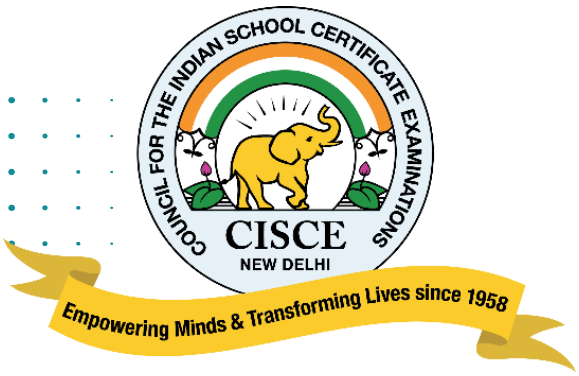
ICSE

INDIAN CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

YEAR 2028



CLASSICAL LANGUAGE (76)

Developed by:
Research, Development and Curriculum Division (RDCD)
CISCE

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Council for the Indian School Certificate Examinations (CISCE)

MISSION STATEMENT

The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence.

ETHOS OF CISCE

- Trust and fair play.
- Minimum monitoring.
- Allowing schools to evolve their own niche.
- Catering to the needs of the children.
- Giving freedom to experiment with new ideas and practices.
- Diversity and plurality - the basic strength for evolution of ideas.
- Schools to motivate pupils towards the cultivation of:
  Excellence - The Indian and Global experience.
  Values - Spiritual and cultural - to be the bedrock of the educational experience.
- Schools to have an 'Indian Ethos', strong roots in the national psyche and be sensitive to national aspirations.

CLASSICAL LANGUAGE (76)

Candidates offering Sanskrit as a Group I subject may not opt for Sanskrit as a Group II subject.

Papers will be set in Sanskrit and other Classical Languages on request.

SANSKRIT
CLASSES IX & X

*There will be one paper of **two hours** duration carrying 80 marks and Internal Assessment of 20 marks.*

The paper will consist of the following tests:

(a) Question on elementary Sanskrit grammar.

(b) Unprepared translation from English into Sanskrit consisting of short prose sentences.

(c) Unprepared translation from Sanskrit into English.

INTERNAL ASSESSMENT

The minimum number of assignments for each academic year

Class IX: Two or three assignments of reasonable length/duration.

Class X: Two or three assignments of reasonable length/duration.

Suggested Assignments

Class IX

Creative Writing: Students are to write short compositions the stimuli being; (i) a piece of recorded music; (ii) a recorded series of sound; (iii) a picture/photograph; (iv) an opening sentence or phrase; (v) a newspaper/magazine clipping or report; one piece of factual writing which should be informative or argumentative; one piece of expressive writing which is descriptive and imaginative; preparation of the film/book review.

Class X

Oral: Prepared speech/ declamation; impromptu speech/ debate/ discussion; report/ interview; elocution; role play/ general conversation on selected topics.

Aural: Listening to a conversation/ talk/ reading of a short passage and then writing down the relevant or main points in the specified number of words and answering the given questions.

EVALUATION

The assignments/project work are to be evaluated by the subject teacher and by an External Examiner. (The External Examiner may be a teacher nominated by the Head of the school, who could be from the faculty, but **not teaching the subject in the section/class**. For example, a teacher of Language of Class VIII may be deputed to be an External Examiner for Class X, Language projects.)

The Internal Examiner and the External Examiner will assess the assignments independently.

Award of Marks	**(20 Marks)**
Subject Teacher (Internal Examiner)	10 marks
External Examiner	10 marks

The total marks obtained out of 20 are to be sent to CISCE by the Head of the school.

The Head of the school will be responsible for the online entry of marks on CISCE's CAREERS portal by the due date.

INTERNAL ASSESSMENT IN SANSKRIT - GUIDELINES FOR MARKING WITH GRADES (CLASS X)
ORAL ASSIGNMENT

Grade	Fluency of Language	Subject Matter	Organization	Vocabulary/ Delivery	Understanding	Gesture	Marks
I	Speaks with fluency and has full operational command over the language.	Matter is relevant, rich in content and original.	Content is well sequenced and well organised.	Uses appropriate vocabulary and pronounces words correctly.	While speaking, the candidate emphasises the important points.	Uses natural and spontaneous gestures that are not out of place.	3
II	The candidate speaks with fairly good fluency and has reasonable operational command of the language.	The subject matter is mostly relevant, consisting of a few original ideas.	The content is satisfactorily sequenced and well organized.	The candidate pronounces most words correctly and uses simple vocabulary.	While speaking the candidate emphasises most important points.	Uses some natural gestures.	2
III	The candidate speaks with poor fluency and does not communicate except for the most basic information.	The subject matter is irrelevant and lacks originality.	The subject content is very poor and lacks organisational structure.	The candidate pronounces many words incorrectly and uses inappropriate vocabulary.	While speaking, the candidate emphasises some important points.	Uses very few natural gestures.	1
IV	The candidate cannot communicate even the most basic information.	The subject matter is negligible.	The subject content comprises of mere words with no structured sentences.	The candidate is unable to correctly pronounce most words and has a limited vocabulary.	While speaking, the candidate is unable to emphasize important points.	Uses no natural gestures.	0

INTERNAL ASSESSMENT IN SANSKRIT - GUIDELINES FOR MARKING WITH GRADES (CLASS X)
AURAL ASSIGNMENT

Grade	Understanding/ Comprehension Main Idea, Central Theme	Recall	Vocabulary	Context/ Correlation to Other Areas	Marks
I	The candidate accurately understands the central idea of the passage as well as the relevant points in the selected passage/ talk.	The candidate recalls all the important points made (written/ verbal).	The candidate uses appropriate and correct vocabulary while recalling the points made.	The candidate clearly understands the context and can widely correlate the passage to the other areas.	3
II	The candidate gives ideas fairly close to the central / main idea of the passage as well as understand some of the relevant points heard in the selected passage/ talk.	The candidate recalls some of the important points made (written/ verbal).	The candidate uses correct but simple vocabulary while recalling the points made.	The candidate can moderately understand the context of the passage and can moderately correlate the passage to the other areas.	2
III	The candidate cannot fully comprehend the passage and gives only a few ideas related to the central theme of the passage.	The candidate recalls very few of the important points made (written/verbal).	The candidate makes various errors in vocabulary while recalling the points made.	The candidate can only faintly understand the context of the passage and relate it to the other areas.	1
IV	The candidate is neither able to understand the central/main idea of the passage; nor able to understand relevant points heard in the passage/talk.	The candidate is unable to recall the important points made (written/verbal).	The candidate uses incorrect vocabulary while recalling the points made.	The candidate is unable to understand the context of the passage and is unable to correlate the passage to the other areas.	0