

(A) Compulsory Subjects

English (01)

Introduction

The curriculum for the subject of English at Std. XI and Std. XII has been prepared bearing in mind the curriculum of English for the classes I to X in Maharashtra, the National Curriculum Framework & State Curriculum Framework, the curriculums of English in the other states of India, current thinking in curriculum development and curriculum implementation, and the views/opinions expressed by teachers on the existing curriculum frame work.

Characteristic Features of the new curriculum

1. In pursuance of the existing policy of the State Government, a common course in the subject of English has been designed for the learners from the English medium and the Non-English medium schools.
2. The course offers opportunities for remediation, consolidation and extension of the language skills already learnt.
3. The course endeavors to meet the functional (communicative), literary (aesthetic) and cultural (integrative) needs of the learner.
4. The course provides opportunities for meeting the linguistic needs of the vocational as well as the academic stream. It aims at preparing the learner linguistically to undertake different professional courses like Medicine, Engineering and to pursue different types of undergraduate courses in various streams such as Science, Law, Commerce, Humanities, Agriculture, etc. It also aims at helping the learner to face the wider world of work.
5. The National Curriculum Framework, the State Curriculum Framework and the policy of the State Government underscore the need of making education learner-centered and adopting the constructivist model of education. The role of the learner is that of an active participant and the role of the teacher is that of a facilitator of learning. The focus is on the process of learning. The learner is expected to 'discover' and 'construct' his/her learning.
6. The major thrust of this curriculum is on the development of communication skills. Along with the basic language skills of Listening, Speaking, Reading and Writing, the skills such as narrating, describing, reporting, summarizing, persuading, note-taking, note-making, etc. have also been focused.
7. The course makes a conscious effort of helping the learner to sharpen his/her literary sensibility, by offering him/her opportunities to read and discuss a variety of literary texts.
8. In view of the developments in the field of Information and Communication Technology, the Board recommends increasing use of technology for effective implementation of the curriculum of English.

General Objectives

To enable the student to

1. develop his/her language skills to a fair degree of proficiency.
2. acquire communication skills in English useful in real life situations.
3. enrich his/her vocabulary.
4. use English in appropriate grammatical forms.
5. develop reference skills and inculcate self-study habits.
6. use English not only as a library language but also as an important language of communication.
7. cultivate a broad human and cultural outlook.

Specific Objectives

Listening Skill

To enable the student to

1. enjoy and appreciate the rhythmic beauty of various types of poems read out by the teacher in the class.
2. listen with fair comprehension to spoken English dealing with ordinary or specialized topics in known and unknown vocabulary.
3. acquire a global understanding of a variety of texts of a reasonable length read out/ played on a cassette/C.D.
4. listen to passages of a reasonable length read out/recorded for getting specific information and to answer questions based on them.
5. listen to speeches or passages for the purpose of taking notes.
6. listen to oral instructions in order to perform a given task.
7. understand read out or recorded stories, narrations, descriptions, pieces of information of a reasonable length so as to ask pertinent questions on them.
8. identify relevant/irrelevant points in the passages, speeches after listening to them.
9. infer a speaker's attitude/intention and grasp the message given in the speech.
10. listen to, comprehend and enjoy live as well as recorded presentations like skits and plays and notice the sequence of incidents in them.
11. understand oral communication without face to face interaction (e.g. telephonic conversation or messages).
12. listen with comprehension to lectures, talks, conversation, news-bulletins and interviews.
13. understand nuances conveyed through stress and intonation.
14. enjoy and appreciate various literary forms to get sensitized to literary language and experiences.
15. identify the genre and register of a text after listening to it.
16. apply listening skill to other activities like discussions, debates, reading and writing.

Speaking Skill

To enable the student to

1. enjoy reciting poems with proper accent, rhythm and intonation.
2. speak in syntactically acceptable forms/ patterns.
3. speak with acceptable pronunciation and play variety of roles in different contexts.
4. speak coherently, fluently, confidently and intelligibly on a given topic for a reasonable period of time with appropriate body language.

