3=3 1X3=3 1X3=3 1X3=3 1x3=3 1X2=2 Total=20
SECTION D LITERATURE	Prose: 1. Explanation with reference to context(Who said to whom, when or why, name of the lesson) 2. Answer in seven-eight sentences (any two) 3. Answer in two-three sentences(any two) Poetry: 1. Poetry comprehension (from the text) 2. Two long question out of four questions the prescribed poems only) 3. Answer in two three sentence (Any three) 4. One question based on History of modern Literature	S.A. L.A. S.A.	05 03 02	2X4=8 4X2=8 2X2=4 Total=20 1X5=6 4X2=8 2X3=6 10x1=10 Total=30
TOTAL				100marks

STD-XI: Lessons to be studied

Sr. No.	Lesson No. as given in text book	Title	Author
1	2	Saraswatichandrano Gruhtyag	Govardhanram Tripathi
2	6	Kavyamay Jan	Kaka Kalelkar
6	8	Kankudi ne Kaniyo	Ramnarayan Pathak
7	10	Tran Prasongo	Mahadevbhai Desai
10	12	Aviram Yuddha	Dhumketu
11	22	Pagarkhano Gothavnar	Ramanlal C Shah
12	24	Manushya Thavun	Kundankia Kapadia
14	26	Nava Varshana Sankalpo	Bakul Tripathi
17	28	Uniform	Ishwar Parmar

Prescribed Textbook: Gujarati (Dwitiya Bhasha) Std. XI Gujarat Rajya Shala Pathya Pustak Mandal “Vidhyayan” Section 10A, Gandhi Nagar

Poems to be studied:

Sr. No.	Lesson No. as given in text book	Title	Author
1	1	Sukh-dukh Manmauna Ania	Narsinh Mehta
2	5	Shyam rang	Daya Ram
3	7	Sambharya Hari Amane Re	Lokgeet
4	11	Sadbhavna	Patil
5	13	Nirdosh Ne Nirmala Ankh 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 Vasantna	Manoj Khanderia

Prescribed Textbook: Gujarati (Dwitiya Bhasha) Std. XI Gujarat Rajya Shala Pathya Pustak Mandal “Vidhyayan” Section 10A, Gandhi Nagar (Edition 2004) Gujarat.

STD-XII: Lessons to be Studied

Sr. 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	Chhotubhai Suthar
7	22	Din Khoonke Hamare	Dhirubhai Thakar
8	24	Shruti Ane Smruti	Chandrakant Baxi
9	26	Indreshwarthi Ashram	Narottam Pallan
10	28	Putra Shishyatlchhet Parajayam	Girish Ganatra

Poems to be studied:

Sr. 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 Textbook: Gujarati (Dwitiya Bhasha) Std. XII Gujarat Rajya Shala Pathya Pustak Mandal “Vidhyayan” Section 10A, Gandhi Nagar -Gujarat.

		Marks	Suggested Periods
C	History of Modern Literature (Broad Outlines) 'Gujarati Sahityani Vikas Rekha' by Dhirubhai Thaker	10	15
	Writers to be studied:		
1	Dalapatram		
2	Narmad		
3	Goverdharam Tripathi		
4	K. M. Munshi		
5	Gandhi		
6	Umashankar Joshi		
7	Sundaram		
8	Dhumketu		
9	Kalapi		
10	Pannalal Patel		

05. KANNADA (Code: 115)
SYLLABUS
CLASS - XI (APRIL 2015 - MARCH 2016)

Time: 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 - <i>Gana Vivakshe/Gana Vibhaga: Akshara Gana, Amsha Gana, Matra Gana, Mudi</i>	5	
(d) Writing a story or paragraph based on the skeleton clues 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) Summarizing Newspaper, Magazine and Periodical Writings	5	

SECTION C

Composition and writing	15	30
(a) Essay writing	5	
(b) Business letter writing	5	
(c) Summarizing Poem	5	

SECTION D

Literature	50	
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1. Prescribed Books:

(a) Sahitya Sanchalan

(b) Prayoga Pranathi

Published by the Department of PUE, Bengaluru

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

I. Prose: All lessons need to be studied	15	30
II. Poetry: All lessons/Poems need to be studied	15	35
III. Drama: 'Boleshankara by Dr. Chandrashekara Kambara	12	18

- 2. A brief outline History of Kannada literature consisting of major poets and the poets included in the prescribed text.**

08

KANNADA (Code: 115)
SYLLABUS
CLASS - XII (APRIL 2015 - MARCH 2016)

Time: 3 hours

Max. Marks: 100

Section A

Grammar

	Marks	Periods
(a) Transformation of Sentences	05	50
(i) Question		
(ii) Negation		
(iii) Converting Compound to Simple Sentences and vice-versa		
(iv) Changing Tenses		
(v) <i>Roopa Nishpatti</i>		
(b) Translation of a given passage from English or Hindi to Kannada	05	
(c) Prosody	05	
Metre :		
(i) <i>Champakamala</i>		
(ii) <i>Kanada Padya</i>		
(iii) <i>Bhamini Shatpadi</i>		
(iv) <i>Tirpadi</i>		
(v) <i>Sangatya</i>		
(vi) <i>Ragale</i>		
(d) Explaining Proverbs ($2\frac{1}{2} \times 2$ marks)	05	
(e) Questions based on <i>Bhashabhyasa</i> given at the end of the lessons	05	

Section B

Comprehension of an unseen passage

	10	15
(i) Comprehension questions of an unseen passage	6	
(ii) Writing a brief summary of a passage with salient points	4	

Section C

Composition and Writing

	15	25
(i) Reporting simple and common events	5	
(ii) Writing letters to the Newspaper Editors	5	
(iii) Summarising newspaper, magazine and periodical writings	5	

Section D

Readings for detailed study (Literature)

	15	30
(a) Prose: All lessons need to be studied	15	30
(b) Poetry: All lessons/poems need to be studied	15	30

(c) Drama : EKALAVYA-By. DR. SIDDALINGAIAH	12	20
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(Ref: Sahitya Chandana)

Prescribed Books:

1. SAHITYA CHANDANA
2. PRAYOGA CHANDANA

Note: (All lessons need to be studied)

Published by - Dept. of P.U.E. Bengaluru

(d) A Brief outline History of Kannada Literature consisting of Major poets and poetesses included in the textbook.	8	10
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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*

Prescribed Books:

1. *Kannada Sahitya Charitre* by R.S. Mugali
2. *Kannada Sahityada Itishasa* by R.S. Mugali

Pub: Sahitya Akademi, New Delhi.

06.(Marathi) मराठी (109)

SYLLABUS AND EXAMINATION STRUCTURE

अकरावी (Class -XI) (APRIL 2015 - MARCH 2016)

MARKS 100

विभाग अ (Section -A)

घटक Unit	उपघटक Sub Unit	प्रश्नांचे स्वरूप Type of Questions	गुण Marks	Total Marks	No. of Periods
गद्य आकलन Reading Comprehension	अपठित गद्य वाचून प्रश्नांची उत्तरे (शब्दसंख्या मर्यादा ३०० शब्द) Comprehension unseen passage in 300 words	लघुत्तरी प्रश्न S.A.Q.	3×3 1×1	10	20

विभाग ब (Section -B)

सृजनात्मक लेखन Writing Skills	निबंधलेखन Essay Writing	चिंतनात्मक निबंध (सामाजिक आर्थिक विषयी) (तीन पैकी एक) Contemplative (Socially, Economically)	L.A.Q.	1×15	15	20
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विभाग क (Section-C)

व्याकरण Grammar	वाक्यपरिवर्तन (Transformation Sentences in respect of Type of sentences, Meaning of Sentence, Phrase) वाक्याचे प्रकार-वाक्याचे अर्थ वाक्प्रचाराचे अर्थ	सात पैकी पाच (5 out of 7)	लघुत्तरी प्रश्न S.A.Q.	5×3	15	25	60
	वचन बदला (Changing of number)		लघुत्तरी प्रश्न S.A.Q.	2×1	02		
	विशेषणे बनवा (Making of Adjectives)		लघुत्तरी प्रश्न S.A.Q.	3×1	03		
	सामान्यरूपे, शब्दांच्या जाती (Parts of speech)	सात पैकी पाच (5out of 7)	लघुत्तरी प्रश्न S.A.Q.	5×1	05		

विभाग ड (Section -D)

पठित गद्य Literature (Prose)	पाठ्यपुस्तकावर आधारित पाठावरील प्रश्न Textual Questions	दीर्घोत्तरी तीन पैकी दोन L.A.Q. (3 out of 2)	2×5	10	35	80
		संदर्भासह स्पष्टी करण (तीन पैकी दोन) Reference to context L.A.Q. (2 out of 3)	2×5	10		
पठित पद्य (Poetry)	पाठ्यपुस्तकावर आधारित पद्यावरील प्रश्न Textual Questions	संदर्भासह स्पष्टी करण (तीन पैकी दोन) L.A.Q. (2 out of 3 Reference to context)	2×5	10	15	
		अलंकार Figure of Speech (रूपक, उत्प्रेक्षा, अनुप्रास) (2 out of 3) S.A.Q.	2×2 1×1	05		
स्थूलवाचन Sup. Reader	समीक्षात्मक वा चरित्रात्मक वर्णन पर प्रश्न Questions on criticism	दीर्घोत्तरी प्रश्न L.A.Q.	1×10	10	15	
	टिपा अथवा व्यक्तिचित्रणात्मक Notes/Character sketch	लघुत्तरी प्रश्न L.A.Q. Value based Question	1×5	05		

(अकरावी) Class-XI

Section D

Marks :50

Periods 80

Prescribed Book-‘Marathi Sahitya’ for class XI Edition 2012 Published by - Maharashtra Rajya Madhyamik va Uccha Madhyamik Shikshan Mandal Pune(अभ्यासक्रमासाठी निर्धारित पाठ्यपुस्तक मराठी साहित्य-वर्ग अकरावी (प्रकाशन वर्ष २०१२) प्रकाशक - महाराष्ट्र राज्यमाध्यमिक व उच्चमाध्यमिक शिक्षण मंडळ पुणे)

Prose-(गद्य)

S. No.	Lesson No.	Topic (Prose)	Writer	पाठाचे नाव	लेखक
1	1	Shabdancya Sandhyakali	Srinivas Kulkarni	शब्दांच्या संध्याकाळी	श्रीनिवास कुलकर्णी
2	2	Chalma	Ravaji Rathod	चल्मा	रावजी राठोड
3	3	Matsya Kanya	G.A.Kulkarni	मत्स्यकन्या	जी.ए. कुलकर्णी
4	4	Katha eka Kathechi	Niranjan Ghate	कथा एका कथेची	निरंजन घाटे

5	5	Lekhak Aani Mulyavichar	Durga Bhagwat	लेखक आणि मूल्यविचार	दुर्गा भागवत
6	6	Narechi kela hin kiti nar	Narhar Kurundkar	नरेचि केला हीन किती नर !	नरहर कुरुंदकर
7	7	Rahasya Aani Taruni	Gangadhar Gadgil	रहस्य आणि तरूणी	गंगाधर गाडगीळ

Poetry-(पद्य)

S. No.	Lesson No.	Lesson (Poetry)	Writer	पाठाचे नाव	लेखक
1	1	Chandnacha Vithobachi May gava geli	B. Raghunath	चंदनाच्या विठोबाची माय गावा गेली	बी.रघुनाथ
2	2	Navi Malwat	Sharchandra Mukthibodh	नवी मळवाट	शरच्चंद्र मुक्तिबोध
3	3	Jhad	Shanta Shelake	झाड	शांता शेळके
4	4	Ek amhich aase nighalo	Narayan Surve	एक आम्हीच असे निघालो	नारायण सुर्वे
5	5	Tase Kahi nahi mani	Purushottam Patil	तसे काही नाही मनी	पुरुषोत्तम पाटील
6	7	Pahat	Raja Mukunda	पहाट	राज मुकुंद
7	8	Gada	Aarti Prabhu	गाडा	आरती प्रभू
8	10	Jhade Jhali Hirvishi	N.D. Mahanor	झाले झाली हिरवीशी	ना.धों.महानोर

(Sthul Vachan included in test)- (स्थूलवाचन)

S.N	Lesson No.	Lesson (Poetry)	Writer	पाठाचे नाव	लेखक
1	1	Sahityache Vachan Aaswad Aani Abhyas	B. Raghunath	साहित्याचे वाचन आस्वाद आणि अभ्यास	
2	2	Sahitya Aani itar Lalitkalancha parspar sambndh	Sharchandra Mukthibodh	साहित्य आणि इतर ललित कलांचा परस्पर संबंध	
3	6	Sanga kas Jagayach	Mangesh Padgawkar	सांगा कसं जगायचं ?	मंगेश पाडगावकर
4	9	Nirdhar	Suresh Bhat	निर्धार	सुरेश भट

(Marathi) मराठी (109)

EXAMINATION STRUCTURE

बारावी (Class -XII) (APRIL 2015-MARCH 2016)

विभाग अ (Section-A)

MARKS 100

घटक Unit	उपघटक Sub Unit	प्रश्नांचे स्वरूप Type of Questions	गुण Marks	Total Marks
गद्य आकलन Reading Comprehension	अपठित गद्य वाचून प्रश्नांची उत्तरे (शब्दसंख्या मर्यादा ३०० शब्द) Comprehension unseen passage (in 300 words)	लघुत्तरी प्रश्न S.A.Q.	3×3 1×1	10

विभाग ब (Section-B)

सृजनात्मक लेखन Writing Skills	निबंधलेखन Essay Writing	चिंतनात्मक निबंध (सामाजिक आर्थिक विषयी) (तीन पैकी एक) Contemplative (Socially, Economically)	L.A.Q.	1×15	15
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विभाग क (Section-C)

व्याकरण Grammar	वाक्यपरिवर्तन(Transformation Sentences in respect of Type of sentences, Meaning of Sentence, Phrase)वाक्याचे प्रकार-वाक्याचे अर्थ वाक्प्रचाराचे अर्थ	सात पैकी पाच (5 out of 7)	लघुत्तरी प्रश्न S.A.Q.	5×3	15	25
	वचन बदला Changing of number		लघुत्तरी प्रश्न S.A.Q.	2×1	02	
	क्रियाविशेषणे बनवा Making of Adverbs		लघुत्तरी प्रश्न S.A.Q.	3×1	03	
	सामान्यरूपे, शब्दांच्या जाती Part of speech रिक्त्या जागी योग्य रूपे वापरा (Fill in the blanks with correct form of Verb 11	सात पैकी पाच (5 out of 7)	लघुत्तरी प्रश्न S.A.Q.	5×1	05	

विभाग ड (Section-D)

पठित गद्य Literature (Prose)	पाठ्यपुस्तकावर आधारित पाठावरील प्रश्न Textual Questions	दीर्घोत्तरी तीन पैकी दोन L.A.Q. (3 out of 2)	2×5	10	35
		संदर्भासह स्पष्टी करण (तीन पैकी दोन) Reference to context L.A.Q. (2 out of 3)	2×5	10	
पठितपद्य (Poetry)	पाठ्यपुस्तकावर आधारित पद्यावरील प्रश्न Textual Questions	संदर्भासह स्पष्टी करण (तीन पैकी दोन) L.A.Q. (2 out of 3 Reference to context	2×5	10	
		अलंकार Figure of Speech (श्लेश, व्यतिरेक, अतिशयोक्ती, अनन्वय) L.A.Q. (2 out of 3)	2×2.5	05	
स्थूलवाचन Sup. Reader	समीक्षात्मक वा चरित्रात्मक वर्णन पर प्रश्न Questions on criticism	दीर्घोत्तरी प्रश्न L.A.Q.	1×10	10	15
	टिपा अथवा व्यक्तिचित्रणात्मक (Notes descriptive)	लघुत्तरी प्रश्न L.A.Q. Value based Question	1×5	05	

(Marathi) मराठी (109)

SYLLABUS

बारावी (Class -XII) (APRIL 2015-MARCH 2016)

MARKS 100

Section	Details of Topics /Chapters	Weightage (marks)	Suggestes Periods
Section A Reading	Comprehension unseen passage (in 300words)	10	20
Section B Writing Skill	Essay Writing Contemplative (Social, Economical)	15	20
Section -C Grammar	- Transformation Sentences in respect of Voice, meaning of sentence, Phrase)Changing of number	15	10
	- Making of Adjective	02	05
	- Part of speech	03	05
	- Fill in the blanks with correct form of word	05	05
Section -D Literature	Prose - 1. Bhutacha Janma - D.M. Mirasdar 2. Dahvichi (A) purvtayari - Mukund Takasale 3. Jyacha tyacha nandanvan -Ravindra Pinge 4. Adarshachya Sobodhat - Dr. A.P.J. Abdul Kalam 5. Mazya ayushachi goshta - Girija kir 6. Ani kaidet - Le. C.Shyam Chauhan 7. Ati Kalajiche Parinam - Niranjan Ghate 8. Sayara Vrishavallincha - Avinash Halabe	20	50
	Poetry 1. Akhanda - M.Jyotirao Fule 2. Dev Ajab Garodi - Bahinabi Chandhari 3. Aavahan - Kushumagraj 4. Ya Janmala Fute n Bhasha - Vinda Karandikar 5. Knamb - Shanta Shelke 6. Vichar - Narayan Surve 7. Bahartil Male - F.M. Shinde 8. Navya Shaharvishyi - Loknath Yashavant	15	25
	Sthul Vachan		

	1. Bhasheche Upyojan: Akashvani 2. Bhasheche Upyojan: Doorchitravani 3. Mulakhat 4. Sanganak	15	20
--	---	----	----

Prescribed Book - 'Yuvak Bharti' for class XII Edition 2013 Published by- Maharashtra Rajya Madhyamik va Uchcha Madhyamik Shikshan Mandal Pune (अभ्यासक्रमासाठी निर्धारित पाठ्यपुस्तक युवकभारती-वर्ग बारावी (प्रकाशनवर्ष २०१३) प्रकाशक - महाराष्ट्र राज्यमाध्यमिक व उच्चमाध्यमिक शिक्षण मंडळ पुणे)

07. MALAYALAM (Code: 112)

SYLLABUS

CLASS - XI (ARPIL 2015 - MARCH 2016)

Time: 3 hours

Max. Marks: 100

	Marks	Periods
Grammar, Composition and Comprehension		
1. Applied Grammar (based on the recommended books)	25	50
(i) Parts of Speech	5	
(ii) Idioms and Proverbs	5	
(iii) Correction and Transformation of Sentences	5	
(iv) Vocabulary building, equivalent words of simple terms used in economic, administrative, scientific discourses and writing	10	
2. Composition	25	50
(a) Letter writing	10	
(i) Business letters		
(ii) Informal (can be on 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 questions	10	
(c) Paragraph writing on general topics related to day to day common experiences	05	
3. Prose and Poetry (Literature)	50	80
From 'MALAYALAM' text book prescribed by Govt. of Kerala, SCERT 2005 Edition Published by Govt. of Kerala.		

MALAYALAM (Code: 112)
SYLLABUS
CLASS - XII (APRIL 2015 - MARCH 2016)

Time: 3 hours

Max. Marks: 100

	Marks	Periods
1. Grammar	15	50
Elementary Metres and Alankaras		
1. <i>Upama-Lupthopama, Malopama, Reshnopama, Savyopama</i>	8	
2. <i>Utpreksha-Dhami, Dharmam, Phalam, Hethu</i>	7	
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 questions	10	
3. Prose and Poetry (Literature)	50	80
Prescribe Book: ' <i>Higher Secondary Randam Varsham Malayalam</i> - Collection of Essays, Stories and Poems prescribed by SCERT, Govt. of Kerala Published by Vidyabhavan Poojappura, Thiruvananthapuram 12, Kerala (2006 Edition). Reprint 2011.		
I. Prose - 08 Lessons - 08 Questions from prose (Annotation and short questions, 6 questions should attend)	(6x5=30)	
Lessons:		
1. <i>Komala</i>		
2. <i>Vella Soksitta Mudinarukal</i>		
3. <i>Kalluvecha Nunakal</i>		
4. <i>Pathayuda Sangeethan</i>		
5. <i>Basheer the Man</i>		
6. <i>Arthavum Dhwaniyum</i>		
7. <i>Higuitta</i>		
8. <i>Tourism Oru Samvadham</i>		
II. POETRY - 4 lessons - 6 questions from poem (Anotations and short questions, 4 questions should attend)	(4x5=20)	
Lessons:		
1. <i>Mattuvin Chattangala</i>		

2. *Manushya Pradarshanam*

3. *Kudiyozikkal*

4. *Thiraskkaram*

4. **Non-Detailed**

Ammayakku - M.T.Vasudevan Nair

Current Books Thrissur 680001, KERALA

Distribution Cosmo Books

(Essays - 2 questions, one question should attend)

10

(1x10=10)

08. MANIPURI (Code: 111)
SYLLABUS
CLASS - XI (APRIL 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weightage (Marks)	Suggested Periods
Section - A Grammar	1. Root, Morpheme, Word 2. Kinds of pronoun 3. Case 4. Kinds of sentence	5 5 5 5	35
Section - B Comprehension	Comprehension (Unseen)	5	10
Section - C Composition and Writing	1. Essay Writing 2. Letter Writing 3. Precis Writing	8 6 6	40
Section - D Literature	Prose: 1. <i>Phou Charong</i> by R.K.Elangbam 2. <i>Tougadaba Thabakta Mai Onsillu, Nommu Tanganu</i> by Kh. Chaoba 3. <i>Sannabada Manipurising</i> by Ajit Singh 4. <i>Thakshi Khasi</i> by B.Jayantakumar Sharma 5. <i>Adolescent Education</i> by W. Tomchou Singh	30	55
	Poetry: 1. <i>Meitei Chanu</i> by Dr. L.Kamal Singh 2. <i>Laman</i> by H. Anganghal Singh 3. <i>Manipur</i> by E. Nilakanta Singh 4. <i>Ireipak</i> by Arambam Darendrajit 5. <i>Khongjom Tirtha</i> by S.Nilbir Sharma Shastri	25	

Prescribed 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

MANIPURI (Code: 111)
SYLLABUS
CLASS - XII (APRIL 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weightage (Marks)	Suggested Periods
Section - A Grammar	1. Phrases and Clauses 2. Sentence and its transformation 3. <i>Shandhi</i> and <i>Samas</i> (compound words)	20	40
Section - B Comprehension	Comprehension (Unseen)	5	
Section - C Composition & Writing	1. Essay Writing 2. Letter Writing 3. Amplification (Idioms and Proverbs) Or Sub-Skills (Notice, Story, Descriptive Article)	8 6 6	
Section - D Literature	Prose: 1. <i>Meitei Nupi</i> by Sinam Krishnamohan Singh 2. <i>Akoibagi Phibam</i> Ngak Senba by Dr. B. Manihar Sharma 3. <i>Eigee Thahoudraba Heitup Lalu</i> by M.K.Binodini Devi 4. <i>Hijam Irabot</i> by S. Nilbir Sharma Shastri 5. <i>Bigyan Amadi Meeoiba</i> by Prof. H.Nandakumar Sharma 6. <i>Inkhatlakpa Chahi Matang Amadi Aids</i> by Dr. O.Ibochouba Singh 7. <i>Hak</i> by Lanchenba Meetei	30	80
	Poetry: 1. <i>Meitei Kabi</i> by Khwairakpam Chaoba Singh 2. <i>Lei Langba</i> by Laishram Samarendra Singh 3. <i>Mapal Naidabasida Ei</i> by Shree Biren 4. <i>Dikhougi Torbanda</i> by Hijam Irabot 5. <i>Anouba Thunglaba Jiba</i> by Th. Ibopishak 6. <i>Anouba Kumgi Kumadam Khol</i> by R.K. Surendrajit Singh	25	

Prescribed 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

09. ODIA (Code: 113)
SYLLABUS
CLASS - XI: (APRIL 2015 - MARCH 2016)

Marks: 100

Time: 3 Hrs

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

Section - 'A' (Advanced Reading Skills)

10 Marks

Comprehension of an Unseen Prose Passage (120 to 150 words)

Section - 'B' (Effective Writing Skills)

20 Marks

- | | |
|---|----|
| (i) Report Writing for Newspapers | 10 |
| (ii) Writing of a longer composition like Essay / Article | 10 |

Section - 'C' (Applied Grammar)

20 Marks

- | | |
|---|----|
| (i) Idioms and Proverbs (Making sentences - six out of eight) | 06 |
| (ii) Identification of parts of speech (from a paragraph) | 07 |
| (iii) Expansion of ideas (one out of three) | 07 |

Section - 'D' (Literature)

50 Marks

Prescribed Book: SAHITYA SARANI - Part I (1st Edition 2012)

Published by : The Odisha State Bureau of Text Book Preparation and Production,
Pustak Bhavan, Bhubaneswar

I. Prose: 20

- (i) *Asura Dighi* - Fakir Mohan Senapati
- (ii) *Mo Samayara Bharata O Odisha* - Dr. Krushna Chandra Panigrahi
- (iii) *Amerikara Biswabidyalayamane* - Hrudananda Ray
- (iv) *Jaiba Bhaskarjyara Anupama Bindhani Jin* - Saileswara Nanda

II. Poetry: 20

- (i) *Satya Amba Katha* - Sarala Das
- (ii) *Chhata Pakai Kale Chinta* - Jagannath Das
- (iii) *Sarasire Rajakanya* - Kabi Samrat Upendra Bhanja
- (iv) *Galani Ta Gala Katha* - Kabi Surjya Baladev Rath
- (v) *Satyare Maribi Satyare Taribi* - Bhima Bhoi

III. One Act Play: 10

- (i) *Dura Pahada* - Prana Bandhu Kar
- (ii) *Makaddama* - Gopal Chhotray
- (iii) *Chhadmabeshi* - Biswajit Das

ODIA (Code: 113)
EXAMINATION STRUCTURE
CLASS - XI (APRIL 2015 - MARCH 2016)

Time: 3 Hrs

Marks: 100

Section - 'A'	Reading Skills	10 Marks
Section - 'B'	Writing Skills	20 Marks
Section - 'C'	Applied Grammar	20 Marks
Section - 'D'	Literature	50 Marks

Section - 'A' (Reading) 10 Marks

Comprehension of an Unseen Prose Passage (120 to 150 words)

Section - 'B' (Writing) 20 Marks

- | | | |
|---|---|----|
| (i) Report Writing for Newspapers | - | 10 |
| (ii) Writing of a longer composition like Essay / Article | - | 10 |

Section - 'C' (Applied Grammar) 20 Marks

- | | | |
|--|---|----|
| (i) Idioms and Proverbs
(Making sentences - six out of eight) | - | 06 |
| (ii) Identification of parts of speech
(from a paragraph) | - | 07 |
| (iii) Expansion of ideas
(one out of three) | - | 07 |

Section - 'D' (Literature) 50 Marks

Prescribed Book : SAHITYA SARANI - Part I (1st Edition 2012)

Published by : The Odisha State Bureau of Text Book Preparation and Production, Pustak Bhavan, Bhubaneswar

- | | | |
|---|---|------------|
| (i) Long Question - Prose (one out of two) | - | 10 |
| (ii) Long Question - Poetry (one out of two) | - | 08 |
| (iii) Explanations (one from Prose and one from Poetry
with internal choice) | - | 6 + 6 = 12 |
| (iv) Short Answer type Questions from Prose and Poetry
(five out of seven) from Poetry 4 + Prose 3 = 7 | - | 5 x 2 = 10 |
| (v) One Act Play (two out of four)
(Short answer type questions) | - | 2 x 5 = 10 |

ODIA (Code: 113)
SYLLABUS
CLASS-XII (APRIL 2015 - MARCH 2016)

Time: 3 Hours

Marks: 100

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

Section A: Advanced Reading Skills

10 Marks

Unseen Passage (120 to 150 words) for Reading/Comprehension followed by 5 questions.

