ICSE

INDIAN CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

YEAR 2028

INDIAN LANGUAGES

Bifurcation of Prescribed Texts in selected Indian Languages

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.

SECOND LANGUAGE

Aims:

1. To appreciate the language as an effective means of communication.
2. To acquire knowledge of the elements of the language.
3. To develop an interest in the language.
4. To understand the language when spoken at normal conversational speed.
5. To understand the basic structural patterns of the language, vocabulary and constructions.

INDIAN LANGUAGES

Classes IX and X

Papers will be set in the following languages:

Ao-Naga, Assamese, Bengali, Dzongkha, Garo, Gujarati, Hindi, Kannada, Kashmiri, Khasi, Kokborok, Lepcha, Malayalam, Manipuri, Marathi, Mizo, Nepali, Odia, Punjabi, Sanskrit, Tamil, Tangkhul, Telugu, Urdu, Bhutia or any other language of an Indian community approved by CISCE.

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

The paper will be divided into two sections, Section A and Section B.

Section A: Language *(40 Marks)*

Section B: Prescribed Texts *(40 Marks)*

SECTION A: LANGUAGE - 40 Marks

This Section will be compulsory.

1. Composition:

Candidates will be required to write one composition, in the language, which may include short explanations, directions, descriptions or narratives. There will be a choice of subjects, which will be varied and may be suggested by language or other stimuli such as pictures and objects.

2. Letter:

Candidates will be required to write a letter from a choice of two subjects. Suggestions may be given. The layout of the letter with address, introduction, conclusion, etc., will form part of the assessment.

3. Comprehension:

An unseen passage of about 250 words will be given in the language. Questions on the passage will be set for answers in the language, designed to test the candidates' understanding of the content of the passage.

4. Grammar:

This will consist of tests in the use of language vocabulary, syntax and idioms, synthesis in sentence construction, formation of sentences in the language correctly embodying given words or forms. The question will not require any knowledge of grammatical terms.

SECTION B: PRESCRIBED TEXTS - 40 Marks

Candidates will be required to answer four questions from **ONLY two** of the prescribed textbooks. All questions will be set in the language and candidates will be required to answer in the language. The questions set will be designed to test the candidates' understanding of the subject matter of the prescribed books.

The study of the prescribed texts has been bifurcated for the following selected Indian languages for the Examination Year 2028:

Hindi, Malayalam, Punjabi, Tamil, Telugu, Assamese, Bengali (Bangla), Gujarati, Kannada, Marathi, Nepali, Odia, Urdu and Bhutia.

Note: For list of Prescribed Textbooks, see Appendix - I.

Please note that the ICSE (Class X) Examination paper will be set ONLY on the portion of the syllabus that is prescribed for Class X. The Class IX Examination is to be conducted on the portion of the syllabus that is prescribed for Class IX.

INTERNAL ASSESSMENT

Language and Literature:

Class IX: Two or three assignments of reasonable length/duration of which two should be written assignments – one from the language and one from the literature component of the syllabus.

Class X: Two or three assignments of reasonable length/duration of which two should be written assignments – one from the language and one from the literature component of the syllabus.

SUGGESTED ASSIGNMENTS

Language:

Class IX: ***Creative Writing:*** Students are to write short compositions (approximately 300 to 400 words each), the stimuli being:

(i) a piece of recorded music;
(ii) a recorded series of sounds;
(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 film/book review.

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.

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

Creative Writing: Students are to write short compositions (approximately 300 to 400 words each), the stimuli being:

(i) a piece of recorded music;

(ii) a recorded series of sounds;

(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 film/book review.

Literature (Prescribed Texts):

Classes IX and X

Assignments should be based on the prescribed textbooks on the following lines:

(i) Character/thematic analysis.

(ii) Socio-economic, cultural, historical relevance/background.

(iii) Summary/paraphrase.

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 the language of Class VIII may be deputed to be an External Examiner for Class X projects in the language.)

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 the CISCE's CAREERS portal by the due date.