5. answer questions orally showing clear understanding of subject matter.
6. frame oral instructions, ask for and offer directions, advise, persuade, express intentions, etc.
7. converse appropriately in formal and informal contexts, considering the role-relationship, the topic and the situation.
8. make oral presentation on a given topic for a reasonable span of time in an ordered manner.
9. present oral reports on planned events, projects, etc.
10. compere programmes, narrate incidents and experiences.
11. take part in group discussions, interviews, debates and elocution competitions.
12. cope with distance communication, telephonic conversation, effectively.
13. comment on the writer's point of view.
14. prepare for other need based functional activities requiring oral communication.
15. communicate nuances through stress and intonation.

Reading Skill

To enable the student to

1. improve the speed of reading.
2. read in order to find the intention and attitude and bias of the writer.
3. read aloud and appreciate the rhythm of a poem.
4. adopt different reading strategies depending on the type of texts and the purpose of reading.
5. skim as well as scan the text.
6. read and predict the events to come.
7. read in order to infer through the context.
8. read non-verbal presentations such as railway time-table, graphs, charts, etc.
9. understand grammatical sentences and their implications.
10. read brochures, reviews, reports, news items to get information.
11. read silently to find out the suggestive meaning in a poem and a prose text.
12. distinguish the main ideas from the subsidiary information.
13. read extensively so as to develop interest in different forms of literature and styles of writing.
14. read so as to make notes, to summarize and to classify.
15. use the information given in the text to respond to e.g. advertisements.
16. understand and appreciate features of literary style.

Writing Skill

To enable the student to

1. acquire the mechanics of writing including handwriting, the use of punctuation marks, capital letters and correct spellings.
2. write correctly and neatly, using appropriate vocabulary and grammar.
3. write answers to the questions on textual and non-textual reading material showing his/her acquisition of sub skills of reading.
4. write coherently on a given topic using appropriate discourse features.
5. write expository, argumentative essays of about 250 to 300 words.
6. write formal and informal letters for various purposes.
7. acquire ability to draft notices, leaflets, announcements.
8. prepare short write-ups for school magazines/newspapers and wall-papers.
9. develop a draft of a dialogue.

10. write short reports on news, interviews, visits and functions.
11. write notices, agendas and minutes of meetings.
12. develop advertisements, with the help of clues given.
13. make notes based on the given text leading to summarizing.
14. prepare a write-up showing his/her understanding of the information given in non-verbal forms and vice versa.
15. convey in writing his/her understanding and appreciation of different literary forms.
16. write curriculum vitae.

Vocabulary

Development of vocabulary has its importance in language learning. Learners need to be helped in the consolidation and extension of their vocabulary. Learners need to learn how to understand meanings of words with the help of context and how to use words in an effective way. The coursebooks and other materials will offer necessary guidance in this regard.

Grammar

Grammar has an important role to play in the teaching and learning of English. However, our focus has to be not so much on the rules of grammar but on the use of grammar. The knowledge of grammar should lead to an effective use/application of the skills of listening, speaking, reading and writing. Therefore, the focus has to be on the functional aspects of grammar and not on the formal ones.

<table>
<tr><td></td><td colspan="2">Std. XI</td></tr>
<tr><td>a)</td><td colspan="2">A Coursebook in English (Yuvabharati)</td></tr>
<tr><td>1.</td><td colspan="2">For Detailed Study
i) Prose : About 80 pages of literary and non-literary (informative) texts/passages (excluding notes, illustrations, tasks, etc.)
ii) Poetry : About 200-250 lines</td></tr>
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A selection of literary and non-literary texts (Longer Pieces) : About 40 pages.</td></tr>
<tr><td>b)</td><td colspan="2">Grammar</td></tr>
<tr><td>Sr. No.</td><td>Items</td><td>Specification</td></tr>
<tr><td></td><td>Revision of the items learned up to Std X.</td><td></td></tr>
<tr><td>1</td><td>The Tenses</td><td>Revision of the tenses learned upto Std. X.
Advanced level of the above items.</td></tr>
</table>

