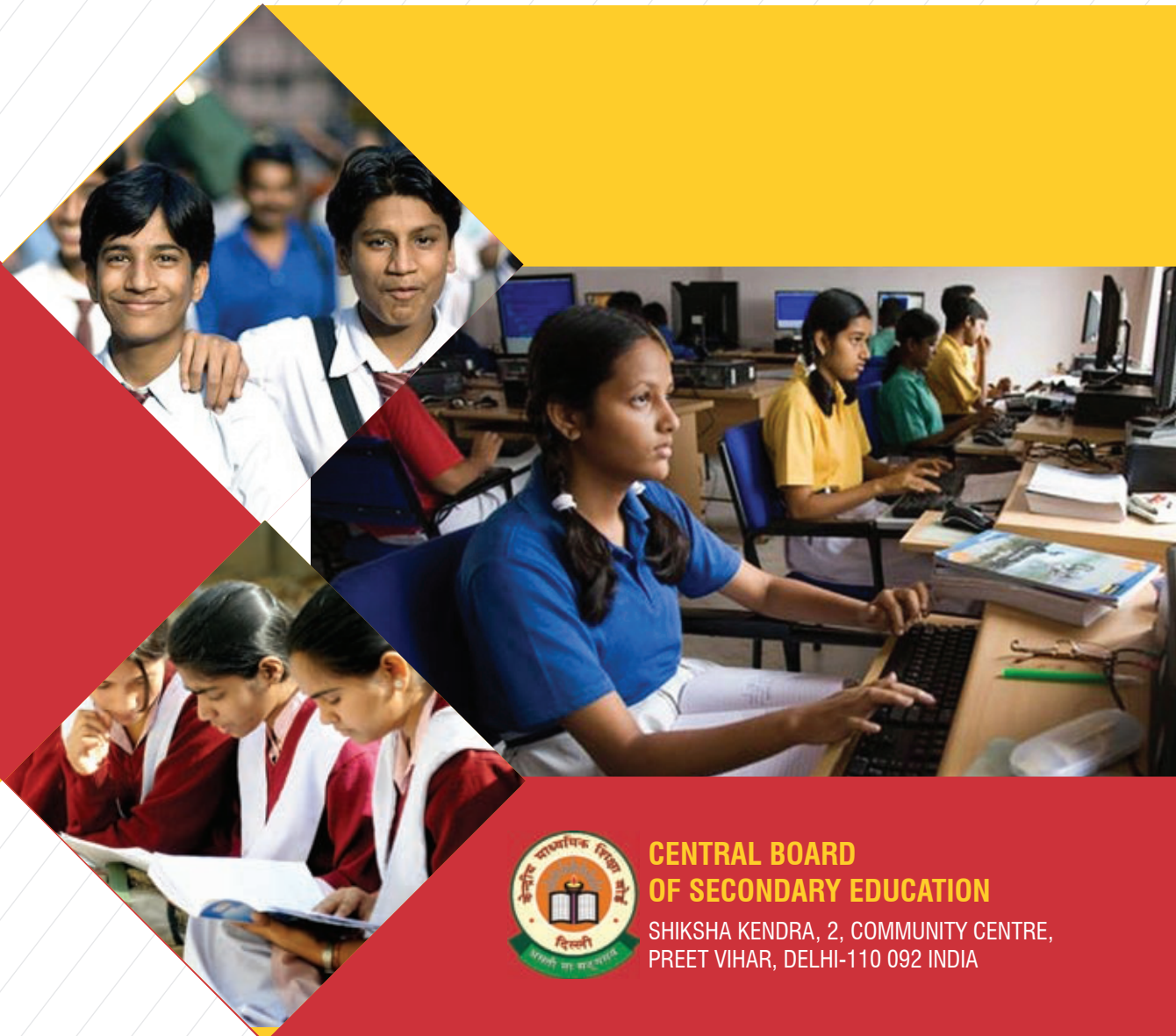




SECONDARY CURRICULUM 2015-16

LANGUAGES / VOLUME - 2



**CENTRAL BOARD
OF SECONDARY EDUCATION**

SHIKSHA KENDRA, 2, COMMUNITY CENTRE,
PREET VIHAR, DELHI-110 092 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.....



Secondary Curriculum 2015-16

Volume - II Languages

Effective for the Academic Session 2015-16 for classes IX-X

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

(For English and Hindi Languages, other main Subjects and Scheme of Studies please refer to Volume-I of the Curriculum)



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

¹और 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 the² unity 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

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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

According to the **Right to Free and Compulsory Education Act 2009 (RTE Act)** free and compulsory education is a right 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) Chapter V delineates in 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 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.

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" includes 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" includes 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" includes seeing 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" means to promote and nourish a 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 a 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 a 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 a 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 Secondary Level

For the purpose of fostering core competences in learners, the curriculum encompasses seven major learning areas, which are: Languages, Humanities, Mathematics, Science and Technology, Health and Physical Education, Visual arts, Performing arts and contemporary subjects.

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 Secondary Classes

1. **Languages** include Hindi, English, and 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 and Political Science) include the learning of history and culture, geographical environment, global institutions, 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, Drawing, Painting, Crafts and Sculpture) include, 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** (Biology, Chemistry, Physics and Computer Sciences) include gaining knowledge about matter and energy, nature, the environment, technology, breakthroughs in science. It will focus on knowledge and skills to develop a 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. **Health and Physical Education** focuses on the learning for holistic development, both 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 six 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 a 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 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 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 the 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 who 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 learners 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 a language; 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 them recognise these underpinning skills and how to use them in a variety of contexts.

PART-II

ELIGIBILITY AND SCHEME OF STUDIES

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;
 - (iv) produces :-
 - (a) the School Leaving Certificate/Transfer Certificate signed by the Head of the School last attended and countersigned ;
 - (b) document(s) in support of her having passed the qualifying or equivalent qualifying examination, and
 - (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*.
 - (d) No child shall be denied admission in a school for lack of age proof, as stipulated in section 14(2) of *The Right of Children to Free and Compulsory Education Act, 2009*.

Explanation:

- (a) A person who has been studying in a school, which is not recognised by this Board of Secondary Education or by the State/Union Territory Governments of the concerned place, shall not be admitted to any class of a 'school' on the basis of certificate(s) of such unrecognised institution(s) 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 this Board equivalent to the corresponding examination conducted by this Board or conducted by a "School" affiliated to/recognised by this Board.
- (b) 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, 1995, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of chapter V of the said Act, as stipulated in Section 3(2) of *The Right of Children to Free and Compulsory Education Act, 2009*.

- (c) Where a child above six years of age has not been admitted in any school or though admitted could not complete her elementary education, then, she shall be admitted in a class appropriate to her age.

Provided that where a child is directly admitted in a class appropriate to her age, then 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 after fourteen years, as stipulated in section 3(4) of The Right of Children to Free and Compulsory Education Act, 2009.

- (d) (i) For the purposes of this Act, a school specified in sub-clauses (iii) and (iv) of clause (n) of Section 2 shall admit in class I, to the extent of the strength specified in The Right of Children to Free and Compulsory Education Act, 2009, of that class, children belonging to weaker section and disadvantaged group in the 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 clause (c) shall apply for admission to such pre-school education, as stipulated in section 12(1) (c) of The Right of Children to Free and Compulsory Education Act, 2009.

- (ii) 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 as specified in section 12(2) of The Right of Children to Free and Compulsory Education Act, 2009.

- (e) No school or person shall while admitting a child collect any capitation fee and subject the child 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-

- (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 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.

- 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 Head 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 Board will issue the eligibility certificate only after it is satisfied that the course of study undergone and examination passed is equivalent to the 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 (i) For admissions upto class VIII a child shall be admitted in a school at the commencement of the academic year or within such extended period as may be prescribed by the school(s) concerned.

Provided that no child shall be denied admission if such admission is sought subsequent to the extended period.

Provided further that any child admitted after the extended period shall complete her studies in such manner as may be prescribed by the school concerned as stipulated in Section 15 of The Right of Children to Free and Compulsory Education Act, 2009.

- (ii) No student shall be admitted in class IX and above in a school affiliated with the Board after 31st 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 Head of the School specifying the reasons which are unavoidable. The candidate shall complete the required percentage of attendance (75%) for class IX and X as per Examination Byelaws of the Board to make her eligible for the examinations conducted by the Board/School. 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: SPECIFIC REQUIREMENTS

- 2.1 (i) Admissions upto class VIII (i.e., class VIII and below) shall be regulated by the rules, regulations, and orders of the State/Union Territory Governments applicable to the place where the school is located.

- (ii) Every child completing her elementary education shall be awarded a certificate, in such form and in such manner, as may be prescribed by the respective school(s) as stipulated in Section 30(2) of The Right of Children to Free and Compulsory Education Act, 2009.

2.2 Admission to class IX in a school shall be open only to such a student who has passed class VIII examination from an institution affiliated to this Board or to any recognised Board or is recognised by the Education Department of the Government of the State/Union Territory in which such an institution is located.

2.3 ADMISSION TO CLASS X

As the syllabus prescribed at Secondary level is of two years integrated course, no admission shall be taken in class X directly. Provided further that admission to class X in a school shall be open only to such a student who:

- (a) has completed a regular course of study for class IX from an institution affiliated to this Board;
- (b) has completed a regular course of study for class IX and has 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 under the Continuous and Comprehensive Evaluation scheme in class IX examination conducted by an institution affiliated to this Board and migrating from/within 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 Report Book/Grade Sheet and the Transfer Certificate duly countersigned by the Board; and
- (c) has completed a regular course of study for class IX and has passed class IX examination from an institution recognized by/affiliated to any recognized 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 Grade 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 reasons, 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.

3. 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 her original admission number.
- (c) If a student applying for admission to a school has attended any other school, an authenticated copy of the Transfer Certificate in the format given in 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 Secondary School (class X) Examination conducted by the Board. This condition may be waived only in special circumstances by the Chairman, CBSE.
- (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 IX/X, 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.

4. 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 Secondary School Examination conducted by the Board.

5. ACADEMIC QUALIFICATIONS FOR UNDERTAKING ALL INDIA/DELHI SECONDARY SCHOOL EXAMINATION

A candidate for All India/Delhi Secondary School Examination should have:

- (a) passed the Middle School Examination (class VIII) of a Board or of an affiliated/recognized school at least two years earlier than the year in which she would take Secondary(class X) examination conducted by the Board/ School affiliated to the Board;
- (b) secured grades in subjects under Scholastic Area B as given in the Scheme of Studies;
- (c) passed the third language as per requirement laid down in the Scheme of Studies;
- (d) qualified class IX examination by obtaining minimum Grade D in all the five subjects (excluding 6th additional subject) of study under Scholastic Area A and grades in subjects under Scholastic Area B and Co-Scholastic Areas at least one year earlier than the year in which she would take the Secondary (class X) examination conducted by the Board/ School affiliated to the Board; and
- (e) passed class IX examination from a school recognized by/affiliated to any other recognized Board in India at least one year earlier than the year in which she would take the Secondary (class X) examination conducted by the Board/ School affiliated to the Board.

6. ADMISSION TO EXAMINATIONS: REGULAR CANDIDATES

All India/Delhi Secondary School 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 has been registered in the manner prescribed by the Board alongwith the prescribed fee forwarded to the Controller of Examinations by the Head of the School with the following duly certified by such Head:

- (a) that she possesses the academic qualifications as laid down in Examination Byelaws;
 - (b) that she has not passed equivalent or higher examination from this Board or equivalent or higher examination of any other Board or University;
 - (c) that she is on the active rolls of the School;
 - (d) that she has completed a "regular course of study" as defined and detailed in Examination Byelaws in a school and in the subjects in which she would appear in the examination;
 - (e) that she bears a good moral character and is of good conduct; and
 - (f) that she satisfies all other provisions, applicable to her, of the Examination Byelaws and any other provision made by the Board governing admission to the examination concerned, if any.
- 6.1 (i) It is mandatory upon a school affiliated to Board to follow the Examination Byelaws of the Board.
- (ii) 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/school to any of the Board's examinations.
- (iii) If the Board has reasons to believe that an affiliated school is not following the subsection (i) and (ii) of this section, the Board will resort to penalties as deemed fit.

7. A REGULAR COURSE OF STUDY

- 7.1 (i) The expression "a regular course of study" referred to in the Examination Byelaws means at least 75% of attendance in the classes held; counted from the day of commencement of teaching of class IX/X upto the 1st of the month preceding the month in which the examination of the School/Board commences. Candidates taking up subject(s) involving practical examinations 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 examinations to take the practical examination(s) unless the candidates fulfil the attendance requirements as given in this Rule.
- (a) 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 IX/X, 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 examinations 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(s) to take the practical examination(s) unless the candidate fulfills the attendance requirements as given in this Rule.

- (ii) The candidates who had failed in the same examination in the preceding year and who re-joins classes IX/X 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.
- (a) The candidate who had failed in the same examination in the preceding year and who rejoins classes IX/X 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.
- (iii) In the case of migration from other institution, attendance at the institution/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.

7.2 Requirement of Attendance in Subjects of Internal Assessment

Exemption from study of subjects under Scholastic Area B/ Work Education /Art Education/Physical and Health Education may be granted to a candidate on medical grounds in respect of Secondary School candidates appearing for the Secondary School 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.

8. 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 examination 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 the 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 attendance 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 commencement of teaching of class X (beginning of the session) upto 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 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 Secondary School Examinations conducted by the Board. Cases of candidates with attendance below 60% in class X, 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 Head of the School 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 case of the candidate 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 consideration; and
 - (iii) any other reason of similar serious nature;
 - (iv) authorised participation in sponsored tournaments and Sports' meet of not less than interschool level and at NCC/NSS Camps including the days of journeys for such participation shall be counted as full attendance.
- (e) authorized participation in sports at National level organized by recognized Federations/ CBSE/SGFI.

9. DETAINING OF ELIGIBLE CANDIDATES

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

10. PRIVATE CANDIDATES

Definition: Refer Examination Byelaws.

10.1 Persons eligible to appear as Private Candidates for Delhi Secondary School Examination:

The following categories of candidates shall be eligible to appear as private candidates at the Delhi Secondary School Examination of the Board in the syllabi and courses as prescribed for the examination concerned on the conditions as laid down below: -

- (a) candidates who had failed to qualify at the Delhi Secondary School Examination of the Board;
- (b) Teachers serving in educational institutions affiliated to the Board. Teacher candidates shall submit their application form along with a certificate by the 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; and
- (c) (i) Women candidates who are bonafide residents of the National Capital Territory of Delhi and satisfy the following additional conditions: -
 - (a) that they have privately pursued the prescribed course of study under proper guidance; and
 - (b) that they are unable to join a Secondary School affiliated to the Board or there are such other reasons compelling them to appear at the examinations as a private candidate.
- (ii) A girl student who has left an institution at a stage earlier than or in class IX shall not be permitted to appear at the examination as a private candidate in a year earlier

than in which she would have appeared, had she continued her studies in a recognised institution upto Secondary Examination.

(a) a girl candidate shall not be permitted to appear at the Delhi Secondary School Examination as a private candidate in a year earlier than in which she would have appeared, had she continued her studies in a recognized institution upto Secondary level.

(d) Physically handicapped students on producing reasonable evidence of having difficulty to attend normal institutions in the subjects not involving practical training / examination.

(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.

10.2 Persons eligible to appear as Private Candidates for All India Secondary School Examination:

(a) A candidate who had failed to qualify at the All India Secondary School Examination of the Board.

(b) Teachers serving in educational institutions affiliated to the Board. Teacher candidates shall submit their application form along with a certificate by the 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 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 syllabi and textbooks as prescribed for the examination of the year in which she will reappear.

11. PROCEDURE FOR SUBMISSION OF APPLICATIONS OF PRIVATE CANDIDATES AT ALL INDIA/ DELHI SECONDARY SCHOOL EXAMINATION

(a) The application forms for private candidates shall be countersigned by a member of the Governing Body of the Board or by the Head of an institution affiliated to the Board.

(b) A private candidate must submit within the prescribed date to the Regional Officer concerned, an application in the form prescribed, together with the prescribed fee for the examination and three copies of the passport size photograph duly signed by the candidate and countersigned by one of the authorities mentioned at subsection a above.

(c) If the application of a private candidate is received after the prescribed date, she shall pay late fee as prescribed.

(d) 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

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 candidates producing a false certificate or making false statement in the application, the full amount of fees shall be forfeited.

- (e) Those regular candidates who have failed to obtain promotion to class X of the school affiliated to the Board or any other recognised Board shall not be admitted to the Secondary School Examination of the Board as private candidates.
- (f) Every year in the beginning of the session, the Head of Schools shall send to the Regional Officer, Delhi, a list of female and handicapped students who have been detained in class IX containing student's name, date of birth, name of her father or guardian and the place of residence.
- (g) (i) Women Private candidate shall not be allowed to offer Science with practical work, unless she has put in a regular course of study in an institution affiliated to the Board and produces a certificate to that effect to the satisfaction of the Board. However, notwithstanding this condition they can offer Home Science with Practical without such a certificate.

(ii) Women private candidate can offer Mathematics and Social Science without producing a certificate of putting in a regular course of study for internal assessment from an institution affiliated to the Board.
- (h) 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 institution.

12. SCHEME OF EXAMINATION

Scheme of the Continuous and Comprehensive Evaluation shall be as under:

- (i) there shall be no Board Examination at Secondary (class X) level w.e.f. 2013 for students studying in the schools affiliated to the Board who do not wish to move out of the CBSE system after class X;
- (ii) students of Schools affiliated to the Board who wish to move out of the CBSE system after class X (Pre-University, Vocational course, Change of Board, etc.) shall be required to take the Board's External Examination at Secondary (class X) level.
- The above provisions shall be subject to periodical checks by the Board in respect of such schools/candidates appearing for examination as defined at (i) above

13. SCHEME OF EXAMINATIONS - GRADING

- (a) At the Secondary School Examination, assessment of subjects under Scholastic Area A shall be in numerical scores to be converted to Grades on a nine-point scale which shall be indicated in the Statement of Subject wise Performance/Certificate of Continuous Comprehensive Evaluation. Assessment in subjects under Scholastic Area B shall also be in grades, as per Scheme of Studies.
- (b) The qualifying grade in each subject under Scholastic Area A shall be a minimum Grade D.
- (c) The students will be assessed in subjects under Scholastic Area A using the conventional numerical marking and later converted into the grades and the same shall be awarded as under:

MARKS RANGE	GRADE	GRADE POINT
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40	D	4.0
21-32	E1	—
20 and Below	E2	—

Cumulative Grade Point Average(CGPA) would also be reflected in the Statement of Subject wise Performance /Certificate of Continuous and Comprehensive Evaluation.

Note: Cumulative Grade Point Average(CGPA) is the average of Grade Points obtained in all the subjects excluding 6th additional subject as per Scheme of Studies. Subject wise and overall indicative Percentage of Marks can be assessed as under:

- Subject wise indicative percentage of marks = $9.5 \times \text{GP of the subject}$
- Overall indicative percentage of marks = $9.5 \times \text{CGPA}$

14. MERIT CERTIFICATES

The Board will award Merit Certificates to such candidates who have obtained Grade A1 in all the five subjects (excluding the 6th additional subject) under Scholastic Area A at the Secondary School Examination, as per the qualifying criteria.

15. SCHEME OF EXAMINATIONS

- Assessment in the subjects under Scholastic Area A, Scholastic Area B and Co-Scholastic areas shall be undertaken by the schools in terms of grades as per the Scheme of Studies.
- The evaluation for subjects under Scholastic Area B and Co-Scholastic areas shall be based on cumulative record of the candidate during her continuous assessment in the school.
- Schools are expected to maintain regular records of student's achievement and progress. These records are subject to scrutiny by the Board when it deems fit.
- Subjects of study under Scholastic Area A shall be assessed jointly by the School and Board in respect of students appearing for the examination conducted by the Board. However, in case of students appearing for the Summative Assessment II conducted by the schools, the School will do the assessment. Details of question papers, marks and duration will be as per the Scheme of Studies.