INTERNAL ASSESSMENT IN INDIAN LANGUAGES - GUIDELINES FOR MARKING WITH GRADES -CREATIVE WRITING (CLASSES IX & X)

Grade	Content/Analysis of Idea, Thought/ Feeling.	Expression/ Effective Expression of Idea	Structure/ Organisation of Material	Vocabulary/ Use of Words, Phrases	Originality/ Imaginative/ Innovative	Marks
I	The candidate analyses the ideas, feelings and experiences effectively. Reasoning is logical and effective.	The candidate expresses the ideas, thoughts and feelings effectively.	The work is very well structured with a sense of introduction, body, middle and conclusion, paragraphing and appropriate sentence construction.	The use of vocabulary exhibits a high level of competence in handling language.	The work is imaginative, interesting and engrossing.	4
II	The candidate analyses the ideas, feelings and experiences with well-defined explanations, reasoning is logical and persuasive.	The candidate expresses the ideas, thoughts and feelings well and with clarity.	The work is very well structured with some sense of conclusion and of paragraph lengths.	The vocabulary exhibits competence of word usage; correctness of grammar and spelling.	The candidate's work is quite interesting and engrossing.	3
III	The candidate analyses the ideas, feelings and experiences with a fair degree of detail and explanation. Reasoning is fairly logical and persuasive.	The candidate expresses the ideas, thoughts and feelings fairly well and with a fair degree of clarity.	The work is fairly well structured; candidate follows simple paragraphing.	The candidate uses straightforward vocabulary and fairly good pattern of spellings.	The candidate demonstrates the ability to sustain the interest of the reader.	2
IV	The candidate attempts to analyze ideas, feelings and experiences with simple explanation and detail. Reasoning and arguments are not very convincing.	The candidate expresses the ideas, thoughts and feelings intelligibly and in simple language.	The work shows some understanding of paragraphing and structure.	The candidate's vocabulary is limited and the spelling, punctuation and grammar is sometimes poor.	The candidate is, to some extent, able to sustain the interest of the reader.	1
V	The candidate attempts a basic analysis of ideas, feelings and experiences with few simple explanations and few details. Is unable to present proper arguments.	The candidate is unable to expresses the ideas, thoughts and feelings, uses simple language and the work is not very intelligible.	The candidate does not display an understanding of structure and paragraphing.	There is consistent weakness in spelling, punctuation and grammar.	The candidate is unable to sustain the interest of the reader.	0

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

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 organized.	Uses appropriate vocabulary and pronounces words correctly.	While speaking, the candidate emphasizes 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 emphasizes 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 emphasizes 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 INDIAN LANGUAGES (LITERATURE - PRESCRIBED TEXTS) - GUIDELINES FOR MARKING WITH GRADES (CLASSES IX & X)

Grade	Understanding of Text (Narrative)	Examples from Text	Understanding of text- Interpretation and Evaluation	Appreciation of Language, Characterization	Critical Appreciation -Personal Response	Marks
I	The candidate demonstrates expertise in giving an appropriate account of the text, with well-chosen reference to narrative and situation.	The account is suitably supported by relevant examples from the text.	The candidate understands the text with due emphasis on interpretation and evaluation.	The candidate appreciates and evaluates significant ways (structure, character, imagery) in which writers have achieved their effects.	The candidate is able to effectively reflect personal response (critical appreciation) to the text.	4
II	The candidate demonstrates a high level of competence in giving an account of the text, with appropriate references to the narrative and situation.	The account is supported by examples from the text.	The candidate understands the text with some emphasis on interpretation and evaluation.	The candidate appreciates and evaluates significant ways in which writers have achieved their effects.	The candidate is able to reflect a personal response to the text.	3
III	The candidate demonstrates competence in giving an account of the text with some reference to the narrative and situation.	The candidate understands the text and shows a basic recognition of the theme and can support it by a very few examples.	The candidate recognizes some aspects of the text used by authors to present ideas.	The candidate recognizes some of the significant ways in which the writers have used the language.	The candidate is able to communicate a personal response which shows appreciation.	2
IV	The candidate gives broad account of the text with reference to the narrative and situation.	The candidate understands the basic meaning of the text.	The candidate relates the text to other texts studied.	The candidate recognizes differences in the way authors write.	The candidate communicates straight forward personal response to the text.	1
V	The candidate is unable to demonstrate an understanding of the basic events in the text.	The candidate is unable to understand the text or support it with any examples.	The candidate is unable to relate to the other text studied.	The candidate is unable to recognize the differences in the way authors write.	The candidate is unable to give a personal view of the text studied.	0

SANSKRIT

Second Language

(Under Group I)

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

CLASSES IX AND X

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

*The paper will be divided into **two** sections, Section A and Section B.*

Section A: Language (40 Marks)

Section B: Prescribed Texts (40 Marks)

SECTION A: LANGUAGE - 40 Marks

This Section will be compulsory.