Section B: Effective Writing Skills

20 Marks

- | | |
|---|----|
| 1. Essay on Current Topics (250 to 300 words) | 12 |
| 2. Application (Official) | 08 |

Section C: Applied Grammar

20 Marks

- | | |
|--|----|
| 1. Antonyms | 05 |
| 2. Similar Words with different meanings | 05 |
| 3. Correction of errors in words | 05 |
| 4. Answer in one word | 05 |

Section D: Literature

50 Marks

Prescribed Textbook: *Sahitya Sarani* - Part-II (1st Edition 2013)

Published by: The Odisha State Bureau of Text Book Preparation and Production
Pustak Bhawan, Bhubaneswar.

Prose:

20

- | | | |
|--|---|--------------------|
| 1. <i>Jatiya Jibanare Sahityara Sthana</i> | - | Biswanath Kar |
| 2. <i>Kshyama</i> | - | Mayadhar Mansingh |
| 3. <i>Bhul</i> | - | Bhubaneswar Behera |
| 4. <i>Jatira Jibana O Samskruti</i> | - | Golak Bihari Dhal |

Poetry:

20

- | | | |
|--|---|-----------------|
| 1. <i>Chandrabhaga</i> | - | Radhanath Ray |
| 2. <i>Sthula Kalebara Nuhain Amara</i> | - | Gangadhar Meher |

- | | | |
|----------------------------------|---|----------------------|
| 3. <i>Dharma Padara Atmalipi</i> | - | Gopabandhu Das |
| 4. <i>Gramya Smasana</i> | - | Schindananda Routary |
| 5. <i>Biswa Hibana Pathe</i> | - | Radhamohan Gadnayak |

Short Stories:

10

- | | | |
|---------------------------------|---|--------------------------|
| 1. <i>Ebe Madhya Banchichhi</i> | - | Godabarisha Mohapatra |
| 2. <i>Bit Ghara O Relagadi</i> | - | Kalindi Charan Panigarhi |
| 3. <i>Aneka Smita Hasa</i> | - | Manoj Das |
| 4. <i>Darshana</i> | - | Beenapani Mohanty |

ODIA (Code: 113)
CLASS-XII
EXAMINATION STRUCTURE FOR 2015-2016

Time: 3 Hours

Marks: 100

Section - A	Reading Skill	10 Marks
Section - B	Writing Skill	20 Marks
Section - C	Applied Grammar	20 Marks
Section - D	Literature	50 Marks

Section - A: Advance Reading Skill

10 Marks

Comprehension of an Unseen Prose Passage (120 to 150 Words) *five questions*.

Section - B: Effective Writing Skills

20 Marks

- | | |
|---|----|
| 1. Essay on Current Topics (250 to 300 words) | 12 |
| 2. Application (Official) | 08 |

Section - C: Applied Grammar

20 Marks

- | | |
|--|----|
| 1. Antonyms (Five out of Seven) | 05 |
| 2. Similar Words with Different Meaning
(Five out of seven) | 05 |
| 3. Correction of errors in words (five out of seven) | 05 |
| 4. Answer in one word (five out of seven) | 05 |

Section - D: Literature

50 Marks

- | | |
|---|--------|
| 1. Long Question - Prose (One out of two) | 10 |
| 2. Long Question - Poetry (One out of two) | 08 |
| 3. Explanations (one from Prose & one from
Poetry with internal choice) | 6+6=12 |
| 4. Short Answer Type Questions from Prose and
Poetry from Poetry 4 + Prose 3 (five out of seven) | 5x2=10 |
| 5. Short Stories - Short Answer Type (two out of four) | 2x5=10 |

10. PUNJABI (Code: 104)

[illegible]

November 2012 to April 2013

[illegible]

1. Beloveden wachst gut mit warm warmen Wasser an. Ist es nicht zu heiß, sondern warm und gut wachst.
2. Die Wärme ist ein warmes Wasser.
3. Die Wärme ist ein warmes Wasser. Ist es nicht zu heiß, sondern warm und gut wachst.
4. Die Wärme ist ein warmes Wasser. Ist es nicht zu heiß, sondern warm und gut wachst.
5. Die Wärme ist ein warmes Wasser. Ist es nicht zu heiß, sondern warm und gut wachst.
6. Die Wärme ist ein warmes Wasser. Ist es nicht zu heiß, sondern warm und gut wachst.
7. Die Wärme ist ein warmes Wasser. Ist es nicht zu heiß, sondern warm und gut wachst.
8. Die Wärme ist ein warmes Wasser. Ist es nicht zu heiß, sondern warm und gut wachst.
9. Die Wärme ist ein warmes Wasser. Ist es nicht zu heiß, sondern warm und gut wachst.

કાર્ક—૧૦૪

XI ભાગપત્ર

(સપ્ટેમ્બર ૨૦૧૩ થી માર્ચ ૨૦૧૪)

કોષ ભાગ

૧ નં

કોષ ભાગ

ભાગ/કોષ ભાગ નં	નં	કોષભાગ
કોષ	૧૦	૧૦
ગ્રામ		
૧૦ માર્ચ સુધી કોષ	૧૦	૧૦
૧૦ સુધી કોષ ભાગ	૧૦	૧૦
૧૦ કોષ ભાગ ભાગ	૧૦	૧૦

કોષ કોષભાગ

કોષ

૧૦

I.

(1) કોષ

૧૦ ૧૦

૧. કોષ ની કોષ-કોષ ના કોષ ૧ ની કોષ

૧૦

૨. કોષ કોષ-કોષ ની કોષ કોષ કોષ

૧૦

(2) કોષ

૧૦ ૧૦

૧. કોષ કોષ ની કોષ ની ની કોષ કોષ ની કોષ

૧૦

૨. કોષ કોષ કોષ કોષ ની કોષ ની કોષ કોષ

૧૦

(3) કોષ

૧૦ ૧૦

૧. કોષ ની ની કોષ (કોષ) કોષ કોષ કોષ ની કોષ ની કોષ

(12.12) ૧૦

૨. કોષ ની કોષ કોષ, કોષ ની કોષ (કોષ) કોષ કોષ કોષ

૧૦

(4) કોષ કોષ કોષ કોષ કોષ કોષ કોષ (કોષ કોષ કોષ)

૧૦

II. write up: draw	20	20
draw up the matter for it to be done p.4 up		
III. spread down: draw	20	20
draw the do-do up for the square with word		
1. write out down up draw down		
(drawn, down, up, up write)	20	
2. the over-half- drawed, written, written with (200-250 over)	20	
IV. what is that is go	20	20
1. what is go-down, over, over, that over, over	20	
2. do	20	
that, over, over, written, the written (drawn over)		
3. where : up, up, put, that	20	
as : draw as, as as, up as	20	

Figure 1

1. *green leaf*—green, from leaf very likely *aplan*, *q* for *te*, *sh*—*u*
2. *leaf cover*, *affair* and, green, *te*—*u* *q* for *te*, *sh*—*u*, *u* for *te*, *sh*—*u*
3. *leaf tea*—green, from leaf very likely *aplan*, *q* for *te*, *sh*—*u*

Received 2013 11 20; accepted 2014 01 03

[illegible]

11. SINDHI (Code: 108)
SYLLABUS
CLASS: XI (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100

Section	Details of Topics/Chapters	Weightage	Suggested Periods
Section - A Reading	Advanced Reading Skills: An unseen passage of 150 words followed by 3-4 short questions to test comprehension and for testing vocabulary and for providing a suitable heading.	10	30
Section - B Writing	Effective Writing Skills: Essay writing on topical subjects and personalities (200 words) Letter writing (Personal)	20	40
Section - C Grammar	Applied Grammar: 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	20	40
Section - D Literature	Prose: 1. <i>Hatha je Porhie jo shaan</i> 2. <i>Hathiyun jo Jagat</i> 3. <i>Kashmiri Dhandha</i> 4. <i>Adararshi Shagird ji Rozani Jivat</i> 5. <i>Sindhi Raag</i> 6. <i>Sir Thomas Moore</i> 7. <i>Ghariban ji Mani</i> 8. <i>Pankh</i> A. Five out of six questions based on the text to test comprehension. B. 4-5 short answer type questions based on one out of two extracts taken from the prescribed lessons. C. One out of two long answer type	30	50

	questions. Poetry: 1. <i>Toon</i> 2. <i>Gazal</i> 3. <i>Pritam ji Aasa</i> 4. <i>Bahar Indo</i> 5. <i>Soni Khani</i> 6. <i>Savan ji Ruti</i> A. Reference to contexts followed by short questions (two). B. Long answer question to test factual comprehension and interpretation. C. Two short answers to questions based on the ext.	20	50
	Total	100	

Prescribed 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.

SINDHI (Code: 108)
SYLLABUS
CLASS: XII (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100

Section	Details of Topics/Chapters	Weightage	Suggested Periods
Section - A Reading	Advanced Reading Skills: An Unseen passage of 150 words followed by short questions to test comprehension, for testing vocabulary and for providing a suitable heading.	10	30
Section - B Writing	Effective Writing Skills: 1. Report Writing (150 words) 2. Essay Writing (250 words)	20	45
Section - C Prosody, Rhetorics and forms of Literature	(1) Prosody: <i>Doha, Soratha, Rola, Chaupai, and Kundali</i> (2) Figures of speech: <i>Anuprasa, Slesha, Yamaka, Upama, Rupaka, Atishayokti, Sandeha, Utpreksha, Upalaksha, Virodhabhasa, Vyajastuti</i> (3) Forms of Literature: Novel, Short story, Essay, Drama, Poetry	05 05 10	45
Section - D Literature	Novel: 1. <i>Ahe-na-Ahe</i> by Prof. Ram Panjwani Prose: 1. <i>Dinu Ya Dharmu</i> - Lal Chand Jagtayani 2. <i>Kudarat-ain-Kadir</i> -Bhojaraj Nagrani 3. <i>Pahinja Pahinja Dap</i> - Jaswant Kumar 4. <i>Sindhi Sahita ja Char Thambha</i> -Mangaram Malkani 5. <i>Ama tu na Vanu</i> -Popti Hiranandani 6. <i>Pathar Jo Dushmanu</i> -Mohan Kalpana Poetry: 1. <i>Marui</i> - Shah Latif 2. <i>Samia Ja Salok</i> -Sami 3. <i>Baharu</i> - Kishinchand Bewas 4. <i>Dahakau</i> - Parasram Ziya	10 20 20	25 35 30

	5. <i>Khayaban Tu Aahi</i> - Indar Bhojwani 6. <i>Aman Ja Aasar</i> - Prabhu Vafa		
	Total	100	

Prescribed 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.

12. TAMIL (Code: 106)

SYLLABUS

CLASS XI (APRIL 2015 - MARCH 2016)

One Paper	Max. Marks : 100	
Time : 3 hours	Marks	Periods
Section A	50	
1. Grammar		30
(i) Correction of Errors	5	
மேல், கீழ் : கீழ் differences		
மேல், கீழ், கீழ் differences		
மேல், கீழ் differences		
(ii) Vallinam Migum Idangal	5	
(iii) Do as directed	5	
Tan Vinai, Pira Vinai, Cey Vinai, Ceyappaṭṭu Vinai,		
Udanpaṭṭu Vinai, Edhiṁmarai Vinai, Nēr Kūrru, Ayar Kūrru,		
Tani Vākkiam, Toḍar Vākkiam and Kalavai Vākkiam		
2. Comprehension		30
(i) Patti Vina Viḍai	10	
(ii) Nēr Kāṇal (Karpanai) (or) Ceyyuḷ Pagudi Koḍuttu Vinā Keṭṭal	5	
3. Essay Writing	10	20
On Literature, Science, General Knowledge		
4. Letter Writing	10	20
Pārāṭṭu, Niḡalccikku Aḷaiṇṇu, Viṇṇappa and		
Muraiyittuk Kaḍiḍangal and Uravu Mukai Kaṭitankaḷ		
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 and titles		
2. Viṛaccuvai	by M. Venkatasamy Nattar	
3. Kāḷatti Vēḍanum Gaṅgai Vēḍanum	by R.P. Sethup Pillai	
4. Kuḍimakkal Kāppiyam	by T.P. Meenakshi Sundaram.	
5. Ōyvu	by Perarignar Anna	
9. Tamiḷaga Magaḷir	by Kamakshi Kumarasamy.	
2. Poetry from the prescribed text books		35
(i) Annotation	5	
(ii) Questions (answer only two questions)	2x5=10	
1. Valttu:		
(i) Irai Vāḷttu		
(ii) Moḷi Vāḷttu		

- (iii) *Naṭṭu Vāḷttu*
2. *Tokai Nulkaḷ:*
- (i) *Pura Nānūru*
- (ii) *Aka Nānūru*
- (iii) *Ainkuru Nūru*
3. *Ara Ilakkiyam-Tirukkural:*
- (i) *Aṭakkam Uṭaimai*
- (ii) *Oppuravu Aṛital*
- (iii) *Kālam Aṛital*
- (iv) *Vali Aṛital*
4. *Cirrilakkiyaṅkaḷ:*
- (i) *Aḷakar Kiḷḷai Viḍu Tūdu* (Stanzas 1-5)
- (ii) *Kalinkattup Parani* (Poems 1-5)
5. *Marumalarccip Padalkal:*
- (i) *Ennālō?* by Bharatidasan
- (ii) *Pūkkuaṭṭum Putumai* by Mudiyaṛasan
- (iii) *Vitutalai Viḷaitta Urimai* by Kannadasan
3. **Short Story (only 2 questions)** 35
- (i) Essay type questions 10
- (ii) Characters Description 5
- Story Numbers and titles:**
1. *Orunāl Kaḷintadu* by Pudumaippithan
2. *Tengāyt Tuṇḍugaḷ* by Dr. M. Varadarajan
4. *Ceṅkamalamum Orucōppum* by Sundara Ramasamy
5. *Oru Pramukhar* by Jayakandan
9. *Anandasayanam Kālaṇi* by Toppil Mohammad Meeran
- Prescribed 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.

TAMIL (Code: 106)
SYLLABUS
CLASS XII (APRIL 2015 - MARCH 2016)

Time : 3 hours

Max. Marks : 100

Section A

1. Grammar:

- (i) Correction of Errors

மேலும், 'மேலும்' : 'மேலும்' differences

மேலும், 'மேலும்' : 'மேலும்' differences

மேலும், 'மேலும்' : 'மேலும்' differences

- (ii) Vallinam Migum Idangal :

- (iii) Do as directed :

Tan Vinai, Pira Vinai, Cey Vinai, Ceyappaṭṭu Vinai, Udaṇṇaṭṭu Vinai, Edhiṇṇarai Vinai, Nēr Kūrru, Ayaṇ Kūrru, Taṇi Vākkiam, Toṇar Vākkiam and Kalavai Vākkiam.

2. Comprehension:

- (i) Patti Vina Viḍai

- (ii) Nēr Kāṇal (Karpaṇai) (or) Patti or Ceyyul Pagudi, Koḍuttu Vinā Kēṭṭal

3. Essay Writing

On Literature, Science, General Knowledge.

4. Letter Writing

Pārāṭṭu, Ārudal, Cīrappu Niḷaḷccikku Aḷiappu, Viṇṇappa and Muraiyittuk Kaḍidangal

SECTION B

1. Prose from the prescribed text book

(Answer only for 2 questions from the following lessons).

Lesson numbers and titles:

1. *Uyartaṇic Cemmolī* by Paridhimaar Kalaijnar
2. *Camaracam* by Thiru-V-Kalyana Subdaranar
3. *Kavidai* by Prof.S.Vaiyapurip Pillai
4. *Vāḷkkai* by Ilavalaganar
5. *Nidi Nūḷgaḷil Ilakkiya Nayam* by Dr. A. Chidambaranathan.

2. Poetry and figures of speech from the prescribed Text Book

- (i) Annotation

- (ii) Questions

1. Valttu:

- (i) *Irai Vālttu*

- (ii) *Moḷi Vālttu*

- (iii) *Nāṭṭu Vālttu*

2. *Togai Nūlgai*:
 - (i) *Puṛa Nānūru*
 - (ii) *Aga Nānūru*
 - (iii) *Kuruntogai*
3. *Ara Ilakkiyam - Tirukkural*:
 - (i) *Ceyanaṇṇi Aridal*
 - (ii) *Porai Uḍaimai*
 - (iii) *Arivuḍaimai*
 - (iv) *Viṇait Tiṭṭam*
4. *Toḍarnilaic Ceyyulgaḷ* :
 - (i) *Cilappadiḡāram*
 - (ii) *Kamba Ramayanam*
 - (iii) *Pāṇḍian Paricu*

3. Short Story (1 to 5 only) (Only 2 questions):

35

Kadai Kovai (Class - XII - Non-detailed text book, Part-I):

- | | |
|--------------------------------|----|
| (i) Essay type question | 10 |
| (ii) Description of Characters | 05 |

Story numbers and titles:

- | | |
|--------------------------------------|--------------------|
| 1. <i>Pālvannam Piḷḷai</i> | by Pudumaippithan |
| 2. <i>Mūkkappiḷḷai Viṭṭu Virundu</i> | by Vallikkannan |
| 3. <i>Caṭṭai</i> | by Jayakandan |
| 4. <i>Vēli</i> | by Rajam Krishnan |
| 5. <i>Magaṇ</i> | by P. Jayaprakasam |

Prescribed 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:					
À a = ஃ	Ā ā = ஂ	l i = ஐ	ī ī = ஈ	ī ū = உ	ū ū = ூ
ē e = ஏ	ē ē = ே	ai ai = ஐ	ū ū = ூ	ō ō = ஒ	au au = ஔ
k k = க	c = ச	ṭ ṭ = ட	t = த	ḡ ḡ = (ஐ) ள	ḡ = ள
l r = ள	ḡ ḡ = (ஐ) ள	[.i = ஐ	, = ஐ	: = ஐ	: = ஐ

13. TELUGU (Code: 107)

SYLLABUS

CLASS - XI (APRIL 2015 - MARCH 2016)

Time: 3 Hours

Max. Marks: 100

	Marks	Periods
Section - A: Grammar	25	40
I. Samaasalu	5	
1. Tatpurusha Samaasam		
2. Karmadharaya Samaasam		
3. Dwigu Samaasam		
4. Dwandwa Samaasam		
5. Bahuvreehi Samaasam		
II. Prosody and Rhetorics		
1. Prosody	5	
2. Alankaras	8	
Metre:		
Utpalamala, Champakamala,		
Shardulam, Mattebham, Kadam, Seesam		
Alankaras:		
Upama, Rupaka, Utpreksha, Drushtaantha, Swabhaavokthi		
III. Translation	7	
Translation of given passage not exceeding 10 sentences in English into Telugu [Abstract passage should be avoided]		
Section - B	10	30
Unseen Reading Comprehension		
Section - C	10	30
Composition/Essay		
Section - D	55	80
Language and Literature		
Prose and Poetry from prescribed text		

Prescribed textbook: For both prose and poetry Intermediate First Year, *Telugu Vijayam* first edition published by Telugu Academi Hyderabad and the Board of Intermediate Education, Hyderabad, A.P.

I. Prose

Lessons to be studied

1. *Mitra Laabham*

3. *Daariki Addamgaa Padukunna Puli*

5. *Telugulo Konni Jaana Niruktulu*

(i) Explanation with reference to the context (2x3) 6

(ii) Questions and answer (2x4) 8

II. Poetry

Lessons to be studied

1. *Snehaabhishekam*

3. *Subhaashitalu*

4. *Mutyaala Saraalu*

(i) Meaning of verse 8

(ii) Reference to the context (2x3) 6

(iii) Question and Answers (1x4) 4

III. Non-detailed text:

Prescribed Book:

Katha Sravanthi

Stories to be studied:

2. *Kassayi Karuvu*

3. *Palle Badi*

5. *Vijaya Dasami*

(i) Essay type question 8

IV. History of Literature:

From the beginning to age of Srinatha only. The following poets to be studied: 15

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

Reference 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

TELUGU (Code: 107)
SYLLABUS
CLASS - XII (APRIL 2015 - MARCH 2016)

Time: 3 Hours

Max. Marks: 100

	Marks	Periods
Section - A: Grammar	22	40
I. Prosody and Rhetorics		
1. Prosody	5	
2. Alankaras	10	
<i>Metre: Champakamnala, Utpalamala, Mattebham, Shardulam, Ataveladi, Tetagiti, Kandama and Seesam</i>		
<i>Alankaras: Upama, Rupaka, Arthantaranyasa, Slesha, Utprekshaand Atisayokti</i>		
3. Translation		
Translation of given passage not exceeding 10 sentences in English into Telugu [Abstract passage should be avoided]	7	
Section - B	10	30
Unseen Reading Comprehension		
Section - C	10	30
Composition and writing		
Descriptive and Narrative essays		
Section - D	58	80
Literature		

Prescribed Book: For both prose and poetry Intermediate Telugull Year 'Saahiteen andanam' 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. *Golkonda Pattanam*
2. *Arru Kadigina Eddu*
3. *Adviteeyudu*
4. *Charli Chaplin*

(i) Explanation with reference to the context

1x4=4

(ii) Two Questions and answer

2x5=10

II Poetry

Lessons to be studied

1. *Sparda*
2. *Srikrishna Satyapaarijaatham*
3. *Nagaram lo vaana*
4. *Palletoori Pillagaadu.*

- | | |
|---|-------|
| (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.

- | | |
|-------------------------|---|
| (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 |

Reference 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) (Code: 303)

SYLLABUS

CLASS - XI (APRIL 2015 - MARCH 2016)

3 Hours

Max Marks: 100

Section	Content	Marks	Suggested Periods
Section A: Comprehension and Writing		60	126
1. Reading		10	25
	Comprehension of an unseen passage (factual) of about 150 words followed by five questions	10	
2. Writing		30	76
	(a) Paragraph Writing	10	
	(b) General Study of newspapers, 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	
3. Grammar		20	25
	(a) Knowledge of Parts of Speech:	10	
	(i) <i>Ism ki Qismein</i> : Marafa, Nakra		
	(ii) <i>Zameer ki Qismein</i> : Mutakallim, Hazir, Ghaeb		
	(iii) <i>Sifat ki Qismein</i> : Zaati, Nisbati, Adadi, Miqdari		
	(b) Completion of sentences with suitable words and phrases	05	
	(c) Sentence making with the help of idiomatic phrases	05	
Section B: <i>Nai Awaaz</i>, text book of 'Urdu Core' for class XI published by NCERT (2011)		40	84
1. Prose		20	42
	(i) One extract 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	5	

	prescribed book. (Internal choice) (General or Value Based)		
	(iii) Four short answer type questions on the prescribed book	8	
2. Poetry		20	
	(i) One out of two extracts from the prescribed book followed by short answer type questions for comprehension	7	
	(ii) An essay type question (100 words) on theme/content or a Value Based Question (Long answer type)	5	
	(iii) Four short answer type questions on characters/events/ evaluative nature	8	
Total		100	210

Note: The Question Paper will include value based question(s) to the extent of five marks.

Prescribed Books:

- (i) *Nai Awaaz*, Text Book of 'Urdu Core' for class XI published by NCERT (2011).
- (ii) Urdu Qawaid, published by NCERT, New Delhi.

URDU (Core) (Code: 303)
SYLLABUS
CLASS - XII (APRIL 2015 - MARCH 2016)

3 Hours

Max. Marks: 100

Section	Content	Marks	Suggested Periods
Section A: Comprehension and Writing		55	126
1. Reading		10	25
	Comprehension of an unseen passage (factual) of about 150 words followed by five questions.	10	
2. Writing		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: <i>Nai Awaaz</i>, text book of 'Urdu Core' for class XII published by NCERT (2011)		45	84
1. Prose		20	42
	(i) One extract 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) (General or Value Based)	5	
	(iii) Four short answer type questions on the prescribed book	8	
2. Poetry		25	42
	(i) One essay type question (100 words) on theme/content (Internal choice)	10	
	(ii) Four short answer type questions on characters/events/ analytical nature	10	
	(iii) Five text book based one word questions (objective type)/	5	

	or a Value Based Question (Long answer type)		
Total		100	210

Note: The Question Paper will include value based question(s) to the extent of five marks.

Prescribed Books:

- (i) *Nai Awaaz*, text book of 'Urdu Core' for class XII published by NCERT (2011).
- (ii) *Urdu Qawaid*, published by NCERT, New Delhi.

15. URDU (Elective) (Code: 003)

SYLLABUS

CLASS - XI (APRIL 2015 - MARCH 2016)

One Paper

3 Hours

Marks: 100

Section	Content	Marks	Suggested Periods
Section A: Comprehension and Writing		40	80
Reading	Comprehension with literary appreciation of an unseen passage followed by five questions	10	
Writing			
	(i) Essay on imaginative and reflective topics (Internal Choice)	15	
	(ii) Letter Writing: (Personal, Formal and Professional) (Internal Choice)	10	
	(i) Precis Writing	5	
Section B: Text Books and Supplementary Reader		60	130
Prose	All the lessons from the book, <i>Gulistan-E-Adab</i> are to be studied.		
	(i) One short extract from the prescribed lesson followed by short answer type questions for comprehension.	09	
	(ii) One essay type question in about 100 words on content/theme (General or Value Based)	05	
	(iii) Two short answer type questions on the content.	06	
Poetry	All the poets and their works from the book <i>Gulistan-E-Adab</i> are to be studied.		
	(i) One extract for reference to the context and poetic comprehension	9	
	(ii) One essay type question in about 100 words on the content of the poems or a Value Based Question (Long answer type)	5	
	(iii) Two short answer type questions on the content of the poems	6	
Suppl. Reader	All the lessons from the book, <i>Khayaban-E-Urdu</i> are to be studied.		
	(i) One essay type question	4	
	(ii) Two short answer type questions	6	

Literary Genre	Knowledge about the life and contribution of the writers and poets of the prescribed text	10	
Total		100	210

Note: The Question Paper will include value based question(s) to the extent of five marks.