S. No.	Subject	Term I					Term II				
		Formative Assessment I	Problem Solving Assessment/ Formative Assessment II	Summative Assessment I			Formative Assessment III	Formative Assessment IV	Summative Assessment II		
		Weightage		Marks	Weightage %	Duration	Weightage		Marks	Weightage %	Duration
1	Language I	10%	10%	90	30%	3 hrs	10%	10%	90	30%	3 hrs
2	Language II	10%	10%	90	30%	3 hrs	10%	10%	90	30%	3 hrs
3	Mathematics	10%	10%	90	30%	3 hrs	10%	10%	90	30%	3 hrs
4	*Science	10%	10%	90	30%	3 hrs	10%	10%	90	30%	3 hrs
*Hands on Practical Examination will be conducted through Formative Assessments in every term with 20% weightage of total term Marks, Assessment of Practical skills through MCQ will carry 20% weightage in every term and summative assessment.											
5	Social Science	10%	10%	90	30%	3 hrs	10%	10%	90	30%	3 hrs
Additional Subjects											
6	*Home Science	10%	10%	90	30%	2½-3 hrs	10%	10%	90	30%	2½-3 hrs
*Hands on practical skills and project will be assessment through Formative Assessments.											
7	*ELT/ICT	10%	10%	90	30%	2½-3 hrs	10%	10%	90	30%	2½-3 hrs
*Hands on skills and project will carry 40% of the 10% weightage in every Formative Assessment. Assessment of Practical skills through MCQ will carry 20% weightage in every term and Summative Assessment.											
8	Elements of Business	10%	10%	90	30%	3 hrs	10%	10%	90	30%	3 hrs
9	Elements of Book - Keeping and	10%	10%	90	30%	3 hrs	10%	10%	90	30%	3 hrs

16. QUALIFYING CRITERIA

- (a) A candidate not covered under the scheme of Continuous and Comprehensive Evaluation will be eligible to get the Statement of Subject wise Performance/Qualifying Certificate if she gets minimum Grade 'D' in all the five subjects(excluding the 6th additional subject) under Scholastic Area A in the main or at the only attempt of Improvement of Performance. However, a candidate who has appeared at the Secondary School Examination under the Scheme of Continuous and Comprehensive Evaluation will be eligible to get the Grade Sheet cum Certificate of Performance indicating the grades obtained in the subjects under Scholastic Area A, Scholastic Area B and Co-Scholastic Areas.
- (b) No overall grade shall be awarded. However, Cumulative Grade Point Average (CGPA) shall be indicated. in the statements of Subject wise Performance/Grade Sheet cum Certificate of Performance. Subject wise and overall indicative percentage of marks could be derived based on Cumulative Grade Point Average.
- (c) 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; and
 - (ii) The replacement shall satisfy the conditions as laid down in the Scheme of Studies.
- (d) Candidates exempted from one or more subjects under Scholastic Area B and Co-Scholastic Areas shall be eligible to appear in the Formative and Summative Assessments and the result shall be declared, subject to fulfillment of other conditions laid down in the Qualifying Criteria.
- (e) A candidate obtaining minimum Grade D in all the five subjects (excluding the 6th additional subject) under Scholastic Area A as well as Grades in subjects under Scholastic Area B, as stipulated in the Scheme of Studies, at the main or the subsequent Improvement of Performance attempt, shall be eligible to qualify, class IX Examination.

17. ELIGIBILITY FOR IMPROVEMENT OF PERFORMANCE

A candidate obtaining Grades E1 or E2 in any or all the five subjects(excluding 6th additional subject as per the scheme of studies) under Scholastic Area A at the examination jointly conducted by the Board and School shall be eligible for Improvement of Performance in any or all the five subjects.

18. IMPROVEMENT OF PERFORMANCE

- (i) (a) A candidate who has appeared for the Secondary School Examination and obtained Grades E1 or E2 in any or all the five subjects(excluding the 6th additional subject) under Scholastic Area A, as per the Scheme of Studies, shall be eligible for improving her performance in any or all the five subjects and may reappear at the only chance of Improvement of Performance to be conducted by the Board/School by July, as per the option exercised for the main examination held in March the same year. The candidate will be issued a Statement of Subject wise Performance/Grade Sheet cum Certificate of Performance provided she obtains minimum Grade D in at least five subjects(excluding the 6th additional subject) under Scholastic Area A as per the Scheme of Studies and grades in the subjects under Scholastic Area B and Co-Scholastic Areas.
- (b) A candidate who has appeared for the Secondary School Examination conducted by a school affiliated to the Board and obtained Grades E1 or E2 in any or all the five subjects(excluding the 6th additional subject) under Scholastic Area A, as per the Scheme of Studies, shall be eligible for improving her performance in any or all the five subjects and may reappear at

the only chance of Improvement of Performance examination to be conducted by the School by July the same year.

- (c) At the Secondary School Examination, a candidate who does not obtain minimum Grade D in the five subjects(excluding the 6th additional subject) under Scholastic Area A at the only chance of Improvement of Performance shall be treated to have not qualified the examination and shall be required to reappear in all the subjects at the examination to be held in March of the subsequent year, in order to qualify the examination. The syllabi and courses shall be as laid down for Summative Assessment II for the year of examination concerned. The candidates' grades obtained in all the Formative Assessments and Summative Assessments at the main examination shall be carried over for the only chance of Improvement of Performance.
- (d) A candidate who fails to obtain minimum Grade D in the five subjects(excluding 6th additional subject) under Scholastic Area A at the Secondary School Examination conducted by the School/Board shall be provisionally admitted to class XI till she takes in the only chance Improvement of Performance to be held that year. Her admission shall be treated as cancelled if she fails to obtain minimum Grade D in the five subjects(excluding the 6th additional subject) under Scholastic Area A at the Improvement of Performance examination.

19. ADDITIONAL SUBJECT(S)

A candidate who has obtained minimum Grade D in at least five subjects (excluding the 6th additional subject) under Scholastic Area A as per the Scheme of Studies and a Qualifying Certificate/Grade sheet Cum Certificate of Performance at the Secondary School Examination 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 main examination only.

20. UPGRADING OF PERFORMANCE-SECONDARY EXAMINATION

- (i) A candidate who has obtained minimum Grade D in the five subjects under Scholastic Area A and a Qualifying Certificate/Grade Sheet Cum Certificate of Performance at the Secondary School Examination may reappear at the examination for upgrading of performance in one or more subjects in the main examination in succeeding year only, provided she has not pursued higher studies in the mean time. She shall appear as a private candidate. Those reappearing in the whole examination may appear as regular candidates also. The candidates appearing for upgrading of performance in the examination can appear in the subject(s) in which they have appeared for the examination.
- (ii) A candidate appearing for upgrading of performance shall appear in the syllabus prescribed for Summative Assessment II only for the year of examination.
- (iii) Candidates who appear for upgrading of performance shall be issued only Statement of Subject wise Performance reflecting the grades obtained in the said examination.
- (iv) A candidate appearing for upgrading of performance in one or more subjects cannot appear for additional subject simultaneously.

21. PATRACHAR VIDYALAYA CANDIDATES

- (i) Patrachar Vidyalaya Candidates for Secondary School Examination will be required to offer two languages as laid down in the Scheme of Examination but will be allowed to offer Home Science, Commerce in place of Mathematics and Science.

- (ii) Patrachar Vidyalaya Candidates for Secondary School Examination from outside Delhi shall not be allowed to offer subjects involving practical work.

22. EXEMPTION TO SPASTIC, BLIND, DYSLEXIC AND PHYSICALLY HANDICAPPED CANDIDATES

Candidates with visual and hearing impairment, Spastic, Dyslexic, Autistic and those with disabilities as defined in the Persons with Disabilities Act, 1995 have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the three Languages formula prescribed by the Board. Besides one language any four of the following subjects be offered:

Mathematics, Science, Social Science, another Language, Music, Painting, Home Science, Foundation of Information Technology, Commerce (Elements of Business) and Commerce (Elements of Book Keeping and Accountancy).

23. 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/amanensis. 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/amanensis.
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 mean 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 in this, the near relatives of the candidates may be permitted to be present in the examination hall only for the purpose of motivation and support to the candidate.

24. EXAMINATION BYE-LAWS

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

2. SCHEME OF STUDIES

2.1 SUBJECT OF STUDIES

The learning areas will include:

(1) and (2) Two Languages out of :

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

- (3) Mathematics
- (4) Science
- (5) Social Sciences
- (6) Work Education or Pre-Vocational Education
- (7) Art Education
- (8) Physical and Health Education

2.2 ADDITIONAL SUBJECTS

Students may offer any one of the following as an additional subject:

Language other than the two compulsory languages (offered as subjects of study)

OR

Commerce, Painting, Music, Home Science or Foundation of Information Technology/Information and Communication Technology

NOTES

- (i) It is expected that all the students would have studied three languages upto class VIII. Those students who could not clear the third language in class VIII, and have been promoted to class IX shall be examined by the schools concerned at the end of class IX in the same syllabus and textbooks as are prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear at the Secondary School Examination of the Board at the end of class X unless she has cleared the third language.
- (ii) Hindi and English must be two of the three languages to be offered as stated in the note (i) above. Hindi and English must have been studied at least upto class VIII.
- (iii) Hindi and English must be one of the two languages to be studied in class IX and X. Hindi and English can also be offered simultaneously. In Hindi and English, two courses have been provided for class IX and X keeping in view the varying background of the student. A student may either opt Communicative-English (Subject Code 101) or English Language and Literature (Subject Code 184). Similarly, in Hindi, a student may either opt for Hindi A or Hindi B.
- (iv) **Regional Languages:** As a general practice the Board prescribes the textbooks being followed in classes IX and X 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 INSTRUCTIONAL TIME

TIME TABLE AND WORK DISTRIBUTION NORMS AS PER RTE ACT - CLASSES VI-VIII

1. The teacher-student ratio as per the affiliation Bye-Laws of the Board should be maintained-**1:30**
2. In order to complete the 45 working-hour per week as per the recommendation of RTE-Act 2009, a school needs to function for six days a week for **6 hrs. 10 minutes** on each day. Teachers may be retained after school hours for an additional **1 hour 20 minutes** which can be used for planning/ preparation/ checking/ follow up work.
3. Every teacher shall devote in a year **not less than 1200 hours** to the actual teaching in classroom in classes I-VIII, 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.
4. 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.
5. A time-table of 8 periods per day may be followed in schools with 45 minutes duration in the 1st and 5th periods and 40 minutes duration for the remaining periods.

S. No.	Subject	Number of periods for theory classes	Number of periods for activity classes	Total Number of Periods
1	Hindi	5	01	6
2	English	5	01	6
3	Language-III	5	01	6
4	Mathematics	5	01 (Maths Lab)	7
5	Science	5	01 (Lab)	6
6	Social Sciences	5	01	6
7	Work Education	—	2	2
8	Art Education	—	2	2
9	Physical and Health Education	—	1	2
10	Co-Curricular Activities	—	1	1
11	Life Skills*	—	1	1
12	Values Education and Gender Sensitivity*	—	1	1
13	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 800hours of teaching time will be available in each academic session for actual instructional transaction in classes I-V and 1000 hours in classes VI-VIII. 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. These guidelines may be read along with the guidelines issued from time to time by the Directorate of Education of the State Government where a school is situated.

**Life Skills, Values Education and Gender Sensitivity may be done as a part of learning across subjects.*

Age- appropriate activities are given in the Teachers' Manuals and Activity Cards brought out by the Board.

TIME TABLE AND WORK DISTRIBUTION NORMS CLASSES IX AND X

1. The teacher-student ratio as per the affiliation Bye-Laws of the Board should be maintained- **1:30**.
2. 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.
3. 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.
4. A time table of 8 periods per day may be followed in schools with 45 minutes duration in the 1st and 5th periods and 40 minutes duration for the remaining periods.
5. Number of periods may be 07 allotted for the first language for classes IX to X. Second Language may be allotted 06 periods. Periods for developing proficiency in spoken language may be carved out from the periods allotted for the respective languages.

Revised instructional time for classes IX and X

S. No.	Subject	Number of periods for theory classes	Number of periods for activity classes	Total Number of Periods
1	Language-I	6	01	7
2	Language-II	5	01	6
3	Mathematics	6	01 (Maths Lab)	7
4	Science	6	02 (Lab)	8
5	Social Sciences	7	01	8
6	Work Education	—	2	2
7	Art Education	—	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 learning across subjects. Age- appropriate activities given in the Teachers' Manuals and Activity Cards brought out by the Board.*

2.4 SPECIAL ADULT LITERACY DRIVE (SALD)

In pursuance of the objectives of National Literacy Mission, Government of India, Special Adult Literacy programme has been taken up by the Board from the academic session 1991-92 beginning with classes IX and XI as a special measure to remove illiteracy through mass involvement of students. This has been termed as SALD. The SALD has been made an integral part of the prescribed curriculum and incorporated in work-education as an essential component.

2.5 SPECIAL PROVISIONS

Provision for Candidates with Visual and Hearing Impairment

The candidates with visual and hearing impairment have the option of studying one compulsory language as against two. This language should be in correspondence with the overall spirit of the Language Teaching Scheme of the Board on the previous pages. Besides one language, any four of the following subjects may be offered:

Maths, Science, Social Science, Other language

Music, Painting and Home Science.

2.6 MEDIUM OF INSTRUCTION

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

RULES FOR CHANGE IN SUBJECT

- (i) No candidate shall be permitted to change her subject of study after passing class IX as the case may be.
- (ii) No candidate shall offer a subject in class X which she has not studied and passed in class IX.
- (iii) Notwithstanding anything contained in the rules above, the 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 31st August.

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

A school affiliated to 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.

The 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 a 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 the 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, the 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:

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

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.

Similarly, 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.

4. 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.

05. Teaching of Languages (Including Mother Tongue)

Classes IX and X

By the time a student reaches class IX her style of language and ideas of knowledge are already well formed. In order to improve her language skills, related study materials should be made available. At the secondary level, as she enters the age of adolescence, apart from improvement in her reading, listening, speaking and writing skills, there is development of her critical thinking also. The student has explored various cultural channels such as songs, stories, movies, traditions related to celebrations and idiomatic usage and by now develops a better understanding and appreciation of their own culture. This leads to the development of a better understanding of communication styles, appropriate and contextual use of vocabulary, and an in-depth political and social consciousness. She also becomes aware of her contribution in expressing views or stating opinions as part of a group. At the secondary level, student develops her language repertoire receiving support from teachers and peers as well as by interacting with material resources like dictionaries, word banks, reading references, etc.

She also gets familiar with different genres and styles of language. At this juncture, the sphere of a student's education crosses the limit of narrow dimensions of local, state and national level issues and gets widened and stretched at the global level. The student gets familiar to the world around her as she is exposed to various information channels like television, films, visual and performing arts activities, journals, magazines and newspapers.

At Secondary Level, the usage of the mother tongue in literature, culture and the language in practice, will be of higher level. She, by now gains command over her language and it is her most valued medium of expressing self-identity, self-confidence and critical thinking. Efforts should also be made, at this stage, to improve her writing skills as well as inborn and innate oral expressions.

By studying of languages at secondary level the student will:

- get an opportunity to explore her speaking and writing skills and improve the same according to her interest and necessity.
- establish a command over the language and establish its inter-relativity with Science, Social Science and other subjects.
- improve her writing skills and enhance her capabilities in drafting daily reports, application forms, telegrams, reports and various types of letters.
- create a better understanding related to the present social context and be exposed to the versatile usage of language.
- master the use of these above learnt skills and develop the learning techniques of other languages and their formation.

Aims of Teaching Languages in Classes IX and X

- To enhance the knowledge acquired till class VIII in various language skills (reading, writing, speaking, listening and thinking).
- To develop critical thinking and motivating them to enjoy the creative literature.
- To support development and growth of Creative Literature by analysing it.
- To improve their fluency and provide liberty for expressing their views.
- To teach the distinguishing nature and capacity of the language by critically analysing the various disciplines of knowledge.

- To be able to use the efficient potentiality of literature to simultaneously imbibe and develop the diverse values (national integration, religion, gender and language) through a positive and sensitive approach.
- To get introduced to cultural differences of foreign and other regional languages.
- To develop the versatility of expressing their behavioural and regular life style patterns in oral or written form.
- To understand the usage of language in various means and modes of communication (print and electronics) and to introduce the ability to understand the new methodologies.
- To facilitate the skills of in-depth analysis, critical and creative thinking.
- To simultaneously develop understanding of abstract notions and connect them with concrete things.
- To sustain sensitivity and debate in a pacified and assertive manner especially during arguments relating to disparities, opposition or conflict.
- To understand the developmental stages of a language and develop a historical approach towards it.
- To implement and identify the challenges faced by the peers both physically and other forms.

Teaching Methodologies

In Secondary school the role of teacher is to provide proper environment to study language and literature. The focus of teaching methodologies should be on following aspects:

- Check the errors as required and motivate students to express their thoughts without hesitation in an enthusing manner.
- Help students develop a self-learning and progressive attitude in a constructive way to improve their language skills; they should not be stressed out for the proper use of language.
- Strive for continuous development, regularly reflect upon their teaching methodologies and keep evolving their method of teaching.
- Implement new methodologies to bring in active participation of the students.
- Every language has its own rules and grammar. To understand this aspect of language and employ it in context, the process should be such that the student should analyse and understand, like a researcher on her own and the teacher only guides them.
- By using examples from regional dialects and other languages, make students understand that language cannot exist separately but it is mandatory that its usage be multilingual in any situation.
- Use appropriate study material for differently abled students so that they don't feel below average or face difficulty.
- Understand and appreciate the differences among students like gender, caste, religion, and class and establish a positive and sensitive atmosphere.
- Make students clear about the usage of the age-old idioms and proverbs and their meanings and help them develop critical thinking through their usage.
- Make students aware about the regional literature. It is desired that poetic verses be presented in forms of songs. Audio-Visual aids can be used as available.
- Documentaries and feature films should be used in the form of teaching aids. While exhibiting them, teacher can have discussions focusing on uniqueness of language usage through the medium of cinema.

- Instead of having only one prescribed textbook in the class it would be better if the teacher uses a variety of reference and literary material so that the students can observe and get motivated themselves to explore the repository of literature available.
- The main aim of language learning is to have command on its usage. One-way of exhibiting it is through the fact that teacher can make it clear that she takes help of dictionary, literature reader, reference books for teaching. Students will thus develop the readiness to use them. Instead of getting satisfied by knowing the nearest meaning they would try to understand the exact meaning. Through this they can relish the knowledge of different words and enhance their vocabulary.

Grammar

The students get to know different parts of grammar of their mother tongue right from class III. Based on basic grammar they understand the special features of the language by discussing the textbook and other study material.

The speciality of the language is that it has no boundary. The focus areas discussed here are only indicators that are to be deliberated during the course of teaching a lesson, according to the context and lingual atmosphere available for the students.

For class VI to X some focus areas are:

- Nouns, pronouns, adjectives, verbs, adverbs.
- Gender, plurals, tenses.
- Effect on verbs based on gender and number of subject and object of a sentence.
- Effect of suffix and prefix on verbs.
- Different types of verbs.
- Simple, complex, and compound sentence.
- Active and passive voice.
- Conjunctions and other irregular words.
- Synonyms, antonyms, compound words, homonyms and homophones, idioms and proverbs.

Development of Language Skills

Listening

- To understand the meaning and expression of a description or reading material, dialogue, speech, group discussion and conversation, debate, poem, prose, etc.
- To understand the implied information, sarcasm, message and essence of the statement.
- To listen patiently with attention, empathy, and try to understand the views of the speaker in spite of difference of opinion.
- To listen for gaining knowledge, inspiration and also for recreation.
- To be able to analyse and summarise the statement.

Listening Skills Assessment

The examiner will read out a paragraph on a popular topic. Paragraph should be informative, thoughtful and in about 150 words. Students while listening will answer the questions posed by the examiner which can be in the form of fill ups, multiple choice, true or false, etc.

Speaking

- To recite and narrate with proper pronunciation, pace, rhythm, modulation, intonation. While presenting student should be natural, confident and fluent. There should be a mixture of varied emotions such as happiness, gloom, respect, and surprise according to the meaning.
- To differentiate between both formal and informal language and express it in proper manner.
- To express their views orally in a disciplined and concise manner according to the situation.
- To oral and aural speaking skills for welcoming, introducing, thanking, debating, expressing gratitude, submitting doubt and greeting.
- To be free from stage fear and give a speech effectively for 5-10 minutes.

Speaking Skills Assessment

Pictorial Representation: Students will be expected to use explanatory words.

Picture Description: (Picture can be of place or people)

- To speak about any specific topic to express her own experience.
- To narrate a story or an incident.

To emphasise on the fact that during speaking skill assessment value points in focus should gauge the debating students according to the topic, wherein each student will be awarded points between 1 and 10. During orals the students can be awarded according to the marking scheme provided between 1,3,5,7, and 9. If the student scores between 3 and 5 she can be given 4 marks. Best ones can be given a score of 10. Prior information should be given to the students at the beginning of the academic year.

Evaluation Points of Various Skills

Reading / Speaking

- Student is capable of comprehending different words and statements but faces difficulty at the level of connecting ideas.
- She can speak well on topics in known context though with errors and limited ideas.
- Expresses her ability to understand difficult narration in a long speech / narration, she commits mistakes and finds obstacles in speech delivery.
- Even in unknown situation she organises the speech in an argumental way and the mistakes she commits does not obstruct her speech delivery.
- She is capable of applying appropriate style for herself (speaker) and the listeners but commits minor errors.

Listening

- Student has the ability to understand the words used in the context but she fails to understand the related meaning of the sentence.
- She has the ability to understand the short narration in known context.
- She has the ability to clearly understand information both in familiar and unfamiliar context. She commits errors, which cause interruption in proceeding.
- She can understand clearly the sequence of elaborate narration as well as draw conclusions based on it.
- She exhibits understanding of ideas of difficult narration. Also exhibits good listening skills favourably according to the aim.

Notes

- Before the commencement of the examination, students can be given time for preparation.
- Present tense should be used in descriptive language.
- Prescribed topics to narrate should be familiar to the students like: anecdotes / humorous topics, review of recently read books or narrating the story of a recently seen movie.
- When the students begin to narrate/speak, the examiner must cause minimal interference.

Reading

The main objective of reading skills is to develop independent thinking that not only develops her capacity by improving her knowledge but also leads to self-review.

- To grasp the central idea while skimming through the text.
- To understand that silent reading improves concentration and also increases the speed.
- To develop the ability to express her views about the text that she reads.
- To appreciate language, views and style of the author.
- To develop a keen interest towards literature.
- To be familiar with the meaning and different forms of words according to the context.
- To explain and establish relation between various parts of reading material.
- To derive and give titles and sub-titles to unseen reading comprehension texts.
- To be aware of the prerequisites of writing a poem with proper meaning, rhythm and intonation.

Note: Easy topics must be chosen for reading involving variety ranging from social, cultural, natural, artistic, psychological, scientific, physical education and entertainment domains.

Writing

The aim of developing writing skills is majorly to gain command over written expression and be able to present thoughts and ideas in a comprehensible way.