2.	Types of sentences	Simple, Compound, Complex, Relative clauses.
3.	Clauses	Proper usage and synthesis.
4	Verbs of perception	Uses of see, hear, smell, feel, taste and know, have, own think, etc.
5.	Voice	Statements, questions, indirect objects, object + object complement, negatives. (Advanced level) (Conversion)
6.	Reported Speech	Advanced level, continuous short paragraph consisting of three to four connected sentences.
7	Collocation	The co-occurrence of lexical items.
8	Uses of 'too' and 'enough'	Conversion and synthesis.
9.	Modal Auxiliaries	Will, shall, can, could
10.	Articles	Uses and omission of 'a', 'an', 'the'
11	Prepositions	Indicating time, place and direction.
12.	Linking words/discourse markers	Use of linking words in sentences and in larger units.
13.	Word formation	Changing word forms-nouns, verbs, adverbs, adjectives
14.	Infinitives, Gerunds and Participles	Usage and synthesis

Std. XII

a)	**A Coursebook in English (Yuvabharati)**	
1.	**For Detailed Study** **i) Prose :** About 80 pages of literary and non-literary (informative) texts passages (excluding notes, illustrations, tasks, etc.) **ii) Poetry :** About 200-250 lines	
2.	**For Non-detailed study** A selection of literary and non-literary texts (Longer Pieces) : About 40 pages.	
b)	**Grammar**	
Sr. No.	**Items**	**Specification**
	Revision of the items learned up to Std XI.	
1	The Tenses	Advanced level of the tenses learned upto Std XI.Sequence of Tenses.

2.	Types of sentences	Simple, Compound, Complex, Relative clauses.
3.	Clauses	Proper usage and synthesis.
4	Voice	Statements, questions, indirect objects, object + object complement, negatives. (Advanced level) (Conversion)
5.	Reported Speech	Advanced level, continuous short paragraph consisting of three to four connected sentences.
6.	Uses of 'too' and 'enough'	Conversion and synthesis.
7	Modal Auxiliaries	may, might, must, etc.
8	Articles	Uses and omission of 'a', 'an', 'the'
9.	Prepositions	Indicating time, place and direction.
10.	Linking words/ discourse markers	Use of linking words in sentences and in larger units.
11	Word formation	Changing word forms-nouns, verbs, adverbs, adjectives
12.	Infinitives, Gerunds and Participles	Usage and synthesis

Weightage to be given at Std. XI and XII

The following weightage is to be given to the various aspects of the syllabus.

1	**Reading Skill (Textual and non-textual)**	**40%**
2	**Grammar**	**15%**
3	**Writing skill**	**25%**
4	**Oral test**	**20%**

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(B) Elective Subjects

मराठी साहित्य

प्रास्ताविक

ज्या विद्यार्थ्यांना मराठी साहित्याच्या अभ्यासात अधिक रस आहे त्यांच्यासाठी हा विषय शिकविला जाईल. मराठी हा विषय 'आधुनिक भारतीय भाषा' म्हणून वैकल्पिक स्वरूपात सध्याच्या अभ्यासक्रमात उपलब्ध आहे. तो तसाच राहील. मात्र त्यात व्याकरण, उपयोजित मराठी यांचा समावेश आहे; तसा मराठी साहित्य या विषयाच्या अभ्यासक्रमात करता येणार नाही.

सध्याच्या काळात भाषांच्या अभ्यासाचे महत्त्व कमी होत चालले आहे. भाषांच्या अभ्यासाकडे होणाऱ्या दुर्लक्षाचे परिणाम काही वर्षांनी तीव्रतेने जाणवू लागणार आहेत. मानवजातीने सर्व ज्ञान आजवर भाषेच्या माध्यमातून जोपासले व वाढविले आहे, जतन केले आहे. भाषेचा व्यावहारिक उपयोग शिकविण्याची जी गरज आहे, ती भागविण्यासाठी सध्याचा नववी व दहावीचा मराठीचा अभ्यासक्रम व इ. ११ वीचा नवा प्रस्तावित 'उपयोजित मराठी' हा अभ्यासक्रम सक्षम आहे. परंतु मराठी साहित्य हा विषय उपलब्ध व्हावयास हवा, याची काही वेगळी कारणे आहेत.