Prescribed Books:

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

References:

- 1) *Urdu Adab Ki Tareekh*, published by NCERT, New Delhi.
- 2) *Urdu Qawaid*, published by NCERT, New Delhi.

URDU (Elective) (Code: 003)
SYLLABUS
CLASS - XII (APRIL 2015 - MARCH 2016)

One Paper

Marks: 100
3 Hours

Section	Content	Marks	Suggested Periods
Textbooks and Supplementary Reader		60	160
A. Prose	All the lessons from the <i>Gulistan-E-Adab</i> are to be studied.		60
	i. One short extract 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) (value based/general)	05	
	iii. Two short answer type questions on the content of the poem	10	
B. Poetry	All the Poems from the book (<i>Gulistan-E-Adab</i>) are to be studied:		70
	i. One short extract 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) (value based/general)	05	
	iii. Two short answer type questions on the content of the poem	10	
C. Suppl. Reader	All the lessons from the book <i>Khayaban-E-Urdu</i> are to be studied		30
	i. One out of two essay type questions	4	
	ii. Two out of four short answer type questions	6	
D. History of Urdu Literature		40	50
1.	Two out of four essay type questions on the areas numerated below:	20	
	1) Elementary knowledge of the origin and development of Urdu Language		
	2) Fort William College and Delhi College and their Contributions		
	3) Main characteristics of Delhi School of Urdu Poetry with special reference to Meer and Ghalib.		
	4) Main characteristics of Lucknow School of Urdu Poetry with		

	special reference to Aatish, Anees and Naseem.		
	5) Life and contributions of the authors and poets covered in the prescribed Text Book published by the NCERT.		
	6) <i>Adabi Tehrikat</i> (Sir Syed Tehreek Roomanvi Tehreek and Taraqqi Pasand Adabi Tehreek)		
2.	Three short answer type questions on History of Urdu Literature	15	
3.	Five objective type question on History of Urdu Literature	05	
Total		100	210

Note: The Question Paper will include value based question(s) to the extent of five marks.

Prescribed Books:

- 1) *Gulistan-E-Adab* (Barahvin Jama'at Ke Liye) published by NCERT, New Delhi
- 2) **Supplementary Reader**, *Khayaban-E-Urdu* published by NCERT, New Delhi

References:

- 1) *Urdu Adab Ki Tareekh*, published by NCERT, New Delhi.
- 2) *Urdu Qawaid*, published by NCERT, New Delhi.

16. LIMBOO (Code: 125)

SYLLABUS

CLASS XI (APRIL 2015 - MARCH 2016)

Time: 3 hours	Marks: 100	Periods
Section A: Grammar	25	40
Prescribed Text Book: Thangsing Yakthung Huppan nu Itchap: Published by the Department of HRD, Govt. of Sikkim Gangtok. Lesson to be Studied - (i) Palla, (ii) Mingley Gnara Lekma.. (iii) Pammeyre Gnara Lekma... (iv) Iklengley Kugo, (v) Thikpeyok Sutla, (vi) Thokwabho., (vii) Soak Nu Sembey, (viii) Kaapwa		
Section B: Reading Unseen Passage	10	20
Section C: Writing	15	
(i) Letter Writing Related to Social, Cultural & Literature	05	40
(ii) Essay Writing	05	
(iii) Paragraph Writing	05	
Section D: Literature	50	80
(i) Prose	15	
Patila Sung: Published by the Department of HRD, Govt. of Sikkim Gangtok. Lesson to be Studied- (i) Paaren Sokingkhong, (ii) Mimaa, (iii) Tokyan Phemma, (iv) Hukpangirey Huptuba Mim.		
(ii) Poetry	15	
Sammilla Sung: Published by the Department of HRD, Govt. of Sikkim Gangtok. Lesson to be Studied- (i) Aabugen Saanu, (ii) Aabangey Chijepsingey, (iii) Chunjigen Yetcha, (iv) Thee..aang Chungna Menhettunba.		
(iii) Supplimentary Reader	10	
Kheda-e-Kheda: Published by the Department of HRD, Govt. of Sikkim Gangtok. Lesson to be Studied- (i) Gnarey Kummellung, (ii) Tumma Tokyan (iii) Tokpaan.		
(iv) Novel	10	
THOTHAMA, by Shri P.S Subba, Published by the Department of HRD, Govt. of Sikkim Gangtok. Lesson to be studied-Page no. (1-27)		

LIMBOO (Code: 125)

SYLLABUS

CLASS XII (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100 Periods

Group Topics Marks Prescribed Books

Section A: Grammar 25 40

Thangsing Yakthung Huppan nu Itchap Published by the Department of HRD Text Book Unit, Govt. of Sikkim Gangtok.

Lesson to be Studied - (i) Akhelyemre Paapmana laam, (ii) Losok Chokma Thim, (iii) Mellengwaba Sutla, (iv) Paanlup, (v) Mukpaan, (vi) Yokpeyba Sutla, (vii) Iklengley kugo, (viii) Thokwabho, (ix) Ikelk

Section B: Reading Unseen 10 20

Section C: Composition and Writing 15 40

(i) Essay Writing Environmental aspect, Social aspect, Language, Writing

(ii) Letter Writing Cultural and Literature aspect, Scientific (iii) Paragraph Writing development etc.

Section D: Literature 50 80

(i) Prose 15

Prescribed Book: Patila Sung, Published by the Department of HRD, Govt. of Sikkim Gangtok.

Lesson to be Studied - (i) Sarumba Kappoben, (ii) Rinchenpongba Thong, (iii) Haat- taa-e...

(iv) Syber Ikxa, (v) Yemnu Mengamarey.

(ii) Supplementary Reader 10

Prescribed Book: Kheda-e-Kheda, Published by the Department of HRD, Govt. of Sikkim Gangtok.

Lesson to be Studied - (i) Aadangba, (ii) Phungley Kumellung, (iii) Khuney Pangbhey Menukhen.

(iii) Poetry 15

Prescribed Book: Sammilla Sung, Published by the Department of HRD, Govt. of Sikkim Gangtok.

Lesson to be Studied- (i) Aani Lokhummo, (ii) Him Chogum, (iii) Kheney Yakthung Hekkey...

(iv) Aamaro (v) Khuney (vi) Sappon

(iv) Novel 10

Prescribed Book: THOTHAMA, by Shri P.S Subba

Published by the Department of HRD, Govt. of Sikkim Gangtok.

17. LEPCHA (Code: 126)

SYLLABUS

CLASS - XI (APRIL 2015 - MARCH 2016)

Time: 3 Hours

Marks: 100

SECTION - A

	Marks	Periods
Grammar	25	40

Prescribed 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:

1. Syntax
2. Figurative language
3. Expletives
4. Punctuation
5. Precis writing

SECTION - B

Reading (Comprehension from unseen passage)	10	20
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SECTION - C

Composition and Writing	15	40
1. Essay writing		
2. Letter writing		
3. Paragraph writing		

SECTION - D

Literature	50	80
I. Prose	20	

Prescribed Book: *Kaong Chhenpunaol*, Published by the text Book Unit, Department of HRD,

Lessons to be studied:

1. *Pro Lyangsa Raungkyong Aakorsa Shimtaong Kaat*
2. *Genntheengsa Sung*
3. *Lut Mokhunboo Banthao*
4. *Naanbun*
5. *Naam Thaon Lyang*

II. Poetry **15**

Prescribed Book: *Reengmaom Chhyogyo Chhukdong*, Published by the Text Book Unit, Department of HRD, Government of Sikkim, Gangtok.

Lessons to be studied:

1. *Bim Payool*
2. *Aambaokyong*
3. *Saraong Gaongtok Saak Magaonhungnye*
4. *Juptao Raongkupsa*
5. *Kasu Migit Depka*

III. Drama: **15**

Prescribed Book:

Thhongaomkaat Nahaan, Published by the Text Book Unit, Department of HRD, Government of Sikkim, Gangtok.

Lesson to be studied: Page No. 1-39 (Scene 1 to Scene 7)

LEPCHA (Code: 126)
SYLLABUS
CLASS - XII (APRIL 2015 - MARCH 2016)

Time: 3 Hours

Marks: 100

SECTION - A

	Marks	Periods
GRAMMAR	25	40
Prescribed Book: <i>Mootunchee Reengthyumun Aun Reeng Chhuktaom</i> : Lepcha Grammar and Composition, Published by the Text Book Unit, Department of HRD, Government of Sikkim		

SECTION - B

READING (Comprehension from unseen passage)	10	20
---	----	----

SECTION - C

COMPOSITION AND WRITING	15	40
1. Essay Writing		
2. Paragraph Writing		
3. Letter Writing		

SECTION - D

LITERATURE:	50	80
I. Prose:	20	
Prescribed Book: <i>Kaongchhen Punaol</i> , Published by the text book unit, Department of HRD, Government of Sikkim, Gangtok.		
Lessons to be Studied:		
1. <i>Vaartaosa Gyautaong</i>		
2. <i>Kaongkee Boornaontho</i>		
3. <i>Aids Rummula Nyet Kaat</i>		
4. <i>Valentine Punaol</i>		
5. <i>Athaung Sung Kaat Sungtaam (Sungheeksa)</i>		
6. <i>Hudosa Aakaka Kasu Dungeet Chhutba</i>		
7. <i>Ayakasu Ajyo Thhuksa Sung Kaat</i>		
8. <i>Naamko</i>		
9. <i>Gyakarka Romchaulaut</i>		
10. <i>Keengchum Rummit Paychhuk</i>		
II. Poetry:	15	
Prescribed Book: <i>Reengmaom Chhogyoo Chhukdaong</i> ; Published by the Text Book Unit, Department of HRD, Government of Sikkim.		

Lessons to be studied:

- (i) *Saksaom Aal Sosaong Areyka*
- (ii) *Tadodo Mataomba*
- (iii) *Kasu Mikshimka Hao*
- (iv) *Thyakpey Muninboo Chhukdaongjong Kasusa Murao*
- (v) *Chakmaong Fo*
- (vi) *Raongmit Naomsa Saakchum*
- (vii) *Kheybumsa Aun Toong-Dorjee*
- (viii) *Zuptao Raongkupsa*

III. Drama:

15

Prescribed Book: *Thongaomkaat Nahaan*, Published by the Text Book Unit, Department of HRD, Government of Sikkim, Gangtok.

Lesson to be studied: Page No. 40-96 (Scene 8 to Scene 14)

18. BHUTIA (Code: 195)

SYLLABUS

CLASS - XI (APRIL 2015 - MARCH 2016)

Time Allowed: 3 Hours

Max. Marks:100 Periods

The Question Paper will be divided into four sections:

Section A: Applied Grammar (Sumtag)

30

40

Prescribed Book: Lho Yig Sumtaag Dang Dritsom, HRDD, Gangtok.

Section B: Reading Comprehension

10

20

Prescribed Book: Comprehension of an Unseen Passage

Section C: Composition

(i) Essay Writing

10

40

(ii) Letter Writing

10

Prescribed Book: Lho Yig Sumtaag Dang Dritsom, HRDD, Gangtok.

Section D: Prose

(i) Sungtam

40

80

Prescribed Book: Lho Yig Sungtam, HRDD, Gangtok.

25

(ii) Poetry (Khachhi Phalui Labja)

15

Prescribed Book: Khachhi Phalui Labjah, HRDD, Gangtok.

Bhutia (Code: 195)

Examination Structure for Class: XI 2015 - 2016

Time Allowed: 3 Hours

Max. Marks:100

The Question Paper will be divided into four sections:

Section A: Applied Grammar	30 Marks
Section B: Reading Comprehension	10 Marks
Section C: Composition	
(i) Essay Writing	10 Marks
(ii) Letter Writing	10 Marks
Section D: Literature	40 Marks

Scheme of Section and Weightage to content:

Section	Topics	Types of Questions	No. of Ques.	Marks
A	Grammar (Sumtag)			
01	Kyethki Yenlag Gyeth. Tshigdrup.	Short Answer	5X3	15
02	Namye Gyeth	V. Short Answer	5X2	10
03	Tampay/Peytam	V. Short Answer	3X1	03
04	Sayso/Falkyeth	V. Short Answer	2X1	02
B	Reading Comprehension Sipa Khorlo Sipa Khorloi Rimoki Bhuna Phyafo, Fako Dang Piyuki Rimo Dri Yeth. Phyafoi Rig Dhochha Chhida Thyen. Fokoi Rig Timu Chhida Thyen. Piyuki Rig Shyedhang Chhida Thyenshyeth In. Dhochha, Shyedhang Dang Timu chhidana Ngyalwalay Tharboi Laam Myeth. Odhi Intsang Ngachagi Dhochha, Shyedhang Dang Timu Sumpu Pangti Geway Laamna Shyugoh.	Short Answer Type Questions	5X2	10
C	Essay Writing (Dritsom)			
06	Thakhor Tsangda, Dhuechen, Nagtsen Sungkyop, Ridag Semchen Sungkyop, Natsa, Throten, Sherig, Thung Chhu, Gnamshi, Mitsi, Miki Jigko.	Write an Essay on any one Topic.	1X10	10
	Letter Writing			
07	Gong shue yigi, Famalo yigi, Roglo yigi, Lelatsuna shuyig, Wangten, Tsong dang drelway yigi. Denbo yigi.	Write an Application	1X10	10

D	Literature Prose (Sungtam)			
08	Gyalengi Tenchoes. Olag Dang Biyunagi Logyue. Piyu Dang Chhusingi Logyue.	Short Answer	5X4	20
09	Kyaga Gyalpoi Logyue. Selep Gyalpoi Logyue.	Value Based Answer	5X1	05
	Poetry (Khachi Phalui Labjah)			
10	Khachhi Phalu Jigten Ladray Tsilugsi.	M.C.Q.	5X1	05
11	Labjah	Short Answer	5X2	10

BHUTIA (Code: 195)
SYLLABUS
CLASS - XII (APRIL 2015 - MARCH 2016)

Time Allowed: 3 Hours

Max. Marks:100

Periods

The Question Paper will be divided into four sections:

Section A: Applied Grammar (Sumtag)

25

40

Prescribed Book: Lho Yig Sumtaag Dang Dritsom, HRDD, Gangtok.

Section B: Reading Comprehension (Unseen Passage)

10

20

Prescribed Book: Comprehension of an Unseen Passage

Section C: Composition

(i) Essay Writing

08

40

(ii) Letter Writing

07

Prescribed Book: Lho Yig Sumtaag Dang Dritsom, HRDD, Gangtok.

Section D: Prose (Tshighlugh)

50

80

(i) Lhoyig Tshighlugh

20

Prescribed Book: Lho Yig Tshighlugh, HRDD, Gangtok.

(ii) Poetry (Lho Yig Tshigchyeth)

15

Prescribed Book: Lho Yig Tshigchyeth, HRDD, Gangtok.

(iii) Drama (Dowa Zangmoi Namthar)

15

Prescribed Book: Drowa Zangmoi Namthar, HRDD, Gangtok.

Bhutia (Code: 195)

Examination Structure for Class: XII 2015 - 2016

Time Allowed - 3 Hours

Max. Marks:100

The Question Paper will be divided into four sections:

The Question Paper will be divided into four sections:

Section A: Applied Grammar 25 Marks

Section B: Reading Comprehension 10 Marks

Section C: Composition

i. Essay Writing 08 Marks

ii. Letter Writing 07 Marks

Section D: Literature 50 Marks

Scheme of Section and Weightage to content:

Section	Topics	Types of Questions	No. of Ques.	Marks
A	Grammar (Sumtag) Jayjuglo Tati Jugkhen Threth Namye Dang Chaypo Gyeth. Namye Gyeth.			
01	Threth Rangwangchen Druk. Dhatsen Tagshyeth. Kyethki Yenlag Gyeth.	Short Answer	5X3	15
02	Dhuesumgi Namjhyak	V. Short Answer	5X1	05
03	Tampay / Peytam	V. Short Answer	3X1	03
04	Sayso/Falkyeth	V. Short Answer	2X1	02
B	Reading Comprehension Sipa Khorlo Sipa Khorloi Rimoki Bhuna Phyafu, Fako Dang Piyuki Rimo Dri Yeth. Phyafu Rig Dhochha Chhida Thyen. Fokoi Rig Timu Chhida Thyen. Piyuki Rig Shyedhang Chhida Thyenshyeth In. Dhochha, Shyedhang Dang Timu chhidana Ngyalwalay Tharboi Laam Myeth. Odhi Intsang Ngachagi Dhochha, Shyedhang Dang Timu Sumpu Pangti Geway Laamna Shyugoh.	Short Answer Type Questions	5X2	10
C	Essay Writing (Dritsom) Thakhor Tsangda, Dhuechen, Nagtsen Sungkyop, Ridag Semchen Sungkyop, Natsa, Throten, Sherig, Thung Chhu, Gnamshi, Mitsi, Miki Jigko.	Write an Essay on any one Topic.	1X8	08
06				

07	Letter Writing Gong shue yigi, Famalo yigi, Roglo yigi, Lelatsuna shuyig, Wangten, Tsong dang drelway yigi. Denbo yigi.	Write an Application	1X7	07
D	Literature Prose (Tshig Lhug)			
08	Dra Gyur Lochhen Berochana Samyelo Dhenshuboi Kor. Berochana Dampoi Chhoe Tshoeba Gyagarlo Chhonboi Kor.	Short Answer	5X3	15
09	Zamlingi Naytang Rigsarlay Jungboi Kor. Sempa Chhinpu Tagmolo Lue Jhinbo Tangboi Kor. Sempa Chhinpo Gandhi Tshengeyki Rikolo Khhepo Jhungboi Kor. Sherablay Tshondu Geychhiboi Tam. Dhenbo Jhihi Kor. Ghakoi Labjha. Druboi Labjha.	Value Based Answer	5X1	05
	Poetry (Tshigchyeth)			
10	Chhui Tenchoes. Khupo Tagkoi Leo. Pelma Tagkoi Rabjyeth. Ngyenchoeth Tagkoi Rabjyeth.			
	Tshigchyethki Drelshyeth	Explanation	1X5	05
11	Tshigchyeth Lolay Drishyeth	Write a Poetry	1X5	05
12	Dhamka Kyapti Drishyeth	M.C.Q.	5X1	05
	Drama (Dowa Zangmoi Namthar)			
13	Drowa Zangmoi Namtharlay Leo Yongsu Zogpo. Driwatshui Len Gaypo Drishyeth	Short Answer	5X3	15

19. संस्कृतम् (केन्द्रिकम्) (कोड सं. 322)

पाठयक्रमः परीक्षानिर्देशाश्च
कक्षा-XI (अप्रैल 2015- मार्च 2016)

एकम् प्रश्नपत्रम्	अवधि - होरात्रयम्	पूर्णाङ्काः 100
अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति		अङ्का
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’

(अपठितांश-अवबोधनम्)

	अङ्का	कालांशः
80-100 शब्दपरिमितः एक सरलः अपठितः गद्यांशः। संस्कृतसाहित्यपरिचयकं विषयवस्तु स्यात्।	10	21
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'

(सस्कृतेन रचनात्मकं लिखितकायर्म)

	15	32
(1) औपचारिकम् अनौपचारिकं पत्रम्/प्रार्थनापत्रम्	5	
(2) लघुकथा (शब्दसूचीसाहाय्येन, रिक्तस्थानपूर्ति-माध्यमेन)/वार्तालापे एकपक्षपूरणम्	5	
(3) चित्रमधिकृत्य, निर्दिष्टशब्दसूचीसाहाय्येन (संकेताधरितम्) अनुच्छेदलेखनम्	5	

खण्ड: 'ग'

(अनुप्रयुक्तव्याकरणम्)

	25	52
1. (अ) वर्णानाम् उच्चारणस्थानम्	2	
(आ) वर्तनी	2	
वर्णवियोजनम्, वर्णसंयोजनम्		
2. सन्धि:-पाठ्यपुस्तके प्रयुक्तपदानां सन्धिच्छेदः सन्धिकरणम्	3	
स्वरसन्धि:-दीर्घः, गुणः, वृद्धिः, यण्, अयादिः, प्रकृतिभावः		
व्यञ्जनसन्धि:-श्चुत्वं, ष्टुत्वं, जश्त्वं, षत्वं, णत्वविधानम्, अनुस्वारः, परसवर्णः		
विसर्गसन्धि:-सत्वम्, उत्त्वम्, रूत्वम्, लोपः, विसर्गस्थाने स्, श्, ष्।		
3. शब्दरूपाणि	5	
वाक्येषु सविभक्तिकप्रयोगः		
(क) अजन्ताः-बालक, फल, रमा, कवि, पति, मति, वारि, नदी, शिशु, धेनु, मधु, वधू, पितृ, मातृ, कर्तृ, एवं समानान्तरप्रयोगाः।		
(ख) हलन्ताः-राजन्, गच्छत्, भवत्, आत्मन्, विद्वस्, चन्द्रमस्, वाच् एवं समानान्तरप्रयोगाः।		
(ग) सर्वनामानि-सर्व, यत्, तत्, किम्, इदम्, (त्रिषु लिङ्गेषु) अस्मद्, युष्मद्		
(घ) संख्यावाचकशब्दाः-एकसंख्यातः दशसंख्यापर्यन्तम् (त्रिषु लिङ्गेषु) एकतः शतपर्यन्तं संख्याज्ञानम्		
4. धातुरूपाणि-(लट्, लृट्, लोट्, लङ्, विधिलिङ् इति) पञ्चलकारेषु	5	
अधोलिखितधातूनां/समानार्थकधातूनां वाक्येषु प्रयोगः।		

- (क) परस्मैपदिनः-भू, पठ्, गम्, लिख् पा, स्था, दृश्, अस्, कथ्, भक्ष्, घ्रा,
 ऋध्,हन्, श्रु, नृत्, स्पृश्, चुर, कथ्।
- (ख) आत्मनेपदिनः-लभ्, सेव्, मुद्, याच्।
- (ग) उभयपदिनः- कृ, ह, क्री, ज्ञा, ग्रह्, शक्, (केवलं लट्-लृट्-लकारयोः)

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

खण्डः 'घ'

भागः (i)

(पठितांश-अवबोधनम्)

		50	105
	पठितसामग्री-अवबोधनम्	35	
1.	(अ) अंशत्रयम्	15	
	एकः गद्यांशः, एकः पद्यांशः, एकः नाट्यांशः च।	(5+5+5)	
	पाट्यांश-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.	प्रदत्तपङ्क्तिषु प्रसङ्गानुसारं पदानाम् अर्थलेखनम्	4	

भाग: (ii)

(सामान्य: संस्कृत-साहित्य-परिचय:)

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)
- वेदपारिजात (अतिरिक्ताध्ययनार्थम्) (रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम्)

संस्कृतम् (केन्द्रिकम्) (कोड सं. 322)

पाठयक्रमः परीक्षानिर्देशाश्च

कक्षा- XII (अप्रैल 2015- मार्च 2016)

एकम् प्रश्नपत्रम्	अवधि - होरात्रयम्	पूर्णाङ्काः 100
अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति		
खण्डः “क” अपठितांश-अवबोधनम्		10
खण्डः “ख” रचनात्मककार्यम्		15
खण्डः “ग” अनुप्रयुक्तव्याकरणम्		30
खण्डः “घ”		45
(अ) पठित-अवबोधनम्		35
(ब) संस्कृतसाहित्येतिहासस्य परिचयः		10

प्रतिखण्डं विस्तृतविवरणम्

खण्डः ‘क’

(अपठितांश-अवबोधनम्)

	अङ्काः	कालांशः
80-100 शब्दपरिमितः एकसरलः अपठितः गद्यांशः।	10	21
प्रश्नवैविध्यम्		
(i) एकपदेन उत्तरम्	2	
(ii) पूर्णवाक्येन उत्तरम्	2	
(iii) सर्वनामस्थाने संज्ञाप्रयोगः	1	
(iv) कर्तृक्रिया-पदचयनम्	1	
(iv) विशेषण-विशेष्य/पर्याय/विलोमादिचयनम्	2	
(v) समुचितशीर्षकप्रदानम्	2	

खण्ड: 'ख'
(सस्कृतेन रचनात्मकं लिखितकार्यम्)

	15	32
(i) अनौपचारिकं पत्रम्/प्रार्थनापत्रम्	5	
(ii) लघुकथा (शब्दसूचीसाहाय्येन, रिक्तस्थानपूर्ति-माध्यमेन)	5	
(iii) संकेताधारितम् अनुच्छेदलेखनम् (चित्रमधिकृत्य/निर्दिष्टशब्दसूची-साहाय्येन)	5	

खण्ड: 'ग'
(अनुप्रयुक्तव्याकरणम्)

	30	63
(i) पाठाधारिताः सन्धिच्छेदाः स्वरसन्धिः, व्यंजनसन्धिः, विसर्गसन्धिः	(2+2+2) 6	
(ii) पाठाधारितसमस्तपदानां विग्रहाः अव्ययीभावः, द्विगुः, द्वन्द्वः, तत्पुरुषः, कर्मधारयः, बहुव्रीहिः	6	
(iii) प्रत्ययाः अधोलिखितप्रत्यययोगेन वाक्यसंयोजनम्/ सङ्केताधारितरिक्तस्थानपूर्तिः (अ) कृत्-क्त, क्तवतु, क्त्वा, तुमुन्, ल्यप्, तव्यत्, अनीयर्, क्तिन्, शतृ, शानच् (आ) तद्धित-मतुप्, इन्, ठक्, ठञ्, त्व, तल्,	5 3	
(iv) अन्वितिः कर्तृ-क्रिया-अन्वितिः/विशेषण-विशेष्य-अन्वितिः	5 5	
(v) उपपदविभक्तिप्रयोगः (पाठ्यपुस्तकम् आधृत्य)	5	

खण्ड: 'घ'
भाग: (I)
(पठितांश-अवबोधनम्)

	45	94
(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 20

(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 श्लिष्टपदानाम्/पदानाम् अर्थलेखनम्	4