- To use the script in appropriate manner.
- To be able to use punctuations properly.
- To improve the general as well as technical vocabulary required for different genres of writing.
- To use effective and natural language and writing style.
- To divide the text in relevant paragraphs.
- To write appropriately- request letter, invitation, appreciation letter, grievance letter, formal letter, SMS, telegrams, and various paper presentations.
- To write an essay by collecting and reviewing information from various resources.
- To narrate and express her thoughts for a situation observed by her.
- To convert a story into a conversation and vice versa.
- To prepare agenda and notice for meetings and events.
- To summarize, elaborate and explain the meaning of a text.
- To explain and summarize both passage and poem.
- To express her feelings and thoughts with clarity, in a lucid and effective manner.

- To maintain the unity of thought and be systematic about the context.
- To take care of being elegant and brief.
- To exhibit creativity and originality in writing.

Creative Literary Expressions

Debate

Topic - Teacher must select the topic herself.

Assessment points

- Use of argument (Assertively presenting the topic)
- Presentation (Posture, gestures, and eye contact are assertive and confident)
- Organisation and clarity (Systematic presentation of instances and thoughts)
- Use of facts and examples

Recitation of Poems

- According to the collection of poems in the textbook recitation of the same. (or)
- To write original poems and conduct activities based on the same.

Assessment points

- Expression/Dramatization (Translate the poem according to mood and recite with proper emotions).
- Voice and Articulation (Recite poem with proper fluency, pronunciation, rhythm, modulation and intonations).
- Presentation (Posture, gestures, and eye contact are natural and help engage listeners)

Reading story / Story telling / Narrate an incident

Assessment points

- Expression/Dramatization (Translate the incident according to character and narrate with proper emotions)
- Voice and Articulation (Narrate story/incident with proper fluency, pronunciation, rhythm, modulation and intonations).
- Presentation (Posture, gestures, and eye contact are assertive and help engage listeners)
- Content and Organization (Systematic explanation of instances).

Introduction and Interview

To start a conversation with a new person by introducing yourself in simple words and to collect or present information.

Assessment points

- Introduction (with proper greeting, appropriate eye contact, assertive body language)
- Voice (Good volume, grammar, and vocabulary used. Spoken with a determined confidence)
- Poise (Posture, gestures, and eye contact are assertive. No nervous habits exhibited)

Drama/Role-Play

The student will display her acting skills with effective use of expression and perform a drama as a group activity in class.

Assessment points

- Presentation and Performance (Well rehearsed, good tone, volume, pacing, and intonation).
- Characterization (Excellent creation, maintenance and projection of all elements of character including interpretation, emotion and motivation).
- Voice and Articulation (Present dialogues with proper fluency, pronunciation, rhythm, modulation and intonations).
- Non-verbal Cues (Eye contact with audience and other performers. Use of gestures and facial expressions).

Speech/Discussion

Topics should be within the experience limits of the students.

Assessment points

- Presentation (Posture, gestures, and eye contact are assertive and help engage listeners)
- Language (Relevance of vocabulary and clarity of thought)
- Voice and Articulation (Present topic with proper fluency, pronunciation, rhythm, modulation and intonations).
- Content and Organization (Systematic explanation of instances).
- Emphasis on values (Truthful, self discipline, empathy, equality, leadership, honesty, loyalty, patriotism, responsibility).

01 SYLLABUS FOR ARABIC (CODE: 016)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time 3 Hours

Marks: 90

The Question Paper will be divided into four sections:

Section	Details of Topics/Section	Type of Questions	No. of Questions	Marks
Section - A Reading	Prose: Extract from text (Different kinds of verbs and change the number) Lesson 1-9	SA	1	6
	Poetry: Extract from text book (Nouns and prepositions) Lesson No. 12	SA	1	6
Sub Total				12
Section - B Writing	Formation of 6 sentences (give words)	LA	1	12
	Fill in the Blanks (One blank in one sentences)	SA	1	5
	Formation of duals	SA	1	5
Sub Total				22
Section - C Grammar	Give antonyms	SA	1	4
	Pick and choose (Provide a sentence and ask to pick mushar and mushar 'ilahi')	SA	1	4
	Theory of Grammar (Definition and examples) (example: 3 nos)	LA	1	7
	Theory of Grammar (Definition and examples) (example: 3 nos)	LA	1	7
Sub Total				22
Section - D Textbook	Prose: Lesson 1-9: Translation of any two passages out of three	LA	1	16
	Questions from given passage	SA	1	4
	Poetry: Lesson No. 12 (Explanation of any four verses)	LA	1	10
	Central Idea of poem	SA	1	4
Sub Total				34
Grand Total				90

SYLLABUS FOR ARABIC (CODE: 016)

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time 3 Hours

Marks: 90

The Question Paper will be divided into four sections:

Section	Details of Topics/Section	Type of Questions	No. of Questions	Marks
Section - A Reading	Prose: Extract from text (Different kinds of verbs and change the number) Lesson 10, 11, 13-17, 19-25	SA	1	6
	Poetry: Extract from textbook (Nouns and prepositions) Lesson 18 and 16	SA	1	6
Sub Total				12
Section - B Writing	Formation of 6 sentences (give words)	LA	1	12
	Fill in the Blanks (one blank in one sentence)	SA	1	5
	Formation of Plurals	SA	1	5
Sub Total				22
Section - C Grammar	<i>Murakkab Wasfi</i> (Choose) give text to choose	SA	1	2
	Maadi and all of its kinds. Examine only in sound verbs	MCQ	1	2
	Simple <i>Mudaare'</i> (Aorist) and examine only in sound verbs	MCQ	1	2
	Formation of <i>Amr</i> (<i>Haadir, Ghaib and Mutakallim</i>) and examine only in sound verbs	SA	1	6
	<i>Nahi</i> (<i>Haadir, Ghaib and Mutakallim</i>) and examine only in sound verbs	LA	1	2
	Formation of <i>Ism Faa'il</i> and <i>Ism Maf'ool</i> and examine only in sound verbs	LA	1	8
Sub Total				22
Section - D Textbook	Prose: Lesson 10, 11, 13-17, 19, 25 Translation of any two Passages out of three	LA	1	16
	Questions from given Passage	SA	1	4
	Poetry: Lesson No. 16 & 18 (Explanation of any four verses)	LA	1	10
	Central Idea of poem	SA	1	4
Sub Total				34
Grand Total				90

SYLLABUS FOR ARABIC (CODE: 016)

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time 3 Hrs

Marks: 90

The Question Paper will be divided into four sections:

Section	Details of Topics/Section	Type of Questions	No. of Questions	Marks
Section - A Reading	Prose: Extract from textbook (<i>Choose Faail and Mafool</i>) Lesson 1, 2, 3, 5, 6, 7, 9, 10	SA	1	6
	Poetry : Extract from text book (Nouns and prepositions) Lesson 4 and 8	SA	1	6
Sub Total				12
Section - B Writing	Formation of 6 sentences (give words)	LA	1	12
	Fill in the blanks with given words	SA	2	10
Sub Total				22
Section - C Grammar	Formation of verbal sentences (<i>F'il, Faa'il and Ma'ool Bihi</i>)	MCQ	1	4
	Definition and examples of <i>Ma'roo'aat</i> (<i>Theory of grammar</i>)	LA	1	7
	Definition and examples of <i>Mansoobaat</i> (<i>Mafaa' eel Khamsah, Ism- Inna wa Akhawaatuhaa, Khabar Kaana wa Akhawaatuhaa</i>)	LA	1	7
	Conjunctions: <i>Huroof-'Atf</i>	MCQ	1	4
Sub Total				22
Section - D Textbook	Prose: Lesson 1,2,3,5,6,7,9,10: (Translation of any 2 out of three passages)	LA	1	16
	Questions from given passage	SA	1	4
	Poetry : Lesson No. 4 and 8 (Explanation of any four verses)	LA	1	10
	Central Idea of poem	SA	1	4
Sub Total				34
Grand Total				90

SYLLABUS FOR ARABIC (CODE: 016)

CLASS - X

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 Hrs

Total 90 Marks

The Question Paper will be divided into four sections:

Section	Details of Topics/Section	Type of Questions	No. of Questions	Marks
Section - A Reading	Prose: Extract from text books (<i>Choose Nawasib, Jawazim, singular and plurals</i>) Lesson 11,12,13,15,16,17,19,20	SA	1	6
	Poetry : Extract from text book (Broken Plural, Sound Verb, Noun) Lesson 14 and 18	SA	1	6
Sub Total				12
Section - B Writing	Translation of any five simple sentences of Arabic into English, Urdu or Hindi and Vice-versa	LA	2	10
	Composition: (Short paragraph or letter on a given topic)	LA	1	12
Sub Total				22
Section - C Grammar	Pronouns	MCQ	1	4
	Dual	MCQ	1	4
	Definition and examples of <i>Mudare (Aorist)</i> with <i>Huroof Al-Nawaasib</i> or <i>Al-Jawaazim</i>	LA	1	6
	<i>Jam' Saalim and Jam'</i> <i>Mukassar (Qillat and Kathrat:</i> <i>Mafaa'il, Mafaa'eel, Fu'ool and Af'aal)</i>	SA	1	4
	Noonkhafeefah and Thaqeelah in Mudaare'	SA	1	4
Sub Total				22
Section - D Textbook	Prose: Lesson 11,12,13,15,16,17, 19,20: (Translation of any 2 out of three passages)	LA	1	16
	Questions from text passages	SA	1	4
	Poetry : Lesson No. 14 and 18 (Explanation of any 4 verses)	LA	1	10
	Central Idea of poem	SA	1	4
Sub Total				34
Grand Total				90

Guidelines/Activities for Conducting Formative Assessment in Arabic

For Classes - IX and X for ARABIC language.

Marks: 20+20=40

For both Terms for both Classes:

I. Comprehension:

- (i) Correct the sentences (only one mistake in one sentence)
- (ii) Fill in the blanks (only one blank in one sentence)
- (iii) Giving topic to write sentences.
- (iv) MCQ
- (v) Give antonyms.

II. Reading

- (i) Unseen passage / stories
- (ii) Pronunciation
- (iii) Meaning of the words
- (iv) Sentence formation
- (v) Singular/plural (Change the number)

III. Oral reproduction of lessons

IV. Preparation of teaching aids (charts, play cards, descriptive pictures for prose or poem.)

V. Conversation between the teacher and the students.

VI. Recitation of poem.

Prescribed Text Books:

For Class IX - *Minhajul Ta'leem al - tha'anawi* (Part 1) CBSE - 2010

For CLASS - X - *Minhajul Ta'leem al - tha'anawi* (Part 2) CBSE - 2011

Basic Template for Setting Question Paper

S. No	Typology of Questions	Learning Outcomes and Teaching Skills	SA/MCQ 1 Mark	SA 3 Marks	LA 5 Marks	Marks	%
1	Remembering (Knowledge based simple recall questions)	- Listening, Speaking, Reading and Writing Skills - Reasoning - Analytical Skills - Evaluation Skills Justify, Interpret, Conclude, Explain - Creative Skills- Composing, Constructing, Summarizing, Organizing, Planning - Reflect opinion, make judgment in different contexts on the basis of values imbibed	7	1	-----	10	10
2	Understanding (Comprehension- Familiar questions with meaning)		4	2*	2*	20	22.5
3	Application (application of knowledge to new situations, inferential,)		1	3*	2*	20	22.5
4	Higher Order Thinking Skills (HOTS) (Analysing & evaluation open ended questions)		2	1*	2*	15	17
5	Creating (Formation and Evaluation of a Judgment or Situation)		-----	-----	5	25	28
Total			14	7	11	90	100

* Marked questions may have more than one part.

02. SYLLABUS FOR ASSAMESE (CODE: 014)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters	Weightage
Section - A Reading	1. Comprehension: One unseen passage of minimum 500 words. There will be 12 general questions from the passage and three grammar based questions of 01 mark each is a must from the passage.	15
Section - B Writing	2. Composition: (i) Story Writing (ii) Amplification (iii) Report Writing	6 x 1=6 4 x 1=4 5 x 1=5
Section - C Grammar	3. Byakaran (Grammar): (i) <i>Anukar, Anurup Sabda</i> (ii) <i>Swara Sandhi</i> (iii) <i>Bisheshya, Bishesan, Sarbanam</i>	5+10+10 = 25
Section - D Literature	4. Poetry: (i) <i>Sishu Lila</i> : Srimanta Shankardev (ii) <i>Mor Desh</i> : Hiren Bhattacharyya 5. Prose: (i) <i>Annyar Prati Byavahar</i> : Satyanath Bora (ii) <i>Bharatar Baichityar Majat Eakya</i> : Dr. Hemanta Kr. Sarma 6. Supplementary Reader: <i>Ajokha</i> : Syed Abdul Malik	15 15 5
	Total	90 Marks

Prescribed Text Books:

1. *Sahitya Subas*, Published by Assam State Textbook Production & Publication Corporation Ltd., Guwahati – 781001.
2. *Rachana Bichitra (Byakaronor Soite)* by Dharma Singha Deka: Published by Assam Book Depot Panbazar, Guwahati – 781001.

EXAMINATION STRUCTURE FOR ASSAMESE (CODE: 014)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	1. Comprehension: One unseen Passage of minimum 500 words. There will be 12 general questions from the passage and three grammar based questions of 01 mark each is a must from the passage.	SA	3	2 x 3 = 6
		VSA	5	1 x 5 = 5
		MCQ	4	1 x 4 = 4
Section - B Writing	2. Composition: (i) Story Writing (ii) Ampification (iii) Report Writing	LA	1	6 x 1 = 6
		LA	1	4 x 1 = 4
		LA	1	5 x 1 = 5
Section - C Grammar	3. Byakaran (Grammar): (i) <i>Anukar, Anurup Sabda</i> (ii) <i>Swara Sandhi</i> (iii) <i>Bisheshya, Bisheshon, Sarbanam</i>		5	1 x 5 = 5
		VSA/MCQ	10	1 x 10 = 10
			10	1 x 10 = 10
Section - D Literature	4. Poetry: (i) <i>Sishu Lila</i> : Srimanta Shankardev (ii) <i>Mor Desh</i> : Hiren Bhattacharyya	LA/SA/VSA	1 (LA)	5 x 1 = 5
			3 (SA)	2 x 3 = 6
			4 (VSA)	1 x 4 = 4
	5. Prose: (i) <i>Annyar Prati Byavahar</i> : Satyanath Bora (ii) <i>Bharatar Baichityar Majat Eakya</i> : Dr. Hemanta Kr. Sarma	LA/S.A./VSA	1 (LA)	5 x 1 = 5
			3 (SA)	2 x 3 = 6
			4 (VSA)	1 x 4 = 4
	6. Supplementary Reader: <i>Ajokha</i> : Syed Abdul Malik	SA/VSA	1 (SA)	2 x 1 = 2
			3 (VSA)	1 x 3 = 3
		Total		

Long Answer (LA), Short Answer (SA), Very short Answer (VSA) and Multiple Choice Question (MCQ).

SYLLABUS FOR ASSAMESE (CODE: 014)

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weightage
Section - A Reading	1. Comprehension: One unseen passage of minimum 500 words. There will be 12 general questions from the passage and three grammar based questions of 1 mark each is a must from the passage.	15
Section - B Writing	2. Composition: (i) Story writing (ii) Amplification (iii) Report Writing (On School function eg: Annual Day, Sports, any competition)	6 x 1 = 6 4 x 1 = 4 5 x 1 = 5
Section - C Grammar	3. Grammar: (i) <i>Kriya Aru Abyaya</i> (ii) <i>Bachan</i> (Number) (iii) <i>Linga</i> (Gender) (iv) <i>Krit Pratyaya</i> (v) <i>Sabda Bibhakti, Karak</i>	5+5+5+5+5 = 25
Section - D Literature	4. Poetry: (i) <i>Manab Vandana</i> : Chandrakumar Agarwala (ii) <i>Hanumantar Lanka Darshan</i> : Madhab Kandali 5. Prose: (i) <i>Samay</i> : Nilomoni Phukan (ii) <i>Nirab Sadhana</i> : Dr. Banikanta Kakoti 6. Supplementary Reader: <i>Mukti</i> : Lakshminath Bezbaruah	15 15 5
	Total	90 Marks

Prescribed Text Books:

1. *Sahitya Subas*, Published by Assam State Textbook Production & Publication Corporation Ltd, Guwahati - 781001.
2. *Rachana Bichitra (Byakaronor Soite)* by Dharma Singha Deka: Published by Assam Book Depot Panbazar, Guwahati - 781001.

EXAMINATION STRUCTURE FOR ASSAMESE (CODE: 014)

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	1. Comprehension: One unseen Passage of minimum 500 words. There will be 12 general questions from the passage and three grammar based questions of 1 mark each is a must from the passage.	SA VSA MCQ	3 5 4	2 x 3 = 6 1 x 5 = 5 1 x 4 = 4
Section - B Writing	2. Writing Skills: (i) Story Writing (ii) Ampification (iii) Report Writing (On School function eg: Annual Day, Sports, any competition)	LA LA LA	1 1 1	6 x 1 = 6 4 x 1 = 4 5 x 1 = 5
Section - C Grammar	3. Grammar: (i) <i>Kriya Aru Abyaya</i> (ii) <i>Bachan (Number)</i> (iii) <i>Linga (Gender)</i> (iv) <i>Krit Pratyaya</i> (v) <i>Sabda Bibhakti, Karak</i>	VSA/MCQ	5 10 10	1 x 5 = 5 1 x 10 = 10 1 x 10 = 10
Section - D Literature	4. Poetry: (i) <i>Manab Vandana</i> : Chandrakumar Agarwala (ii) <i>Hanumantar Lanka Darshan</i> : Madhab Kandali 5. Prose: (i) <i>Samay</i> : Nilomoni Phukan (ii) <i>Nirab Sadhana</i> : Dr. Banikanta Kakoti 6. Supplementary Reader: <i>Mukti</i> : Lakshminath Bezbaruah	LA/SA/VSA LA/SA/VSA SA/VSA	1 (LA) 3 (SA) 4 (VSA) 1 (LA) 3 (SA) 4 (VSA) 1 (SA) 3 (VSA)	5 x 1 = 5 2 x 3 = 6 1 x 4 = 4 5 x 1 = 5 2 x 3 = 6 1 x 4 = 4 2 x 1 = 2 1 x 3 = 3
	Total			90 Marks.

Long Answer (LA), Short answer (SA), Very short Answer (VSA) and Multiple Choice Question (MCQ).

SYLLABUS FOR ASSAMESE (CODE: 014)

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters	Weightage
Section - A Reading	1. Comprehension (Bodh Parikhya): One unseen passage of minimum 500 words. There will be twelve general questions from the passage and three grammar based questions of 1 mark each will be set from the passage.	15
Section - B Writing	2. Writing Skills (Likhan - Kala): a) <i>Golpa Likhan/Rachana</i> (Story Writing/Essay) b) <i>Phakara - Jojana/Byaktigata Chithi</i> (Personal Letter/Proverb)	10 5
Section - C Grammar	3. Grammar (Byakaran): (i) <i>Upsarga</i> (ii) <i>Anusarga</i> (iii) <i>Sandhi</i> (Byanjan aru Bisarga) (iv) <i>Bakya Paribartan</i> (Saral, Yougik, Yatil) (v) <i>Samarthak Shabda</i> (vi) <i>Yati Ba Biram Chinha</i>	25
Section - D Literature	4. Prose (Gadya): (i) <i>Manushya Jibanar Lakhya</i> : Satyanath Bora (ii) <i>Luku Dekaphukanar Deshbhakti</i> : Nakul Chandra Bhuyan 5. Poetry (Padya): (i) <i>Bargeet</i> : Madhav Deva (ii) <i>Bahagir Biya</i> : Raghunath Choudhary 6. Supplementary Reader (Atirikta Path): <i>Adarsha Path</i> (Dwitiya Bhag) 'Prerana' Pathar 96 to 104 (3 rd Edition - 2011).	15 15 5
	Total	90 Marks

Prescribed Text Books:

1. *Adarsha Path (Dwitiya Bhag)* Published by Assam State Textbook Production & Publication Corporation Ltd., Guwahati - 781001.
2. *Rachana Bichitra (Byakaronor Soite)* by Dharma Shingha Deka: Published by Assam Book Depot Panbazar, Guwahati - 781001.

EXAMINATION STRUCTURE FOR ASSAMESE (CODE: 014)

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	1. Comprehension (Bodh Parikhya): One unseen Passage of minimum 500 words. There will be twelve general questions from the passage and three grammar based questions of one mark each will be set from the passage.	MCQ/VSA	1 x 15 = 15	1 x 15 = 15
Section - B Writing	2. Writing Skills (Likhan - Kala): (i) <i>Golpa Likhan</i> (Story Writing) Or <i>Rachna</i> (Essay) (<i>Jibani Mulak/Abhiruchi Bisayak</i>) (ii) <i>Phakara - Yojana/Byaktigata Chithi</i> (Proverb/Personal Letter)	L.A.	02	10 x 1 = 10 5 x 1 = 5
Section - C Grammar	3. Grammar (Byakaran): (i) <i>Upsarga</i> (ii) <i>Anusarga</i> (iii) <i>Sandhi</i> (Byanjan aru Bisarga) (iv) <i>Bakya paribartan</i> (Saral, Yougik, Jatil) (v) <i>Samarthak Shabda</i> (vi) <i>Yati Ba Biram Chinha</i>	V.S.A. /MCQ	04 04 06 03 04 04	1 x 4=4 1 x 4=4 1 x 6=6 1 x 3=3 1 x 4=04 1 x 4=04
Section - D Literature	4. Prose (Gadya): (i) <i>Manushya Jibanar Lakhya</i> (ii) <i>Luku Dekaphukanar Deshbhakti</i> 5. Poetry (Padya): (i) <i>Bargeet</i> (ii) <i>Bahagir Biya</i> 6. Supplementary Reader (Atirikta Path): <i>Adarsha Path</i> (Dwitiya Bhag) 'Prerana' Pathar 96 to 104 (3 rd Edition - 2011).	LA/SA/VSA LA/S.A./VSA SA VSA	1 (L A) 3 (SA) 4 (VSA) 1 (L A) 3 (SA) 4 (VSA) 1 (SA) 3(VSA)	5 x 1 = 5 2 x 3 = 6 1 x 4 = 4 5 x 1 = 5 2 x 3 = 6 1 x 4 = 4 2 x 1 = 2 1 x 3 = 3
Total				90 Marks

Long Answer (LA), Short Answer (SA), Very Short Answer (VSA) and Multiple Choice Question (MCQ).