साहित्य किंवा ललित वाङ्.मय हे मानवी जीवनाचे सर्व अंगांनी चित्रण करीत असते. प्रत्येक माणूस जीवनाच्या विविधांगी स्वरूपाचा अनुभव घेऊ शकेल, असे नाही. एका माणसाचा जीवनानुभव मर्यादितच असतो. पण साहित्य त्याला मानवी जीवनाचा, भावनांचा, विविध अनुभवांचा पट उलगडून दाखविते व त्याची जीवनविषयक जाणीव समृध्द करते. सध्याच्या काळात जीवनातील गुंतागुंत व जीवनाचा वेग वाढतच चालला आहे व माणूस माणुसकीला पारखा होत चालला आहे. साहित्याच्या अभ्यासाने हे थोपविता येऊ शकेल. साहित्य माणसाचे जीवनाच्या गुंतागुंतीविषयीचे आकलन वाढविते व त्याला अधिक चांगला नागरिक, सुसंस्कृत माणूस बनविण्यास हातभार लावते. त्याला दुसऱ्याच्या भावना जाणून घेणारी सदय, सहिष्णू व्यक्ती बनविते. शिक्षण प्रक्रियेचे अंतिम साध्य किंवा ध्येय माणसाचे व्यक्तिमत्त्व घडविणे, सुसंस्कृत माणूस निर्माण करणे हेच असते. साहित्याचा अभ्यास या दृष्टीने अनन्यसाधारण महत्त्वाचा ठरतो.

प्रचलित अभ्यासक्रमात कला शाखेच्या विद्यार्थ्यांना पदवीसाठी 'मराठी साहित्य' हा विषय अभ्यासता येतो. अकरावी-बारावीच्या स्तरावर या विषयाची पूर्वतयारी झाल्यास त्यांना सोयीचे होईल. वाणिज्य व विज्ञान शाखांच्या विद्यार्थ्यांना मात्र पुढील वर्षांमध्ये मराठी साहित्याच्या अभ्यासाची संधी उपलब्ध नसते. या शाखांमध्ये शिकणाऱ्या अनेक विद्यार्थ्यांना मराठी साहित्यात रस असतो. पुढील आयुष्यात 'रसिक वाचक' म्हणून जडणघडण होण्यासाठी त्यांना या स्तरावर मराठी साहित्याचा पायाभूत अभ्यास खूपच मोलाचा ठरेल, अशी धारणा आहे.

उद्दिष्टे :

१. साहित्य म्हणजे काय, साहित्याची भाषा कशी असते? त्याची ओळख करून देणे.
२. साहित्यातील संकल्पना स्पष्ट करणे.
३. समीक्षेची तत्त्वे स्पष्ट करणे.
४. साहित्यप्रकारांचा सखोल परिचय करून देणे.
५. आकलन, विश्लेषण, अर्थनिर्णयन, मूल्यमापन या क्रमाने अभ्यासाची पद्धत समजावून देणे.
६. विद्यार्थ्यांच्या स्वतंत्र लेखनक्षमतेचा विकास करणे.
७. विद्यार्थ्यांची आकलनशक्ती व वैचारिक क्षमता वाढविणे.
८. सुसंस्कृत व उदार विचारसरणीचा माणूस घडविणे.

ब. सदर विषयाची अंमलबजावणी पुढीलप्रमाणे–

१. 'मराठी साहित्य'हा विषय वैकल्पिक म्हणून कला, वाणिज्य, विज्ञान शाखेतील विद्यार्थी घेऊ शकतील.
२. एकाच वेळेस विद्यार्थी 'मराठी' व 'मराठी साहित्य' हे दोन्ही विषय घेऊ शकतील.
३. 'मराठी साहित्य' हा विषय शिकविण्यासाठी शिक्षकांची किमान अर्हता एम.ए. (संपूर्ण मराठी) ही असावी.
४. 'मराठी साहित्य' या विषयासाठी तोंडी परीक्षा नसेल. तीऐवजी विद्यार्थी वीस गुणांकरिता दीर्घ निबंध (सुमारे २५ ते ३० पृष्ठे) लिहितील. ऐंशी गुणांकरिता लेखी परीक्षा असेल.