खण्डः 'घ'

भागः (II)

(सामान्यः संस्कृतसाहित्यपरिचयः)

10

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

पुस्तकानि

(i) ऋतिका (द्वितीयः भागः)(पाठ्यपुस्तकम्)(के.मा.शि.सं. द्वारा प्रकाशितम्)	
(ii) व्याकरणसौरभम्(सन्दर्भपुस्तकम्)(रा. शै. अनु. प्र. परिषदा प्रकाशितम्)(संशोधितसंस्करणम्)	
(iii) रचनानुवादकौमुदी(सन्दर्भपुस्तकम्) कपिलदेवद्विवेदीलिखितम् विश्वविद्यालयप्रकाशनम्, वाराणसी	
(iv) संस्कृतसाहित्यपरिचयः(सन्दर्भपुस्तकम्)(रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् (संशोधितसंस्करणम्)	
(v) वेदपारिजात (अतिरिक्ताध्ययनार्थम्) (रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम्)	

20. संस्कृतम् (ऐच्छिकम्) (कोड सं. 022)

पाठ्यक्रमः परीक्षानिर्देशाश्च
कक्षा-XI (अप्रैल 2015-मार्च 2016)

एकम् प्रश्नपत्रम्

अवधि - होरात्रयम्

पूर्णाङ्काः 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’

(अपठितांश-अवबोधनम्)

अङ्काः कालांशः

80-100 शब्दपरिमितः एकः सरलः अपठितगद्यांशः ।

संस्कृतसाहित्यपरिचायकं विषयवस्तु स्यात्।

10 21

प्रश्नवैविध्यम्

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

खण्ड: 'ख'
(रचनात्मककायम्)

	10	21
संस्कृतेन रचनात्मकं लिखितकार्यम्		
(i) कस्यचिद् ग्रन्थस्य वैशिष्ट्यमधिकृत्य (प्रदत्तसंकेताधारितम्) अनौपचारिकं पत्रम्/औपचारिकं पत्रम्	5	
(ii) संकेताधारितम् अनुच्छेदलेखनम् प्रदत्ततथ्यसाहाय्येन कमपि कविम्/काव्यम् अधिकृत्य)	5	

खण्ड: 'ग'
(अनुप्रयुक्तव्याकरणम्)

	30	63
I. वर्णानाम् उच्चारणस्थानानि	2	
II. सन्धिः	3	
सन्धिकरणम् सन्धिच्छेदः च अधोलिखितसन्धिनियमान् आधारीकृत्य वाक्येषु स्वरसन्धिः दीर्घः, गुणः, वृद्धि, यण्, अयादिः, पूर्वरूपम् व्यञ्जन/सन्धिः 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, स्वसृ, अक्षि हलन्त : पथिन्, मरुत्, तादृश्, अदस्, दिश्, वाच्, गिर्, धनिन्, पयस्, पञ्चन्, षट्, सप्तन्, अष्टन्, नवन्, दशन्		
IV. वाक्येषु क्रियाप्रयोगः (अधोलिखितधातून् अधिकृत्य)	5	
धातवः भू (भव्), पठ्, हस्, नम्, गम्, अस्, हन्, क्रुध्, नश्, नृत् आप्, शक्, इष्, प्रच्छ्, कृ, ज्ञा, भक्ष्, चिन्त्, तेषाम् समानार्थकाश्च आत्मनेपदिनः सेव्, लभ्, रुच् मुद्, याच्, उभयपदिनः नी, हृ, भज्, पच्		

V.	पाठ्यांशेषु अधोलिखितप्रत्यययुक्तानि पदानि अधिकृत्य प्रश्नाः	4
अ.	कृदन्तानि - क्त, क्तवतु, शतृ, शानच्, क्त्वा, ल्यप्, तुमुन्, यत्, तव्यत्, अनीयर्, तृच् ण्वुल्, क्तिन्, अच्	
आ.	तद्धितान्तानि:- णिनि, ठक्, अण्, त्व, मयट्, ईयसुन्, इष्टन्	
इ.	स्त्रीप्रत्ययाः -टाप्, ङीप्	
VI.	अव्ययप्रयोगाः	
	पठितपाठ्यांशेषु अधोलिखित-अव्ययपदैः रिक्तस्थानपूर्तिः	3
	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	

खण्डः 'घ'

भागः 'अ'

(पठितांश-अवबोधनम्)

		40	84
1.	त्रयः अंशाः	18	
(i)	गद्यांशः	6	
(ii)	पद्यांशः	6	
(iii)	नाट्यांशः	6	
	प्रश्नवैविध्यम्		
	एकपदेन उत्तरम्		
	पूर्णवाक्येन उत्तरम्		

विशेषण-विशेष्य अन्वितिः/पर्यायः/विलोमचयनम् कर्तृ-क्रिया-पदचयनम् सर्वनामस्थाने
संज्ञाप्रयोगः/कः कम् कथयति

2.	कथनानि आश्रित्य प्रश्ननिर्माणम्	5
3.	अन्वयलेखनम्/रिक्तस्थानपूर्तिमाध्यमेन अन्वयः	5
4.	प्रदत्तपंक्तिषु चारित्रिकवैशिष्ट्यम्/भावार्थलेखनम्	6
5.	प्रदत्तपंक्तीनां प्रसंगसन्दर्भादिलेखनम्	6

खण्डः 'घ'

भागः 'आ'

(संस्कृतसाहित्यस्य इतिहासः)

10

21

अतिलघूत्तर/लघूत्तरप्रश्नमाध्यमेन संस्कृतसाहित्यस्य परिचयपरीक्षणम्

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

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)
- वेदपारिजात (अतिरिक्ताध्ययनार्थम्) (रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम्)

संस्कृतम् (ऐच्छिकम्) (कोड सं. 022)

पाठ्यक्रमः परीक्षानिर्देशाश्च

कक्षा-XII (अप्रैल 2015-मार्च 2016)

एकम् प्रश्नपत्रम्	अवधि - होरात्रयम्	पूर्णाङ्काः 100
अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति		
खण्डः “क” अपठितांश-अवबोधनम्		15 (5 + 10)
खण्डः “ख” रचनात्मककार्यम्		15
खण्डः “ग” पठितांश-अवबोधनम् संस्कृतसाहित्यस्य च परिचयः		50 (10 + 40)
खण्डः “घ” छन्द-अलङ्काराः		20

प्रतिखण्डं विस्तृतविवरणम्

खण्डः ‘क’

(अपठितांश-अवबोधनम्)

	अङ्काः	कालांशः
	15	32
I. 40-60 शब्दपरिमितः एकः सरलः अपठितः गद्यांशः।	5	
प्रश्नवैविध्यम्		
क) एकपदेन उत्तरम्	1	
ख) पूर्णवाक्येन उत्तरम्	2	
ग) भाषिककार्यम्	2	
कर्तृ- क्रियापदचयनम्		
सर्वनाम- संज्ञापदचयनम्		
विशेषण- विशेष्यचयनम्		
समानार्थक- विलोमपदचयनम्		

II. 80-100 शब्दपरिमितः एकः सरलः अपठितः गद्यांशः। 10

(सम्पादितः सरलः साहित्यिकः अंशः)

प्रश्नवैविध्यम्- 4

क) एकपदेन उत्तरम् (प्रश्नद्वयम्) 2

ख) पूर्णवाक्येन उत्तरम् (एकप्रश्नः) 2

भाषा- सम्बद्धकार्यम् 6

क) कर्तृ-क्रियापदचयनम् 1

ख) विशेषण-विशेष्य-प्रयोगः 1

ग) सर्वनामप्रयोगः/संज्ञाप्रयोगः 1

घ) शब्दार्थचयनम्/विलोमचयनम् 1

ङ) समुचितशीर्षकप्रदानम्। 2

खण्डः 'ख'

(रचनात्मकं कार्यम्)

15 32

1. प्रदत्तरूपरेखया कथासंयोजनम्/क्रमायोजनम् 10

2. सङ्केताधारितम् वर्णनम् 5

खण्डः 'ग'

(पठित-अवबोधनम्)

50 105

1. त्रयः अंशाः (5+5+5)

(i) गद्यांशः

(ii) पद्यांशः

(iii) नाट्यांशः

प्रश्नवैविध्यम्

क) एकपदेन उत्तरम् 1

ख) पूर्णवाक्येन उत्तरम् 2

ग) विशेषण-विशेष्यप्रयोगः/अन्वितिः	1	
घ) 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)

	20	41
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	
क) शब्दालङ्काराः-अनुप्रासः, यमकम्, श्लेषः	3	

ख) अर्थालङ्काराः-

- | | |
|--|---|
| i) उपमा, रूपकम्, उत्प्रेक्षा, अर्थान्तरन्यासः, | 3 |
| ii) प्रदत्तश्लोकेषु अलंकारस्य अभिज्ञानमाध्यमेन, | 2 |
| iii) प्रदत्तपरिभाषासु रिक्तस्थानपूर्तिमाध्यमेन च परीक्षणम् | 2 |

निर्धारितपुस्तकानि

- शाश्वती (भाग:2)(राष्ट्रीय-शैक्षिक-अनु. एवं प्रशिक्षणपरिषदा प्रकाशितम्)
- व्याकरणसौरभम् (संशोधितसंस्करणम्)(राष्ट्रीय-शैक्षिक-अनु. एवं प्रशिक्षणपरिषदा प्रकाशितम्)
- हायरसंस्कृतग्रामर(एम् आरकालेलिखितम्)
- रचनानुवादकौमुदी(कपिलदेवद्विवेदीलिखितम्)
- संस्कृतसाहित्यपरिचयः (संदर्भपुस्तकम्)(रा. शै. अनु. प्र. परिषदा प्रकाशितम्-संशोधितसंस्करणम्)
- वेदपारिजात (अतिरिक्ताध्ययनार्थम्) (रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम्)

21. ARABIC (Code: 116)
SYLLABUS
CLASS XI (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100

Section	Unit/Areas of Learning	Marks	Periods								
A.	Advanced Reading Skills 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 2 words to make sentences.	10	35								
B	Effective Writing Skills		45								
	Letter Writing (General) a short letter format	05	11								
	Summary of lesson from Text-book (50-60 words)	05	11								
	Writing a longer composition such as an essay, story and incident you have read / heard about 150-200 words.	10	23								
C.	Grammar	20	45								
	a. Definition and example of the following (Theory of Grammar)										
	(i) <i>Jumla Khabariyya and Inshaiyyah.</i>										
	(ii) <i>Tawaabe; Taakeed and Badal.</i>										
	(iii) <i>Mustathna, Mustathna Minhu and Huroof-ul-Istithnaa.</i>										
	(iv) <i>Some Mansoobaat: Haal, Zul-Haal, Tamyiz and La Li-Nafyil-Jins.</i>										
	(v) <i>Thulaathi Mujarrad (six Abwaab only)</i>										
	(vi) <i>Abwaab Thulaathi Mazid Fih'</i>										
	<table><tr><td>If'aal.</td><td>Taf' eel</td><td>Mufaa'alah</td><td>Ifti'aal*</td></tr><tr><td>Infiaal</td><td>Tafa'ul*</td><td>Tafaa'ul*</td><td>Istif'aal</td></tr></table>			If'aal.	Taf' eel	Mufaa'alah	Ifti'aal*	Infiaal	Tafa'ul*	Tafaa'ul*	Istif'aal
	If'aal.			Taf' eel	Mufaa'alah	Ifti'aal*					
	Infiaal			Tafa'ul*	Tafaa'ul*	Istif'aal					
	(NS:*student should not be examined in these Abwaab)										
	(vii) <i>Af'aal Madh and Dhamm.</i>										
	(viii) <i>Fi' I Ta'ajjub.</i>										
(ix) <i>Kinds of Mabni and Mu'rab.</i>											
b. Applied Grammar											

	i) Correction of sentences		
	ii) Fill in the blanks		
	iii) Roots of the verbs		
	iv) Formation of active participle and passive participle (only from triliteral verbs)		
	v) Choose specified nouns, verbs and prepositions		
D	Literature		85
	Prose: Text (Translation of any 2 out of 3 passages)	35	
	Diacritical marking of any text passages	5	
	Poetry: (Explanation of any four of the given verses)	10	

Prescribed Books: *Minhaj al Ta'leem al Thanavi al' Ali Lil Lughat al Arabiyah*, Class XI, CBSE, Delhi

ARABIC (Code: 116)
SYLLABUS
CLASS XII (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100

Unit/Areas of Learning	Marks	Periods
A. Advanced Reading Skills	10	35
B. Effective Writing Skills	20	45
C. 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. (2-3 words to make sentences)		
Section - B: Effective Writing Skills	20	45
In this section various questions on given input will be asked as under :		
(i) Letter/Applications writing on a given topic should be short informal. However format to be taken care of.	05	11
(ii) Summary of lesson from Text-book (80-100 words)	05	11
(iii) Writing a longer composition such as an essay, or speech or story read/heard or incident of 200-250 words	10	23
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 (Theory of Grammar)		
(i) <i>I'laal (In Mithaal, Ajwaf and Naaqis)</i>		
(ii) <i>Ibdal-Mahmoozul Faa, wal- 'Ain wal - Laam</i>		
(iii) <i>Idgham-Mudao'af</i>		
(iv) <i>Murakkab 'Adadi (Adad and Ma'dood)</i>		
(v) <i>Use of Asmaa'-Mausoolah</i>		
(vi) <i>Khasiyat-Abwaab Al- MazidFih (If'aal, Taf'eel, Mufaa'alah, Tafa'ul, Istif'aal)</i>		
(vii) <i>Jumla Shartiyyah</i>		
(viii) <i>Jumla Nidaaiyah</i>		

b) Applied Grammar

- i) Correction of sentences
- ii) Fill in the blanks
- iii) Roots of the verbs
- iv) Formation of active participle and passive participle (All verb patterns)
- v) Choose specified nouns, verbs and prepositions

Literature

Section - D:	50	85
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Prose :

Text (Translation of any 2 out of 3 passages)	30	
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Diacritical marking of any text passages	05	
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Poetry:	15	
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(Explanation of any four of the given verses)

Prescribed Books: *Minhaj al Ta'leem al Thanavi al' Ali Lil Lughat al Arabiyan*

22. PERSIAN (Code: 123)
SYLLABUS
CLASS XI (APRIL 2015 - MARCH 2016)

One Paper 3 Hours

Suggested Periods: 210

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 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.	10	35
Section - B: Effective Writing Skills In this section various questions on given input will be asked as under :	20	45
(i) Letter writing (Personal) Persian	05	11
(ii) Paragraph writing (100-125 words) in Persian	05	11
(iii) Summarizing story of lesson in Urdu/English/Hindi/Persian	10	23
Section - C: Applied Grammar Variety of questions as listed below will be included involving the application of grammar items in syllabus :	20	45
(i) Parts of speech	05	11
(ii) Infinitives	05	11
(iii) Aorists	05	11
(iv) Correction of simple sentences	05	12
Section - D: Literature (Lessons to be studied) : <i>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</i>		
Prose and Poetry:	50	85
1) <i>Eddison—Part I</i>	2) <i>Eddison—Part II</i>	

3) <i>Afsane Parie Daryai</i>	4) <i>Do Hikayataz Gulistane Saadi</i>		
5) <i>Jashne Sadeh</i>	6) <i>Qissai Sindbad Behri—Part I</i>		
7) <i>Qissai Sindbad Behri—Part II</i>	8) <i>Dasture Zabane Farsilme Mufrad/IsmeJama (Noun-Singular/Plural)</i>		
9) <i>Dasture-e-Zabane Farsi Zamir (Pronoun)</i>	10) <i>Dastur-e-Zabane Farsi FeleLazim/Fele Mutaaddi (verb : Transitive/Intransitive)</i>		
11) <i>Doorbeeni(Poem)</i>	12) <i>Sadeh(Poem)</i>		
Lessons to be studied from <i>Amoozih-e-Zaban-e-Farsi</i>, Part IV by Dr. Yadullah Samarch, published by Intesharate, Beanul Milaili Al Hoda, available at Iran Culture Home, 18 Tilak Marg , New Delhi.			
1. <i>Koochak-wa-Khwandani</i>	2. <i>Jawanan-Gami be pesh</i>		
3. <i>Bohran-e-Energy</i>	4. <i>GulAiyeeneh, Quran (Poem)</i>		
5. <i>Misleyak Joebar(Poem)</i>			

PERSIAN (Code: 123)
SYLLABUS
CLASS XII (APRIL 2015 - MARCH 2016)

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 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	35
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 into Urdu/English/Hindi/Persian	10	23
Section - C: Applied Grammar	20	45
1. Definition of the following with examples:	10	
i. Noun		
ii. Pronoun		
iii. Preposition		
iv. Verb		
2. Formation of the following from the infinitives	05	
i. Imperatives		
ii. Aorists (<i>Muzare</i>) and Conjugation		
3. <i>Ismi Fail</i> , <i>Ismi Mafool</i> , 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 and Poetry:		50	115
1. <i>Tarrar-e-Amanatdar</i>	2. <i>Qissa I Kodak Moosa (Part I)</i>		
3. <i>Qissa i Kodak-i-Moosa (Part II)</i>	4. <i>Shabanwa Gusfand</i>		
5. <i>Qissa i Gule Khandan-wa-Durre Giryān—Parts I, II, III</i>	6. <i>Guwahie Darakht</i>		
7. <i>Dasture Zabane Farsi Wabastae Ajzai Jumla Muzafi' Ilaih</i>	8. <i>Dasture Zabane Farsi Wabastai Fel (Qaid)</i>		
9. <i>Mazandaran (Poem)</i>	10. <i>Nageene Angushtri (Poem)</i>		
11. <i>Kitab (Poem)</i>			
<i>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.</i>			
1. <i>Qissah-e-Rangha</i>	2. <i>Nohmeen Ijlasi-ye Saran</i>		
3. <i>Gandhi Khastar - e - Aghaze Naw-dar Rawabit Chin wa Hind Shod (Book Page - 210)</i>	4. <i>Deeruz Imruz Wa Farda</i>		
5. <i>Waqti Ki IshqNist. (Poem)</i>			

23. NEPALI (Code: 124)
SYLLABUS
CLASS XI (APRIL 2015 - MARCH 2016)

Time: 3 hrs

Maximum Marks. 100

	Marks
1. Vyakaran	20
(i) <i>Paryayvachi shabdaha, Viparitarthak shabda, Anekarthak shabda, Saar shabda</i>	
(ii) <i>Shabda suddhi vimarsha.</i>	
2. Bhava Vistar	05
3. Rachana	
(i) <i>Patra Rachana: Vishayaharu - Vyaktigat, Vyaparik, Daftari, ra Smarak Patra</i>	05
(ii) <i>Nibandha Rachana:</i>	10
(a) <i>Prakriti</i> (b) <i>Parvaharu</i> (c) <i>Smarak</i> (d) <i>Vaigyanik</i>	
(<i>Sandarbha Pustak: Purvottar Madhyamik Nepali Vyakaran ra Rachana</i>)	
4. Gadhya (Katha)	15
(i) <i>Daura Suruwal - Keshav Raj Pindali</i>	
(ii) <i>Jyoti Binako ujyalo - Sanu Lama</i>	
(iii) <i>Dhan Bahadurko Lauro - Samiran Chhetri 'Priyadarshi'</i>	
(<i>Sandarbha Pustak: Katha Sangraha, Janapakshya Prakashan, Gangtok Sikkim</i>)	
5. Nibandha	10
(i) <i>Anuhar - Achha Rai 'Rasik'</i>	
(ii) <i>Ucchataka Parisimaharu - Kedar Gurung</i>	
(iii) <i>Nepali Jiwanma Ramayan - Bhai Chandra Pradhan</i>	
(<i>Sandarva Pustak: Nibandha sangraha: Janapakshya Prakashan, Gangtok, Sikkim</i>)	
6. Kavita	10
<i>Sandarva Pustak: Muna Madan (Khandakavya) - Laxmi Prasad Deokota.</i>	
7. Natak	10
(i) <i>Ekanki Natak</i> - Chhoto Charcha	
(ii) <i>Sahino</i> - Sanubhai Sharma	
(iii) <i>Ekanki: Maang</i> - Lil Bahadur Chhetri	
(<i>Sandarbha Pustak: Ekanki Sangraha - Janapakshya Prakashan, Gangtok, Sikkim</i>)	
8. Prativa Parichaya: Janapakchha Prakashan, Gangtok Sikkim	10
1. <i>Sanu Lama</i>	
2. <i>Achha Rai 'Rasik'</i>	
3. <i>Lil Bahadur Chhetri</i>	
9. Nepali Sahitya ko Aitihāsik parichaya - Dr. Tara Nath Sharma	05
Nepali Katha(only)	

NEPALI (Code: 124)
SYLLABUS
Class XII (APRIL 2015 - MARCH 2016)

Time: 3 hrs

Maximum Marks. 100

		Marks
1.	(A) <i>Vyakaran: Chhanda</i> <i>Anustup, Totak, Sikharini, Sardulvikridit.</i>	06
	(B) <i>Alankaar:</i> <i>Anuprash, Upama, Slesh, Atisayokti</i>	06
	(C) <i>Rachana:</i>	
	(i) <i>Patra Rachana : Vyaktigat, Vyaparik, Daftari ani Smarak patra.</i>	05
	(ii) <i>Nibandha Rachana : Aatma parak vastuparak ra vicharaatmak.</i>	10
	Sandarbha pustak: Purvottar Madhyamik Nepali Vyakaran ra Rachana.	
2.	<i>Gadhya (Katha)</i>	15
	(i) <i>Machhako mol</i> Shiva Kumar Rai	
	(ii) <i>Ku...khu...ri ...ka...</i> Rudra Poudyal	
	(iii) <i>Rupko mulya</i> Balkrishna Sam	
	(Sandarbha Pustak: Katha Sangraha, Janapakshya Prakashan, Gangtok Sikkim)	
3.	<i>Nibandha:</i>	10
	(i) <i>Hai Hai Angreji</i> Laxmi Prasad Deokota	
	(ii) <i>Pyaro Sapana</i> Ram Krishna Sharma	
	(iii) <i>Samaadhanko Khoji</i> Deoraj Sharma and G.B. Niroula	
	(Sandarva Pustak: Nibandha sangraha: Janapakshya Prakashan, Gangtok Sikkim)	
4.	<i>Padhya (Poetry)</i>	10
	<i>Ritu Vichar (Khandakavya) -Lekhnath Poudyal(Sabai Rituharu)</i>	
5.	<i>Natak</i>	10
	<i>Nirdharit paathya samagriharu:</i>	
	(i) <i>Natak: Sadharan Parichaya</i>	
	(ii) <i>Bandini (Ekanki) - Indramani Darnal</i>	
	(iii) <i>Daan Yogdaan (Ekanki) - I.K.Singh</i>	
	(Reference Book: Ekanki sangraha, Janapakshya Prakashan, Gangtok, Sikkim)	
6.	<i>Upanyash</i>	10
	<i>Juneli Rekha - Indra Sundas (Janapakshya Prakashan, Gangtok, Sikkim)</i>	
7.	<i>Prativa Parichaya</i>	08
	(i) <i>Lekhnath Poudyal</i>	

(ii) *Balkrishna Sam*

(iii) *Ram Krishna Sharma*

(Reference Book: *Prativa Parichaya*, Janapakshya Prakashan, Gangtok, Sikkim)

8. ***Nepali Sahityako Aitihasik Parichaya:-*** Dr.Taranath Sharma (Janapakshya Prakashan, Gangtok Sikkim.)

10

(a) *Nepali Bhasako parichaya.*

(b) *Nepali Upanyash.*

24. TIBETAN (Code: 117)

Abstract *Background:* The purpose of this study was to determine the prevalence of self-reported depression and anxiety among a sample of young adults in the United States. *Methods:* Data were obtained from the 2004 National Longitudinal Study of Adolescent Health, a nationally representative sample of adolescents and young adults. *Results:* The prevalence of self-reported depression was 10.3% and the prevalence of self-reported anxiety was 11.5%. *Conclusions:* The prevalence of self-reported depression and anxiety among young adults in the United States is high. *Keywords:* Depression, Anxiety, Prevalence, Young Adults.

(APRIL 2015 - MARCH 2016)



Figure 1. The effect of the concentration of the inhibitor on the rate of polymerization of α -methylstyrene in the presence of SnCl_4 at 25°C .



Applied Economics 55 (2013) 1029–1040

Use of Parts of Speech to sentence case endings and configuration of words with their flexions need to be reviewed in both of sentences.

ကျေးဇူးတင်အောင် ကျန်းမာရေးကောင်းစေရန် အားလုံးက ပူးပေါင်းပါဝင်ကြရမည်။

Suggested References: [Click to view references](#)

"Should you be dyppd yu" (23 vs 28) and "Shu ldyng by dyppd yu" (22 vs 141). Some "Shu dyng
 dyppd yu" and "Shu dyng by dyppd yu" are also found. By Shanghai University. Published by Y. Ma and
 J. Ma. 1999.

[illegible]

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2. The respondents' primary concern for the health of the river

One library or database passage of about 200-300 words or a page of about 8 lines

Copyright © 2007 by The McGraw-Hill Companies, Inc.

Composition and Letter Writing: 40 days/40 days

1000

- 218 Applications for travel, jobs, the computer, and all the good books.
219 Hapies related to personal experiences, friends.

[illegible]

၂၁. မြန်မာ့အလင်းစာပေများကို ဖတ်ရှုပြီးနောက် အောက်ပါအတိုင်း ဖော်ပြပါအတိုင်း ဖော်ပြပါအတိုင်း

မေးခွန်း ၁၀ မေးခွန်း

(10 marks)

မေးခွန်း ၁၀ မေးခွန်း

မေးခွန်း ၁၀ မေးခွန်း (Chapter ၈, Third Edition, Published by the Myanmar Cultural Printing Press, Dharmadala, H.P.

မေးခွန်း ၁၀ မေးခွန်း (Chapter ၈, Third Edition, Published by the Myanmar Cultural Printing Press, Dharmadala, H.P.

မေးခွန်း ၁၀ မေးခွန်း

(10 marks)

မေးခွန်း ၁၀ မေးခွန်း

မေးခွန်း ၁၀ မေးခွန်း (Chapter ၈, Third Edition, Published by the Myanmar Cultural Printing Press, Dharmadala, H.P.

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မေးခွန်း ၁၀ မေးခွန်း

(10 marks)

မေးခွန်း ၁၀ မေးခွန်း (Chapter ၈, Third Edition, Published by the Myanmar Cultural Printing Press, Dharmadala, H.P.