SYLLABUS FOR ASSAMESE (CODE: 014)

CLASS - X

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weightage
Section - A Reading	1. Comprehension (Bodh Parikhya): One unseen passage of minimum 500 words. There will be twelve general questions from the passage and three grammar based question of 01 mark each is a must from the passage.	15
Section - B Writing	2. Writing Skills (Likhan Kala): a) Golpa Likhan (Story writing) or Rachana (Essay) (i) <i>Utsab Bishayak</i> (ii) <i>Adarshamulak</i> b) <i>Phakara Yojana/Byaktigata Chithi</i> : (Proverbs or Personal Letter)	10 x 1 = 10 5 x 1 = 5
Section - C Grammar	3. Grammar (Byakaran): (i) <i>Tadhit Prottyaya</i> (ii) <i>Eta Shabdat Prakasha</i> (iii) <i>Biparitarthak Shabda</i> (iv) <i>Bhul Bakyar-Shudarani</i> (v) <i>Linga</i>	25
Section - D Literature	4. Poetry (Padya): (i) <i>Mor Desha Manuhar Desha</i> : Debakanta Baruah (ii) <i>Amar Niyam</i> : Durgeshwar Sarma 5. Prose (Gadya): (i) <i>Nam Dim kalyanee</i> : Sneha Devi (ii) <i>Ashamar Kanh Shilpa</i> : Dr. Umesh Deka 6. Supplementary Reader (Pathya Puthi): "Prerana" (Page No. 104 to 114) 3 rd Edition - 2011	15 15 5
	Total	90 Marks

Prescribed Text Books:

1. *Adarsha Path (Dwitiya Bhag)* Published by Assam State Textbook Production & Publication Corporation Ltd, Guwahati - 781001.
2. *Rachana Bichitra (Byakaronor Soite)* by Dharmeswar Deka: Published by Assam Book Depot Panbazar, Guwahati - 781001.

EXAMINATION STRUCTURE FOR ASSAMESE (CODE: 014)

CLASS - X

SECOND TERM (OCTOBER 2015 - MACRCH 2016)

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	1. Comprehension (Bodh Parikhya): One unseen Passage of minimum 500 words. There will be twelve general questions from the passage and three grammar based questions of one mark each will be set from the passage.	MCQ/VSA	1 x 15 = 15	1 x 15 = 15
Section - B Writing	2. Writing Skills (Likhan - Kala): a) <i>Golpa Likhan</i> (Story Writing) or <i>Rachana</i> (Essay) b) <i>Phakara</i> – <i>Yojana/Byaktigata/Chithi</i> : (Proverbs or Personal Letter)	L.A.	02	10 x 1 = 10 5 x 1 = 5
Section - C Grammar	3. Grammar (Byakaran): (i) <i>Tadhit Protay</i> (ii) <i>Eta Shabdat Prakash</i> (iii) <i>Biparitarthak shabda</i> (iv) <i>Bhul Bakyar-Sudarani</i> (v) <i>Linga</i>	V.S.A./MCQ	05 05 05 05 05	1 x 5=5 1 x 5=5 1 x 5=5 1 x 5=5 1 x 5=5
Section - D Literature	4. Poetry (Padya): (i) <i>Mor Desha Manuhar Desha</i> : Debakanta Baruah (ii) <i>Amar Niyam</i> : Durgeshwar Sarma 5. Prose (Gadya): (i) <i>Nam Dim kalyanee</i> : Sneha Devi (ii) <i>Axomar Kanh Shilpa</i> : Dr. Umesh Dekha 6. Supplementary Reader (Pathya Puthi): “Prerana” (Page No. 104 to 114) 3 rd Edition – 2011.	LA/SA/VSA LA/SA/VSA SA VSA	1 (LA) 3 (SA) 4 (VSA) 1 (LA) 3 (SA) 4 (VSA) 1 (SA) 3 (VSA)	1 x 5=5 2 x 3=6 1 x 4=4 1 x 5=5 2 x 3=6 1 x 4=4 2 x 1=2 1 x 3=3
Total				90 Marks.

Long Answer (LA), Short Answer (SA), Very Short Answer (VSA) and Multiple Choice Question (MCQ).

03. BAHASA MELAYU (CODE: 099)

INTRODUCTION

Malay Language or Bahasa Melayu is a major language of the Austronesian family. It is the national language of Indonesia (as Indonesian), Malaysia (also known as Malaysian), and Brunei, and it is one of the four official languages of Singapore. It is spoken natively by 40 million people across the Malacca Strait, including the coasts of the Malay Peninsula of Malaysia and the eastern coast of Sumatra in Indonesia, and has been established as a native language of part of western coastal Sarawak and West Kalimantan in Borneo. The total number of speakers of the language is more than 215 million.

As the Bahasa Kebangsaan or Bahasa Nasional (National Language) of several states, Standard Malay has various official names. In Singapore and Brunei it is called Bahasa Melayu (Malay language); in Malaysia, Bahasa Malaysia (Malaysian language); and in Indonesia, Bahasa Indonesia (Indonesian language) and is designated the Bahasa Persatuan/Pemersatu ("unifying language/lingua franca"). However, in areas of central to southern Sumatra where the language is indigenous, Indonesians refer to it as Bahasa Melayu and consider it one of their regional languages.

Standard Malay, also called Court Malay, was the literary standard of the pre-colonial Malacca and Johor Sultanates, and so the language is sometimes called Malacca, Johor, or Riau Malay (or various combinations of those names) to distinguish it from the various other Malayan languages, though it has no connection to the Malay dialect of the Riau Islands. According to Ethnologue 16, several of the Malayan varieties they currently list as separate languages, including the Orang Asli varieties of Peninsular Malay, are so closely related to standard Malay that they may prove to be dialects. (These are listed with question marks in the table at right.) There are also several Malay-based creole languages which are based on a lingua franca derived from Classical Malay, as well as Makassar Malay, which appears to be a mixed language.

LISTENING AND SPEAKING

1. Objectives: The students should be able to:

- (i) adopt different strategies according to the purpose of listening.
- (ii) use linguistic and non-linguistic features of the context as clues to understanding and interpreting the lesson.
- (iii) listen to talk and understand the topic and main points.
- (iv) understand and respond appropriately to directive language, e.g. instruction, advice, requests and writing.
- (v) speak intelligibly using appropriate word stress, sentence and intonation.
- (vi) present oral reports or summaries, make announcements clearly and confidently.
- (vii) participate in spontaneous spoken discourse in familiar social situation.

2. Conversation Skill - Assessment Scale

Speaking	Listening
1. Displays almost constant use of disfluencies in manner that is disruptive to the partner responses, and/or receives partner negative sanction	1. Displays low ability in understanding and phrases in a familiar context and couldn't follow the speech continuously
2. Displays frequent use of disfluencies in	2. Displays an ability to follow some short

manner that is disruptive to the partner responses, and/or receives partner negative sanction 3. Displays occasional use of disfluencies in manner that is disruptive to the partner responses, and/or receives partner negative sanction 4. Displays few disfluencies, and those used do not appear to be disruptive to partner. 5. Displays no noticeable disfluencies, speaks with clearly comprehensible utterances, but not with excessive "clip" or stilted pronunciation.	connected speeches without any problem 3. Displays ability to understand the information partly in either familiar and unfamiliar texts 4. Able to understand range of large spoken texts with small errors, able to make inferences 5. Displays potential ability to interpret complex speeches, able to give a view on them.

3. Suggested Activities for Formative Assessment

- (i) Elocution
- (ii) Debate
- (iii) Drama
- (iv) Role play (about 5 minutes)
- (v) Prepared speech
- (vi) Group discussion
- (vii) Unprepared conversation
- (viii) Quiz

LITERATURE

1. Objectives: By the end of the course, students will be able to

- (i) understand, interpret, evaluate and respond to the following features in literary text:
 - Character as revealed through appearance and distinguishing features
 - Socio-economic background action/events
 - Expression of feelings
 - Speech and dialogues
- (ii) Plot/ Story/Theme emerging through main event, progression of events and links between them, sequence of events denoting theme.
- (iii) Setting, as seen through time and place, socio-economic and cultural background, people, beliefs and attitudes.
- (iv) Form:
 - Rhyme
 - Rhythm
 - Simile

- Metaphor
- Alliteration
- Repetition

2. Suggested Activities for Formative Assessment

- (i) Movie Review
- (ii) Poem Writing
- (iii) Drama/Scene Writing
- (vi) Dialogue Writing

READING

1. Objectives: By the end of the course, students will be able to

- (i) read silently at varying speeds on the purpose of reading,
- (ii) adopt different strategies for different types of text, both literary and non-literary;
- (iii) recognize the organization of a text;
- (iv) identify the main points of a text.
- (v) read a range of contemporary and classical texts appropriate to their interests and learning needs
- (vi) read texts from a variety of genres and cultural traditions
- (vii) recognize that reading is an active process in which readers interact with the text to construct meaning within the context of their own understanding and experiences
- (viii) read longer works in variety of styles including drama, poetry, essays and short stories

2. Suggested Activities for Formative Assessment

(i) Read passages according to types;

- Short story,
- Article,
- Poem,
- News,
- Speech.(literary and non-literary)

These passages may be either shorter or longer. The aim of this practice is to test the fluency of the students in studying the language besides practicing on how to talk the language. The aim of this practice is to give some practical to the students besides just studying theory in the classroom.

WRITING

1. Objectives: By the end of the course, students will be able to

- (i) express ideas in clear and grammatically correct Malay, using appropriate punctuation and cohesion devices,
- (ii) plan, organise and present ideas coherently by introducing, developing and concluding a topic;

- (iii) write a clear description (e.g of place, a person, an object or system);
- (iv) present an argument, supporting it with appropriate examples.
- (v) recognize that writing is an important tool for communicating, for clarifying thinking, and for learning
- (vi) use writing to explore ideas and express understanding
- (vii) use writing to express and share feelings, ideas, and opinions with a range of audiences (e.g., self, friends, teachers, school newspaper)
- (viii) write to describe (e.g., describe a person or place)

2. Suggested Activities for Formative Assessment

The students may be asked to write some articles on current issues. This is to enhance better understanding of the language among the students. The students may write

- News
- Dialogue
- Speech
- Poem
- Diary Entry
- Literary or non-literary passages

Assessment - Reading and Writing

1. Displays low ability in understanding the questions given and couldn't write any concrete points for the question given.
2. Displays an ability to come up with some ideas yet the ideas are too general and the writing format was not correct enough.
3. Displays ability to understand the questions given and write on some concrete ideas on the question given. Some major grammar mistakes are found on the writing.
4. Able to write without many grammar mistakes and prepositions were used to write a better essay.
5. Displays ability to write on many concrete ideas thus rearrange them in certain number of paragraphs so that the essay looks in on order. No grammar mistakes found and the connectors were used properly.

SYLLABUS FOR BAHASA MELAYU (CODE: 099)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters		Suggested Periods	Weightage
Section-A Reading	(i)	Four unseen passages of total 400 words (max. 100 words for each passage)	15	20 Marks
Section-B Writing	(i)	One unseen passage for summary writing with maximum word limit of 80 words.	17	20 Marks
	(ii)	One picture composition with maximum word limit of 150 words.		
	(iii)	One essay writing with maximum word limit for 150 words OR formal letter writing.		
Section-C Grammar	(i)	Identifying mistakes in the sentences.	20	25 Marks
	(ii)	Questions based on grammar items.		
	(iii)	Questions based on idioms and proverbs.		
	(iv)	Examples: Component Grammar • Kata Nama • Kata Ganti Diri • Penjodoh Bilangan • Kata Sendi • Kata Adjektif • Kata Keterangan • Kata Hubung • Kata Seru • Pengimbuhan • Penggandaan • Peribahasa		
	(i)	Questions based on Traditional Poem, Traditional Prose, Modern Poem, and Short Story from text book.		25 Marks
		<i>Unit 1: Puisi Tradisional</i> • Pantun Empat Kerat (Muafakat)	10	
		<i>Unit 2: Prosa Tradisional</i> • Hikayat Seri Kelantan	10	

		<i>Unit 3: Sajak (Puisi Modern)</i> ● <i>Fragmen Sebuah Kehidupan</i> ● <i>Kata-kata</i>	10	
		<i>Unit 4: Cerpen</i> ● <i>Mutiara Bonda</i>	10	

Prescribed Text Books:

1. Literature: *Antologi Harga Sebuah Lukisan*: Publication: Dewan Bahasa dan Pustaka, Kuala Lumpur: Malaysia.
2. Grammar: *Bahasa Melayu Tingkatan*: Publication: Dewan Bahasa dan Pustaka, Kuala Lumpur: Malaysia.

EXAMINATION STRUCTURE FOR BAHASA MELAYU (CODE: 099)**CLASS - IX****FIRST TERM (APRIL 2015 - SEPTEMBER 2015)**

Section	Details of Topics/Chapters		Type of Questions	No. of Questions	Marks
Section-A Reading	(i)	Four unseen passages of total 400 words (max. 100 words for each passage and five questions per passage worth 1 mark each.	M.C.Q	5 questions per passage	5x1=5 5x1=5 5x1=5 5x1=5
	(i)	One unseen passage for summary writing with maximum word limit of 80 words.	L.A	01	1x5=5
	(ii)	One picture composition with maximum word limit of 150 words.	L.A	01	1x5=5
	(iii)	One essay writing with maximum word limit of 150 words OR informal letter writing.	L.A	01	1x10=10
Section-B Writing	(i)	Ten questions: students are required to identify the mistake in the sentences (multiple choice).	M.C.Q	10	10x1=10
	(ii)	Ten questions: multiple choice questions based on all grammar items.	M.C.Q	10	10x1=10
	(iii)	Five multiple choice questions based on idioms and proverbs.	M.C.Q	10	5x1=5
Section-C Grammar	(i)	Questions based on Traditional Poem from literature text book.	M.C.Q	05	5x1=5
	(ii)	Questions based on a Prose from literature text book.	M.C.Q	05	5x1=5
	(iii)	Questions based on a Modern Poem from literature text book (word limit of 25 to 30 words)	S.A	03	3x3=9
Section-D Literature	(iv)	Questions based on Short Story (word limit of 60-70 words)	L.A	01	1x6=6
Total					90 Marks

SYLLABUS FOR BAHASA MELAYU (CODE: 099)

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters		Suggested Periods	Weightage
Section-A Reading	(i)	Four unseen passages of total 400 words (max. 100 words for each passage)	15	20 Marks
Section-B Writing	(i)	One unseen passage for summary writing with maximum word limit of 80 words.	18	20 Marks
	(ii)	One picture composition with maximum word limit of 150 words.		
	(iii)	One essay writing with maximum word limit of 150 words OR informal letter writing.		
Section-C Grammar	(i)	Identifying mistakes in the sentences.	2 2 3 3 2 2 2 2 2 2 2 2 2	25 Marks
	(ii)	Questions based on grammar items.		
	(iii)	Questions based on idioms and proverbs.		
	(iv)	Examples: Component Grammar		
		• Kata Majmuk		
		• Ayat Nafi		
		• Ayat Tanya		
		• Ayat Aktif		
		• Ayat Pasif		
		• Ayat Perintah		
		• Ayat Larangan		
		• Ayat Seruan		
		• Ayat Penegas		
		• Ayat Majmuk Pancangan		
		• Analisis Kesalahan Ayat		
		• Peribahasa		
Section-D Literature	(i)	Questions based on Traditional Poem, Traditional Prose, Modern Poem, and Short Story from text book.		25 Marks
		Unit 1: Puisi Tradisional • Pantun Berkait (Bekerja)	6	

		Unit 2: Prosa Tradisional ● <i>Hikayat Patani</i>	6	
		Unit 3: Sajak (Puisi Moden) ● <i>Keusangan Budaya</i>	7	
		Unit 4: Cerpen ● <i>Segala yang Tercipta Ada di Sana</i>	6	
Total				90 Marks

Prescribed Text Books:

1. Literature: *Antologi Harga Sebuah Lukisan*: Publication: Dewan Bahasa dan Pustaka, Kuala Lumpur: Malaysia.
2. Grammar: *Bahasa Melayu Tingkatan*: Publication: Dewan Bahasa dan Pustaka, Kuala Lumpur: Malaysia.

EXAMINATION STRUCTURE FOR BAHASA MELAYU (CODE: 099)**CLASS - IX****SECOND TERM (OCTOBER 2015 - MARCH 2016)**

Section	Details of Topics/Chapters		Type of Questions	No. of Questions	Marks
Section-A Reading	(i)	Four unseen passages of total 400 words (max. 100 words for each passage and five questions per passage worth 1 mark each.	M.C.Q	5 questions per passage	5x1=5 5x1=5 5x1=5 5x1=5
	(i)	One unseen passage for summary writing with maximum word limit of 80 words.	L.A	01	1x5=5
	(ii)	One picture composition with maximum word limit of 150 words.	L.A	01	1x5=5
	(iii)	One essay writing with maximum word limit of 150 words OR informal letter writing.	L.A	01	1x10=10
Section-B Writing	(i)	Ten questions: students are required to identify the mistake in the sentences (multiple choice).	M.C.Q	10	10x1=10
	(ii)	Ten questions: multiple choice questions based on all grammar items.	M.C.Q	10	10x1=10
	(iii)	Five multiple choice of questions based on idioms and proverbs.	M.C.Q	10	5x1=5
Section-C Grammar	(i)	Questions based on Traditional Poem from literature text book.	M.C.Q	05	5x1=5
	(ii)	Questions based on a Prose from literature text book.	M.C.Q	05	5x1=5
	(iii)	Questions based on a Modern Poem from literature text book (word limit of 25 to 30 words)	S.A	03	3x3=9
Section-D Literature	(iv)	Questions based on Short Story (word limit of 60-70 words.	L.A	01	1x6=6
Total					90 Marks

EXAMINATION SPECIFICATIONS

BAHASA MELAYU

Class - IX

No.	Typology of Questions	Testing Skills	MCQ	Short Answer 3 Marks	Long Answer 5/8 Marks	Marks	%
1	Remembering (Knowledge based Simple recall question)		5(1)	3(3)	1(6)	20	22.2%
2	Understanding (Comprehension Familiar with meaning and understanding)		30(1)	-	-	30	33.3%
3	Application (Application of Knowledge to new example) Inferential Type	L-S-R-W Skills	10(1) 10 (0.5)	5 (1)	-	20	22.2%
4	Higher Order Thinking Skills (HOTS) (Analysing and valuation)		-	-	1(5)	5	5.6%
5	Creativity (Formation and Evaluation of a Judgment or Situation)		-	-	1(5) 1(10)	15	16.7%
	TOTAL		45(1) 10 (0.5)	3(3) 5(1)	2(5) 1(6) 1(10)	90	100%

SYLLABUS FOR BAHASA MELAYU (CODE: 099)

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters		Suggested Periods	Weightage
Section-A Reading	(i)	Four unseen passages of total 400 words (max. 100 words for each passage and five questions per passage worth 1 mark each.	15	20 Marks
Section-B Writing	(i)	One unseen passage for summary writing with maximum word limit of 80 words.	17	20 Marks
	(ii)	One picture composition with maximum word limit of 150 words.		
	(iii)	One essay writing with maximum word limit for 150 words OR letter writing.		
Section-C Grammar	(i)	Identifying mistakes in the sentences.	20	25 Marks
	(ii)	Questions based on grammar items.		
	(iii)	Questions based on idioms and proverbs.		
	(iv)	Examples: Component Grammar • Kata Nama • Kata Ganti Diri • Penjodoh Bilangan • Kata Sendi • Kata Adjektif • Kata Keterangan • Kata Hubung • Kata Seru • Pengimbuhan • Penggandaan		
Section-D Literature	(i)	Question based on Traditional Poem, Traditional Prose, Modern Poem, and Short Story from text book.		
		Unit 1: Puisi Tradisional • Syair Panduan untuk Para Remaja • Syair Berbuat Jasa	10	25 Marks
		Unit 2: Prosa Tradisional	10	

		● <i>Hikayat Marakarma</i>		
		Unit 3: Sajak (Puisi Moden) ● <i>Seorang Insan Istimewa</i> ● <i>Rumput</i>	10	
		Unit 4: Cerpen ● <i>Harga Sebuah Lukisan</i> ● <i>Budi Semangkuk Daging</i>	10	
Total				90 Marks

Prescribed Text Books:

1. Literature: *Antologi Harga Sebuah Lukisan*: Publication: Dewan Bahasa dan Pustaka, Kuala Lumpur: Malaysia.
2. Grammar: Bahasa Melayu Tingkatan: Publication: Dewan Bahasa dan Pustaka, Kuala Lumpur: Malaysia.