1. **Composition**: Candidates will be required to write, in the language, one short composition which may include short explanations, directions, descriptions or narratives. There will be a choice of subjects which will be varied and may be suggested by language or other stimuli such as pictures or objects.
2. **Letter**: Candidates will be required to write a letter from a choice of two subjects. Suggestions may be given. The layout of the letter with address, introduction, conclusion, etc., will form part of the assessment.
3. **Comprehension**: An unseen passage will be given in Sanskrit. Questions in the language will be set for answers in the language, designed to test the candidates' understanding of the content of the passage.
4. **Grammar**: In addition to the grammar topics listed below, questions will also be set from the grammar topics covered in the prescribed text books. These will include tests in vocabulary, syntax and idiom, synthesis in sentence construction, formation of sentences in the language correctly embodying given words or forms.

I (क) स्वर और व्यंजन का सामान्य ज्ञान और उनका उच्चारण–स्थान।

(ख) सन्धि :

(i) स्वर–सन्धि
(ii) हल–सन्धि
(iii) विसर्ग–सन्धि

(ग) शब्द रूप :

(i) पुल्लिंग–राम, हरि, गुरू, पितृ, गो, भवत्, विद्वस्, राजन्, करिन्।
(ii) स्त्रीलिंग–रमा, नदी, धेनु, वधू, वाच्, सरित् मातृ।
(iii) नपुसंक लिंग–गृह, वारि, दधि, मधु, जगत्, नामन्, मनस्।
(iv) सर्वनाम–सर्व, तद्, यद्, किम्, युष्मद्, अस्मद्।
(v) एक से दस तक संख्यावाचक षब्द सभी लिंगों में।

(घ) धातु रूप :

(i) निर्धारित लकार–लट् लृट, लङ्, लोट् एवं विधिलिंग।
(ii) इन लकारों में नीचे लिखी धातुओं के परस्मैपद, आत्मनेपद एवं उभयपद के रूप।
(iii) परस्मैपद–भू, पठ्, पा, गम्, हस्, स्था, जि, नष्, अस्, जी, षक्, इष्, प्रच्छ।
(iv) आत्मनेपद–लभ्, वृध्, जन्, याच्, सेव्।

(v) उभयपद–नी, दा, ग्रह, ज्ञा, कृ।

(ड) कारकों का समान्य ज्ञान।

II (क) समास–अव्ययीभाव, तत्पुरुष, कर्मधारय,द्वन्द्व एवं बहुव्रीहि।

(ख) कारक तथा उपपद विभक्तियाँ

(ग) प्रत्यय

(i) कृदन्त–क्त्वा, तुमुन, क्त (क्त), तव्यत्, अनीयर, क्तवतु।

(ii) तद्धित–मतुप, इक, त्व, तल्।

(iii) स्त्री प्रत्यय –टाप्, डीप्।

SECTION B: PRESCRIBED TEXTS - 40 Marks

Candidates will be required to answer four questions from **ONLY two** of the prescribed textbooks. All questions will be set in the language and candidates will be required to answer in the language. The questions set will be designed to test the candidates' understanding of the subject matter of the prescribed books.

Note: For list of Prescribed Textbooks, see ***Appendix - I.***

INTERNAL ASSESSMENT – 20 Marks

The teacher shall set and mark specific work assigned to candidates over the two years.