မေးခွန်း ၁၀ မေးခွန်း (Chapter ၈, Third Edition, Published by the Myanmar Cultural Printing Press, Dharmadala, H.P.

25. FRENCH (Code: 118)

SYLLABUS

CLASS - XI (APRIL 2015 - MARCH 2016)

Time: 3 hrs.

Marks: 100

TOPICS	Marks	Periods
A) Comprehension / Reading: - One passage from the prescribed book - One unseen passage (Factual/Descriptive)	25	20
B) Writing Skills / Composition: - Writing a story based on outlines provided (120 words) - One unaided composition based on topics in the prescribed book (120 words) - Informal letter (80 words) - Composition on open ended topics with clues	20	40
C) Applied Grammar: - Filling up blanks with appropriate parts of speech - Transformation of sentences - Sentence correction (not involving punctuation and spelling) - Grammar based on lessons 1 - 17 - General application based questions	25	40
D) Literature Prose (Lessons 1 - 17) Value based questions (Questions based on values & works on everyday life) (Such questions should not be based on factual information) Prose / Poetry based questions	30	80

Poems/Texts to be studied:

- | | |
|--|---------------------------|
| 1. <i>La Route</i> | - Charles Ferdinand Ramuz |
| 2. <i>Madame <<Conduit>></i> | - Jean Duché |
| 3. <i>Top</i> | - M-C. de Folleville |
| 4. <i>Victor Hugo à l'école</i> | - Victor Hugo |
| 5. <i>Barcarolle</i> | - Théophile Gautier |

Prescribed Book:

Cours de Langue et de Civilisation Françaises - II by G. Mauger

Lessons 1- 17

FRENCH (Code: 118)
EXAMINATION STRUCTURE
CLASS - XI (APRIL 2015 - MARCH 2016)

Time: 3 Hrs.

Marks: 100

The Question Paper will be divided into four sections:

Section A: Comprehension / Reading	-	25 marks
Section B: Writing Skills/ Composition	-	20 marks
Section C: Applied Grammar	-	25 marks
Section D: Literature	-	30 marks

Scheme of Sections and Weightage to content:

Section	Details of Topics/Sections	Type of Questions
Section A (Understanding)	1 Unseen Prose Passage 1 Seen Passage	True or False- context or theme based Short Answer Questions- based on the passage Vocabulary Search: Fill in the blanks/nouns/verb forms/ opp./synonyms/ Language expressions / Adjectives / Adverbs
Section B (Creative Writing)	Writing Skills / Composition - Story writing based on outline - Informal letter - Composition on open ended topics with clues	Creative LA Creative SA
Section C (Application)	Grammar	SA Transformation of sentences / Fill in the blanks/ Re-ordering/ Editing sentences / Asking / Answering questions
Section D (Remembering and analyzing)	Literature (Lessons 1- 17) - Prose / Poetry - Value based questions	- SA - Objective type questions - based on the prescribed chapters poems and prose from the textbook - Value based questions

FRENCH (Code: 118)
EXAMINATION STRUCTURE
CLASS - XII (APRIL 2015 - MARCH 2016)

Time: 3 Hrs.

Marks: 100

The Question Paper will be divided into four sections:

Section A: Comprehension / Reading - 25 marks

Section B: Writing Skills/ Composition - 20 marks

Section C: Applied Grammar - 25 marks

Section D: Literature - 30 marks

Scheme of Sections and Weightage to content:

Section	Details of Topics/Sections	Type of Questions
Section A (Understanding)	1 Unseen Prose Passage 1 Seen Passage	True or False- context or theme based Short Answer Questions- based on the passage Vocabulary Search: Fill in the blanks/nouns/verb forms/ opp./synonyms/ Language expressions / Adjectives / Adverbs
Section B (Creative Writing)	Writing Skills / Composition - Story writing based on outline - Informal letter - Composition on open ended topics with clues	Creative LA Creative SA
Section C (Application)	Grammar	SA Transformation of sentences / Fill in the blanks/ Re-ordering/ Editing sentences / Asking / Answering questions
Section D (Remembering and Analyzing)	Literature (Lessons 18- 30) - Prose / Poetry - Value based questions	- SA - Objective type questions - based on the chapters, poems and prose from the textbook. - Value based questions

FRENCH (Code: 118)

SYLLABUS

CLASS - XII (APRIL 2015 - MARCH 2016)

Time: 3 hrs.

Marks: 100

TOPICS

Marks

A) Comprehension / Reading:

25

- One passage from the prescribed book
- One unseen passage (factual/descriptive)

B) Writing Skills / Composition:

20

- Writing a story based on outlines provided (120 words)
- One unaided composition based on topics in the prescribed text book (120 words)
- Informal letter (80 words)
- Composition on open ended topics with clues

C) Applied Grammar:

25

- Filling up blanks with appropriate parts of speech
- Transformation of sentences
- Sentence correction (not involving punctuation and spelling)
- Grammar based on lessons (18-30)
- General application based questions

D) Literature

30

Prose Lessons (18-30)

Value based questions

(Questions based on values and morals on everyday life.

Such questions should not be based on factual information)

Prose / Poetry based questions

Poems to be studied:

1. *Les enfants dans le jardin public* - Victor Hugo
2. *L'Attente* - Antoine de Saint-Exupéry
3. *Un monsieur bien amusant* - André Gide
4. *La poupée vivante* - Victor Hugo
5. *Une consultation chez un médecin de campagne* - Jules Romains

Prescribed Book:

Cours de Langue et de Civilisation Françaises - II by G.Mauger

Lessons 18-30

Grammar Topics:

Class - XI	Class - XII
1. Negatives	1. Sentence re-ordering
2. Interrogatives	2. Sentence correction
3. Sentence re-ordering	3. Tenses of verbs (excluding Passé Simple and Passé antérieur)
4. Sentence correction	4. Interrogative pronouns
5. Tenses of verbs (excluding Passé Simple)	5. Uses of the infinitive
6. Relative pronouns (Simple / Composé)	6. Pronoms personnels -All types
7. Interrogative adjectives	7. Prepositions
8. Qualificative adjectives	8. Indefinite adjectives and pronouns
9. Passive voice	9. Direct Indirect Speech

26. GERMAN (Code: 120)

Part I - Foreword to syllabus in 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.

Part II - 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

Class XI
(April 2015 - March 2016)
Part III - Content

Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 25	German speaking countries	- Explain, what you know about German speaking countries - Explain, why one is learning German	- Indirect questions - Nouns made from Adjectives - Indefinite Pronouns	- Telephone conversation - Quiz - Experience reports	- Conducting a 'live' Quiz in class on the German speaking countries - Talk about experiences in a foreign country or with foreigners or with exchange partners - Vocabulary exercises
Skills	- Reading : Read informative texts on a specific topic and give one's opinion on the information given - Aural : Hearing telephonic conversations and frame questions on the information heard - Writing : Writing a short report on one's experiences in another culture				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 26	Emotions	- Express emotions like happiness, surprise, shock... - React to unusual newspaper reports or experiences people relate	- Temporal sentences ('<i>wenn und als</i>') - Exclamatory Sentences - Past Tense (<i>Präteritum</i>)	- Daily Diary - Script - Song - Newspaper report	- Write diary entries - Relate an embarrassing experience - React with given exclamatory expressions to certain situations - Write a film script in German for a Bollywood film sequence
Skills	- Reading : Read and react to a given text; read and give texts an appropriate title - Aural : Hear a song and sing along and also reproduce the essence of the song				

	• Speaking : Explain the emotional state of mind of a person • Writing : Write about happy/ disappointing or embarrassing experiences				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 27	Show your talent	• Introduce a music band and a singer and compare the band and its members with others • Profile a sports person and explain how he has helped the cause of that sport • Express interest in participating in a competition and give reasons for your choice	• Subordinate clauses with <i>'weil, denn, deshalb, darum, deswegen'</i> • Comparative and Superlative as adjectives	• Interview • Webpage • Short article • Advertisement board • Informative text	• Internet research for talent competitions for young adults • Create a page in German for the school magazine • Profile your favourite music band/ sports club
Skills	• Reading : Read a text and break it into clear information units and give each unit a title • Aural : Hear an interview and extract the information • Speaking : Speak about one's strengths and weaknesses • Writing : Write/complete a text about your favourite sports club/ music band				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 28	Music	• Discuss your likes and dislikes in music • Discuss your dream star • Profile a pop star	• Adverbs of location • Subjunctive (<i>Konjunktiv II</i>)	• Questionnaire • Boards and Signage • Short biography • Song	• Write a song in German • Listen to German pop songs and prepare one song for the German day
Skills	• Reading : Reading a text and extracting important information • Aural : Hearing and extracting information or vocabulary from interviews and songs • Speaking : Express a wish and talk about dreams • Writing : Write about what you would do if you had money and time				
Lesson	Topic	Communication	Structure	Text types	Suggested activity

Lesson 29	Social Causes	- Evaluate statistics - Make suggestions - Discuss what you can do to change a situation - Discuss and frame project plans	- Infinitive Sentences (<i>zu+Infinitiv</i>) - Subjunctive	- Statistics - Discussion - Official letter - Interview - Informative text	- Discuss and identify a social cause the class could take up - Make a project plan - Find out through the internet what are the social causes young adults are pursuing in German speaking countries
Skills	- Reading : Reading and evaluating a statistic; reading and following an official letter - Aural: Listening to a text, extracting the relevant information and summarising the information in text form - Speaking : Making suggestions on which social causes to pursue and how - Writing: Reading an authentic magazine text and writing it in your own words (Simplify!)				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 30	Memories	- Talk about important events in the past and present - Reconstruct a time line - Describe inventions and their inventors - Discuss the life of a famous person	- Subordinate clauses with '<i>bevor, bis, seit</i>' - Nouns and Possessive articles with Genitive	- Poem - Quotes - Radio Quiz - Interview	- Talk about the biography of a famous person from history - Bring photographs to the class and relate a story about each snapshot
Skills	- Reading : Reading a text and developing a timeline - Aural : Listening to a poem and extracting the information asked for - Speaking : Talking about past experiences e.g. a holiday taken, an amusing event - Writing : Writing a story about an interesting experience				

Part IV: Assessment 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.

The committee suggests 20% for internal assessment, 30 % for periodical tests and 50% for the term exam.

The suggested breakup for the term exam is as follows:

Max. marks: 100

Section A - Reading

- | | |
|-----------------------------------|----------|
| 1. Comprehension (unseen passage) | 10 Marks |
|-----------------------------------|----------|

Section B - Writing

- | | |
|--|----------|
| 2. Summarizing a German passage from the text book in their own words in simple German | 10 Marks |
| 3. Based on stimulus compose a letter / formal letter / e- mail / poster etc. | 10 Marks |
| 4. Describe a statistic | 10 Marks |

Section C - Applied Grammar

- | | |
|--|----------|
| 5. Indirect questions in the form of subordinate clauses | 10 Marks |
| 6. Adjective endings with definite and indefinite articles | 10 Marks |
| 7. Conjunctions(weil, wenn , als, deshalb, denn, bevor, bis, seit, deswegen,ob) | 10 Marks |
| 8. Indefinite Pronouns (einer,keiner,jeder,alle) | 05 Marks |
| 9. Subjunctive (Konjunktiv II) | 05 Marks |

Section D - Textbook

- | | |
|--|----------|
| 10. Comprehension (seen passage) | 15 Marks |
| 11. Value based Question(based on a text from the text book) | 05 Marks |

Remarks:

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

BOOKS

The following teaching material is prescribed for class XI:

PREScribed BOOK	:	Team Deutsch 3/1 (Textbook and Workbook - Chapters 25- 30) (Klett Publishing House, Published in India by Goyal
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- Publishers)
- SUGGESTED REFERENCES :
1. Einfach Grammatik
 2. em neu
 3. Genial 3
 4. Ping Pong 3
 5. Schritte 3
 7. Sowieso 3
 8. Aspekte
 6. DVD- Aspekte
 7. LANGENSCHIEDT EURO DICTIONARY
 8. K.M. SHARMA; GERMAN-HINDI/ HINDI- GERMAN
DICTIONARY. RACHNA, PUBLISHING HOUSE

Class XII
Part III - Content

Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 31	Languages	- Talk about the languages known - Explain why one should learn foreign languages. - Relate experiences in learning a foreign language - Write about why one should learn anything new	- Subordinate clauses with 'wenn' and Subjunctive - Modal verbs with subjunctive - Subordinate clauses with 'damit' and 'um...zu' - Indefinite pronouns. <i>irgend wie, -wo, -wann</i>	- Experiential report - Interview - Test - Radio Interview	- Make a language map of both India and Germany - Talk about which language the students speak when and why - Make a list of words you like using
Skills	- Reading: Reading a text and answering detailed questions - Aural: Hearing an authentic interview and extracting the relevant information - Speaking: Talking about a learning experience - Writing: Writing a coherent text explaining one's thought in simple language				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 32	Youth	- Talk about the youth today - Discuss their past times - Talk about one's interests - Express one's emotions in verse	- Indefinite Articles : <i>viel, ein paar, wenig, einige, manche</i> - Reflexive Verbs with dative and accusative case - Adjectives and Participles as nouns	- Chat - Discussion - Poetry - Newspaper articles	- Have a chat session with students in Germany - Find out about youth clubs in Germany
Skills	- Reading: Reading newspaper texts and extract relevant information, Following a chat on the Internet - Aural: Listening to poems and react with one's impressions on the poem - Speaking: Talking about the youth in India and their lifestyles, moderate a discussion - Writing: Writing an article on the youth in India and Europe				

Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 33	Tourism	- Talk about tourist attractions - Explain the customs and rituals and festivals of one's own country - Write a postcard from a holiday destination	- Passiv - Interrogative pronouns in Genitive: <i>wessen</i> - Genitive prepositions	- Conducted Tour - Postcard - Questionnaire - A theatre scene	- Celebrate a festival from a German speaking country - Take your class out on a city tour and the explanations should be in German
Skills	- Reading: Reading a text about a country and extracting relevant information - Aural: Listening to travel experiences - Speaking : Performing a scene from a play - Writing: Writing a post card				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 34	Future Plans	- Talk about future plans - Ask about professional plans - Put down demands in writing	- Future Tense - Sentences with '<i>trotzdem</i>' <i>Nicht brauchen zu (=nicht müssen)</i>	- Report - Prognosis - Resolution - Science Fiction texts	- Describe products and developments that could come in the future. - Make a prognosis as to what life will be like in 50 years - Write a CV in German
Skills	- Reading: Reading a long text and answering questions - Aural: Hearing an authentic text (in dialect) and answering questions - Speaking: Conducting a coherent discussion on a specific topic - Writing: Writing down short cryptic sentences giving precise information				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 35	Change	Read and talk about a	Sentences with '<i>obwohl</i>'	Extract from a novel	Class blog

		literary text • Write a self portrait • Talk about changes in our lives (new home, new friend, new school)	• Relative pronouns 'wo, was' • <i>Lassen + Infinitiv</i>	• Blog • Self portrait • Group discussion	• Book bazaar
Skills:	• Reading: Reading a literary text with the right intonation and breaks • Aural: Hearing a personal experience and interpreting the speakers emotions • Speaking: Talking at relative length about the changes in one's life • Writing: Writing a self portrait				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 36	Europe	• Talk about one's school and compare it with others • Conceptualise and explain a project • Write a project report	• Demonstrative article • N- Declination • <i>Nicht...sondern/ nicht nur...sondern auch/ sowohl...als auch</i>	• Flyer • Hymn • Project description • Interview • Statement	• Compare India and Europe • Discuss and execute a project on any aspect of European life
	Skills • Reading: Reading a semi official text and follow up • Aural: Hearing and differentiating between accents • Speaking: Comparing two institutions and talking about the advantages and disadvantages of both • Writing: Writing a structured text giving the requisite details				

Assessment for Class XII

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

Max. marks:100

Section A - Reading

- | | |
|-----------------------------------|----------|
| 1. Comprehension (unseen passage) | 10 Marks |
|-----------------------------------|----------|

Section B - Writing

- | | |
|--|----------|
| 2. Summarizing a German passage from the text book in simple German | 10 Marks |
| 3. Based on stimulus compose a letter / travel report / poem / biography | 10 Marks |

Section C - Applied Grammar

- | | |
|--|----------|
| 4. Passive voice(Präsens & Präteritum) | 5 Marks |
| 5. Subordinate clauses (weil, dass, wenn, als, um ... zu, damit) | 10 Marks |
| 6. Reflexive verbs in Dative and Accusative case | 5 Marks |
| 7. Future Tense(Futur I) | 5 Marks |
| 8. Subjunctive (Konjunktiv II- <i>wenn+ infinitive & Modalverben</i>) | 10 Marks |
| 9. Genitive prepositions (wegen, während, trotz) | 5 Marks |
| 10. Connect sentences with given conjunctions into a cohesive text | 10 Marks |

Section D - Textbook

- | | |
|--|----------|
| 11. Comprehension (seen passage) | 15 Marks |
| 12. Value based Question(based on a text from the text book) | 05 Marks |

BOOKS

The following teaching material is prescribed for class XII :

PREScribed BOOK : Team Deutsch 3/2 (Textbook and Workbook - Chapters 31- 36)
(Klett Publishing House, Published in India by Goyal Publishers)

SUGGESTED REFERENCES :

1. Einfach Grammatik
2. em neu
3. Genial 3
4. Ping Pong 3
5. Schritte 3
7. Sowieso 3
8. Aspekte
6. DVD- Aspekte
7. LANGENSCHIEDT EURO DICTIONARY
8. K.M. SHARMA; GERMAN-HINDI/ HINDI- GERMAN DICTIONARY.
RACHNA, PUBLISHING HOUSE

27. RUSSIAN (Code: 121)

SYLLABUS

CLASS - XI (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100

	Marks	Periods
Section - A: Applied Grammar (Based on the lessons from the Prescribed text book)	45	85
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 An essay of about 150-200 words in Russian on a topic related to Real life	15	35
Section - D: Prose Questions based on the texts from the prescribed text book requiring answers in Russian	15	35
Section - E: Translation (A) From Russian into English (from unknown text or sentences) (B) From English into Russian (Unknown text or sentences)	10	20

Prescribed Book:

Russian for Children “*RusskiiYazyk*”

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

Lesson 1 to 15

RUSSIAN (Code: 121)
SYLLABUS
CLASS - XII (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100

	Marks	Periods
Section - A: Applied Grammar (Based on the lessons from the prescribed text book)	45	85
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 150-200 words in Russian on a topic related to real life	15	35
Section - D: Questions based on the texts From the prescribed text book requiring answers in Russian	15	35
Section - E: Translation (A) From Russian into English (Unknown text or Sentences) (B) From English in to Russian (Unknown text or Sentences)	10	20

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: 196)

CLASSES - XI AND XII (APRIL 2015 - MARCH 2016)

The following learning objectives apply for classes XI and XII.

General Objectives: The general objective of this course is to enable the learner at the end of class XII to 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 acquiring the linguistic knowledge (pronunciation, grammar, vocabulary and socio-cultural information) imparted and learnt 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 such 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 ensured that the learning of the language component is closely associated with the learning of the cultural component of the Hispanic areas.

Value-based didactic exercises may be incorporated into teaching-learning process.

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.

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+adjetctivo>>, <<Estar+adjetivo>>, <<Gustar, molestar+infinitive>>, Preferir.
- (iii) Revision of uses of 'SE': <<Se+3rd 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 simple Prose & Poetry

20

30

- Simple questions of famous works, authors, customs, festivals etc. related to the Spanish speaking Countries based on the prescribed texts.
- The teacher is expected to make choices of texts from the prescribed textbook as per the general competence of the class.
- Additional choice of author may be added by the teacher in addition to the ones prescribed in Classes IX & X.

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	● Narrar en pasado
● Hablar de acciones habituales en el presente y el pasado	● Hablar del futuro
● Hablar de hábitos y costumbres	● Hacer hipótesis sobre el presente
● Comparar situaciones entre el pasado y el presente	● Expresar grados de certeza respecto al futuro
● Expresar acuerdo y desacuerdo	● Dar consejos y recomendaciones de forma personal e impersonal
● Expresar necesidad, deseo y finalidad	● Expresar buenos deseos a otras personas
● Contar experiencias	● 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 character, 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:

- *Clave de sol, nivel 3 -Libro del alumno + CD audio* (Unidad 1 - 4), by Mónica Caso, Beatriz Rodríguez & María Luz Valencia, enClaveELE (2013) [Langers]
- *Clave de sol, nivel 3 -Cuaderno de actividades* (Workbook Unidad 1 - 4), by Mónica Caso, Beatriz Rodríguez & María Luz Valencia, enClaveELE (2013) [Langers]

Reference Textbook:

- *Collins Gem Spanish School Dictionary*, Collins, 2010 (GOYAL SaaB)
- *Aula 2 Textbook with CD*, by Jaime Corpas, Difusión, 2005 (GOYAL SaaB)
- *Aula 2 Workbook with CD*, by Jaime Corpas, Difusión, 2010 (GOYAL SaaB)
- *en acción Curso de español 2*, (CD + workbook) by Elena Verdía, Marisa González, et. al., enClave ELE (2011) [Langers]

Página web Centro Virtual Cervantes:

- “Mi mundo en palabras”, <http://cvc.cervantes.es/ensenanza/mimundo/default.htm>
- “Lecturas paso a paso” - <http://cvc.cervantes.es/aula/lecturas/>

Class XII

One Paper

Time: 3 hours

Marks: 100

	Marks	Periods
Section - A: Applied Grammar	45	80

- (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:
 - <<Quiero/necesito in present / condicional tense + infinitive>>.
 - <<Quieres que + present tense of subjunctive>>, <<Que + presente tense of subjunctive>>, <<Es necesario / importante / esencial / mayor que + subjunctive>>, <<¿Qué lastima / rabia / pena / suerte / maravilla que + present tense of subjunctive>>, <<Es mejor / Lo mejor es que + subjunctive>>, <<Cuando / en cuanto / tan pronto como + present tense of subjunctive + future/present tense>>, <<(No) (me, te, ...) gustar que + subjunctive>>, <<Es una pena / lástima que + subjunctive>>, <<Siempre que + subjunctive>>, <<En case de que + subjunctive>>, Estar seguro de que, <<dudo (de) que + subjunctive>>, <<Temo / me preocupa que + subjunctive>>
 - <<A lo mejor, igual, seguramente + adjective>>, <<Quizá/s, probablemente + indicative or subjunctive>>, <<Puede que, es posible que + subjunctive>>
- (iv) Use of the gerund and the participle.
- (v) Active and Passive voice and the uses of “se”
- (vi) Use of expressions like: en realidad, en el fondo, de hecho, la verdad es que, en cambio, por el contrario, no obstante, etc.

Section - B: Reading Comprehension	15	35
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An unseen passage of about 200 words with 4 to 5 questions to be answered in Spanish from the passage.

Section - C: Composition and Writing	20	30
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A short composition (using the subjunctive Mood also) in Spanish on a topic related to the life around (200 words)

Section - D: (Culture/Literature in simple Prose & Poetry)	20	35
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- Simple questions of famous works, authors, customs, festivals etc. related to the Spanish speaking Countries based on the prescribed texts.
- The teacher is expected to make choices of texts from the prescribed textbook as per the general competence of the class.
- Additional choice of author may be added by the teacher in addition to the ones prescribed in Classes IX & X.

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

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:

- *Clave de sol, nivel 3 -Libro del alumno + CD audio* (Unidad 5 - 9), by Mónica Caso, Beatriz Rodríguez & María Luz Valencia, enClaveELE (2013) [Langers]
- *Clave de sol, nivel 3 -Cuaderno de actividades* (Workbook Unidad 5 - 9), by Mónica Caso, Beatriz Rodríguez & María Luz Valencia, enClaveELE (2013) [Langers]

Reference Textbook:

- *Collins Gem Spanish School Dictionary*, Collins, 2010 (GOYAL SaaB)
- *Aula 2 Textbook with CD*, by Jaime Corpas, Difusión, 2005 (GOYAL SaaB)
- *Aula 2 Workbook with CD*, by Jaime Corpas, Difusión, 2010 (GOYAL SaaB)
- *en acción Curso de español 2*, (CD + workbook) by Elena Verdía, Marisa González, et. al., enClave ELE (2011) [Langers]

Página web Centro Virtual Cervantes:

- “Mi mundo en palabras”, <http://cvc.cervantes.es/ensenanza/mimundo/default.htm>
- “Lecturas paso a paso” - <http://cvc.cervantes.es/aula/lecturas/>

29. KASHMIRI (Code: 197)

SYLLABUS

CLASS XI (APRIL 2015 - MARCH 2016)

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

	Marks	Suggested Periods
Section - A: Advanced Reading Skills	10	35
(i) An unseen passage of 150 words followed by 4 short questions to test comprehension and to provide a suitable heading		
Section - B: Effective Writing Skills	20	45
(i) Letter writing		10
(ii) Summary of a news story (80-100 words)		10
(iii) An essay of the following nature (Descriptive/Narrative/Environmental/Scientific) 150 words		25
Section - C: Applied Grammar and Translation	20	45
(i) Parts of speech		11
(ii) Usage of words		10
(iii) Structure of sentences (viz., noun phrase, verb phrase)		12
(iv) Transformation of sentences (without changing meaning)		12
Section - D: Literature	50	85
1. Prose	20	35
(i) Explanation of two extracts out of four with reference to their context		
(ii) Summary of a lesson or one text based question with hundred per cent choice		
Lessons to be studied:		
(i) High Schools Manz		
(ii) Raj Taranagni		
(iii) Haji Baba		

(iv) <i>Toba Tek Singh</i>		
(v) <i>Phatak</i>		
(vi) <i>Garm Coat</i>		
2. Poetry	20	35
(i) Explanation of two excerpts out of four with reference to context		
(ii) Summary of a poem		
Poems to be Studied:		
(i) <i>Lal Vaakh</i>		
(ii) <i>Sheikh Shurkh</i>		
(iii) <i>Bahaar</i>		
(iv) <i>Zoon Khats Asof Hyish</i>		
(v) <i>Husu Goshi Goshe</i>		
(vi) <i>Be Nov Zare Ashqe Bemari</i>		
3. Genres of Poetry	10	15
<i>Vaakh, Shurkh, Mathnavi, Nazem, Na't, Leela, Gazal</i>		

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

KASHMIRI (Code: 197)
EXAMINATION STRUCTURE
CLASS - XI (APRIL 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Advance Reading Skills	i. An unseen passage of 150 words	SA	4	4×2.5=10
Section - B Effective Writing Skills	i. Letter writing	SA	1	1×5=5
	ii. Summary of News story	SA	1	1×5=5
	iii. An essay	LA	1	1×10=10
Section - C Applied Grammar and Translation	i. Parts of speech	SA	1	1×5=5
	ii. Usage of words	SA	1	1×5=5
	iii. Structure of sentences	SA	1	1×5=5
	iv. Transformation of sentences	SA	1	1×5=5
Section - D Literature	i. Prose	SA	2	2×5=10
	a. Explanation of two extracts out of four with reference to context			
	b. Summary of lesson or one text based question with 100% choice	LA	1	1×10=10
	ii. Poetry			
	a. Explanation of two excerpts out of four with reference to context	SA	2	2×5=10
	b. Summary of poem	LA	1	1×10=10
	iii. Genres of Poetry			10
Total				100

KASHMIRI (Code: 197)
SYLLABUS
CLASS - XII (APRIL 2015 - MARCH 2016)

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 questions to test comprehension and to provide a suitable heading		
Section - B: Effective Writing Skills	20	45
(i) Creative writing (writing story on a given theme)		20
(ii) An essay of the following nature (Descriptive/Narrative/Scientific/Literary)		25
Section - C: Applied Grammar and Translation	20	45
(i) Making of compound sentences from simple sentences		11
(ii) Correct use of tense		11
(iii) Identification of noun phrases and verb phrases		11
(iv) Translation of a passage of 50 words/5 sentences (from English into Kashmiri)		12
Section - D: Literature and Criticism	50	85
1. Prose	12	
(i) Explanation of a prose passage out of two with reference to their context		
(ii) Sum and substance of a lesson with alternative		
Lessons to be studied:		
(i) <i>Vanka</i>		
(ii) <i>Dante</i>		
(iii) <i>Taph</i>		
(iv) <i>Tote Senz Kath</i>		

(v) <i>Shekhsiyat</i>		
(vi) <i>Kasheere hund Ound Foukh</i>		
2. Poetry	10	25
(i) Explanation of an excerpt with reference to context (alternative to be provided)		
(ii) Sum and substance of a poem		
Poems to be studied:		
(i) <i>Faryaad</i>		
(ii) <i>Noshlab chhai phairan Bagus</i>		
(iii) <i>Akh Proon Shahar</i>		
(iv) <i>Aka Nandun</i>		
(v) <i>Bulbulas Kun</i>		
(vi) <i>Hqndi phanoos</i>		
3. Identification of new words/images in a given extract.	08	15
4. Criticism	10	15
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 the poem		
5. Multiple Choice Questions	10	05
(i) Multiple Choice Questions based on the text. Every item shall have four probable answers and the candidate shall be asked to write the most appropriate answer.		