EXAMINATION STRUCTURE FOR BAHASA MELAYU (CODE: 099)

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015) SA1

Section	Details of Topics/Chapters		Type of Questions	No. of Questions	Marks
Section-A Reading	(i)	Four unseen passages of total 400 words (max. 100 words for each passage and five questions per passage worth 1 mark each.	M.C.Q	5 questions per passage	5x1=5 5x1=5 5x1=5 5x1=5
Section-B Writing	(i)	One unseen passage for summary writing with maximum word limit of 80 words.	L.A	01	5
	(ii)	One picture composition with maximum word limit of 150 words.	L.A	01	5
	(iii)	One essay writing with maximum word limit of 150 words OR letter writing.	L.A.	01	10
Section-C Grammar	(i)	Ten questions: students are required to identify the mistake in the sentences (multiple choice).	M.C.Q	10	10x1=10
	(ii)	Ten questions: multiple choice questions based on all grammar items.	M.C.Q	10	10x1=10
	(iii)	Five multiple choice question based on idioms and proverbs.	M.C.Q	10	5x1=5
Section-D Literature	(i)	Questions based on Traditional Poem from literature text book.	M.C.Q	05	5x1=5
	(ii)	Questions based on a Prose from literature text book.	M.C.Q	05	5x1=5
	(iii)	Questions based on a Modern Poem from literature text book (word limit of 25 to 30 words)	S.A	03	3x3=9
	(iv)	Questions based on Short Story (word limit of 60-70 words)	L.A	01	1x6=6
Total					90 Marks

SYLLABUS FOR BAHASA MELAYU (CODE: 099)

CLASS - X

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters		Suggested Periods	Weightage
Section-A Reading	(i)	Four unseen passages of total 400 words (max. 100 words for each passage and five questions per passage worth 1 mark each.	15	20 Marks
Section-B Writing	(i)	One unseen passage for summary writing with maximum word limit of 80 words.	18	20 Marks
	(ii)	One picture composition with maximum word limit of 150 words.		
	(iii)	One essay writing with maximum word limit 150 words OR letter writing.		
Section-C Grammar	(i)	Identifying mistakes in the sentences.	2 3 3 2 2 2 2 2 2 2 2 2	25 Marks
	(ii)	Questions based on grammar items.		
	(iii)	Questions based on idioms and proverbs.		
	(iv)	Examples: Component Grammar		
		• Kata Majmuk		
		• Ayat Nafi		
		• Ayat Tanya		
		• Ayat Aktif		
		• Ayat Pasif		
		• Ayat Perintah		
		• Ayat Larangan		
		• Ayat Seruan		
		• Ayat Penegas		
		• Ayat Majmuk Pancangan		
		• Analisis Kesalahan Ayat		
		• Peribahasa		
Section-D	(i)	Questions based on Traditional Poem, Traditional Prose, Modern Poem, and Short Story from text book.		
		Unit 1: Puisi Tradisional • Syair Li-Attar Ghib	6	25 Marks

		Unit 2: Prosa Tradisional ● <i>Hikayat Inderaputera</i>	6	
		Unit 3: Sajak (Puisi Moden) ● <i>Orang Tua</i>	7	
		Unit 4: Cerpen ● <i>Mencari Nafas Baharu</i>	6	
Total				90 Marks

Prescribed Text Books:

1. Literature: *Harga Sebuah Lukisan*: Publication: Dewan Bahasa dan Pustaka, Kuala Lumpur: Malaysia.
2. Grammar: Bahasa Melayu Tingkatan: Publication: Dewan Bahasa dan Pustaka, Kuala Lumpur: Malaysia.

EXAMINATION STRUCTURE FOR BAHASA MELAYU (CODE: 099)**CLASS - X****SECOND TERM (OCTOBER 2015 - MARCH 2016)**

Section	Details of Topics/Chapters		Type of Questions	No. of Questions	Marks
Section-A Reading	(i)	Four unseen passages of total 400 words (max. 100 words for each passage and five questions per passage worth 1 mark each.	M.C.Q	5 questions per passage	5x1=5 5x1=5 5x1=5 5x1=5
	(i)	One unseen passage for summary writing with maximum word limit of 80 words.	L.A	01	1x5=5
	(ii)	One picture composition with maximum word limit of 150 words.	L.A	01	1x5=5
	(iii)	One essay writing with maximum word limit of 150 words OR letter writing.	L.A	01	1x10=10
Section-C Grammar	(i)	Ten questions: students are required to identify the mistake in the sentences (multiple choice).	M.C.Q	10	10x1=10
	(ii)	Ten questions: multiple choice questions based on all grammar items.	M.C.Q	10	10x1=10
	(iii)	Five multiple choice questions based on idioms and proverbs.	M.C.Q	10	5x1=5
Section-D Literature	(i)	Questions based on Traditional Poem from literature text book.	M.C.Q	05	5x1=5
	(ii)	Questions based on a Prose from literature text book.	M.C.Q	05	5x1=5
	(iii)	Questions based on a Modern Poem from literature text book (word limit of 25 to 30 words)	S.A	03	3x3=9
	(iv)	Questions based on Short Story (word limit of 60-70 words)	L.A	01	1x6=6
Total					90 Marks

EXAMINATION SPECIFICATIONS

BAHASA MELAYU

Class - X

No.	Typology of Questions	Learning Outcomes and Testing Skills 1 Mark	MCQ Answer	Short Answer 3 Marks	Long Answer 5/8 Marks	Marks	%
1	Remembering (Knowledge based Simple recall question)		5(1)	3(3)	1(6)	20	22.2%
2	Understanding (Comprehension familiar with meaning and understanding)		30(1)	-	-	30	33.3%
3	Application (Application of knowledge to new example) Inferential Type	L-S-R-W Skills	10(10) 10 (0.5)	- 5 (1)	-	20	22.2%
4	Higher Order Thinking Skills (HOTS) (Analysing and evaluation)		-	-	1(5)	5	5.6%
5	Creativity (Formation and Evaluation of a Judgment or Situation)		-	-	1(5) 1(10)	15	16.7%
	Total		45(1) 10 (0.5)	3(3) 5 (1)	2(5) 1(6) 1(10)	90	100%

04. BENGALI (CODE: 005)

CLASS - IX and X Formative Assessment

শোনা ও বলার যোগ্যতা

শ্রবণ (শোনা)

- বর্ণিত এবং পঠিত বিষয়, বার্তা, ভাষণ, আলোচনা বা কথোপকথন, তর্ক-বিতর্ক, কবিতা ইত্যাদি শুনে তার অর্থগ্রহণ করা, তার মূল্যায়ণ করা এবং প্রকাশভঙ্গি বিষয়ে জানা।
- বক্তব্যের ভাব, সরসতা এবং এর অন্তর্নিহিত ভাব, ব্যঙ্গ ইত্যাদি বোঝা।
- বিচার বিশ্লেষণে মতভেদ হওয়া সত্ত্বেও বক্তার বক্তব্য বিষয়কে মনোযোগ সহকারে ও ধৈর্য নিয়ে শোনা বক্তার দৃষ্টিভঙ্গিকে বোঝা।
- জ্ঞানার্জন, মনোরঞ্জন এবং অনুপ্রাণিত হওয়ার জন্য শোনা।
- বক্তব্যের আলোচনামূলক বিশ্লেষণ করে এর সার গ্রহণ করা।

শ্রবণের মূল্যায়ণ

- পরীক্ষক ১৫০ শব্দের মধ্যে একটি রচনা পাঠ করবেন। রচনাটি তথ্যমূলক অথবা নীতিকথামূলক হতে পারে। পাঠটি শুনতে শুনতে পরীক্ষার্থী আলাদা কাগজে আগে দেওয়া প্রশ্নগুলির (শূন্যস্থানপূরণ, নির্বাচনমূলক উত্তর (MCQ) ঠিক/ভুল (True/False)) উত্তরগুলি লিখে ফেলবে।

বাচন (বলা)

- বলার সময় ভালভাবে উচ্চারণ করা, গতি-লয়, আরোহ-অবরোহ, উপযুক্ত স্বরপ্রক্ষেপের সঙ্গে কবিতা, গল্প-কাহিনী অথবা ঘটনার বিবরণ দেওয়া।
- কবিতা আবৃত্তি অথবা অভিনয়-দক্ষতার প্রদর্শন।
- বিভিন্ন অনুষ্ঠান সংগঠন করবার দক্ষতা অর্জন।
- বিতর্ক, তাত্ত্বিক বক্তৃতা, ভাষণ, সভা-সমিতি পরিচালনায় দক্ষতা অর্জন।

পঠন

- পঠনক্ষমতার প্রধান উদ্দেশ্য হল এমন ব্যক্তি গড়ে তোলা যে শুধু নিজে চিন্তা করতে পারবে তা নয়, পঠনলব্ধ জ্ঞান দ্বারা সে আত্মাবলোকনও করতে পারবে।
- একাগ্রতার সঙ্গে পঠিত বিষয়ের মূলভাবকে গ্রহণ করা।
- পঠিত বিষয়ের উপর নিজের মতামত প্রকাশ করার ক্ষমতা।
- ভাষা, মতামত এবং রচনারীতি সম্পর্কে প্রশংসা করবার ক্ষমতা।
- সাহিত্যের প্রতি অনুরাগ বাড়িয়ে তোলা।
- বিষয় অনুযায়ী শব্দের অর্থভেদকে চিনতে শেখা।
- পঠিত বিষয়ের বিভিন্ন ভাগের মধ্যে পারস্পরিক সম্বন্ধে জানতে পারা।
- পঠিত অনুচ্ছেদের শিরোনাম লিখতে পারা।
- কবিতার প্রধান উপাদান, যেমন চিত্রকল্প, ছন্দ, যতি/ লয় ইত্যাদি সম্পর্কে পরিচিত হওয়া।

লিখন

- বাংলা লিপির মান্য রূপটিকে গ্রহণ করা।
- বিরাম চিহ্নগুলি যথাযোগ্যরূপে ব্যবহার করা।
- লেখার জন্য উপযুক্ত শব্দভান্ডার বাড়িয়ে তোলা।
- শক্তিশালী ভাষা ও লিখনরীতির স্বাভাবিক প্রয়োগ।
- ছোট ছোট অনুচ্ছেদে ভাগ করে লেখা।
- বিভিন্ন ধরনের পত্ররচনা (আবেদনপত্র, নিমন্ত্রণপত্র, অভিনন্দনপত্র, সম্বর্ধনাপত্র ইত্যাদি) রচনা করতে শেখা।

- প্রত্যক্ষ ঘটনার বর্ণনা লিখতে পারা।
- প্রত্যক্ষ ঘটনা দেখে সংবাদপত্রের জন্য প্রতিবেদন রচনা করতে পারা।
- পড়া কাহিনীকে সংবাদে পরিবর্তন এবং সংবাদকে কাহিনীতে পরিবর্তন করতে (লিখতে) পারা।
- রচনার মধ্যে মৌলিকতা এবং সৃজনশীলতা আনতে পারা।
- বাংলার ইতিহাস ও সংস্কৃতি বিষয়ক তথ্য আহরণ ও সৃজনাত্মক ক্রিয়াকলাপ (**Collection of information about history and culture of Bengal and Creative Act**)
- বাংলার শিল্প সংস্কৃতিকমূলক বিভিন্ন বিষয় (চা, তাঁত, কয়লা, ছৌনৃত্য বনসম্পদ, হস্তশিল্প ইত্যাদি) এর তথ্য ও ছবি আহরণ করা।
- বাংলার বিভিন্ন দ্রষ্টব্য স্থান সম্বন্ধে জ্ঞান অর্জন।
- বাংলা সংবাদপত্র, দেওয়াল-পত্রিকা, লিটল ম্যাগাজিন, বাংলা ক্যালেন্ডার ইত্যাদি তৈরি করার দক্ষতা।
- বাংলার বিভিন্ন মনীষী ও বিখ্যাত ব্যক্তি সম্বন্ধে তথ্য আহরণ করা।
- সংগীত, অভিনয়, অঙ্কণ, আবৃত্তি, হস্তশিল্প, খেলাধুলা ইত্যাদির মাধ্যমে ছাত্রছাত্রীদের মধ্যে সুপ্ত সৃজনশীলতাকে উদ্দীপিত করে তোলা।

SYLLABUS FOR BENGALI (CODE: 005)
CLASS - IX
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters		Weightage
Section - A Reading	Comprehension: Four unseen passages of 100-150 words each. One grammar based question of 1 mark is a must from each passage.		20 marks
Section - B Writing	Composition:		10 marks
	(i)	Letter writing (Personal)	
	(ii)	Paragraph writing	
Section - C Grammar	(i)	Sandhi (Swara)	20 Marks
	(ii)	Transformation of sentences (Affirmative, Negative, Interrogative, Exclamatory, Imperative)	
	(iii)	Synonyms	
	(iv)	Idioms	
Section - D Literature	Prose :		Explanation (2+3) x1=5
	(i)	Sagar Sangame Nabakumar by Bankim Chandra Chatterjee.	
	(ii)	Agnidever Sajja by Bibhuti Bhusan Bandyopadhyay.	
	(iii)	Harun Salemer Masi by Mahasweta Devi.	(1+2+2)x2=10
	Poetry :		(2+3) x1=5
	(i)	Agomoni by Ramprasad Sen.	
	(ii)	Kalketur Nikat Bharu Datta by Mukundaram.	
	(iii)	Bharat Tirtha by Rabindranath Tagore.	(1+2+2)x2=10
	Supplementary Reader: Aam Antir Bhempu (1929) by Bibhuti Bhusan Bandyopadhyay. (Chapters 1 to 10)		Questions (1+2+2)x2=10
Total			90 marks

Prescribed Text Books:

- Prose and Poetry** : *Path Sankalan* (Latest Edition)
Published by: Board of Secondary Education, Kolkata, West Bengal.
- Supplementary Reader** : *Am Antir Bhempu* (1929) by Bibhuti Bhusan Bandyopadhyay
Published by: Signet Press, 25/4, Ekbalpur, Kolkata, West Bengal.
- Grammar** : *Saraswati Bangla Byakaran O Rachana* - New Saraswati House Pvt. Ltd.
IInd Floor, MG M Tower, 19, Ansari Road, Darya Ganj, New Delhi- 110002
(www.saraswathouse.com)
- Reference Book** : *Prabeshika Bangla Byakaran O Rachna* by Nirmal Kumar Das Published by:
Oriental Book Company, 56 Surya Sen Street, Kolkata, West Bengal.

EXAMINATION STRUCTURE FOR BENGALI (CODE: 005)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters		Type of Questions	No. of Questions	Marks
Section - A Reading	Comprehension: Four unseen passages of 100-150 words each. One grammar based question of 1 mark is a must from each passage.		MCQ	3x4=12	5(2+2+1)x4=20
Section - B Writing	Composition:				
	(i)	Letter writing (Personal)	S.A.	01	(2+3)x1=5
	(ii)	Paragraph writing	L.A.	01	5x1=5
Section - C Grammar	(i)	<i>Sandhi</i> (Swara)	MCQ	5x4=20	5x4=20
	(ii)	Transformation of sentences (Affirmative, Negative, Interrogative, Exclamatory, Imperative)			
	(iii)	Synonyms			
	(iv)	Idioms			
Section - D Literature	Prose:				
	(i)	<i>Sagar Sangame Nabakumar</i>	Explanation (L.A.)	01	(2+3)x1=5
	(ii)	<i>Agnidever Sajja</i>			
	(iii)	<i>Harun Salemer Masi</i>	Questions (S.A.)	02	(1+2+2)x2=10
	Poetry:				
	(i)	<i>Agomoni</i>	Explanation (L.A.)	01	(2+3)x1=5
	(ii)	<i>Kalketur Nikat Bharu Datta</i>			
	(iii)	<i>Bharat Tirtha</i>	Questions (S.A.)		(1+2+2)x2=10
	Supplementary Reader: <i>Aam Antir Bhempu</i> (Chapters 1 to 10)		Questions (S.A.)	02	(1+2+2)x2=10
	Total				90 Marks

SYLLABUS FOR BENGALI (CODE: 005)
CLASS - IX
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters		Weightage
Section - A Reading	Comprehension: Four unseen passages of 100-150 words each. One grammar based question of 1 mark is a must from each passage.		5(2+2+1)x4=20
Section - B Writing	Composition:		
	(i)	Story Writing	2+3=5
	(ii)	Amplification	5x1=5
Section - C Grammar	(i)	Samas (Tatpurush, Bahubreehi, Dwigu)	(1+1+1+1+1)x4=20
	(ii)	Bangla Derivational Affixes (Bangla Krit and Taddhit Pratyay)	
	(iii)	Substitution of many words by one word (Ek Kathay Prakash)	
	(iv)	General correction of sentences.	
Section - D Literature	Prose:		
	(i)	Chhinna Patra by Rabindranath Tagore.	Explanation (2+3)x1=5 Questions (1+2+2)x2=10
	(ii)	Nona Jal by Syad Mujtaba Ali	
	(iii)	Shikhar by Edmond Hillari	
	Poetry:		
	(i)	Ishwar Chandra Vidyasagar by Madhu Sudan Dutta.	Explanation (2+3)x1=5 Questions (1+2+2)x2=10
	(ii)	Bangla Bhasha Uchharito Holey by Shamsur Rehman	
	(iii)	Janmabhumi Aaj by Birendra Chattopadhyay	
	Supplementary Reader: Aam Antir Bhempu (1929) by Bibhuti Bhusan Bandyopadhyay. (Chapters 11 to 19)		Questions (1+2+2)x2=10
Total		90 Marks	

Prescribed Text Books:

- Prose and Poetry:** *Path Sankalan* (Latest Edition)
Published by: Board of Secondary Education, Kolkata, West Bengal.
- Supplementary Reader:** *Am Antir Bhempu* (1929) by Bibhuti Bhusan Bandyopadhyay
Published by: Signet Press, 25/4, Ekbalpur, Kolkata, West Bengal.
- Grammar:** *Saraswati Bangla Byakaran O Rachana* - Saraswati House Pvt. Ltd. 9, Darya Ganj, New Delhi- 110002 (www.saraswathihouse.com)
- Reference Book:** *Prabeshika Bangla Byakaran O Rachna* by Nirmal Kumar Das
Published by: Oriental Book Company, 56 Surya Sen Street, Kolkata, West Bengal.

EXAMINATION STRUCTURE FOR BENGALI (CODE: 005)**CLASS - IX****SECOND TERM (OCTOBER 2015 - MARCH 2016)**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	Comprehension: Four unseen passages of 100-150 words each. One grammar based question of 1 mark is a must from each passage.	MCQ	3 x 4 = 12	(2+2+1)x4=20
Section - B Writing	Composition: (i) Story Writing (ii) Amplification	SA LA	01 01	(2+3) x 1=5 5x1=5
Section - C Grammar	(i) Samas (Tatpurush, Bahubreehi, Dwigu) (ii) Bangla Derivational Affixes (iii) Substitution of many words by one word (iv) General correction of sentences	MCQ	5x4=20	(1+1+1+1+1) x 4 = 20
Section - D Literature	Prose: (i) <i>Chhinna Patra</i> (ii) <i>Nona Jal</i> (iii) <i>Shikhar</i>	Explanation (LA) Questions (SA)	01 02	(2+3) x 1 = 5 (1+2+2) x 2 = 10
	Poetry: (i) <i>Ishwar Chandra Vidyasagar</i> (ii) <i>Bangla Bhasha Uchacharito Holey</i> (iii) <i>Janmabhumi Aaj</i>	Explanation (LA) Questions (SA)	01 02	(2+3) x 1 = 5 (1+2+2) x 2 = 10
	Supplementary Reader: <i>Aam Antir Bhempu</i> (Chapters 11 to 19)	Questions (SA)	02	(1+2+2) x 2 = 10
	Total			90 Marks

BENGALI (CODE: 005)**CLASS - IX and X****2015 -2016**

S. No.	Typology	Reading Skill	Knowledge Based	Understanding	Creative Writing	High Order Thinking Skills (HOTS) (Analysis and Evaluation)	Marks	%age
1.	MCQ			24(1)			24	27
2.	MCQ	8(2)					16	18
3.	Short Answer Type		6(1) = 6 6(2) = 12	6(2) = 12			30	33
4.	Long Answer Type (40-50 Words)				5(2)		10	11
5.	Long Answer Type (50-70 Words)					2(5)	10	11
	Total	16	18	36	10	10	90	100

Note:

- The total weightage assigned to summative assessment (SAI and SAII) is 60%.
- The total weightage assigned to formative assessment (FA 1, 2, 3, & 4) is 40%.
- Out of the 40% assigned to formative assessment, 10% weightage is assigned to conversation skills (5% each in Term I & II) and
- 10% weightage to the Reading Project (at least 1 book is to be read in each term and the Project will carry a weightage of 5% in each term.
- The summative assessment I and II are for ninety marks each respectively.

SYLLABUS FOR BENGALI (CODE: 005)
CLASS - X
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters	Weightage
Section - A Reading	Comprehension: Four unseen passages of 100 words each. One grammar based question of 1 mark is must from each passage.	$(2+2+1) \times 4 = 20$
Section - B Writing	Composition: (i) Leave Application (ii) Paragraph writing	$2+3 = 5$ $5 \times 1 = 5$
Section - C Grammar	(i) Samas (Dwanda, Karmadharay, Abyaibhav) (ii) Sandhi (Byanjan - Sanskrit and Bengali) (iii) Punctuation (only from prose) (iv) Sadhu O Chalit Bhasha	$(1+1+1+1) \times 4 = 20$
Section - D Literature	Prose: (i) <i>Ghar O Bahir</i> by Rabindranath Tagore (ii) <i>Mahesh</i> by Sarat Chandra Chattopadhyay (iii) <i>Padma Nadir Majhi</i> by Manik Bandyopadhyay	Explanation $(2+3) \times 1 = 5$ Questions $(1+2+2) \times 2 = 10$
	Poetry: (i) <i>Annapurna O Ishwari Paatni</i> by Bharatchandra (ii) <i>Kandari Hunsyar</i> by Kazi Nazrul Islam (iii) <i>Chheler Dal</i> by Satyendranath Datta	Explanation $(2+3) \times 1 = 5$ Questions $(1+2+2) \times 2 = 10$
	Supplementary Reader: <i>Raj Kahini</i> by Abanindranath Tagore (i) <i>Shiladitya</i> (ii) <i>Goho</i>	Questions $(1+2+2) \times 2 = 10$
	Total	90 Marks

Prescribed Text Books:

Prose & Poetry:

Path Sankalan (Latest Edition)
Published by: Board of Secondary Education, Kolkata, West Bengal.