इयत्ता अकरावी

भाग १: साहित्याचा अभ्यास

१) साहित्याचे वाचन व साहित्याचा अभ्यास
२) साहित्याचा अभ्यास का करावयाचा ?
३) साहित्य व इतर ललित कलांचा परस्परसंबंध
४) साहित्याची भाषा (अलंकार, प्रतिमा, प्रतिके इ.)
५) साहित्याच्या अभ्यासातील संज्ञा व संकल्पना

भाग २ : सूक्ष्म वाचन

१) कविता – (सुमारे ४०० ओळी –सुमारे २० कविता)
प्रामुख्याने आधुनिक कविता, नवकविता व साठोत्तरी कविता.
२) कथा – ५ लघुकथा – सुमारे ४० पाने
३) निबंध – २ वैचारिक, २ ललित– सुमारे १५ पाने
४) एकांक/एकांकिका – सुमारे १५ पाने
(भाग १ व भाग २ साठी पाठ्यपुस्तक तयार केले जाईल.)

भाग २ : स्थूल वाचन

१) एक लघुकादंबरी
किंवा
२) एक प्रवासवर्णन
(शिफारस केली जाईल.)

इयत्ता बारावी

भाग १: मराठी साहित्याचा अभ्यास

१) मराठीतील विभिन्न साहित्यप्रकार
२) साहित्यकृतीचा अभ्यास व साहित्यकृतीची भाषा (उदा. कविता,नाटक,कादंबरी इ.)
३) साहित्याची समीक्षा व समीक्षेच्या विविध पद्धती
सामाजिक – सांस्कृतिक चळवळी व मराठी साहित्य

भाग २: सूक्ष्म वाचन

१) कविता –
सुमारे २० कविता – अभंग, ओवी, लावणी, पोवाडा, भारूड, गवळण, भूपाळी, फटका, सुनीत, गझल, हायकू.
२) कथा –
सुमारे ४० पाने –दोन दीर्घकथा
३) ललित गद्य –
सुमारे २० पाने –प्रवासवर्णन,व्यक्तिचित्रण इ.
४) आत्मचरित्रातील उतारे –
सुमारे २० पाने
(भाग १ व भाग २ साठी पाठ्यपुस्तक तयार केले जाईल.)

भाग २: स्थूल वाचन

१) एका लेखकाचा एक वैचारिक लेखसंग्रह
किंवा
२) एक नाटक
(शिफारस केली जाईल.)

शिकविण्याचे तंत्र व पद्धती

राष्ट्रीय व आंतरराष्ट्रीय स्तरावर साहित्याच्या अध्यापनपद्धतीत झालेले बदल व शासनाचे धोरण विचार करता, शिक्षक –विद्यार्थी आंतरक्रिया व सुसंवाद घडेल, अशा पद्धतीने वर्ग चालावा, अशी शिफारस आहे.

१) अभ्यासक्रमाच्या आकलनास मदत होईल,अशा प्रकारे विद्यार्थ्यांना बोलण्यास व लिहिण्यास उद्युक्त करणे.
२) विद्यार्थ्यांना गट करून समीक्षण,रसग्रहण करण्यास सांगणे.
३) दृकश्राव्य माध्यमांचा उपयोग करून एकांकिका,नाटक इ. वाङ्मयप्रकारांचा परिचय करून देणे.

शिकविण्याचे तंत्र व पद्धती

१) दीर्घोत्तरी प्रश्न विचारले जातील. वस्तुनिष्ठ किंवा लघूत्तरी प्रश्न विचारण्यात येणार नाहीत..
२) निव्वळ स्मरणशक्तीची परीक्षा करण्याच्या दृष्टीने प्रश्न विचारले जाणार नाहीत.
३) विद्यार्थ्यांना लेखनस्वातंत्र्य दिले जाईल.
उदा. तुम्हाला आवडलेल्या एकांकिकेचे समीक्षण करा.
किंवा
तुम्हाला न आवडलेल्या कवितेचे विश्लेषण करा.

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