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

KASHMIRI (Code: 197)
EXAMINATION STRUCTURE
CLASS - XII (APRIL 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Advance Reading Skills	i. An unseen passage of 150 words	SA	4	4×2.5=10
Section - B Effective Writing Skills	i. Creative writing (writing a story on given theme)	SA	1	1×8=8
	ii. An essay	LA	1	1×12=12
Section - C Applied Grammar and Translation	i. Making of compound sentences from simple sentences	SA	1	1×5=5
	ii. Correct use of tense			
	iii. Identification of noun phrases and verb phrases	SA SA	1 1	1×5=5 1×5=5
	iv. Translation of passage of 50 words/ 5 sentences (from English to Kashmiri)	SA	1	1×5=5
Section - D Literature	i. Prose			
	a. Explanation of extract one out of two with reference to context	SA	1	1×5=5
	b. Sum and substance of a lesson with alternative	SA	1	1×7=7
	ii. Poetry			
	a. Explanation of excerpts one out of two with reference to context	SA	1	1×4=4
	b. Sum and substance of a poem with alternative			
	iii. Identification of new words/ images in a given extract	SA	1	1×6=6
	iv. Criticism			
	a. Discussion on the theme of the poem (out of two)	SA	1	1×8=8
	b. Sum and substance of the poem (out of two)	SA	1	1×5=5
	v. MCQs based on the text	SA MCQ	1 10	1×5=5 10×1=10
Total				100 Marks

30. MIZO (Code: 198)
SYLLABUS
CLASS - XI (APRIL 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weigtage (Marks)	Suggested Periods
Section - A Grammar	1. Synonyms and Antonyms	5	40
	2. Proverbs for amplification	5	
	3. Transformation of sentences on mood	5	
	4. Punctuation	5	
Section - B Reading	1. Write a summary of the text passage	10	20
	2. Give a suitable title		
	3. Comment on the style		
Section - C Composition and Writing	1. Letter Writing	5	30
	2. Essay Writing	10	
Section - D Literature	Poetry:		45
	1. Explanation of the text passage	10	
	2. Substance Writing	5	
	3. Reference to the context	5	
	Poems to be studied:		
	1. <i>Pathian ralthuam hmangtute</i> - Saihnuna		
	2. <i>Ka va ngai em Lal ram ropui</i> - Hleia		
	3. <i>Ka pianna Zoram nuam</i> - Rokunga		
	4. <i>Ka lungkham</i> - Vanlalbeli		
	5. <i>Kawltuchawi</i> - Chhuana		
	6. <i>Fiara tui</i> - Zothanga		
	7. <i>Rawlthar ang Fan Fan</i> - Lalsangzuali Sailo		
	8. <i>Phu loh hahmingliani</i> - F.Rokima		
	Prose:		45
	Short questions (Words and Phrases) based on the text.	5	
	General questions on the text	5	
	Explanation on text passage	10	

	Prose to be studied:		
	<i>Khawvel Mawi hi</i> - R Lalzarmawia		
	<i>Leilung hi Pathiam Siam a ni</i> - P.L.Liandinga		
	<i>Hmangaihna</i> - Lalhmingliana Saiawi		
	<i>Halaite intodelhna</i> - P.C.Biaksiana		
	<i>Thawhrim Rah</i> - R.L.Thanmawia		
	<i>Anni leh Keini</i> - Siamkima		
	<i>Serh leh Sang</i> - James Dokhuma		
	Fiction:		
	<i>Kraws Bulah Chuan</i> - Zikpuii Pa	15	30

Prescribed Book: *Lengteng* published by Expert Committee on Mizo language (CBSE) (Revised Edition - 2012)

MIZO (Code: 198)
SYLLABUS
CLASS - XII (APRIL 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weightage (Marks)	Suggested Periods
Section - A Grammar	1. Prefix and Suffix	5	30
	2. Vocabulary Enrichment in Mizo from other languages	5	
	3. Double Adverb / Adjectival Adverb	5	
<Section - B Composition and Writing	1. Idioms and Phrases	10	50
	2. Essay Writing on real life experience	8	
	3. Reports of events and incidents	7	
Section - C Literature	Poetry:		45
	1. Reference to the Context	8	
	2. Substance Writing	5	
	3. General question on the text	7	
	Poems to be studied:		
	1. <i>Phung rual an\in ang a</i> - Laithangpuia		
	2. <i>Zoram Ka Ram</i> - Kaphleia		
	3. <i>Raltiang I Kai Ve Ang</i> - Rokunga		
	4. <i>Phengphe Nunnem</i> - Zirsangzela Hnamte		
	5. <i>Khuanu Leng Chawi</i> - Hrawva		
	6. <i>Zun Phur Thing Tin</i> - Damhauhva		
	7. <i>Lenna Khua Hmun Lo</i> - Lalzova		
	8. <i>Laikhum Zala Ka Dawn Pawhin</i> - Vankhama		
	Prose :		45
	1. Short questions (Words and Phrases) based on the text	5	
	2. General questions on the text	5	
	3. Explanation on text passage	10	
	Prose to be studied :		
	1. <i>Tu Nge Mizo</i> - Z.T. Sangkhuma		
	2. <i>Val Upa</i> - Darchhawna		

	3. <i>Lungphang lo la</i> - L.Keivom		
	4. <i>Mi huaisen</i> - Thanpuii Pa		
	5. <i>Zinkawng Rapthlak Zawhtute</i> - R.L. Thanmawia		
	6. <i>Thiamna Leh a Hlutna</i> - B.Lalthangliana		
	7. <i>Zirlaite Hnena Thuchah</i> - Zikpuii Pa		
	Drama :		20
	<i>Funangkitiala</i> - Darchuailova Renthlei	10	
	Fiction :		20
	<i>Chhingpuii</i> - Kaphleia	10	

Prescribed Book: *Mawmrang* published by Expert Committee on Mizo language (CBSE). (Revised Edition - 2012)

31. BAHASA MALAYSIA (Code: 199)

SYLLABUS

CLASS - XI (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100

	Marks	Periods
Section - A: Composition One essay of 150-250 words.	25	45
Section - B: Summary One Passage of 300-350 words to be summarized in 200 words.	15	30
Section - C: Grammar Correction of errors in a given passage/sentences in sections (i), (ii) and (iii).	30	45
Section - D: Comprehension Comprehension of unseen passage (linear/non-linear). (MCQ *5 m) History of traditional language. (MCQ *5 m) Development of Modern and Classical Bahasa Malaysia. (*10 m) Idioms and meanings. (*10 m)	30	60

Prescribed 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.

BAHASA MALAYSIA (Code: 199)**EXAMINATION STRUCTURE****CLASS - XI (APRIL 2015 - MARCH 2016)**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Composition	i. One essay writing with maximum word limit of 150 to 250 words	LA	1	1×25=25
Section - B Summary	i. One unseen passage for summary writing with maximum word limit of 200 words.	LA	1	1×15=15
Section - C Grammar	i. Five questions: students are required to identify a spelling mistake and an affix mistake in the sentences.	SA	5	5×2 = 10
	ii. Five questions: students are required to identify the mistake in the sentences based on all grammar items.	SA	5	5×2 = 10
	iii. Five questions: students are required to merge two sentences with conjunction words.	SA	5	5×2 = 10
Section - D Comprehension	i. Two unseen passage (linear/ non-linear) and five questions per passage worth 1 mark each.	VSA	10	10×1 = 10
	ii. Questions transform text to Modern Bahasa Melayu from dialogue, advertisement or diary.	LA	1	1×10=10
	iii. Questions based on idioms and meanings.	SA	5	5×2 = 10
Total				100

BAHASA MALAYSIA (Code: 199)
SYLLABUS
CLASS - XII (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100

	Marks	Periods
Section - A: Composition One essay of 200-300 words.	25	45
Section - B: Summary One Passage of 300-350 words to be summarized in 200 words.	15	30
Section - C: Grammar Correction of errors in a given passage/sentences in sections (i), (ii) and (iii).	30	45
Section - D: Comprehension Comprehension of unseen passage (linear/non-linear). (MCQ *5 m) History of traditional language. (MCQ *5 m) Development of Modern and Classical Bahasa Malaysia. (*10 m) Idioms and meanings. (*10 m)	30	60

Prescribed 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.

BAHASA MALAYSIA (Code: 199)**EXAMINATION STRUCTURE****CLASS - XII (APRIL 2015 - MARCH 2016)**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Composition	i. One essay writing with maximum word limit of 200 to 300 words	LA	1	1×25=25
Section - B Summary	i. One unseen passage for summary writing with maximum word limit of 150 words.	LA	1	1×15=15
Section - C Grammar	i. Five questions: Students are required to identify a spelling mistake and an affix mistake in the sentences.	SA	5	5×2 = 10
	ii. Five questions: Students are required to identify the mistake in the sentences based on all grammar items.	SA	5	5×2 = 10
	iii. Five questions: Students are required to merge two sentences with conjunction words.	SA	5	5×2 = 10
Section - D Comprehension	i. Two unseen passage (linear/non-linear) and five questions per passage worth 1 mark each.	VSA	10	10×1 = 10
	ii. Questions transform text to Modern Bahasa Melayu from dialogue, advertisement or diary.	LA	1	1×10=10
	iii. Questions based on idioms and meanings.	SA	5	5×2 = 10
Total				100

32. JAPANESE (Code: 194)

SYLLABUS

CLASS - XI (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100

Marks Periods

1. Course content: A-D- summative

(Class - XI: 6-7 periods x 30 weeks = 180-210 periods (1 period = 35-40 min))

A) Reading comprehension:	25	40
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.	20	
Value based question - MAYBE	5	
B) Writing skills:	25	45
Guided paragraph writing on 2 (per term) of the following suggested topics in about 400-450 characters to be done in the Genkoyoushi only. No marks deducted for spelling mistakes.		
1 st Term	15	
1. 私が好きな場所-		
2. 私の国の有名な人 A famous personality of my country		
3. DORAEMON がいたらどんなどうぐがほしい?		
What gadget would you want from doraemon?		
Completing kaiwa passages	10	
2 nd Term		
3. あなたは都会にすみたいですか、いなかのすみたいですか。Would you like to live in the city or the village ?		
4 料理の作り方- How to cook / prepare a dish .		
Completing kaiwa passages		
C) Grammar:	25	50
1 st term les 26- 31(6 lessons)		

2nd term-les 32-35(4 lessons)

Plain form usage with adjectives, verbs, nouns. V tara ii desuka. N object wasuki, kirai, jyouzu, arimasu. Potential verbs, potential verb sentences. Shika arimasen. present continuous, lets, emphatic and (shi), Nagara, shi, soreni, sorede, yoku. V te imasu, shimaimashita, dokokade, dokokani. transitive and intransitive, auxillary verb, V te arimasu, V te okimasu, mada, sorewa. Volitional form, nai form, tsumori, yotei, indicating completion of action(shimaui),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).V, ADJ- Houga ii, nai, deshyou, kamoshiremasen, kitto, tabun, moshikashitara, quantifiers. Imperative and prohibitive forms. Toorini, atode, naide. Make conditional form , interrogative V conditional form .

D) Script: 101-160 kanji (N4 list, both reading and writing) 25 45

E) Culture: (formative)

Efforts should be made to introduce to the students japanese customs, habits, festivals in 1st term.

Food, leisure, dress in 2nd term.

Prescribed Books:

1. Minnano Nihongo part 2,3,- textbook, grammar books, cd(audio)
2. Sakura (with audio cd)
3. Nihongo challenge - kanji N4-5

Reference for teachers: Genki, Japanese for Busy People, Erin, Minna no nihongo - Yasahii sakubun

JAPANESE (Code: 194)

SYLLABUS

CLASS - XII (APRIL 2015 - MARCH 2016)

Time: 3 hours

Marks: 100

Marks Periods

I. Course content: A-D- Summative

(Class XII: 6-7 periods x30 weeks=180-210 periods(1 period = 35-40 min)

A) Reading comprehension:	25	40
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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)

20

Value based question -MAYBE

5

B) Writing skills:	25	45
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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.

15

1st Term:

1. 学校を卒業したら - when I graduate

2. インドの有名なたてものをしょうかいする。

Please describe any famous monument / building of india.

2nd Term:

1. さいきんのニュース

2. 携帯電話ひつよう・ふひつよう Keitai denwa wa hitsuyou ka /fuhitsuyou ka?

(Is a cellphone necessary/unnecessary?)

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

Translation skills

10

English to Japanese

Japanese to English

Suggested topics:

1st Term:

1. Famous personalities of Japan -MIYAZAKI HAEYOU SAN- Japanese to English
2. Jidouhambaiki/ ATM no tsukaikata - English to Japanese (use of automatic vending machine/ ATM)

2nd Term:

3. Gakkou no seikatsu - a comparison with your country

C) Grammar:

25

50

1st term les36-38(3 lessons)

2nd term-les 39-40 (2 lessons)

verb + youni suru, verb + youni naru, toka, hodo, passive, causative, noun clause, adverbial clause, modifiers, Noun no wa / ga suki desu, wo wasuremasu, wo shitteimasu, tokimo, tokiya, tokino, tokini etc. nakute, naide, node, interrogative oplain , kadouka, te mimasu, i-sa, doudeshyouka.

D) Script: 20 kanji (N4 list after class XI kanjis, both reading and writing)

Total kanjis 161- 220 from N5,N4 kanji list - for boards---160-220-- total . 25

45

Prescribed Books:

1. Minnano Nihongo part 2-1,- textbook, grammar books, CD(audio)
2. Sakura (with audio CD)
3. Nihongo challenge - kanji N4-5

Reference for teachers: Genki, Japanese for Busy People, Erin, Minna no nihongo - Yasahii Sakubun

33. TANGKHUL (Code: 193)

SYLLABUS

CLASS - XI (APRIL 2015 - MARCH 2016)

Time: 3hrs

Marks: 100

Section	Details of Topics/Chapters	Weightage (Marks)	Suggested Periods
Section - A Composition	Comprehension (unseen)	5	40
	1. Essay writing	10	
	2. <i>Chithi kakapi</i>	6	
	3. Precis writing	4	
Section - B Grammar	1. Phonetics 2. Morpho phonemics 3. Nominal, noun, pronoun, deverbal 4. Verbal system, verbbing 5. Modifier, degree modifier, adnominal, adverbial 6. Minor word <i>classbing</i> 7. <i>Encliticbing</i>	20	50
Section - C Literature	Prose: 1. <i>Ngahongwui lan</i> 2. <i>Harvana thanda rakhong kakhon</i> 3. <i>Tangkhul maranao akhana samsok awunga kasa</i> 4. <i>Khamachi</i> 5. <i>Tangkhul Ngashan</i> 6. <i>Mirin</i> 7. <i>Phila kongyaola</i>	30	45
	Poetry: 1. <i>Jakhami kakhang</i> 2. <i>Tangkhul avaramwui lan</i> 3. <i>Vareli mingkazai</i> 4. <i>Leikashi eina ningkakachai</i> 5. <i>Phanreo kakathan</i> 6. <i>Tui sari</i> 7. <i>Zingkumkha</i> 8. <i>Kakahao</i>	25	45

Prescribed Books:

1. *Wordham Tuitam Khare*. Published by: Tangkhul Literature Society
2. *Chuikhama Tangkhul Grammar*. Published by: Dr. Ahum Victor (PHD, M. Phil., MA)

TANGKHUL (Code: 193)
SYLLABUS
CLASS - XII (APRIL 2015 - MARCH 2016)

Time: 3hrs

Marks: 100

Section	Details of Topics/Chapters	Weightage Marks	Suggested Periods
Section - A Composition	Comprehension (unseen)	5	40
	1. Essay writing	10	
	2. <i>Chithi kakapi</i>	6	
	3. Precis writing	4	
Section - B Grammar	1. Phonetics 2. Morpho phonemics 3. Nominal, noun, pronoun, deverbial 4. Verbal system, verbbing 5. Modifier, degree modifier, adnominal, Adverbial 6. Minor word <i>classbing</i> 7. <i>Encliticbing</i>	25	50
Section - C Literature	Prose: 1. <i>Champhung yaozala</i> 2. <i>Tangkhul lairik mathun</i> 3. <i>Mirin sangsangkhavai matak khak kahai ari Tara</i> 4. <i>Rai kapinga longpi maringthei</i> 5. <i>Lā kasa eina pheison kasa ngashan</i> 6. <i>Maitonphi eina shimreishang</i> 7. <i>Thuiopplakha atam eina AIDS</i>	30	45
	Poetry: 1. <i>Huinakhar</i> 2. <i>France khavawui lā</i> 3. <i>Raiyam</i> 4. <i>Wurzohao</i> 5. <i>Ringyangfano O, Khanuinao</i> 6. <i>Tamkhuisa</i> 7. <i>Shirui kashong</i> 8. <i>Yangyir</i>	20	45

Prescribed Books:

1. *Wordham Tuitam Kakhane*. Published by: Tangkhul Literature Society.
2. *Chuikhama Tangkhul Grammar*. Published by: Dr. Ahum Victor (PHD, M. Phil., MA)

Part - IV
Training Policy in
Central Board of Secondary Education

Training Policy in Central Board of Secondary Education

It is generally acknowledged that promoting teacher quality is a key element in improving school education in any country. It is a proven fact, now, that systematic in-service teacher training improves the quality of school education programs and promotes students' development. So systematic in-service training, over and above teacher's formal education and experience, is a predictor of educational program quality. Without a doubt, one of the primary goals of the training policy of the CBSE is to have a "highly qualified teacher work force in every classroom. The CBSE has been engaged in in-service training of teachers and principals as a part of its mandate for the last decade. These are conducted throughout the country to support continuous professional development of the teachers and the principals.

CBSE has decided to set up the National Institute for Continuous Professional Development at Gurgaon with centres at Kochi, Chandigarh/Panchkula/Mohali, Shahjahanpur, Kolkata, Pune and Kakinada to impart effective and continual training to the Principals, teachers, parents and other stakeholders in a planned and systematic manner, to acquire and sharpen capabilities required to perform various functions associated with their present and expected future roles.

CBSE: A Policy Perspective in Teacher Training

1. **Preamble:** The quality of education plays a pivotal role in the process of development of nations. Hence quality concerns in school education are the priorities of CBSE. It is committed to make provisions for in-service training programmes with selection and training of mentors for training of teachers, principals and other stakeholders of education system especially the parents.
2. **Vision Statement:** Teacher Education must become more sensitive to the emerging demands from the school system. CBSE capacity building of teachers enables a teacher to play varied and distinctive role as a curriculum designer, developer of instructional materials, organiser of learning centric activities drafting good test items and assessing learners holistically.
3. **Mission Statement:** CBSE teacher development aims at creating situations where all teachers are able to get the best possible professional preparation and support for updating their pedagogical skills which result in good quality and motivated teachers for all levels of education. They in turn will assist all students and peers in the country with relevant and effective learning.
4. **Target Groups:**
 - All teachers will be provided training to equip them with the competencies required for their current job. Such trainings will be imparted at regular intervals in the course of their career i.e. Continuous Professional Development programmes.
 - In-service training will also be given to the principals of the schools affiliated with the Board.
 - Parent Advocates will reach out to parents as a voluntary group who can share the reforms initiated by CBSE with other parents.
5. **Training Concerns:** Teachers constitute a very important part of any education system, all efforts for enhancing the quality of education should focus on teachers and head teachers or principals.

The in-service training programmes for teachers would therefore, focus on developing the following.

- Acquainting them with emerging issues in school education such as Continuous and Comprehensive Evaluation; Formative Assessment and School Based Assessment in the wake of examination reforms;

- Readiness to use technology tools effectively in the classroom;
- Effective pedagogic techniques to make the teaching learning process more effective and joyful;
- Life Skills;
- Active communication skills;
- Leadership capacities;
- Competencies to deal with the needs of the learners and the society effectively;
- Sensitizing teachers towards the needs of special children.

6. **Training of Master Trainers:** The success of any training programme not only depends upon proper planning but also on the quality of the trainers. So the trainers need to be identified with care as they need to be highly motivated and committed. The trainers must be familiar with the content of the curriculum and the pedagogy. They should be capable of using new technology because there are new developments in the field of training techniques and particularly in the use of technology in enabling and facilitating training for large number of people. There is an urgency to identify the current international best practices in training skills and techniques and develop a cadre of trainers in such skills / techniques.

In addition to its in-house trainers and resource persons, the Board taken up the responsibility of training the Master Trainers to give training to the teachers of CBSE schools.

The Master trainers from all over India will be selected after proper scrutiny and will be given training. As far as possible, the Master Trainers will be selected from each and every region so that whenever there is a training programme, the Master Trainers belonging to that particular region will be taken up for the empowerment programmes. This will be a cost effective measure.

7. **The Conceptual Framework:** Teacher Professional Development refers to the wide range of learning activities which teachers engage in to improve their professional practice and to enhance student learning. This definition includes In-service Training, Continuing Professional Development and Teacher Learning.

- **In-service Training** typically refers to the training engaged in by teachers in response to curriculum change. It is generally of short term duration with the emphasis on knowledge content and methodologies specific to areas of the curriculum. The CBSE with its focus on School based reforms in the areas of assessment, evaluation and ICT needs to have these programmes in large numbers.
- **Continuing Professional Development** includes the vocational training implicit in in-service training but the focus is on supporting the personal, professional and social dimensions of the teacher's role as it changes during the lifetime of a teacher's career. It is the process by which teachers (like other professionals) reflect upon their competencies, maintain them up to date, and develop them further. The Board needs to build on this with more certification to help it to move from one level to another
- **Teacher Learning** is the concept underpinning Continuing Professional Development which emphasises the teacher as a lifelong learner whose capacity to engage in critical reflection and to improve ones own knowledge base is at the centre of teacher professionalism.

8. **The Rationale:** Levin (1962) mentioned that retraining of in-service teachers works like a toxin that helps to protect the body from different diseases.

Therefore, in-service education of the teachers is undoubtedly the most crucial and critical component of any school improvement programme. The need for continual in-service education of teachers is based on well founded rationale. The need for the professional development of the teachers in India is particularly significant for a number of reasons:

- 8.1 The education sector in India has expanded and changed a lot. Every other day something new comes up in the field of education because of researches and new experiences in content and pedagogy. So the teachers need to be exposed to these new trends through in-service training programmes.
- 8.2 The schools exist in the community and the role of the community in school system has increased manifold. The teachers have to learn to live in harmony with the community for their mutual benefit. They need to own a responsibility towards society and work along with community members to make this world a better place to live in and produce good citizens in the country.
- 8.3 New developments in informatics have necessitated the need of new thinking in the field of education because it has given new points for training and learning. Teachers need to be equipped with competence to use ICT for their own professional development through training programmes.
- 8.4 India is a land of diversity. The CBSE reflects this diversity in spirit and form. So students belong to different social, cultural, linguistic, ethnic and racial groups. The teachers need to be sensitized towards the needs of children belonging to different groups and also for fostering national integration and instilling constitutional values.
- 8.5 Today teachers do encounter many paradoxes: globalization vs. individualization; school asticvs. non scholastic subjects; autocratic teaching strategies vs. education for vocation; values education vs. values in practice etc. These paradoxes lead to indecisiveness and confusion. Teachers need mentoring and empowerment on a continual basis.
- 8.6 Prof. D.S. Kothari, Chairman of Indian Education Commission (1964-66) rightly observed that by the time the students graduate and get degrees, the knowledge obtained by them would have become obsolete. This has become a stark reality. Mostly there is a gap between the completion of the course and actual employment of the teachers. By the time, teachers get into actual curriculum transacting situation, their knowledge becomes obsolete. In-service programmes have to be formulated in such a way that the teachers are able to refresh their knowledge and get access to new knowledge and information in the field of education. CBSE endeavours to work on INSET and CPD on a continuous basis.
- 8.7 There is a growing feeling that teacher education is not effective in turning out efficient teachers. The in-service training programmes have to be effective so as to have quality teachers as both equity access and quality are essential. An initial course of teacher education can no longer be sufficient to prepare a teacher for a career spanning 30-40 years as the global world is changing extremely fast with ICT driving the change. The way out of this problem is the Continuous Professional Development of teachers.
- 8.8 There is a thrust on integrated multidisciplinary curriculum which CBSE has been encouraging. The teachers are unable to cope up with the demands of this new paradigm shift. There is an urgent need to remove this content deficiency on the part of the teachers and CBSE training cell has been actively considering this to form a part of the training in this decade.
- 8.9 The National Curriculum Framework (NCF 2005) places the crucial responsibility of implementing the perspective of enhancing the ability of learners to learn from their activities and experiences in day to day life on the teachers and recommends in-service training programmes for teachers.