Supplementary Reader:

Am Antir Bhempu (1929) by Bibhuti Bhusan Bandyopadhyay
Published by: Signet Press, 25/4, Ekbalpur, Kolkata, West Bengal.

Grammar:

Saraswati Bangla Byakaran O Rachana - New Saraswati House Pvt. Ltd. 19, Ansari Road, Darya Ganj, New Delhi- 110002 (www.saraswathihouse.com)

Reference Book:

Prabeshika Bangla Byakaran O Rachna by Nirmal Kumar Das
Published by: Oriental Book Company, 56 Surya Sen Street, Kolkata, West Bengal.

EXAMINATION STRUCTURE FOR BENGALI (CODE: 005)

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	Comprehension: Four unseen passages of 100 words each. One grammar based question of 1 mark is a must from each passage.	MCQ	3 x 4 = 12	(2+2+1)x4 = 20
Section - B Writing	Composition: (i) Leave Application (ii) Paragraph writing	LA LA	01 01	2+3x4 = 5 5x1 = 5
Section - C Grammar	(i) Samas (Dwanda, Karmadharay, Abyaibhav) (ii) Sandhi (Bhayanjan - Sanskrit and Bengali) (iii) Punctuation (only from prose) (iv) Sadhu O Chalit Bhasha	MCQ	5x4 = 20	(1+1+1+1+1)x4 = 20
Section - D Literature	Prose: (i) Ghar O Bahir (ii) Mahesh (iii) Padma Nadir Majhi	Explanation (LA) Questions (SA)	01 02	(2+3)x1=5 (1+2+2)x2 =10
	Poetry: (i) Annapurna O Ishwari Patni (ii) Kandari Hunsyiar (iii) Chhelel Dal	Explanation (LA) Questions (SA)	01 02	(2+3)x1 = 5 (1+2+2)x2 = 10
	Supplementary Reader: Raj Kahini (i) Shiladitya (ii) Goho	Questions (SA)	02	(1+2+2)x2=10
	Total			90 Marks

SYLLABUS FOR BENGALI (CODE: 005)
CLASS - X
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weightage
Section - A Reading	Comprehension: Four unseen passages of 100 words each. One grammar based question of 1 mark is must from each passage.	$(2+2+1) \times 4 = 20$
Section - B Writing	Composition: (i) Notice Writing (ii) Report Writing	$(2+3) \times 1 = 5$ $(2+3) \times 1 = 5$
Section - C Grammar	(i) Correction of words (ii) <i>Sandhi - Bisarga</i> (iii) Transformation of sentences (Simple, Complex and Compound) (iv) Polysemous words (to be used in sentences) <i>Eki Shabder Bibhinna Arthe prayog</i> , nouns and adjectives	$(1+1+1+1) \times 4 = 20$
Section - D Literature	Prose: (i) <i>Bhagirathir Utso Sandhane</i> by J. C. Bose. (ii) <i>Vidyasagr</i> by Rabindranath Tagore (iii) <i>Palli Sahitya</i> by Md. Sahidullaha	Explanation $(2+3) \times 1 = 5$ Questions $(1+2+2) \times 2 = 10$
	Poetry: (i) <i>Bibhishaner Proti Indrajit</i> by Madhusudan Datta (ii) <i>Dui Bigha Jami</i> by Rabindranath Tagore (iii) <i>Chhatra Dhara</i> by Kalidas Roy	Explanation $(2+3) \times 1 = 5$ Questions $(1+2+2) \times 2 = 10$
	Supplementary Reader: <i>Raj Kahini</i> by Abanindranath Tagore (i) <i>Bappaditya</i> (ii) <i>Hambirer Rajya Labh</i>	Questions $(1+2+2) \times 2 = 10$
Total		90 Marks

Prescribed Text Books:

Prose and Poetry:

Path Sankalan (Latest Edition)
Published by: Board of Secondary Education, Kolkata, West Bengal.

Supplementary Reader:

Am Antir Bhempu (1929) by Bibhuti Bhusan Bandyopadhyay
Published by: Signet Press, 25/4, Ekbalpur, Kolkata, West Bengal.

Grammar:

Road

Saraswati Bangla Byakaran O Rachana - New Saraswati House Pvt. Ltd. 19, Ansari
Darya Ganj, New Delhi- 110002 (www.saraswathihouse.com)

Reference Book:

Prabeshika Bangla Byakaran O Rachna by Nirmal Kumar Das
Published by: Oriental Book Company, 56 Surya Sen Street, Kolkata, West Bengal.

EXAMINATION STRUCTURE FOR BENGALI (CODE: 005)

CLASS - X

SECOND TERM (OCTOBER 2015 -MARCH 2016)

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	Comprehension: Four unseen passages of 100 words each. One grammar based question of 1 mark is a must from each passage.	MCQ	3 x 4 = 12	(2+2+1)x4 = 20
Section - B Writing	Composition: (i) Notice Writing (ii) Report Writing	SA SA	01 01	2x5=10
Section - C Grammar	(i) Correction of words (ii) <i>Sandhi - Bisarga</i> (iii) Transformation of sentences (Simple, Complex and Compound) (iv) Polysemous words (to be used in sentences). <i>Eki Shabder Bibhinna Arthe prayog</i> (nouns and adjectives)	MCQ	5x4=20	(1+1+1+1+1) x4=20 or 5x4=20
Section - D Literature	Prose: (i) <i>Bhagirathir Utso Sandhane</i> (ii) <i>Vidyasagr</i> (iii) <i>Palli Sahitya</i>	Explanation (LA) Questions (SA)	01 02	(2+3) x1=5 (1+2+2)x2=10
	Poetry: (i) <i>Bibhishaner Proti Indrajit</i> (ii) <i>Dui Bigha Jami</i> (iii) <i>Chhatra Dhara</i>	Explanation (LA) Questions (SA)	01 02	(2+3) x1=5 (1+2+2)x2=10
	Supplementary Reader: Raj Kahini (i) <i>Bappaditya</i> (ii) <i>Hambirer Rajya Labh</i>	Questions (SA)	02	(1+2+2)x2=10
Total				90 Marks

05. BHUTIA (CODE NO. 095)

Class: IX

Syllabus for Summative Assessment: I First Term (April 2015 - September 2015)

TOPICS

Total: 90 Marks

Group	Topic		Prescribed Books	Marks
A	Reading Section		Unseen Passage	10
B	Writing Section			
	(i)	Essay Writing	Dri Tsom	08
	(ii)	Letter Writing	Taang Yig	07
	(iii)	Translation: Lho Yig Sumtaag Dang Dritsom, HRDD, Gangtok.	Fabgyur	05
C	Applied Grammar Lho Yig Sumtaag Dang Dritsom, HRDD, Gangtok.		(Sumtag Lay)	15
D	Literature Section		Tshiglhug, Tshig Chyeth, Khakong Deb	
	(i)	Prose (Tshiglhug)	Lho Yig Tshiglhug, HRDD	20
	(ii)	Poetry (Legshyeth)	Legshyeth, HRDD, Gangtok	13
	(iii)	Rapid Reader	Thamakhai Ngemig, HRDD	12

BHUTIA (CODE NO. 095)**Class: IX****Examination Structure for Summative Assessment: I
First Term (April 2015 - September 2015)****Time: 3 hours****Marks: 90****The Question Paper will be divided into four sections:**

Section A: Reading Comprehension	10 Marks
Section B: (i) Essay Writing	08 Marks
(ii) Letter Writing	07 Marks
(iii) Translation	05 Marks
Section C: Applied Grammar	15 Marks
Section D: Literature	45 Marks

Scheme of Section and Weightage to content:

Section	Topics	Types of Questions	No. of Questions	Marks
A.	Reading Comprehension Saga Dawa Saga Dawa lotar dawa zipoi tshe chongalo sungtsi pyazen yed. Dawa zipo yangna Saga Daway tshe dhuentshi Sangay Chyomdende kuthrungpoi dhuechen in. Dilay daw dihi tsei chongai tshi Sangaypoi dhuechen. Ngyangenlay daypoi dhuechen in shyedi Saga Daway Dhuechen dilo Dhuechen sumzom lapto in. Dhuechen dihitshi gewa chi dupna bhumgyur thop shyed in. Dhera pyati digko chi saagna dihi ngemik yang bhumgyur khor shyed in. Dihi intsang thamchyed gangpoki dhuechen dihitsi inchi menchi gewa dupgo.	Short Answer Type Questions	5x2	10
B (i)	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
(ii)	Letter Writing Gong Shue Yigi, Famalo Yigi, Roglo Yigi, Lelatsuna Shuyig, Wangten, Tsong dang drelway Yigi. Denbo Yigitsu.	Write an Application	1x7	07
(iii)	Translation Neighborhoods Many families live in a neighborhood. Families in a neighborhood live close to each other. A neighborhood is small enough for the neighbors to	English into Bhutia	1x5	05

	know each other. Good neighbors make a good neighborhood. Everybody needs a good neighborhood. Neighbors celebrate festivals together. Good neighbors help each other and share. Neighbors' children play together.			
C	Grammar (Sumtag) Jhejuglo Mataba Jhyugkhen Threth Rangwangchen Druk. Tshig Drup.	Short Answer	5x2	10
	Taampey / Peytaam	Very Short Answer	3x1	03
	Sheysa	Very Short Answer	2x1	02
D (i)	Literature Prose (Lho Yig Tshig Lhug) Gyalwa Lhatson Chhinpo Gnamkha Jigmeki Gnamthar. Denzongi Genkhag Dang Gnechengi Kor. Yigrig Dang Rigsargi Sherig. Mangsrith Gokhi Tashi Tshering.	Short Answer	5x2	10
		Very Short Answer	5x1	05
		Value Based Question	5x1	05
(ii)	Poetry (Legshyed) Legshyed Tsigchyeth Leo 1 - 13 Sang. Drelshyeth Tshig Chyeth Blolay Drishyeth Dhamkha Kyapti Drishyeth	Explanation	5x1	05
		Write a Poetry	5x1	05
		MCQ	3x1	03
(iii)	Supplementary (Lopen Pema Zedpoi Tangkhuki Ngyemig)	Short Answer	4x3	12

BHUTIA (CODE NO. 095)**Class: IX****Syllabus for Summative Assessment: II
Second Term (October 2015 - March 2016)****TOPICS****Total: 90 Marks**

Group	Topic		Prescribed Books	Marks
A	Reading Section		Unseen Passage	10
B	Writing Section			
	(i)	Essay Writing	Dri Tsom	08
	(ii)	Letter Writing	Taang Yig	07
	(iii)	Translation: Lho Yig Sumtaag Dang Dritsom, HRDD, Gangtok	Fabgyur	05
C	Applied Grammar Dang Dritsom, HRDD, Gangtok		Lho Yig Sumtaag	15
D	Literature Section			
	(i)	Prose (Tshiglhog)	Lho Yig Tshiglhog, HRDD	20
	(ii)	Poetry (Legshyeth)	Legshyeth, HRDD, Gangtok	13
	(iii)	Rapid Reader	Thamakhai Ngemig, HRDD	12

BHUTIA (CODE NO. 095)**Class: IX****Examination Structure for Summative Assessment: II
Second Term (October 2015 & -arch 2016)****Time: 3 hours**

The Question Paper will be divided into four sections:

Section A: Reading Comprehension:	10 Marks
Section B: Essay Writing	08 Marks
Letter Writing	07 Marks
Translation	05 Marks
Section C: Applied Grammar	15 Marks
Section D: Literature	45 Marks

Scheme of Section and Weightage to content:

Section	Topics	Types of Questions	No. of Questions	Marks
A	Reading Comprehension Drukpa Tsizi Drukpa tsizi lotar dawa drukpoi tsi zilo sungtsi pyazen yed. Dawa drukpa yangna drukpa tsi zihitsi Sangay Chyomdendeki yul waranasilo ka dangpo denpa zihi chokhor korway dhuechen in. Denpa zi labna gan in sina - Dhugnalgi denpa, Kuenjyungi denpa, Ghogpoi denpa dang Lamgi denpa in. Dhuechen dihitsi gewa chi dupna bhumgyur thop shyed in. Dhera pyati digko chi saagna dihi ngemik yang bhumgyur khor shyed in. Dihi intsang thamchyed gangpoki dhuechen dihitsi inchi menchi gewa dupgo.	Short Answer	5x2	10
B (i)	Essay Writing (Dritsom) Thakhor Tsangda, Dhuechen, Nagtsen Sungkyop, Ridag Semchen Sungkyop, Natsa, Throte, Sherig, Thung Chhu, Gnamshi, Mitsi, Miki Jigko.	Write an Essay on any one Topic	1x8	08
(ii)	Letter Writing Gong shue yigi, Famalo yigi, Roglo yigi, Lelatsuna shuyig, Wangten, Tsongas dang drelway yigi. Denbo yigi.	Write an application	1x7	07
(iii)	Translation Family A family is a group of people related to each	English into Bhutia	1x5	05

	other. The parents and their children make a family. The mother is the female parent. The father is the male parent. The son is the male child. The daughter is the female child. The father, the mother and their children make a small family. It is also called nuclear family. When the grandparents stay with the family, it is called a large family.			
C	Grammar (Sumtag)			
	Kibu Rab Dring Thasum Kethki Yenlag Gyeth. Fo, Mo, Maningi Taag,	Short Answer	5x2	10
	Taampey / Peytaam	Very Short Answer	3x1	03
	Sheysa	Very Short Answer	2x1	02
D (i)	Literature Prose (Lho Yig Tshig Lhug)	Short Answer	5x2	10
	Lhabab Dhuechen. Gyalpo Ngyen Med.	Very Short Answer	5x1	05
	Thuendril. Lobthrug Dang Sijhyed. Thomsalwa Adition	Value Based Question	5x1	05
(ii)	Poetry (Legshyed) Legshyed Tsigchyeth 14 - 29 Sang, Yong zogs.	Tsigchyethki drelshyeth	1x5	05
		Tsigchyeth Blolay Drishyeth	1x5	05
		MCQ	3x1	03
(iii)	Supplementary (Terten Sangay Glingpoi Terchoelay Tangkhuki Ngyemig).	Short Answer	4x3	12

BHUTIA (CODE NO. 095)**Class: X****Syllabus for Summative Assessment: I
First Term (April 2015 - September 2015)****TOPICS****Total: 90 Marks**

Group	Topic		Prescribed Books	Marks
A	Reading Section		Unseen Passage	10
B	Writing Section			
	(i)	Essay Writing	Dri Tsom	08
	(ii)	Letter Writing	Taang Yig	07
	(iii)	Translation: Lho Yig Sumtaag Dang Driksom, HRDD, Gangtok	Fabgyur	05
C	Applied Grammar Lho Yig Sumtaag Dang Driksom, HRDD, Gangtok		(Sumtaglay)	15
D	Literature Section		Tshiglhug, Tshigchyeth, Khakong Deb	
	(i)	Prose (Tshiglhug)	Lho Yig Tshiglhug, HRDD	20
	(ii)	Poetry (Tshig Chyeth)	Tshigchyeth, HRDD, Gangtok	13
	(iii)	Rapid Reader	Denzong Chharab, HRDD	12

BHUTIA (CODE NO. 095)**Class: X****Examination Structure for Summative Assessment: I
First Term (April 2015 - September 2015)****Time: 3 hours****Marks: 90**

The Question Paper will be divided into four sections:

Section A:	Reading Comprehension	10 Marks
Section B:	Essay Writing	08 Marks
	Letter Writing	07 Marks
	Translation	05 Marks
Section C:	Applied Grammar	15 Marks
Section D:	Literature	45 Marks

Scheme of Section and Weightage to content:

Section	Topics	Types of Questions	No. of Questions	Marks
A	Reading Comprehension Saga Dawa Saga Dawa lotar dawa zipoi tsi chongalo sungtsi pyazen yed. Dawa zipo yangna Saga Daway tshi dhuentshi Sangay Chyomdende kuthrungpoi dhuechen in. Daw dihi tshi chongaitshi Sangaypoi dhuechen dang Ngyangenlay daypoi dhuechen in shyedi Saga Daway dhuechen dilo dhuechen sumzom lapto in. Dhuechen dihitshi gewa chi dupna bhumgyur thop shyed in. Dhera pyati digko chi saagna dihi ngemik yang bhumgyur khor shyed in. Dihi intsang thamchyed gangpoki dhuechen dihitsi inchi menchi gewa dupgo.	Short Answer Type Questions	5x2	10
B (i)	Essay Writing (Dritsom) Thakhor Tsangda, Dhuechen, Nagtsen Sungkyop, Ridag Semchen Sungkyop, Natsa, Throte, Sherig, Thung Chhu, Gnamshi, Mitsi, Miki Jigko.	Write an Essay on any one Topic.	1x8	08
(ii)	Letter Writing Gong shue yigi, Famalo yigi, Roglo yigi, Lelatsuna shuyig, Wangten, Tsong dang drelway yigi. Denbo yigi.	Write an Application	1x7	07
(iii)	Translation Neighborhoods Many families live in a neighborhood. Families in a neighborhood live close to each other. A neighborhood is small enough for the neighbors to	English into Bhutia	1x5	05

	know each other. Good neighbors make a good neighborhood. Everybody needs a good neighborhood. Neighbors celebrate festivals together. Good neighbors help each other and share. Neighbors' children play together.			
	Grammar (Sumtag)			
C	Jhejuglo Tati Jhyugkhen Threth Namyé Dang Chaypo Gyeth. Namyé Gyeth.	Short Answer	5x2	10
	Taampey / Peytaam	V. Short Ans.	3x1	03
	Sheysa	V. Short Ans.	2x1	02
D (i)	Literature Prose (Lho Yig Tshig Lhug)			
	Guru Tshen Gyeth. Gyagargi	Short Answer	5x2	10
	Rigzung Kutshap	V. Short Answer	5x1	05
	Swami Vivekananda	V. Based Question	5x1	05
(ii)	Poetry (Legshyed)			
	Tsigchyeth Singi Pedonlay Gyug 1 - 9 Sang.	Explanation	1x5	05
	Drelshyeth Tshig Chyeth Blolay Drishyeth	Write a Poetry	1x5	05
	Dhamkha Kyapti Drishyeth	MCQ	3x1	03
(iii)	Supplementary (Denzong Chharab) Bayul Denzong Chhangtang. Chhogyal Rigyueth Dartshul. Nalzor Chhyethzi Chhoentshul. Chhogyal Phuntshog Namgyal. Tensung Namgyal. Chhagdor Namgyal. Gyurme Namgyal.	Short Answer	4x3	12

BHUTIA (CODE NO. 095)**Class: X****Syllabus for Summative Assessment: II
Second Term (October 2015 - March 2016)****TOPICS****Total: 90 Marks**

Group	Topic		Prescribed Books	Marks
A	Reading Section		Unseen Passage	10
B	Writing Section			
	(i)	Essay Writing	Dri Tsom	08
	(ii)	Letter Writing	Taang Yig	07
	(iii)	Translation : Lho Yig Sumtaag Dang Dritsom, HRDD, Gangtok	Fabgyur	05
C	Applied Grammar Lho Yig Sumtaag Dang Dritsom, HRDD, Gangtok		(Sumtaglay)	15
D	Literature Section		Tshiglhug, Tshigchyeth, Khakong Deb	
	(i)	Prose (Tshiglhug)	Lho Yig Tshiglhug, HRDD	20
	(ii)	Poetry (Tshig Chyeth)	Tshigchyeth, HRDD, Gangtok	13
	(iii)	Rapid Reader	Denzong Chharab, HRDD	12

BHUTIA (CODE NO. 095)**Class: X****Examination Structure for Summative Assessment: II
Second Term (October 2015 - March 2016)****Time: 3 hours****Total: 90 Marks**

The Question Paper will be divided into four sections:

Section A: Reading Comprehension	10 Marks
Section B: Essay Writing	08 Marks
Letter Writing	07 Marks
Translation	05 Marks
Section C: Applied Grammar	15 Marks
Section D: Literature	45 Marks

Scheme of Section and Weightage to content:

Section	Topics	Types of Questions	No. of Questions	Marks
A	Reading Comprehension Saga Dawa Saga Dawa lotar dawa zipoi tsi chongalo sungtsi pyazen yed. Dawa zipo yangna Saga Daway tsi dhuentsi Sangay Chyomdende kuthrungpoi dhuechen in. Dilay day dihi tsi chongai tsi Sangaypoi dhuechen dang ku Ngyangenlay daypoi dhuechen in shyedi Saga Daway dhuechen dilo dhuechen sumzom lapto in. Dhuechen dihitsi gewa chi dupna bhumgyur thop shyed in. Dhera pyati digko chi saagna dihi ngemik yang bhumgyur khor shyed in. Dihi intsang thamchyed gangpoki dhuechen dihitsi inchi menchi gaga dupgo.	Short Answer Type Questions	5x2	10
B (i)	Essay Writing (Dritsom) Thakhor Tsangda, Dhuechen, Nagtsen Sungkyop, Ridag Semchen Sungkyop, Natsa, Throte, Sherig, Thung Chhu, Gnamshi, Mitsi, Miki Jigko.	Write an Essay on any one Topic.	1x8	08
(ii)	Letter Writing Gong shue yigi, Famalo yigi, Roglo yigi, Lelatsuna shuyig, Wangten, Tsong dang drelway yigi. Denbo yigi.	Write an Application	1X7	07