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 Sanskrit of Class VIII may be deputed to be an External Examiner for Class X, Sanskrit 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 - CREATIVE WRITING

Grade	Content/Analysis of Idea, Thought/ Feeling.	Expression/ Effective Expression of Idea	Structure/ Organisation of Material	Vocabulary/ Use of Words, Phrases	Originality/ Imaginative/ Innovative	Marks
I	The candidate analyses the ideas, feelings and experiences effectively. Reasoning is logical and effective.	The candidate expresses the ideas, thoughts and feelings effectively.	The work is very well structured with a sense of introduction, body, middle and conclusion, paragraphing and appropriate sentence construction.	The use of vocabulary exhibits a high level of competence in handling language.	The work is imaginative, interesting and engrossing.	4
II	The candidate analyses the ideas, feelings and experiences with well defined explanations, reasoning is logical and persuasive.	The candidate expresses the ideas, thoughts and feelings well and with clarity.	The work is very well structured with some sense of conclusion and of paragraph lengths.	The vocabulary exhibits competence of word usage; correctness of grammar and spelling.	The candidate's work is quite interesting and engrossing.	3
III	The candidate analyses the ideas, feelings and experiences with a fair degree of detail and explanation. Reasoning is fairly logical and persuasive.	The candidate expresses the ideas, thoughts and feelings fairly well and with a fair degree of clarity.	The work is fairly well structured; Candidate follows simple paragraphing.	The candidate uses straightforward vocabulary and fairly good pattern of spellings.	The candidate demonstrates the ability to sustain the interest of the reader.	2
IV	The candidate attempts to analyse ideas, feelings and experiences with simple explanation and detail. Reasoning and arguments are not very convincing.	The candidate expresses the ideas, thoughts and feelings intelligibly and in simple language.	The work shows some understanding of paragraphing and structure.	The candidate's vocabulary is limited and the spelling, punctuation and grammar is sometimes poor.	The candidate is, to some extent, able to sustain the interest of the reader.	1
V	The candidate attempts a basic analysis of ideas, feelings and experiences with few simple explanations and few details. Is unable to present proper arguments.	The candidate is unable to expresses the ideas, thoughts and feelings, uses simple language and the work is not very intelligible.	The candidate does not display an understanding of structure and paragraphing.	There is consistent weakness in spelling, punctuation and grammar.	The candidate is unable to sustain the interest of the reader.	0

INTERNAL ASSESSMENT IN SANSKRIT - GUIDELINES FOR MARKING WITH GRADES - 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 organised.	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 emphasizes 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 - 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

INTERNAL ASSESSMENT IN SANSKRIT (PRESCRIBED TEXTS) - GUIDELINES FOR MARKING WITH GRADES

Grade	Understanding of Text (Narrative)	Examples from Text	Understanding of text- Interpretation and Evaluation	Appreciation of Language, Characterization	Critical Appreciation - Personal Response	Marks
I	The candidate demonstrates expertise in giving an appropriate account of the text, with well-chosen reference to narrative and situation.	The account is suitably supported by relevant examples from the text.	The candidate understands the text with due emphasis on interpretation and evaluation.	The candidate appreciates and evaluates significant ways (structure, character, imagery) in which writers have achieved their effects.	The candidate is able to effectively reflect personal response (critical appreciation) to the text.	4
II	The candidate demonstrates a high level of competence in giving an account of the text, with appropriate references to the narrative and situation.	The account is supported by examples from the text.	The candidate understands the text with some emphasis on interpretation and evaluation.	The candidate appreciates and evaluates significant ways in which writers have achieved their effects.	The candidate is able to reflect a personal response to the text.	3
III	The candidate demonstrates competence in giving an account of the text with some reference to the narrative and situation.	The candidate understands the text and shows a basic recognition of the theme and can support it by a very few examples.	The candidate recognises some aspects of the text used by authors to present ideas.	The candidate recognises some of the significant ways in which the writers have used the language.	The candidate is able to communicate a personal response, which shows appreciation.	2
IV	The candidate gives broad account of the text with reference to the narrative and situation.	The candidate understands the basic meaning of the text.	The candidate relates the text to other texts studied.	The candidate recognises differences in the way authors write.	The candidate communicates straightforward personal response to the text.	1
V	The candidate is unable to demonstrate an understanding of the basic events in the text.	The candidate is unable to understand the text or support it with any examples.	The candidate is unable to relate to the other text studied.	The candidate is unable to recognize the differences in the way authors write.	The candidate is unable to give a personal view of the text studied.	0