The CBSE in 2011-2012 initiated empanelment of agencies for training of teachers and head teachers through proper process. After the pilot phase the agencies have now started to carry out training in different areas (2013-14) across the schools in schools affiliated to CBSE.

- 8.10 The objectives of training are stage specific i.e. they are different for primary class, middle and secondary class teachers, from one level to the other s/he needs proper orientation to cope up with the changed perspectives across these levels.
- 8.11 There is increasing violence and polarisation within children, which is being caused by increasing stress in society. Education has a crucial role to play in promoting values of peace based on equal respect of self and others. The NCF 2005 and subsequent syllabi and materials are attempting to do this as well. Teachers need to understand the issues and incorporate them in their teaching. Continuing with its efforts in the area of Values Education and in light of the NCERT Values Framework, CBSE has developed a 'Values Education Kit' and introduced 'Values Based Questions' that can help bring Education for Values in schools. CBSE is also in the process of developing Gender Sensitivity Manual and Cards to sensitize students towards gender related issues. These Manual and Cards aim at creating a gender receptive society which in due course should become more and more responsive towards gender issues.
- 8.12 There has been much research and innovation in the field of education. These research insights and innovations need to be incorporated in curriculum practices but has not materialized so far due to non-availability of appropriate dissemination mechanism and lack of access to these findings. Teachers need to be oriented regarding these researches and innovations.
- 8.13 Education aims at the all-round development of the children. This includes even the physical development of the child. The NCF 2005 stressed that the special efforts are needed to ensure that girls receive as much attention as boys in health and physical education programmes from the pre-school stage upwards. The RTE Act (2009) has also emphasized the all-round development of the child. So it is necessary for the teachers to take care of the physical development of the children and the teachers need training in delivering physical education in schools. The Board has developed the Physical Education Card (PEC) across various levels in age appropriate ways. The CBSE as well as empanelled agencies are conducting these trainings.
- 8.14 Concepts like Constructivism, Comprehensive and Continuous Evaluation, competency based teaching, team teaching, grades in place of marks are being introduced in school education. Teachers need orientation regarding all these concepts.
- 8.15 Many new concerns have emerged in education like Population Education, Environmental Education, AIDS Education, Consumer Education, Computer Literacy, Legal Literacy, and Life Skills Education. Teachers require orientation in these areas also so as to enrich their classes.
- 8.16 Right to Education Act 2009 has come into force with effect from 1st April 2010. Various provisions of the Act directly affect the life of a teacher within the curriculum as well as outside the curriculum. Teachers need to be aware of the various provisions of the Act to discharge their duties in consonance with the spirit of the Act.
- 8.17 The child with disabilities is excluded from the schools as the teachers are not well versed with the needs of such a child and also does not know how to make learning possible for them.

According to Right to Education Act 2009, children with disabilities will also be educated in the mainstream schools. So the teachers need to be sensitized towards the needs of such children.

8.18 The draft documentation of NCFTE 2009 emphasises that the training of teachers is a major area of concern at present as both pre-service and in-service training of school teachers is extremely inadequate.

9. Dynamics of In-service Education: Need analysis of in-service education has revealed three basic approaches to in-service education which are sufficiently distinctive to merit characterization as paradigms. A brief description of each paradigm will help us to understand in-service education.

9.1 The growth paradigm: Growth paradigm begins with the postulates that teaching is a complex and multifaceted activity about which there is more to know than can ever be known by one person. Learning to teach is a lifelong process. Special efforts on the part of school authorities are needed to encourage teachers for professional growth.

9.2 Change paradigm: Education system keeps on changing as it is a sub system of society which is ever changing. The core assumption of the change paradigm is that the education system needs redirection from time to time in accordance with economic, cultural, social and technological change. INSET activities should be geared to study and incorporate changes in the school system.

9.3 The problem solving paradigm: Teaching and learning is a difficult and complex process and circumstances are constantly changing, so the problem solving paradigm assumes that problems will invariably arise in individual schools and classrooms. Since teachers are most closely connected with the content in which these problems arise, only they can diagnose these problems. INSET programmes should be organized to study solutions to these problems. Problem solving paradigm acts as a framework to encourage the teachers to think creatively. INSET offers opportunities to share their experiences and learn as they experiment.

10. Assumptions of Training Programme

The Training Programme will be based on the following assumptions that are believed to be true and from which conclusions will be drawn in formulating the training policy.

- Teacher education is not effective in turning out efficient teachers and has not been able to keep pace with the changes taking place in other spheres of our national life.
- Teaching, today, has become complex and challenging. These challenges emerge from the explosion of knowledge; advances in pedagogical science; changes in basic concepts in psychology, sociology, economics and political ideologies; changes in school curricula; changing learning behaviours of pupils, etc. To meet these emerging challenges, teachers need to update their knowledge and skills on a continuing basis and learn to adjust to changing conditions of schools. This in turn accentuates the need for in-service training of teachers.
- Today ICT and 'e-learning' have become important concepts in school education. It has become a trend to have computers or multimedia in schools. So the teachers need to equip themselves with the competence to use ICT for their own professional growth.
- NCF 2005 places different demands and expectations on the teachers i.e. it requires a teacher to be facilitator of children's learning; curriculum designer; developer of instructional materials; organizer of learning activities and an evaluator. All these demands need to be addressed by both pre-service initial and continuing teacher education. (in-service)
- To achieve the quality concerns in education, in-service training programme need to be strengthened.

- As per NCF 2005, in-service education can play a significant role in the professional growth of teachers and function as an agent for change in school related practices. It helps teachers gain confidence by engaging with their practices and reaffirming their experiences.

11. Training Needs of Teachers: The training needs of teachers refer to the gap between the current status and required level of knowledge, skill and competencies in a particular area or discipline. The training needs emerge from growth in knowledge; innovative researches; enabling information technology; acts and policies and innovations in education philosophy and psychology.

Identification of Training Needs

Before planning and organising a training programme for teachers, the “*Needs Assessment Survey*” should be conducted so as to identify the training needs of the teachers. Needs analysis should be a decentralized exercise. The Regional Offices with their academic staff may identify the needs of the teachers in their particular regions. The data regarding the training needs of the teachers will be obtained using variety of tools such as:

- Questionnaires
- Case studies
- Field surveys
- Observation of classroom teaching
- Appraisal reports
- Discussions
- Interview
- Questionnaires
- Survey
- Maintaining school records, etc.

The needs identified at the Regional Offices will be collated and prioritised at Academic Unit of CBSE currently at Shiksha Sadan,, 17 Rouse Avenue, Institutional Area, New Delhi - 110002.

Common needs of all teachers

- Content enrichment
- Pedagogical development
- Contextual strategies
- Assessment competencies
- Awareness of emerging issues in education:
 - Life Skills education
 - Use of technology in classroom
 - Human rights with a focus on child rights
 - Population education
 - Values education
 - AIDS education
 - Disaster management

- Gender awareness and sensitization
- Emotional and stress management
- Citizenship education
- Peace education
- Child inspired education
- Inclusive education
- Guidance and counselling
- Twenty first century skills
- Educational journalism
- **Research needs:**
 - Keeping observational records
 - Action research
 - Analysis of school textbooks

As education system is an ever evolving area, this list of needs is neither complete nor exhaustive.

12. Guiding Principles of an Effective In-service Training Programme

- The in-service training programme should aim at comprehensive training design for different categories of teachers such as in-service teachers, pre-service teachers, co-ordinators, paper setters, head examiners and principals.
- The training programme should aim at the empowerment of regular teachers and also professional development so as to help them move up vertically.
- The training programme should be different for different categories of teachers as their needs are different.
- In-service training programme should aim at renewing and updating the knowledge of the teachers about teaching methodologies and the subject content.
- The training programme should aim at developing the managerial and leadership skills of the principals.
- The in-service training programmes must be based on the felt needs of the target groups because one size cannot fit all.
- In-service training programmes need to create 'spaces' for teachers so that they can share their ideas and experiences which is of utmost importance in their professional development.
- The content of the training programme should be such so that the teachers are able to relate it with their own experiences and find opportunities to reflect on these experiences.
- In-service training programme should be designed keeping in view the aims and objectives of the programme. This is a must for the successful completion of the training programme and achieving its objectives.
- The in-service training programme needs to keep the community in loop for achieving its aims.
- The training programmes must find acceptance of their aims with the concerned target groups.
- Latest technology and techniques should be adopted for the in-service training programmes.
- Interaction should form the basis of the training programme even if electronic media is being used.

- Various routes towards the teacher's continuous professional development need to be sought.
- Teachers, for whom the in-service training learning programme are meant, already possess a working professional identity and have varied experiences related to learners and over all training process. So it is a must to acknowledge and respect their knowledge and professional identity while attempting to alter practice or simply providing knowledge.
- Proper planning based on extensive interactions with the teachers and principals over a period of time needs to be done before starting any training programme.
- Quick fix strategies are not enough to bring about changes in the practice of teaching but that should be accompanied with proper framework / theory on the process of learning and aims of education.
- In-service training programme should be based on research inputs.
- It should aim at bringing about qualitative improvement in the school education system.

13. Objectives of In-service Training Programme

- To produce effective and motivated teachers to deliver quality education.
- To provide continuous professional growth opportunities to keep teachers abreast of ongoing changes in their field and provide vertical mobility in a structured manner.
- To organize in-service training programmes periodically for teachers and principals.
- To train teachers to carry out action research to improve school practices. This in turn will encourage the teachers to be 'reflective' and 'thoughtful' about school practices.
- To enable teachers to work in close collaboration with parents and community and to mobilise community support for the school.
- To make teachers responsive to the demands of inclusive education.
- To build capacities of teachers to evolve knowledge, understanding and professional skills to deal with diverse learning contents.
- To give orientation in child centred pedagogies so as to address the needs and interests of the children.
- To prepare teachers for their roles as facilitators of learning; and also as curriculum designers; instructional material developers; organizer of learning activities and an evaluator.
- To develop counselling skills amongst teachers so that they can address the socio-emotional, personal and physical problems of students.
- To sensitize teachers to the various strands of Health and Physical Education, Life Skills Education and Values Education.
- To give training to teachers in citizenship education in terms of human rights and gender awareness.
- To prepare modules for training of teachers and principals.
- To orient and sensitize teachers to distinguish between enabling ICT softwares and to equip them with competence to use ICT for their professional growth.
- To help teachers to create a balance between work and home through stress management and time management workshops.
- To orient teachers to different strategies of classroom management so that they refrain completely from inflicting corporal punishment.

- To encourage teachers to develop self study skills and critical inquiry skills.
- To encourage teachers to work in teams and groups to ensure collaborative learning.
- To sensitize teachers towards the problems of learners.
- To develop sensitivity amongst teachers towards commitment to justice and zeal for social reconstruction.
- To foster the ability amongst teachers to work with children creatively to generate innovative ideas, theories, products and thereby add to the frontiers of knowledge.
- To orient teachers with the different tools of assessment to carry out continuous and comprehensive evaluation effectively.
- To enable the teachers to understand the assumptions underlying existing educational policy curricula and syllabi.
- To enable teachers to integrate values in all subjects and activities.
- To enable teachers to be sensitive to environment related issues and concerns.
- To collaborate with different public and private agencies to carry out in-service training programmes effectively and on large scale.
- To organize parent advocacy programs to implement the educational reforms.

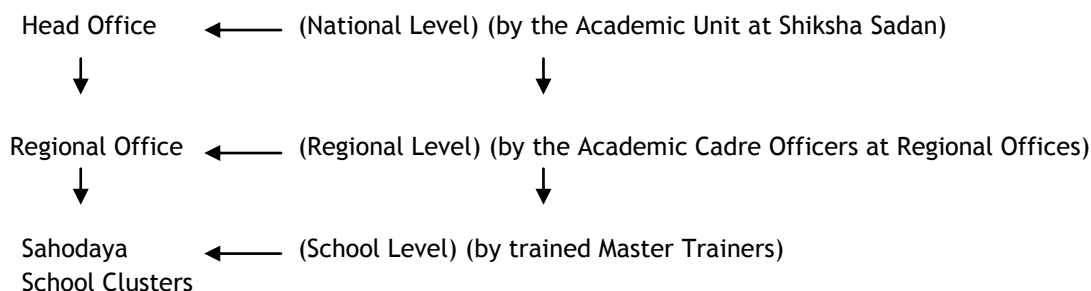
14. In-Service Teacher Education Models:

Some of the models which can be of help in carrying out in-service training programme are:

Face to Face Model: It is an extensively used model where a resource institution offers in-service programme using direct face-to-face approach. This model can work well when the number of participants is around 30-40. The strategies which can be adopted in this model to impart training are: lecture-cum-discussion; project related case studies; library work; peer sessions; workshop and other small group techniques.

It has the advantage of having direct and sustained interaction between participants and the resource persons. However this model cannot be used when the number of trainees is large.

Cascade Model: This model is useful when the number of trainees is large. It is cost effective and flexible model of training. This model uses two or three tier system. As far as training of teachers of CBSE schools is concerned, we can have three tier system of this model i.e.



Transfer of learning will take place from one level to the other level.

In the three tier system, the first tier i.e. cadre of trainers are trained who, in turn, train master trainers in their regions. These master trainers will then train the school teachers. Large number of teachers can be trained in a relatively short period of time. But this model is vulnerable to the

limitations that dilution of knowledge and information takes place as it passes on from first tier to the third tier. So its success depends upon the quality of the trainers.

Media Supported Distance Education Model:

The advantage of this model is that the objectives of the training can be achieved without teachers being dislodged from their place of work. It has been possible with the advances in the field of ICT. The programmes are conducted using electronic media. The CBSE is planning to bring in self-learning Training Modules through the Center for Assessment Evaluation and Research (CAER).

Reflective Teacher Observations Model:

Classroom observation of in-service teacher trainees is a part of this model. To avoid anxiety on the part of the teachers, collaborative classroom observation with constructive feedback is the benchmark of this model. Observation can encourage teacher trainees to reflect upon their training and make such reflection a permanent part of their training regimen. The work of observation can be effectively carried out by the trained mentors or the principals.

More models of training can be generated keeping in view the local needs as well as the needs of the teachers.

15. Collaboration with Other Agencies:

CBSE will be open to collaborate with other agencies such as NUEPA, NCERT, NCTE, CTEs, IASEs, IITs, IIMs, IISCs, DOPT, NGOs, CIE, SCERT; Teacher Education Organisations like AIAER, CTE; international organisations like AERO, IDEA; IOE; Alternative Schools and empanelled agencies.

The Services of retired professionals will also be sought.

16. Trainee Selection and Duration of Training Programme

It will be mandatory for every teacher to undergo training if we actually want to bring a change in the attitude of the teachers. The in-service training programmes will not be carried out at a stretch or for a long duration. These training programmes will be conducted at frequent intervals for 1-2 days.

This will not affect the regular working of the schools.

17. Training Division

The Training Division at Delhi office of CBSE (Shiksha Sadan, 17, Rouse Avenue, Institutional Area, New Delhi-02) will act as a nodal agency of training.

It will be responsible for:

- Implementation of the training policy and other reforms being brought in from time to time.
- Issuing appropriate guidelines to facilitate the implementation of the training policy and other changes brought out by CBSE.
- Strengthening Trainer Development Programme to provide wider coverage.
- Creation of a 'Resource Pool' of empowered head teachers and teachers.
- Coordinating with the Regional offices and the faculty of the academic cadre posted for conducting Training Programmes.
- Preparing training modules on various aspects of training.

- Preparing a calendar of training programmes for every session.
- Monitoring the training programme through Mentors and Observers.
- Keeping a track of latest as well as international trends in the in-service training of teachers and assimilating those in its training programme keeping in view the Indian context;
- Constantly upgrading the skills of the Master Trainers in the new emerging techniques and methodologies of training as well as in emerging trends in education;
- Constantly reviewing the training modules and modifying it according to the needs of the teachers and the community;
- Carrying out evaluation studies to assess the impact of training programmes on the overall personality of teachers and largely on the school education system.

18. Role of Regional Offices-Academic Faculty

There are eight Regional Offices of CBSE at Ajmer, Allahabad, Bhubaneswar, Chennai, Delhi, Guwahati, Panchkula and Patna.

The Regional Offices will be responsible for:

- Updating the database of schools and teachers and maintaining it accurately;
- Maintaining database of trainings state wise/district wise/school wise;
- Conducting training programmes;
- Coordinating with the schools regarding the training programmes as well as attempting a need analysis in every term;
- Coordinating with the nodal agency for carrying out the training programmes smoothly and their follow-up;
- Assessing the needs of the teachers in their own regions;
- Assessing the training programmes and preparing a report of the same to be sent to the Training Division at Rouse Avenue;
- Setting up of a Resource Centre for the teachers at the regional level;
- Assisting schools in the appointment of counsellors who in turn can empower all teachers in counselling skills;
- Bring out publication for the professional growth of teachers;
- Collaborating with SIEs, CTEs, other educational bodies as well as private organisations for conducting the training programmes;
- Collaborating with agencies empanelled with the Board from time to time.

19. Development of Training Material / Modules

Training material will be developed by the CBSE after reviewing already prepared material by the Board. The training modules/materials developed by other organisations will also be reviewed. These will be made available to the team members responsible for the development of training materials/modules. Quality study material for self learning will be developed too.

It will be difficult to standardise the training modules/material as the needs of the teachers are different at different levels and because of geographic constraints.

Training material/modules will be developed for:

- Core Competencies
- Diagnostic testing and remedial teaching
- Professional/specialised competencies
- Mentoring and Monitoring
- Continuous and Comprehensive Evaluation(CCE)
- Assessment

20. Venue

Venue for the training of teachers will be a good school with adequate physical facilities in terms of auditorium, availability of rooms; drinking water, furniture; electricity, projector etc. The Academic Unit at Rouse Avenue already has a list of prospective venues prepared after receiving online inputs from schools.

21. Modes of Organising In-service Training Programmes and Training Techniques

In-service training programmes may be organised through three modes:

- Face to Face Interaction Mode
- Online / Distance Mode
- Online / Distance-cum-contact Mode

I. Face to Face Interaction Mode:

In this mode, the resource persons and the participants sit face to face. Strong advantage is two way communication thus providing opportunities for social interaction between resource persons and the participants.

Techniques to be utilised are:

• Seminar	• Demonstration
• Workshop	• Group Work/Pair Work
• Symposium	• Field Trip
• Panel Discussion	• Teacher Networking Groups/Discussion Forums
• Conference	• Interactive lectures supported by multimedia
• Lecture-cum-discussions	• Brainstorming

II. Distance Mode / Online:

Howsoever effective the in-service education programmes may be, the fact remains that the students suffer a loss when teachers attend these programmes during working days. Besides, it is inconvenient to go to a far off place to attend the programme. Such limitations may be overcome if distance online mode is used for organising the training programme.

Techniques to be utilised are:

• Self learning modules/materials	• Tele-learning
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• Podcasting	• Radio Lessons
• Online interactions through webinars	• Lessons through EDUSAT

III. Distance-cum-Contact Mode:

This mode has the features of face-to-face interaction mode and distance mode. It is made possible with advances in the field of ICT. The objectives of the training can be achieved without teachers being dislodged from their place of work.

Techniques to be utilised are:

• Audio Conferencing	• Online Discussion Forums
• Tele-Conferencing	• e Twinning
• Webinars	• Peer Network

22. Evaluation of In-service Training Programme

The training programme will be incomplete without the post conduct phase i.e. feedback and follow up.

Feedback of the teachers could be obtained at the end of the training programme about various aspects of training transaction. But this is not effective to assess the real outcomes of the training programmes.

So follow up programmes is must to ensure the transfer of learning on the part of the teachers. The impact of the training programme can be assessed by observing changes in classroom and learning outcomes of the students. The gaps can be addressed in the subsequent programmes.

23. Policy for Training the Teachers

- CBSE will establish a training division in all its Regional Offices to cater to the needs of the teachers in the schools affiliated with the Board.
- The training programmes will not be carried out at a stretch but flexibility will be followed.
- In-service training programmes will be organised for the teachers serving in schools affiliated to CBSE and located outside the country.
- Teachers will be trained in guidance and counselling course at regular intervals so that they are able to fulfil the needs of the special children.
- Training in Continuous and Comprehensive Evaluation, Physical and Health Education, Life Skills Education, Inclusive Education will be given to the teachers.
- Modern techniques along with the traditional ones will be harnessed for providing in-service training.
- Given the size of clientele and vastness of geographical area to be covered distance-cum-contact mode of giving in-service training will be preferred.
- Comprehensive need based training programmes will be organised.
- All training initiatives will be planned, programmed and recorded. The results will be reviewed to determine how training methods can be improved and how maximum benefits can be obtained from resources devoted to in-service training.
- The nodal agency of training programme will provide advice and assistance on training activities and it will be responsible for administrative and operative coordination of the training programme.

- The training programmes will be evaluated to assess the results of the programme. The results will be measured against pre-determined objectives.
- CBSE will start online discussion forums for the teachers and principals as well as encourage face-to-face teacher networking groups.
- Opportunities will be provided to the teachers to gain exposure on latest innovations and trends in education through transactional mobility.
- Field studies and research will be conducted for assessing the needs of the teachers.
- CBSE will try to assimilate technology in its training programmes to enable learning anywhere anytime for the teachers/principals (e.g. through podcasts, webinars, online discussion forums).
- A cadre of trainers in different skills as well as a cadre of domain specific trainers will be developed.
- CBSE will try to rope in NGOs, retired professionals and other private agencies to give in-service training to the teachers.
- Teachers will be given training in emotional and spiritual well being by roping in organisations like 'Art of Living' and 'Living Treasure'.
- Proper time will be given to the teachers to implement the ideas gained from the training programme.
- Proper coordination will be maintained with NCERT, SCERT and other organisations, so that there is no overlapping of training programmes.
- CBSE will try to move towards a system of permanent opportunities for the professional development of teachers.
- Major emphasis will be given to the training of Secondary and Senior Secondary class teachers.
- Post training seminars will also be conducted to get proper feedback from the teachers.

24. In-Service Training of Principals

Principals play a key role in making a school succeed. CBSE will serve as an anchor for such heads of institutions. Principals' abilities are central to the task of building schools that promote powerful teaching and learning for all students.

Today the role of principal has grown to include a staggering array of professional tasks and competencies. Principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communication experts, budget analysts, facility managers, administrators as well as guardians of various legal contractual and policy mandates and initiatives.

Therefore, in-service training of the principals is undoubtedly the most crucial and critical component of any school improvement programme. It has to be viewed as central to the success of the entire schooling process.

The heads of schools need to be oriented in:

- The legal and professional framework of school management and key management tasks such as strategic planning including overall policy and aims and the school's development plan;
- Communication and decision making structures and roles, including team building and development;
- The curriculum teaching methods, testing and examinations;

- The management of financial and material resources;
- External relations, including working with parents, the State and Central Government Education authority;
- Monitoring and evaluation of effectiveness;
- The management of change and development;
- Self development as a leader;
- Leadership skills and competencies.

25. Policy for Training of Principals

- A continuous programme of training of principals will be planned and implemented whenever it is deemed expedient.
- Training programmes will be organised for all principals at regular intervals.
- Principals will be deputed for programmes conducted by Institutes of National and International importance in educational management.
- Need based courses will be organised for principals in Academics, Administration and financial matters.
- Principals will be encouraged to participate in the workshops/conferences/seminars etc. organized by institutes like IIMs, NUEPA, NCERT and other Government agencies.
- Principals will be trained in disciplinary preceding either in-house or in collaboration with ISTM, New Delhi.
- Principal's Annual Conference will be conducted every year where the principals from different schools will participate and voice their feelings and concerns and share their success stories of Training programmes. Moreover, the future plans will also be discussed.
- They will be encouraged to undergo overseas study trips.
- The services of the retired principals will be sought to train the present principals.
- Workshops will be organized to train the Principals for Mentoring and Monitoring; Accreditation, Continuous and Comprehensive Evaluation and Strategic Leaderships and many more areas.

26. Honorarium

The payment of honorarium to the venue directors, resource persons, support staff and guest speakers will be regulated as per the norms of CBSE.

Conclusion

Society demands more schools and teachers than ever before. It expects them to provide broader access to high quality teaching, for an increasingly diverse student body with specific needs. In a rapidly changing world, demands on teachers change. To stay ahead, in-service training and professional development must take place on a regular basis so that teachers are “reflective practitioners” in their classrooms and schools become ‘learning organisations’. If we are concerned about the professional development of the nation’s growing number of teachers and the quality of the services they deliver to our young children, then we must invest our resources in training. The Board believes in interesting, practical and flexible training programs and will offer opportunities for the professional development of the teachers and the parents that will have a long term impact on the school education system in our country.

रजिस्ट्री सं० डी० एल-एन/०४/०००७/२००३-०९

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EXTRAORDINARY

Part II – Section I

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Separate paging is given to this Part in order that it may be filed as a separate compilation

MINISTRY OF LAW AND JUSTICE

(Legislative Department)

New Delhi, the 27th August, 2009/Bhadra 5, 1931 (Saka)

The following Act of Parliament received the assent of the President on the 26th August, 2009, and is hereby published for general information:-

THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009

No- 35 of 2009

[26th August, 2009.]

An Act to provide for free and compulsory education to all children of the
age of six to fourteen years.