(iii)	Translation Neighborhoods Many families live in a neighbourhood. Families in a neighbourhood live close to each other. A neighbourhood is small enough for the neighbours to know each other. Good neighbours make a good neighbourhood. Everybody needs a good neighbourhood. Neighbours celebrate festivals together. Good neighbours help each other and share. Neighbours' children play together.	English into Bhutia	1x5	05
C	Grammar (Sumtag) Dhatsen Taagshyeth. Kyethki Yenlaag gyeth. Dhuesumgi Namjhyak.	Short Answer	5x2	10
	Taampey / Peytaam Sheysa	V. Short Ans.	3x1	03
		V. Short Ans.	2x1	02
D (i)	Literature Prose (Lho Yig Tshig Lhug)			
	Blodhog Namzilay: Dhalzor Ngyeth Ka.	Short Answer	5x2	10
	Chhiwa Mitaagpa. Lay Gyuday.	Very Short Answer	5x1	05
	Khorway Ngyemig. Faam Photshoi Yarab Dhushay.	V. Based Ques.	5x1	05
(ii)	Poetry (Legshyed)			
	Tsigchyeth Singi Pedonlay Gyug 10 - 19 Sang.	Explanation	1x5	05
	Drelshyeth Tshig Chyeth Blolay Drishyeth	Write a Poetry	1x5	05
	Dhamkha Kyapti Drishyeth	MCQ	3x1	03
(iii)	Supplementary Denzong Chharab Namgyal Phuntsholay Palden Thendup Namgyal. Dhato Denzong.	Short Answer	4x3	12

06. SYLLABUS FOR BODO (CODE: 092)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters	Weightage
Section-A Reading	Comprehension: <i>500 Swdwb gwnang mwntham dopha thagwn</i>	3x5=15
Section-B Writing	Composition: 1. <i>Aroz bilai Lirnay</i> 2. <i>Report Lirnay</i> 3. <i>Bathra Phaokhwu Bekheona Lirnay</i>	1x5=5 1x5=5 1x5=5
Section-C Grammar	1. <i>Athwn</i> 2. <i>Sanrai</i> 3. <i>Maoriza</i> 4. <i>Bathra Phandai</i>	4x5=20
Section-D Literature	Prose: 1. <i>Zwng baolangnay Sase Zwhwalo - Prasenjit Brahma</i> 2. <i>Gwzwsnnay - Lakheswar Brahma</i>	Explanation 1x5=5 Questions 2x5=10
	Poetry: 1. <i>Zangkhrikhang - Dwarendra Nath Basumatary</i> 2. <i>Ziuni Swrang - Kamal Kumar Brahma</i>	Explanation 1x5=5 Questions 2x5=10
	Supplementary Reader: Swnabni Solo (Phoraynw gwnang solophwr) 1. <i>Barhungkha</i> 2. <i>Sase Mansinw besebang ha nanggwu</i>	Questions 2x5=10
Total		90 Marks

Prescribed Text Books:

Prose and Poetry	<i>Gwdan Khonsai Bidang</i> , 2008, the Assam State Textbook Production and Publication Corporation Ltd., Guwahati.
Supplementary Reader	<i>Swnabni Solo</i> by Nilkamal Brahma, Bina Library, Kokrajhar.
Grammar	<i>Gwnang Raokhanthi</i> by Kamal Kumar Brahma, Reprint-2005, Bina Library, Panbazar, Guwahati-I

EXAMINATION STRUCTURE FOR BODO (CODE: 092)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time : 3Hrs

Total 90 Marks

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section-A READING	Comprehension: 500 Swdwb gwnang mwntham dopha thagwn	MCQ	03	3x5=15
Section-B Writing	Composition: 1. Aroz bilai Lirnay 2. Report Lirnay 3. Bathra Phaokhwu Bekheona Lirnay	LA LA LA	01 01 01	1x5=5 1x5=5 1x5=5
Section-C Grammar	1. Athwn 2. Sanrai 3. Maoriza 4. Bathra Phandai	MCQ	04	4x5=20
Section-D Literature	Prose: 1. Zwnq baolangnay Sase Zwhwalo - Prasenjit Brahma 2. Gwzwsnnay - Lakheswar Brahma	Explanation LA Questions SA	01 02	1x5=5 2x5=10
	Poetry: 1. Zangkhrikhang - Dwarendra Nath Basumatary 2. Ziuni Swrang - Kamal Kumar Brahma	Explanation LA Questions SA	01 02	1x5=5 2x5=10
	Supplementary Reader: Swnabni Solo (Phoraynw gwnang solophwr) 1. Barhungkha 2. Sase Mansinw besebang ha nanggwu	Questions SA	02	2x5=10
Total				90 Marks

SYLLABUS FOR BODO (Code No. 092)
CLASS - IX
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weightage
Section-A Reading	Comprehension: <i>500 Swdwb gwnang mwntham dopha thagwn</i>	3x5=15
Section-B Writing	Composition: 1. <i>Laizam Lirnay</i> 2. <i>Ronsai Lirnay</i> 3. <i>Sungsdoywi Lirnay (Précis Writing)</i>	1x5=5 1x5=5 1x5=5
Section-C Grammar	1. <i>Bathra Swlaynay (nongi, swngnay, khaolaynay / thinnay Sanbwlaori).</i> 2. <i>Soman Swdwb Saykhonay</i> (Synonym) 3. <i>Ultha Swdwb Danay</i> 4. <i>Bathrakhwu Gebeggwi Daphamnay</i>	4x5=20
Section-D Literature	Prose: 1. <i>Swlwngnayni thangkhi</i> - Mahatma Gandhi 2. <i>Harimani Khwuseithi</i> - Ranendra Narayan Basumatary 3. <i>Harimu Arw Mithinggani Ga</i> - Renu Boro	Explanation 1x5=5 Questions 2x5=10
	Poetry: 1. <i>Mwnhasowi</i> - Rupnath Brahma 2. <i>Mithinga</i> - Manoranjan Lahary 3. <i>Hangma</i> - Dhvajendra Brahma	Explanation 1x5=5 Questions 2x5=10
	Supplementary Reader: Swnabni Solo (Phoraynw gwnang solophwr) 1. <i>Buzinw haywi dengkhw</i> 2. <i>Gwdan swdwmsri</i>	Questions 2x5=10
Total		90 Marks

Prescribed Text Books:

Prose and Poetry	<i>Gwdan Khonsai Bidang</i> , 2008, the Assam State Textbook Production and Publication Corporation Ltd., Guwahati.
Supplementary Reader	<i>Swnabni Solo</i> by Nilkamal Brahma, Bina Library, Kokrajhar.
Grammar	<i>Gwnang Raokhanthi</i> by Kamal Kumar Brahma, Reprint-2005, Bina Library, Panbazar, Guwahati-I

EXAMINATION STRUCTURE FOR BODO (CODE: 092)

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3Hrs

Total 90 Marks

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section-A READING	Comprehension: 500 Swdwb gwnang mwntham dopha thagwn	MCQ	03	3x5=15
Section-B Writing	Composition: 1. Laizam Lirnay 2. Ronsai Lirnay 3. Sungsdoywi Lirnay (Précis Writing)	LA LA LA	01 01 01	1x5=5 1x5=5 1x5=5
Section-C Grammar	1. Bathra Swlaynay (nongi, swngnay, khaolaynay / thinnay, Sanbwlaori) 2. Soman Swdwb Saykhonay (Synonym) 3. Ultha Swdwb Danay 4. Bathrakhwu Gebeggwi Daphamnay	MCQ	04	4x5=20
Section-D Literature	Prose: 1. Swlwngnayni thangkhi - Mahatma Gandhi 2. Harimani Khwusethi - Ranendra Narayan Basumatary 3. Harimu Arw Mithingani Ga - Renu Boro	Explanation LA Questions SA	01 02	1x5=5 2x5=10
	Poetry: 1. Mwnhasowi - Rupnath Brahma 2. Mithinga - Manoranjan Lahary 3. Hangma - Dhvajendra Brahma	Explanation LA Questions SA	01 02	1x5=5 2x5=10
	Supplementary Reader: Sw nabni Solo (Phoraynw gwnang Solophwr) 1. Buzinw haywi dengkhw 2. Gwdan swdwmsri	Questions SA	02	2x5=10
	Total			90 Marks

SYLLABUS FOR BODO (CODE: 092)
CLASS - X
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters	Weightage
Section-A Reading	Comprehension: <i>500 Swdwb gwnang mwntham dopha thagwn</i>	3x5=15
Section-B Writing	Composition: 1. <i>Solo Lirnay</i> 2. <i>Diary Lirnay</i>	1x7=7 1x8=8
Section-C Grammar	1. <i>Thado Khanthi Bahaynay</i> 2. <i>Zothai Swdwb Danay</i> 3. <i>Mangwnang Rao Aru Raosa</i> 4. <i>Bathra Khwndwb</i>	4x5=20
Section-D Literature	Prose: 1. <i>Somaz Phwsabgiri Gurudev kalicharan Brahma</i> - Mohini Mohan Brahma 2. <i>Akhol Danay</i> - Nomal Ch. Brahma	Explanation 1x5=5 Questions 2x5=10
	Poetry: 1. <i>Za Habab</i> - Satish Ch. Basumatary 2. <i>Angni Gami</i> - Kamal Kumar Brahma 3. <i>He Zwmwi</i> - Manoranjan Lahary	Explanation 1x5=5 Questions 2x5=10
	Supplementary Reader: <i>Thunlai Maothi Bihuram Boro</i> - Nabin Malla Boro	Questions 2x5=10
Total		90 Marks

Prescribed Text Books:

- Prose & Poetry - *Gwdan Khonsai Bidang*, 2008, the Assam State Textbook Production and Publication Corporation Ltd., Guwahati.
- Supplementary Reader - *Thunlai Masthi Bihuram Boro* - Nabin Malla Boro, Ansumoi Publications, Maidangguri, Udalguri, 1998.
- Grammar - *Gwnang Raokhanthi* by Kamal Kumar Brahma, Reprint-2005, Bina Library, Panbazar, Guwahati-I

EXAMINATION STRUCTURE FOR BODO (CODE: 092)

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time : 3Hrs

Total 90 Marks

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section-A READING	Comprehension: 500 Swdwb gwnang mwntham dopha thagwn	MCQ	03	3x5=15
Section-B Writing	Composition: 1. Solo Lirnay 2. Diary Lirnay	LA LA	01 01	1x7=7 1x8=8
Section-C Grammar	1. Thado Khanthi Bahaynay 2. Zothai Swdwb Danay 3. Mangwnang Rao Aru Raosa 4. Bathra Khwndwb	MCQ	04	4x5=20
Section-D Literature	Prose: 1. Somaz Phwsabgiri Gurudev kalicharan Brahma - Mohini Mohan Brahma 2. Akhol Danay - Nomal Ch. Brahma	Explanation LA Questions SA	01 02	1x5=5 2x5=10
	Poetry: 1. Za Habab - Satish Ch. Basumatary 2. Angni Gami - Kamal Kumar Brahma 3. He Zwmwi - Manoranjan Lahary	Explanation LA Questions SA	01 02	1x5=5 2x5=10
	Supplementary Reader: Thunlai Maothi Bihuram Boro-Nabin Malla Boro	Questions SA	02	2x5=10
	Total			90 Marks

SYLLABUS FOR BODO (CODE: 092)
CLASS - X
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weightage
Section-A Reading	Comprehension: <i>500 Swdwb gwnang mwntham dopha thagwn</i>	3x5=15
Section-B Writing	Composition: 1. <i>Mithisar Bilai Lirnay</i> 2. <i>Daobaynayni Swmwnddwi Lirnay</i>	1x7=7 1x8=8
Section-C Grammar	1. <i>Hwnzab Arw Dazab Swdwb</i> 2. <i>Bathra Swlaynay</i> (Gwrlwi, Bangba, Zothai) 3. <i>Mwnseni bangsin wngthi gwnang swdwb</i> (Bathrayao bahayna lirnanggn) 4. <i>Gebeng Swdwb Danay</i>	4x5=20
Section-D Literature	Prose: 1. <i>Boro Mohor Swrzini Bakhri</i> - Shobha Brahma 2. <i>Binanao Nibeidita</i> - Nilkamal Brahma	Explanation 1x5=5 Questions 2x5=10
	Poetry: 1. <i>Aroz</i> - Anjoo 2. <i>Hangma</i> - Dhvajendra Brahma 3. <i>Gwdan Iyunni Methai</i> - Surath Narzary	Explanation 1x5=5 Questions 2x5=10
	Supplementary Reader: <i>Chin Hadorao Dandise</i> - Mohini Mohan Brahma	Questions 2x5=10
Total		90 Marks

Prescribed Text Books:

- Prose & Poetry - *Gwdan Khonsai Bidang*, 2009, the Assam State Textbook Production and Publication Corporation Ltd., Guwahati.
- Supplementary Reader - *Chin Hadorao Dandise*, Mohini Mohan Brahma, Sonabidang publication, RNB Road, Kokrajhar
- Grammar - *Gwnang Raokhanthi* by Kamal Kumar Brahma, Reprint-2005, Bina Library, Panbazar, Guwahati-I

EXAMINATION STRUCTURE FOR BODO (CODE: 092)

CLASS - X

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3Hrs

Total 90 Marks

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section-A READING	Comprehension: 500 Swdwb gwnang mwntham dopha thagwn	MCQ	03	3x5=15
Section-B Writing	Composition: 1. <i>Mithisar Bilai Lirnay</i> 2. <i>Daobaynayni Swmwnddwi Lirnay</i>	LA LA	01 01	1x7=7 1x8=8
Section-C Grammar	1. <i>Hwnzab Arw Dazab Swdwb</i> 2. <i>Bathra Swlaynay</i> (Gwrlwi, Bangba Zothai) 2. <i>Mwnseni bangsin wngthi gwnang swdwb</i> (Bathrayao bahayna lirnanggn) 4. <i>Gebeng Swdwb Danay</i>	MCQ	04	4x5=20
Section-D Literature	Prose: 1. <i>Boro Mohor Swrzini Bakhri</i> - Shobha Brahma <i>Binanao Nibeidita</i> - Nilkamal Brahma	Explanation LA Questions SA	01 02	1x5=5 2x5=10
	Poetry: 1. <i>Aroz</i> - Anjoo 2. <i>Hangma</i> - Dhvajendra Brahma 3. <i>Gwdan Iyunni Methai</i> - Surath Narzary	Explanation LA Questions SA	01 02	1x5=5 2x5=10
	Supplementary Reader: <i>Chin Hadorao Dandise</i> - Mohini Mohan Brahma	Questions SA	02	2x5=10
	Total			90 Marks

07. SYLLABUS FOR FRENCH (CODE: 018)

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

CLASS - IX

Time: 3 hrs.

Marks: 90

TOPICS

A) Reading Section:

10 marks

One unseen prose passage (factual/descriptive) (100-150 words)

B) Writing Section:

25 marks

Short compositions (dialogue, reordering, post card, message, weather description of a person/situation with visual input and clues(30-35 words))

C) Grammar Section:

35 marks

Based on the prescribed textbook (Lessons 1-6) articles, possessive adjective, demonstrative adjective, prepositions, verbs (présent, futur proche, futur, passé composé, impératif, imparfait) pronominal verbs, editing sentences, re-ordering sentences, question formation, qualifying adjectives.

D) Culture and Civilization

20 marks

Questions based on textbook

16 marks

Value based questions:

4 marks

(Question based on values and morals on everyday life. Such questions should not be based on factual information)

1. L. 1 - *La Famille*

2. L. 2 - *Au Lycée*

3. L. 3 - *Une journée de Pauline*

4. L. 4 - *Les saisons*

5. L. 5 - *Les Voyages*

6. L. 6 - *Lesloisirs et les sports*

Prescribed textbook:

Entre Jeunes Class IX (CBSE)

Textbook Lessons 1-6

EXAMINATION STRUCTURE FOR FRENCH (CODE: 018)

CLASS-IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

The Question Paper will be divided into four sections:

Time: 3 Hrs.

Section - A: Reading Comprehension	-	10 marks
Section - B: Writing	-	25 marks
Section - C: Grammar	-	35 marks
Section - D: Culture and Civilization	-	20 marks

Scheme of Section and Weightage to content:

Section	Details of Topics/Sections	Type of Questions
Section - A (Understanding)	1 Unseen Prose Passage (100-150 words)	True or False- context or theme based Short Answer Questions Vocabulary Search: Fill in the blanks/nouns/verb forms/ opp./synonyms/ Language expressions / Adjectives / Adverbs.
Section - B (Creating)	1 Weather bulletin (completion of a text with clues/fill in the blanks) 1 Description of picture with clues- person / situation 1 Dialogue(re-ordering) 1 Message/invitation 1 Post Card	Creative Short Answers
Section - C (Application)	Grammar	Fill in the blanks/ Re-ordering/ Editing sentences / Asking / Answering questions
Section - D (Remembering and analyzing)	Culture and Civilization (Lesson 1-6)	- SA - Value Based Questions - MCQ (True or False / Find the odd one/ Match the following/ Fill in the blanks /Questions based on pictures)

Total: 90 marks

SYLLABUS FOR FRENCH (CODE: 018)
CLASS - IX
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 hrs.

Marks: 90

TOPICS

- A) Reading Section: 10 marks**
One unseen prose passage (factual description) (100-150 words)
- B) Writing Section: 25 marks**
One long composition (Informal letter) 80 words
Short composition- Any three: (dialogue, recording, recipe, message) (30-35 words)
- C) Grammar Section: 35 marks**
Based on the prescribed textbook (Lessons 7-12) Integrated questions (articles, prepositions, tenses of verbs done, editing sentences, re-ordering sentences, personal pronouns, negatives, degrees of adjectives, Interrogative adjectives and pronouns, question formation, relative pronouns)
- D) Culture and Civilization Section 20 marks**
Questions based on textbook 16 marks
Value based questions 4 marks
(Question based on values and morals on everyday life. Such questions should not be based on factual information)
1. L. 7 - *L'argent de poche*
 2. L. 8 - *Faire des achats*
 3. L. 9 - *Un diner en famille*
 4. L. 10 - *La mode*
 5. L.11 - *Les fêtes*
 6. L.12 - *La Francophonie*

Prescribed textbook:

Entre Jeune Class IX (CBSE)

Lessons 7-12

EXAMINATION STRUCTURE FOR FRENCH (CODE: 018)

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

The Question Paper will be divided into four sections:

Time: 3Hrs.

Section - A: Reading Comprehension - 10 marks

Section - B: Writing - 25 marks

Section - C: Grammar - 35 marks

Section - D: Culture and civilization - 20 marks

Scheme of Section and Weightage to content:

Section	Details of Topics/Sections	Type of Questions
Section - A (Understanding)	1 Unseen Prose Passage (100-150 words)	True or False- context or theme based Short Answer Questions Vocabulary Search: Fill in the blanks/nouns/verb forms/ opp./synonyms/ Language expressions / Adjectives / Adverbs.
Section - B (Creating)	1 long composition (informal letter-80 words) 3 short compositions (30-35 words) (Message/Dialogue/Re- ordering/Recipe)	Creative LA Creative SA
Section - C (Application)	Grammar	Fill in the blanks/Re-ordering Editing sentences/asking/Answering questions
Section - D (Remembering and Analyzing)	Culture and Civilization (Lesson 7-12)	- SA - Value Based Questions - MCQ (True or False / Find the odd one/ Match the following/ Fill in the blanks /Questions based on pictures)

Total=90 marks

SYLLABUS FOR FRENCH (CODE: 018)
CLASS: X
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 hrs.

Marks: 90

TOPICS

- A) Reading Section: 10 marks**
One unseen prose passage (factual/descriptive) (150-200 words)
- B) Writing Section: 25 marks**
One long composition (informal letter) (80 words)
Short compositions. Any three: (30-35 words) (recipe, message, re-arranging a text/dialogue in logical sequence or completing a text with the help of clues provided)
- C) Grammar Section: 35 marks**
Revision of grammar topics done in class 9. Futur antérieur/ forme nominale/ pronoms personnels/y/ en/ pronom démonstratif (simple/composé)/ Pronoms possessif/ c'est qui/editing sentences/forming questions/jumbled sentences/tick the correct answer.
- D) Culture and civilization Section: Entre Jeunes 20 marks**
Questions based on textbook 16 Marks
Value based questions 04 Marks
(Question based on values and morals on everyday life. Such questions should not be based on factual information)
1. L. 1 – *Retrouvons nos amis*
 2. L. 2 – *Après le Bac*
 3. L. 3 – *Bon appétit*
 4. L. 4 – *Chacun ses goûts*
 5. L. 5 – *Chez le médecin*

Prescribed textbook:

Entre Jeunes – 2 (CBSE)

Lessons 1-5

EXAMINATION STRUCTURE FOR FRENCH (CODE: 018)

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

The Question Paper will be divided into four sections:

- Section - A: Reading Comprehension - 10marks
Section - B: Writing - 25 marks
Section - C: Grammar - 35 marks
Section - D: Culture and civilization - 20 marks

Scheme of Section and Weightage to content:

Section	Details of Topics/Sections	Type of Questions
Section - A (Understanding)	1 Unseen Prose Passage (150-200 words)	True or False- context or theme based Short Answer Questions Vocabulary Search: - Fill in the blanks/noun/verb forms/ opp./synonyms/ language expressions / Adjectives / Adverbs.
Section - B (Creating)	1 long composition (informal letter - 80 words) 3 short compositions (30-35 words) (Message/ Recipe/ Re-arranging a text/Dialogue in logical sequence / completing text with clues)	Creative LA Creative SA
Section - C (Application)	Grammar	Fill in the blanks/ Re-ordering sentences/ Editing sentences/ transforming sentences / connecting/linking the sentences/Asking / Answering Questions
Section - D (Remembering and Analyzing)	Culture and Civilization Lessons 1-5	- SA - Value Based Questions - MCQ (True or False / Find the odd one/ Match the following/ Fill in the blanks /Questions based on pictures)

Total = 90 marks

SYLLABUS FOR FRENCH (CODE: 018)
CLASS - X
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 hrs.