Be it enacted by Parliament in the Sixtieth Year of the Republic of India as follows:—

CHAPTER I

PRELIMINARY

- (1) This Act may be called the Right of Children to Free and Compulsory Education Act, 2009.
- (2) It shall extend to the whole of India except the State of Jammu and Kashmir.
- (3) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

Short title
extent and
Commence-
ment

Definitions

2. In this Act, unless the context otherwise requires, -

(a) "appropriate Government" means-

- (i) in relation to a school established, owned or controlled by the Central Government, or the administrator of the Union territory, having no legislature, the Central Government;
- (ii) in relation to a school, other than the school referred to in sub-clause (1), established within the territory of—
 - (A) a State, the State Government;
 - (B) a Union territory having legislature, the Government of that Union territory;

(b) "capitation fee" means any kind of donation or contribution or payment other than the fee notified by the school

(c) "child" means a male or Female child of the age of six to fourteen years;

(d) "child belonging to disadvantaged group" means a child belonging to the Scheduled caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, Geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification;

(e) "child belonging to weaker section" means a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government, by notification;

(f) "elementary education" means the education from first class to eighth class;

(g) "guardian", in relation to a child, means a person having the care and custody of that child and includes a natural guardian or guardian appointed or declared by a court or a statute;

(h) "local authority" means a Municipal Corporation or Municipal Council or Zila Parishad or Naga Panchayat or Panchayat, by whatever name called, and includes such other authority or body having administrative control over the school or empowered by or under any law for the time being in force to function as a local authority in any city, town or village;

(i) "National Commission for Protection of Child Rights" means the National Commission for Protection of Child Rights constituted under section 3 of the Commissions for Protection of Child Rights Act, 2005;

(j) "Notification" means a notification published in the official Gazette;

(k) "parent" means either the natural or step or adoptive father or mother of a child; .

(l) "prescribed" means prescribed by rules made under this Act;

(m) "Schedule" means the Schedule annexed to this Act;

(n) "school" means any recognised School imparting elementary education and includes;

- (i) school established, owned or controlled by the appropriate Government or a local authority;
- (ii) an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority;
- (iii) a school belonging to specified category; and
- (iv) an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority;

(o) "screening procedure" means the method of selection for admission of a child, in preference over another, other than a random method;

4 of 2006

- (p) "specified category", in relation to a school, means a school known as Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik School or any other school having a distinct character which may be specified, by notification, by the appropriate Government;
- (q) "State Commission for Protection of Child Rights" means the State Commission for Protection of Child Rights constituted under section 3 of the Commission for Protection of Child Rights Act, 2005.

CHAPTER II

RIGHT TO FREE AND COMPULSORY EDUCATION

3. (1) Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education. Right of Child to free and compulsory
- (2) For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education:
- Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons With Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act.
4. Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age; Special Provisions for children not admitted to or who have not completed, elementary education
- Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others have a right to receive special training, in such manner, and within such time-limits, as may be prescribed:
- Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even fourteen years.
5. (1) Where in a school, there is no provision for completion of elementary education; a child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of section 2, for completing his or her elementary education. Right of Transfer to other school
- (2) Where a child is required to move from one school to another, either within a State or outside, for any reason whatsoever, such child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of section 2, for completing his or her elementary education.
- (3) For seeking admission in such other school, the Head-teacher or in-charge of the school where such child was last admitted, shall immediately issue the Transfer certificate:
- Provided that delay in producing transfer certificate shall not be a ground for either delaying or denying admission in such other school:
- Provided that the Head-teacher or in-charge of the school delaying issuance of transfer certificate shall be liable for disciplinary action under the service rules applicable to him or her

CHAPTER III

DUTIES OF APPROPRIATE GOVERNMENT, LOCAL AUTHORITY AND PARENTS

Sharing of
financial and
other
responsibilities

Duty of
appropriate
Government
and local
authority to
establish
school

6. For carrying out the provisions of this Act, the appropriate Government and the local authority shall establish, within such area or limits of neighbourhood, as may be prescribed, a school, where it is not so established, within a period of three years from the commencement of this Act.
7. (1) The Central Government and the State Government shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.
(2) The Central Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provisions of the Act.
(3) The Central Government shall provide to the State Governments, as grants-in-aid of revenues, such percentage of expenditure referred to in subsection (2) as it may determine, from time to time, in consultation with the State Governments.
(4) The Central Government may make a request to the President to make a reference to the Finance Commission under sub-clause (d) of clause (3) of article 280 to examine the need for additional resources to be provided to any State Government so that the said State Government may provide its share of funds for carrying out the provisions of the Act.
(5) Notwithstanding anything contained in sub-section (4), the State Government shall, taking into consideration the sums provided by the Central Government to a State Government under sub-section (3), and its other resources be responsible to provide Funds for implementation of the provisions of the Act.
(6) The Central Government shall-
 - (a) develop a framework of national curriculum with the help of academic authority specified under section 29;
 - (b) develop and enforce standards for training of teachers;
 - (c) provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building.
8. The appropriate Government shall-
 - (a) provide free and compulsory elementary education to every child:

Duties of
appropriate
Government

Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school.

Explanation – The term "compulsory education" means obligation of the appropriate Government to-

- (i) provide free elementary education to every child of the age of six to fourteen years; and
- (ii) ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years;
- (b) ensure availability of a neighbourhood school as in section 6;
- (c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;
- (d) provide infrastructure including school building, teaching staff and learning equipment;
- (e) provide special training facility specified in section 4;
- (f) ensure and monitor admission, attendance and completion of elementary education by every child;

- (g) ensure good quality elementary education conforming to the standards and norms specified in the Schedule; ensure timely prescribing of curriculum and courses of study for elementary education; and
- (h) provide training facility for teachers.

9. Every local authority shall-

- (a) provide free and compulsory elementary education to every child:

Duties of local authority

Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school;

- (b) ensure availability of a neighbourhood school as specified in section 6;
- (c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;
- (d) maintain records of children up to the age of fourteen years residing within its jurisdiction, in such manner as may be prescribed;
- (e) ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction;
- (f) provide infrastructure including school building, teaching staff and learning material;
- (g) provide special training facility specified in section 4;
- (h) ensure good quality elementary education conforming to the standards and norms specified in the Schedule;
- (i) ensure timely prescribing of curriculum and courses of study for elementary education;
- (j) provide training facility for teachers;
- (k) ensure admission of children of migrant families;
- (l) monitor functioning of schools within its jurisdiction; and
- (m) decide the academic calendar.

10. It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighbourhood school.

Duties of parents and guardian.

11. With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre-school education for such children.

Appropriate Government to provide for pre-school education.

CHAPTER IV

RESPONSIBILITIES OF SCHOOLS AND TEACHERS

12. (1) For the purposes of this Act, a school,-

- (a) specified in sub-clause (i) of clause (n) of section 2 shall provide Free and compulsory elementary education to all children admitted therein;
- (b) specified in sub-clause (ii) of clause (n) of section 2 shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty-five per cent.;
- (c) specified in sub-clauses (iii) and (iv) of clause (n) of section 2 shall admit in class I, to the extent of at least twenty-five per cent. of the strength of that class, children belonging to weaker section and disadvantaged group in the

Extent of school's responsibility for free and compulsory education

neighbourhood and provide free and compulsory elementary education till its completion:

Provided further that where a school specified in clause (n) of section 2

Imparts pre-school education, the provisions of clauses (a) to (c) shall apply for admission to such pre-school education.

(2.) The school specified in sub-clause (iv) of clause (n) of section 2 providing free and compulsory elementary education as specified in clause (c) of sub-section (1) shall be reimbursed expenditure so incurred by it to the extent of per-child-expenditure incurred by the State, or the actual amount charged from the child, whichever is less, in such manner as may be prescribed:

Provided that such reimbursement shall not exceed per-child-expenditure incurred by a school specified in sub-clause (i) of clause (n) of section 2:

Provided further that where such school is already under obligation to provide free education to a specified number of children on 'account of it having received any land, building, equipment or other facilities, either free of cost or at a concessional rate, 'such school shall not be entitled for reimbursement to the extent of such obligation.

(3) Every school shall provide such information as may be required by the appropriate Government or the local authority, as the case may be.

No capitation fee and screening procedure for admission	13. (1) No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure. (2) Any school or person, if in contravention of the provisions of subsection (1),- (a) receives capitation fee, shall be punishable with fine which may extend to ten times the capitation fee charged; (b) Subjects a child to screening procedure shall be punishable with fine which may extend to twenty-five thousand rupees for the first contravention and thousand rupees for each subsequent contravention.	6 of 1886.
Proof of age for admission	14. (1) For the purposes of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions Births, Deaths and Marriages Registration Act, 1886 or on the basis of such other document, as may be prescribed. (2) No child shall be denied admission in a school for lack of age proof.	
No denial of admission.	15. A child shall be admitted in a school at the commencement of the academic year or within such extended period as may be prescribed: Provided that no child shall be denied admission if such admission is sought subsequent to the extended period: Provided further that any child admitted the extended period shall complete his studies in such manner as may be prescribed by the appropriate Government.	
Prohibition of holding back and expulsion	16. No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.	
Prohibition of physical punishment and mental harassment to child.	17. (1) No child shall be subjected to physical punishment or mental harassment. (2) Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person. 18. (1) No school, other than a school established, owned or controlled by the appropriate Government of the local authority, shall, after the commencement of this Act, be established or function, without obtaining a certificate of recognition from such authority, by making an application in such form and manner, as may be prescribed.	
No School to be established without obtaining certificate of recognition	(2) The authority prescribed under sub-section (1) shall issue the certificate of recognition in such form, within such period, in such manner, and subject to such conditions, as may be prescribed:	

Provided that no such recognition shall be granted to a school unless it fulfils norms and standards specified under section 19.

(3) On the contravention of the conditions of recognition, the prescribed authority shall, by an order in writing, withdraw recognition:

Provided that such order shall contain a direction as to which of the neighbourhood school, the children studying in the de recognised school shall be admitted:

Provided further that no recognition shall be so withdrawn without giving an opportunity of being heard to such school, in such manner, as may be prescribed.

(4) With effect from the date of withdrawal (if the recognition under sub-section (3), no such school shall continue to function. -

(5) Any person who establishes or runs a school without obtaining certificate of recognition, or continues to run a school withdrawal of recognition, shall be liable to fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine of ten thousand rupees for each day during Which such contravention continues.

19. (1) No school shall be established, or recognised, under section 18. unless it fulfils the norms and standards specified in the Schedule.

Norms and
standards
for school

(2) Where a school established before the commencement of this Act does not fulfil the norms and standards specified in the Schedule. it shall take steps to fulfil such norms and standards at its own expanses, within a period years from the date of such commencement.

(3) Where a school fails to fulfil the norms and standards within the period specified under sub-section (2), the authority prescribed under sub-section (1) of section 18 shall withdraw recognition granted to such school in the manner specified under sub-section (3) thereof.

(4) With effect from the date of withdrawal of recognition under sub-section (3), no school shall continue to function.

(5) Any person who continues to run a school the recognition is withdrawn. Shall be liable to fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine often thousand rupees for each day during which such contravention continues.

20. The Central Government may, by notification, amend the Schedule by adding to, or omitting any norms and standards.

Power to amend
Schedule.

21. (1) A school, other than a school specified sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers:

School
Management
committee

Provided that at least three-fourth of members of such Committee shall be parents or guardians:

Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section:

Provided also that fifty per cent. of Members of such Committee shall be women.

(2) The School Management Committee shall perform the following functions. .

(a) monitor the working of the school;

(b) prepare and recommend school development plan;

(c) monitor the utilisation of the grants received from the appropriate Government or local authority or any other source; and

(d) perform such other functions as may be prescribed.

22. (1) Every School Management Committee, constituted under sub-section (1) of section 21 shall prepare a School Development Plan, in such manner as may be prescribed.

School
Development
Plan

(2) The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority, as the case may be

Qualifications for appointment and terms and conditions of service of teachers

23. (1) Any person possessing such minimum qualifications, as laid down by an academic authority, authorised by the Central Government, by notification shall be eligible for appointment as a teacher.

(2) Where a State does not have adequate institutions offering courses or training in teacher education, or teachers possessing minimum qualifications as laid down under sub-section (1) are not available in sufficient numbers, the Central Government may, if it deems necessary, by notification, relax the minimum qualifications required for appointment as a teacher, for such period, not exceeding five years, as may be specified in that notification:

Provided that a teacher who at the commencement of this Act, does not possess minimum qualifications as laid down under sub-section (1), shall acquire such minimum qualifications within a period of five years.

Duties of teachers and redressal of grievances

(3) The salary and allowances payable to, and the terms and conditions of service of, teachers shall be such as may be prescribed.

24. (1) A teacher appointed under sub-section (1) of section 23 shall perform the following duties, namely:-

- (a) Maintain regularity and punctuality in attending school;
- (b) Conduct and complete the curriculum in accordance with the provisions of sub-section (2) of section 29;
- (c) Complete entire curriculum within the specified time;
- (d) assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;
- (e) Hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and
- (f) Perform such other duties as may be prescribed.

(2) A teacher committing default in performance of duties specified in sub-section (1), shall be liable to disciplinary action under the service rules applicable to him or her:

Provided that before-taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.

Pupil-Teacher Ratio

(3) The grievances, if any, of the teacher shall be re-dressed in such manner as may be prescribed.

25. (1) within six months from the date of commencement of this Act, the appropriate Government and the local authority shall ensure that the Pupil-Teacher Ratio, as specified in the Schedule, is maintained in each school.

Filling up vacancies of teachers

(2) For the purpose of maintaining the Pupil-Teacher Ratio under sub-section (1), no teacher posted in a school shall be made to serve in any other school or office or deployed for any non-educational purpose, other than those specified in section 27.

Prohibition of deployment of teachers for non-educational purpose

26. The appointing authority, in relation to a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or by a local authority, shall ensure that vacancy of teacher in a school under its control shall not exceed ten per cent of the total sanctioned strength.

27. No teacher shall be deployed for any non-educational purpose other than the decennial population census, disaster relief duties or duties relating to election to the local authority or the State Legislatures or Parliament, as the case may be.

Prohibition of private tuition by teacher

28. No teacher shall engage himself or herself in private tuition or private teaching activity.

CHAPTER V

CURRICULUM AND COMPETITION OF ELEMENTARY EDUCATION

29. (1) the curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification. Curriculum and evaluation procedure

(2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:—

- (a) Conformity with the values enshrined in the Constitution;
- (b) all round development of the child;
- (c) building up child's knowledge, potentiality and talent;
- (d) development of physical-and mental abilities to the fullest extent;
- (e) learning through activities. discovery and exploration in a child friendly and child-centered manner;
- (f) Medium of instructions shall, as far as practicable, be in child's mother tongue;
- (g) making :he child free of fear, trauma and anxiety and helping the child to express views freely;
- (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

30. (1) No child shall be required to pans any Board examination till completion of elementary education.

(2) Every child completing his elementary education shall be awarded a certificate, in such form and in such manner. as may be prescribed.

Examination and completion certificate.

CHAPTER VI

PROTECTION OF RIGHT OF CHILDREN

31 (1) The National Commission for Protection of Child Rights constituted under section on 3, or. as the case may he, the State Commission for Protection of Child Rights constituted under section 17, the Commissions for Protection of Child Rights Act, 2005, shall, in addition to the functions assigned to them under that Act, also perform the following functions, namely:-

Monitoring of child's right to education.

- (a) examine and review the safeguards for rights provided by or under this Act and recommend measures for their effective implementation;
- (b) Inquire into complaints, relating to Child's right to free and compulsory education; and.
- (c) Take necessary steps as provided under sections 15 and 24 of the said Commissions for Protection of Child Rights Act.

(2) The said Commissions shall, while inquiring into any matters relating lo child's right to free and compulsory education under clause (c) of sub-section (1). have the same powers as assigned to them respectively under sections 14 and 24 of the said Commissions for Protection of Child Rights Act.

(3) Where the State Commission for Protection of Child Rights has not been constituted in a State, the appropriate Government may, for the purpose of performing the functions specified in clauses (a) to (c) of sub-section (1), constitute such authority, in such manner and subject to such terms and conditions' as may be prescribed.

32. (1) Notwithstanding anything contained in section 31, any person having any grievance relating to the right of a child under this Act may make a written complaint to the local authority having jurisdiction.

Redressal of grievances

(2) receiving the complaint under subsection (1). the local authority shall decide the matter within a period of three months after affording a reasonable opportunity of being heard to the parties Concerned.

(3) Any person aggrieved by the decision of the local authority may prefer an appeal to the State Commission for Protection of Child Rights or the authority prescribed under sub-section (3) of section 31, as the case may be.

(4) The appeal preferred under sub-section (3) shall be decided by State Commission for Protection of Child Rights or the authority prescribed under sub-section (3) of Section 31, as the case may be, as provided under clause (c) of sub-section (1) of section 31.

Constitution of
National
Advisory
Council.

33. (1) The Central Government shall constitute, by notification, a National Council, consisting of such number of Members, not exceeding as the Center Government may deem necessary, to be appointed from amongst persons having; knowledge and practical experience in the of elementary education and child development.

(2) The functions of the National Advisory Council shall be to advise the Central Government on implementation of the provisions of the Act in an effective manner.

(3) The allowances and other terms and conditions of the appointment of the National Advisory Council shall be such as may be prescribed.

Constitution of
State Advisory
Council.

34. (1) The State Government shall constitute, by notification, a State Council consisting of such number of Members, not exceeding as fifteen, as the state Government may deem necessary, to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development.

(2) The functions of the State Advisory council shall be to advise the State Government on implementation of the provisions of the Act in an effective.

(3) The allowances and other terms and conditions of appointment of Members of the Stale Advisory Council shall be such as may be prescribed.

CHAPTER V11 MISCELLANEOUS

Power of issue
directions

35. (1) The Central Government may issue such guidelines to the appropriate Government or, as the case may be, the local authority, as it deems fit for the purpose of implementation the provisions of this Act.

(2) The appropriate Government may issue guidelines and give such directions, as it deems lit, to the local authority or the School Management Committee regarding implementation of the provisions of this Act.

(3) The local authority may issue guidelines and give such directions, as it deems fit, to the School Management Committee; regarding implementation Of the provisions of this Act.

Previous
sanction for
prosecution

36. No prosecution for offences punishable under sub-section (2) of section 13, sub-section (5) of section 18 and sub-section (5) of section 19 shall be instituted except with the previous sanction of an officer authorised in this behalf, by the appropriate Government, by notification.

Protection of
action taken in
good faith

37. No suit or other legal proceeding shall lie against the Central Government, the State Government, the National Commission for Protection of Child Rights, the Sum: Commission for Protection of Child Rights, the local authority, the School Management Committee or any person, in respect of anything which is in good faith done or intended to be done, in pursuance of this Act, or any rules-or order made thereunder.

Power of
appropriate
Government to
make rules

38. (1) the appropriate Government may, by notification, make rules, for carrying out the provisions of this Act.

(2) In particular, and without prejudice to the generality of the foregoing powers.

such rules may provide for all or any of the following matters. namely: - -

(a) the manner of giving special training and the time-limit thereof, under first proviso to section 4:

- (b) the area or limits for. establishment of a neighbourhood school, under section 6;
- (c) the manner of maintenance of records of children up to the age of fourteen years' under clause (d) of section 9;
- (d) the manner and extent of reimbursement of expenditure, under sub-section (2) of section 12;
- (e) any other document for determining the age of child under sub-section (1) of 14;
- (f) the extended period for admission and the manner of completing study if admitted after the extended period, under section 15;
- (g) the authority, the form and manner of making application for certificate of recognition under sub-section (1) of section 18;
- (h) the form, the period, the manner and the conditions for issuing Certificate of recognition, under sub-section (2) of section 18; -
- (i) the manner of giving opportunity of hearing under second proviso to sub-section (3) of section 18;
- (j) the other functions to be performed by School Management Committee under clause (d) of sub-section (2) of section 21;
- (k) the manner of preparing School Development Plan under sub-section (1) of section 22; -
- (l) the salary and allowances payable to, and the terms and conditions of service of. teacher, under sub-section' (3) of section 23;
- (m) the duties to be performed by the teacher under clause (f) of sub-section (1) of section 24;
- (n) the manner of redressing grievances of teachers under sub-section (3) of section 24; -
- (o) the form and manner awarding certificate for completion of elementary education under sub-section (2) of section 30;
- (p) the authoring, the manner of its constitution and the terms and conditions therefore, under sub-section (3) of section 31;
- (q) the allowances and other terms and conditions of appointment of Members of the National Advisory Council under sub-section (3) of section 33;
- (r) the allowances and other terms and conditions of appointment of Members of the State Advisory Council under sub-section (3) of section 34

(3) Every rule made under this Act and every notification issued under sections 20 and 23 by the Central Government shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days Which may be comprised in one session or in two or more successive sessions. and if. before the expiry of the session immediately following the session or the successive sessions aforesaid, both agree in making any modification in the rule or notification or both Houses agree that the rule or notification should not be made. the rule or notification shall thereafter have effect only in such modified form or be of no effect, as the case may be; so. however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule or notification.

(4) Every rule or notification made by the State Government under this Act shall be laid, as soon as may be after it is made; before the State Legislatures.

THE SCHEDULE

(See sections 19 and 25)

NORMS AND STANDARDS FOR A SCHOOL

Sl No.	Item	Norms and Standards	
1.	Number of teachers:		
(a)	For first class to fifth class	Admitted children	Number of teacher
		Up to Sixty	Two
		Between sixty-one to ninety	Three
		Between Ninety-one to one hundred and twenty	Four
		Between One hundred and twenty-one to two hundred	Five
		Above One hundred and fifty children	Five plus one Head-Teacher
		Above two hundred children	Pupil-teacher Ratio (excluding Head-teacher) shall not exceed forty
(b)	For sixth class to eighth class	(1) At least one teacher per class so that there shall be at least one teacher each For- (i) Science and Mathematics; (ii) Social Studies; (iii) Languages. (2) At least one teacher for every thirty-five children. (3) where admission of children is above One hundred- (i) A full time head-teacher; (ii) Part time instructor for - (A) Art Education; (B) Health and Physical Education; (C) Work Education.	
2.	Building	All-weather building consisting of- (i) At least one class-room for every teacher and an office-cum-store-cum-Head teacher's room (ii) Barrier free access (iii) separate toilets for boys and girls; (iv) safe and adequate drinking water facility to all children; (v) a kitchen where mid-day meal is cooked in the school; (vi) Playground;	

Sl. No.	Item	Norms and Standards
		(vii) arrangements for securing the school building by boundary wall or fencing.
3.	Minimum number of working days/instructional hours in an academic year	(i) Two hundred working days for first class to fifth class; (ii) Two hundred and twenty working days for sixth class to eighth class; (iii) Eight hundred instructional hours per academic year for first class to fifth class; (iv) One thousand instructional hours per academic year for sixth class to eighth class
4.	Minimum number of working hours per week for the teacher	forty-five teaching including preparation hours.
5.	Teaching learning equipment	Shall be provided to each class as required.
6.	Library	There shall be a library in each school providing newspaper magazines and books on all subjects, including story-hooks
7.	Play material, games and sports equipment	Shall be provided to each class as required.

T.K. VISWANATHAN.

Secretary of the Govt. of India

Annexure

Application for Introduction of Additional Subject(s)

The Secretary,

Central Board of Secondary Education, Shiksha Kendra, 2- Community Centre, Preet Vihar, Delhi-110092.

Sub: Request for introduction of additional subject(s)

from

Session in class

Sir,

Approval for teaching of the following additional subject(s) with effect from

..... is requested:

Subjects: (i) (ii)

(iii) (iv)

Information in respect of facilities available/proposed to be made available for the teaching of additional subject is attached on following points:

- (a) Additional accommodation for teaching the subject (if the subject needs a separate room).
- (b) Particulars of teacher(s) to teach the subject(s) (Give details of academic qualifications etc. on the prescribed proforma).
- (c) Apparatus and equipment provided for teaching the subject(s) and amount spent (Attach separate lists of articles and apparatus, etc. with cost for each subject, if applicable).
- (d) Amount proposed to be spent on the equipment and accessories required for introduction of the new subject(s) in the next year
- (e) Particulars of library book added/proposed to be added on the subjects) in the current financial year.
- (f) Dimensions of the laboratory if the subject involves practical work.
- (g) Any other relevant information

Countersigned:

Yours faithfully,

Education Officer/President/ Manager/Secretary/Chairman of Trust/Society,

Name.....

Principal

Name.....

Notes:

1. Every application must be accompanied with the prescribed fee for each additional subject proposed to be introduced. The amount be remitted through acrossed demand draft payable to the Secretary, Central Board of Secondary Education, New Delhi or in cash. The details of fees are as under.

Introduction of additional subject

1	Independent schools within the country (Science Subject)	₹ 5,000/- per subject
2	Independent schools within the country (Other Subject)	₹ 3,000/- per subject
3	Overseas Independent Schools (Science Subject)	₹ 15,000/- per subject
4	Overseas Independent Schools (Other Subject)	₹ 10,000/- per subject
5	Govt./Aided/KVS/JNV Schools	₹ 1,000/-per subject
6	Overseas KVS Schools	₹ 2,000/-per subject

2. Application for introduction of additional subject(s) should reach the Board's office not later than 30th June of the year preceding in which the subject is proposed to be introduced.

FOR BOARD'S PUBLICATIONS

Orders for text books and other publications brought out by the Board can be placed with any of the following offices:

1. Head Assistant (Publication Stores)
Central Board of Secondary Education
PS 1-2, Institutional Area, I.P. Extension
Patpar Ganj, Delhi - 110092
2. Regional Officer,
Central Board of Secondary Education
Shilpagram Road, Near Sankardev
Kalakhetra Panjabari, Guwahati - 781037
3. Regional Officer,
Central Board of Secondary Education
Todarmal Marg,
Ajmer (Raj.)-305030
4. Regional Officer
Central Board of Secondary Education
35-B, Civil Station, MG Marg
Civil Lines, Allahabad - 211001
5. Regional Officer
Central Board of Secondary Education
Sector - 5
Panchkula, Haryana - 134152
6. Regional Officer
Central Board of Secondary Education
New No. - 3 (Old No. 1630A), J. Block
16th Main Road, Anna Nagar (West)
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7. Regional Officer
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Ambika Complex, Behind State Bank Colony,
Brahmasthan, Sheikhpura, Raja Bazar,
Bailey Road, Patna - 800014
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Central Board of Secondary Education
6th Floor, Alok Bharti Complex,
Shaheed Nagar, Bhubaneswar - 751007
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Central Board of Secondary Education
Block-B, 2nd Floor, LIC Divisional Office Campus,
Pattom, Thiruvananthapuram - 695004
10. Regional Officer
Central Board of Secondary Education
99, Kaulagarh Road, Dehradun
Uttarakhand - 248001

Mode of payment

- (i) Payments are accepted either through Bank Draft/Money Order drawn in favour of Secretary Central Board of Secondary Education, or in cash which may be sent to the CBSE offices, alongwith the order.
- (ii) Mailing charges are additional to the price indicated against each publication.
- (iii) Packing charges will be @ 3% extra.

Discount: For 10 copies or more of each publication discount @15% is admissible. No discount for less copies.





CENTRAL BOARD OF SECONDARY EDUCATION

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