Marks: 90

TOPICS

- A) Reading Section:** **10 marks**
One unseen prose passage (factual/descriptive) (150-200 words)
- B) Writing Section:** **25 marks**
One long composition (informal letter - 80 words)
Short compositions. Any three: (30-35 words) - recipe, message, re-arranging a text/dialogue in logical sequence or completing a text with the help of clues provided.
- C) Grammar Section:** **35 marks**
All grammar topics done in classes 9 and 10 with special emphasis to be laid on the following topics: pronoms relatifs (simples et composés) plus-que-parfait/ conditionnel passé/"Si" clauses/gérondif/participe présent,/discours direct et indirect, subjonctif (expressions given in the text book only)
- D) Culture and Civilization Section** **20 marks**
Questions based on textbook 16 Marks
Value based questions 04 Marks
(Question based on values and morals on everyday life. Such questions should not be based on factual information)
1. L. 6 - *Chercher du travail*
 2. L. 7 - *Le plaisir de lire*
 3. L. 8 - *Métro, Boulot, Dodo*
 4. L. 9 - *Vive la République*
 5. L.10 - *C'est bon le progrès*

Prescribed:

Entre Jeunes - 2 (CBSE)

Lessons 6-10

EXAMINATION STRUCTURE FOR FRENCH (CODE: 018)

CLASS - X

SECOND TERM (OCTOBER 2015 - MARCH 2016)

The Question Paper will be divided into four sections:

Time: 3 Hrs.

Section - A: Reading Comprehension	-	10 marks
Section - B: Writing	-	25 marks
Section - C: Grammar	-	35 marks
Section - D: Culture and Civilisation	-	20 marks

Scheme of Section and Weightage to content:

Section	Details of Topics/Sections	Type of Questions
Section - A (Understanding)	1 Unseen Prose Passage (150-200 words)	True or False- context or theme based Short Answer Questions Vocabulary Search: Fill in the blanks/nouns/verb forms/ opp./synonyms/ Language expressions/ Adjectives / Adverbs.
Section - B (Creating)	1 long composition (informal letter) (80 words) 3 short compositions (30-35 words) (Message, Recipe, Re-arranging a text/ dialogue in logical sequence or completing text with clues provided)	Creative LA Creative SA
Section - C (Application)	Grammar	Fill in the blanks/ Re-ordering sentences/ Editing sentences/ transforming sentences / connecting sentences/Making / answering Questions
Section - D (Remembering and Analyzing)	Culture and Civilization Lessons 6-10	- SA - Value Based Questions - MCQ (True or False / Find the odd one/ Match the following/ Fill in the blanks /Questions based on pictures)

Total=90marks

FORMATIVE ASSESSMENT - Weightage = 10%
Suggested Guidelines for Conducting Formative Assessment in
French Language for Class IX/X

1) Class Work 20 marks

3 tasks to be given based on writing skills, culture and civilization and grammar.
 The tasks will be evaluated on the basis of regularity, neatness, content, accuracy, presentation creativity, etc.

2) Activities 40 marks

i) Oral activity

Suggested topics: recitation, role-play, show and tell, quiz, skit, just-a-minute.
 The tasks will be evaluated on the basis of pronunciation, fluency, confidence, content, presentation etc.

ii) Group/Creative Activity

Suggested tasks: collage making, project work in groups, power point presentation, quiz, skit, poster making, board making, questionnaires etc.

iii) Vocabulary/comprehension worksheet

Suggested tasks: opposites/noun forms/verb forms/synonyms/jumbled words/dictation/sentence completion

3) Unit Test/Assignment 40 marks

	Unit	Test
Assignment		
Section - A - Comprehension	05	05
Section - B - Writing Skills	10	10
Section - C - Grammar	20	15
Section - D - Culture and Civilization	05	10
Suggested Syllabus	IX	X
Formative Assessment 1	1, 2, 3	1, 2
Formative Assessment 2	4, 5, 6	3, 4, 5
Formative Assessment 3	7,8, 9	6, 7
Formative Assessment 4	10, 11, 12	8, 9, 10

08. GERMAN (CODE: 020)

In 2008 a curriculum has been devised for classes VI to VIII. As a result of that the syllabus for class IX now does not start at the very beginning, as was the case till now, but where the class VIII syllabus finishes. The syllabus continues to follow the communicative and interactive approach. The stress is now not so much on grammar but on communication. Translations have been removed. Translation science has made enormous progress and the word to word translations that students at this level generally attempt are not relevant today any longer. Translation is a science within itself and needs rigorous training before it can be attempted. What has been incorporated is the summarisation of a German text in English. The students will get a passage in German that has to be summarised in English. Other written tasks should include making a poster for the school notice board, writing short messages as also short formal Emails.

This is in consonance with the language policy of the CBSE. Reading skills have been given special attention. Students should be familiarised with reading strategies. Awareness has to be created that there are no difficult texts but only difficult questions. This effectively means that the texts chosen should be authentic and teachers have to develop the skill of forming tasks/ exercises that help students extract the most from a seemingly difficult text.

Listening skills and speaking skills have also been incorporated. The same approach as to reading applies also to listening skills. Authentic texts using audio texts from all German speaking countries with appropriate exercises should be used. People in German speaking countries have multiple dialects and accents and are proud to use them in their day to day life. It is important to make students aware of this and get their ears used to these regional differences. The Swiss do speak in a somewhat different accent than the residents of the city of Hamburg in northern Germany.

Speaking skills are to be promoted in class. This is what motivates students and makes the language come alive for them. Speaking about friends, school, parents, hobbies, social awareness and the environment in class will give them confidence to also express themselves in the real world.

Finally the assessment will have to reflect the new approach. There should be more stress on understanding and expression rather than grammar tests. Grammar though important should not become the primary focus of testing pushing communication to the background.

Learning Objectives

The following objectives build upon the objectives already stated for classes VI to VIII. The objectives given below will apply to both classes IX and X which can be treated as one unit

1. Listening and responding

By the end of class X students should be able to

- Listen and understand the main points and some details from an extended dialogue or a short spoken text and respond
- Listen to a short audio text and respond by asking for more details
- Listen to announcements at public places e.g. railway stations and act accordingly
- Listen to a audio text, extract the relevant details and complete the gaps in a written text

2. Speaking

By the end of class X students should be able to

- Talk about future plans and intentions
- Ask someone to clarify and elaborate what they have just said

- Give or seek informal views in an informal discussion with friends
- Recall and narrate an incident they have seen or remember from their childhood

3. Reading and responding

By the end of class X students should be able to

- Read and respond to an extract from a story, an e-mail message or song or simple text from the internet
- Read descriptions of people in the school or class and identify who they are
- Read fairytales or stories and summarise them in German or English

4. Writing

By the end of class X students should be able to

- Write a short text using pointers e.g. biography
- Summarise an unseen passage in English
- Writing a semi-official E-mail with complete sentence constructions

5. Intercultural awareness

By the end of class X students should be able to

- Handle everyday problems i.e. cope with less routine problems on public transport, handle travel arrangements
- Demonstrate understanding of and respect for cultural diversity
- Recognise how aspects of the culture of different countries become incorporated into the daily life of others
- Recognise advantages of another culture and try and apply to their own lives e.g. environmental awareness and waste management

6. Knowledge about language

By the end of class X students should be able to

- Learn to use subordinate clauses of time, place and purpose to qualify the main clause
- Learn the use of grammatical structure e.g. verbs with prepositions to express oneself more succinctly

7. Language learning strategies

By the end of class X students should be able to

- Apply known rules when creating new language
- Integrate new language into previously learnt language
- Use the context of what they see/ read to determine some of the meaning

Class IX
Part III - Content
For First Summative

Module 7

Lesson	Situation/ Topic	Speech intention	Structure	Suggested activity
Lesson 1	Professions and their characteristics	- To ask and talk about professional plans - To talk about the positive and negative aspects of a profession	'werden'- to become - Genetiv - Revision of the subordinate clause "weil" and introduction of "dass"	- Students discuss their future professional plans - Counselling - Game - Guessing the profession after listening to the description of what one does
Skills	- Reading Comprehension - seen passage with True/False exercises - Writing: Students maintain a diary during the year recording their progress in German language learning			
Lesson 2	Future Prospects	- To talk about future plans - To draw comparisons between people and things - To predict the future	- Future tense - Comparative and superlative for adjectives and adverbs - Revision of interrogative pronouns	- Compare celebrities and show one's preferences. - Compare cars, mobiles, gadgets , clothes etc. - A day in my life in the year 2050 - Find out, how many types of schools are there in Germany and what is the difference between them
Skills	- Writing a text with given elements - Speaking: A simulated conversation on future plans (Structure to be given)			
Lesson 3	Language holiday	- To lay down conditions - To express an intention and to set an aim	- Subordinate clause " wenn" - Subordinate clause "um....zu" - Verb specific prepositions - Revision of Modal verbs	- Students discuss conditions under which they would undertake a journey and set aims for the same - Webquest- students look for a language course in one of the German speaking countries ,suitable for their age group and exposure to the German language
Skills	- Writing: Write a postcard to a friend from a vacation spot you are visiting - Listening: Comprehension with multiple choice exercises			

For Second Summative

Module 8

Lesson	Situation/ Topic	Speech intention	Structure	Suggested activity
Lesson 1	Selecting a Life partner	- To talk about the past - To ask for the confirmation of an occurrence and fix it temporally.	- Past participle of strong verbs - Past participle of "haben" and "sein" - Introduction of double barrel verbs eg. kennen lernen - Revision of "dass" - Revision of separable verbs	- Students prepare their resume - Students prepare the resume of a celebrity
Skills	- Reading: Comprehension Seen Passage (Does the text contain the following information, If yes, where?) - Writing: Write a paragraph on "favourite past times"			
Lesson 2	Memories	- To reflect about their past - To narrate what had taken place when	- Simple past (<i>Präteritum</i>) of Modal verbs - Simple past (<i>Präteritum</i>) of "haben" and "sein" - Subordinate clause – "als"	- Students discuss their time in Kindergarten - Students discuss their favourite activities at the ages of 5, 8, 10, and 12 years
Skills	- Reading: Comprehension: Unseen Passage with questions about the content using interrogative pronouns - Writing: Write the biography of a famous person			
Lesson 3	Fairytales	To narrate fairytales and stories	- Simple past of both strong and weak verbs - Subordinate clause of purpose – "damit" - Revision of Dative und Akkusative Personalpronomen	Students read Fairytales in German . eg. Fairytales by Grimm brothers
Skills	- Writing: Summarising an seen passage in English - Listening: hear a text and complete a text with blanks			

Class IX
Suggested activities for Formative Assessments 1 and 2

	Suggested activities for Formative Assessment	Basis of Evaluation
1.	Students talk about their future plans	- Vocabulary - Confidence - Presentation - Fluency - Diction
2.	Group discussion followed by presentation on a day in one's life in 2050	- Creativity - Vocabulary - Confidence - Presentation - Originality
3.	Dumb Charade(in groups). One Member of each group to enact - Situations - Characters - Professions	- Acting skill - Creativity - Understanding of theme - Recognition of character
4.	Power point presentation on schooling system in Germany.	- Confidence - Understanding of topic - Presentation - Clarity of ideas - Creativity
5.	Listening comprehensions (in the text book and others from internet or other sources)	- Understanding of text - Correct response to questions - Analytical ability
6.	- Composing a text or changing the given text. - Visual stimulus in the form of picture, cartoon ,movie clip etc.to be provided - Verbal stimulus in the form of words, stories, incidents etc. to be provided)	- Originality - Creativity - Fluency - Imagination - Expression
7.	Spell check (can be a group activity also) - spelling - meaning - pronunciation - sentence making	- Memorisation of correct spelling - Correct sentence formation - Right usage of word - Part of speech
8.	Just a minute Topics can be from the text or from life .	- Promptness - Imagination - Presentation - Fluency of ideas - Confidence - Concise expression

Suggested activities for Formative Assessments 3 and 4

	Suggested activities for Formative Assessment	Basis of Evaluation
	Resume: a) Self b) Celebrity	• Vocabulary • Presentation • Originality • Concise expression
2.	Group discussion followed by presentation (eg. Favourite past times)	• Understanding of topic • Conversational skills • Confidence • Presentation
	Dumb Charade (in groups) One Member of each group to enact • Situations • Characters • Professions etc. • Others to identify	• Acting skill • Creativity • Understanding of theme • Recognition of character
4.	Reading aloud of a fairy tales (texts to be provided by the teachers , from internet or the library)	• Confidence • Diction • Fluency
5.	Listening comprehensions (in the text book and others from internet or other sources)	• Understanding of text • Correct response to questions • Analytical ability
6.	Composing a text or changing the given text. • Visual stimulus in the form of picture, cartoon ,movie clip etc.to be provided • Verbal stimulus in the form of words, stories, incidents etc. to be provided)	• Originality • Creativity • Fluency • Imagination • expression
7.	Spell check (can be a group activity also) • spelling • meaning • pronunciation • sentence making	• Memorisation of correct spelling • Correct sentence formation • Right usage of word • Part of speech
8.	Just a minute Topics can be from the text or from life .	• Promptness • Imagination • Presentation • Fluency of ideas • Confidence • Concise expression

Assessment Scheme for Class IX

First Summative

Max. Marks 90

Section A-Reading

1. Comprehension (unseen)	10 marks
2. Comprehension (unseen)	10 marks

Section B -Writing

1. Based on stimulus compose a message/letter/E-Mail (30-40 words)	5 marks
2. Summarizing a German passage in English (unseen)	10 marks

Section C - Applied Grammar

(45 marks)

1. Subordinate Clauses (weil, dass , wenn, um.....zu, denn, wie, aber)	8 marks
2. Modal Verbs	8 marks
3. Adjectives (comparative and superlative)	8 marks
4. Prepositions	8 marks
5. Verb: werden (both as a verb and auxiliary verb)	8 marks
6. Articles	5 marks

Section D -Textbook

1. Completing a passage with the vocabulary provided	5 marks
2. Value based question (based on a text from the textbook)	5 marks

Second Summative

Max. Marks 90

Section A- Reading

1. Comprehension (unseen passage)	10 marks
2. Comprehension (unseen passage)	10 marks

Section B-Writing

1. Based on stimulus compose a message/letter/E-Mail (30-40 words)	5 marks
2. Postcard (30-40words) or Paragraph writing (50-60 words)	5 marks
3. Summarizing a German passage in English (unseen)	10 marks

Section C –Applied Grammar

1. Past participle (Partizip Perfekt)	8 marks
2. Separable verbs	5 marks
3. Prepositions	8 marks
4. Past tense	5 marks
5. Subordinate clauses (als, dass, damit.....)	5 marks
6. Question making	4 marks
7. Personal pronouns (Accusative/Dative)	5 marks

Section D- Textbook

1. Completing a passage with the vocabulary provided 5marks
2. Value based question (based on a text from the textbook) 5marks

BOOKS

The following teaching material is prescribed for class IX:

Prescribed Book : Wir 3 (Textbook and Workbook, Module 7 & Module 8)
(Klett Publishing House, Published In India by Goyal Publishers)

Suggested References : Team Deutsch 2/1
Planet 2
Ping Pong 2
Sowieso 2
Perfekt in Deutsch
Wir Plus
DVD- Wir Live
Langenscheidt Euro Dictionary
K.M. Sharma; German-Hindi/ Hindi-German Dictionary.
(Rachna Publishing House)

Class X
Part III - Content
For First Summative

Module 9

Lesson	Situation/ Topic	Speech intention	Structure	Suggested activity
Lesson 1	Characteristics of a person	- To describe a person physically - To describe his/ her personality traits	- Adjectives as attributes - with indefinite Article - In Nominative and Accusative case - Interrogative Structures : <i>Was für ein/eine.....?</i>	20 questions to identify a famous personality - Relate characteristics to specific sun signs
Skills	- Writing: Write the description of a person in class - Reading: Read the horoscopes in German newspapers and extract the information relevant to you and your friend			
Lesson 2	Fashion	- To describe garments - To express your opinions about fashion	- Adjective as Attribute - with definite Article - Interrogative pronoun: "Welch..."	Each student brings pictures of garments to class and describes them
Skills	Writing: Summarising an unseen German language passage in English			
Lesson 3	Parent-child relationship	- To describe your family members - To characterise your relationship with them	- Relative pronoun in Nominative and Accusative - Relative clause	Role Play: Discussion between parents and child about going out with friends for a movie late in the evening
Skills	- Writing : Write a mail to your parents while you are away on an adventure camp - Reading : Reading comprehension of unseen passage			

For Second Summative

Module 10

Lesson	Situation/ Topic	Speech intention	Structure	Suggested activity
Lesson 1	Environment	- To talk about environmental problems - To discuss measures to save the	Indirect questions in the form of subordinate clauses	- Find out about waste management in your school - Suggest ways in which you can help protect the

		environment		environment
Skills	• Reading : Visual material is to be matched with the text and suitable title to be provided • Related sentences have to be completed with words from the provided Text			
Lesson 2	Youth and social awareness	• To discuss about socially relevant issues • To discuss about how one can contribute towards alleviating social issues	• Verb + Prepositions • Interrogative pronouns with prepositions for people and things and answers to the same	• Start an eco-club in your class • Find out how waste disposal is structured in Germany
Skills	• Writing : Make a Poster appealing to students to keep the school premises clean • Reading : Read Advertisements and extract the relevant information from them			
Lesson 3	School magazine	• To discuss the content and layout of a school magazine	• Recognition of the passive structure without active usage (present tense) • Relative sentences- Genitive	
Skills	• Write a notice for the school board asking for contributions to the school magazine • Write a short advertisement for the school magazine announcing the establishment of a German club and requesting students to join			

Class X

Suggested Activities for Formative Assessments 1 and 2

	Suggested activities for Formative Assessment	Basis of Evaluation
1.	Quiz on famous personalities (e.g. playing 20 questions in the class)	• Vocabulary • Syntax
2.	Group discussion on Sun Signs and their characteristics.	• Understanding of topic • Conversational skills • Confidence • Presentation
3.	Dumb Charade(in groups). One Member of each group to enact • Situations • Characters	• Acting skill • Creativity • Understanding of theme • Recognition of character
4.	Role play: Discussion between parents and child about going out with friends for a movie late in the evening.	• Confidence • Diction • Fluency

		• Acting skill • Creativity
5.	Listening comprehensions (in the text book and others from internet or other sources)	• Understanding of text • Correct response to questions • Analytical ability
6.	Composing a text or changing the given text. • Visual stimulus in the form of picture, cartoon, movie clip etc. to be provided • Verbal stimulus in the form of words, stories, incidents etc. to be provided)	• Originality • Creativity • Fluency • Imagination • expression
7.	Spell check (can be a group activity also) • spelling • meaning • pronunciation • sentence making	• Memorisation of correct spelling • Correct sentence formation • Right usage of word • Part of speech
8.	Just a minute Topics can be from the text or from life .	• Promptness • Imagination • Presentation • Fluency of ideas • Confidence • Concise expression

Suggested Activities for Formative Assessments 3 and 4

	Suggested activities for Formative Assessment	Basis of Evaluation
1.	Project work : Outline the waste management system in the school and suggest improvements.	• Vocabulary • Creativity • Presentation skills
2.	Power point presentation on waste management system and ecological awareness in Germany	• Understanding of topic • Creativity • Confidence • Presentation skills
3.	Dumb Charade (in groups). One Member of each group to enact • Situations • Characters	• Acting skill • Creativity • Understanding of theme • Recognition of character
4.	Writing articles (in German) for the school magazine.	• Creativity • Knowledge of language • Vocabulary

		• Expression
5.	Listening comprehensions (in the text book and others from internet or other sources)	• Understanding of text • Correct response to questions • Analytical ability
6.	Composing a text or changing the given text. • Visual stimulus in the form of picture, cartoon, movie clip etc.to be provided • Verbal stimulus in the form of words, stories, incidents etc. to be provided)	• Originality • Creativity • Fluency • Imagination • Expression
7.	Spell check (can be a group activity also) • spelling • meaning • pronunciation • sentence making	• Memorization of correct spelling • Correct sentence formation • Right usage of word • Part of speech
8.	Just a minute Topics can be from the text or from life .	• Promptness • Imagination • Presentation • Fluency of ideas • Confidence • Concise expression

Assessment Scheme for Class X

First Summative

Max. Marks 90

Section A-Reading

1. Comprehension (unseen) 10 marks
2. Comprehension (unseen) 10 marks

Section B- Writing

1. Based on stimulus compose a message / letter/ E Mail/ Poster (30-40 words) 10 marks
2. Summarizing a German passage in English (unseen) 10 marks

Section C-Applied Grammar

(40 marks)

1. Adjective endings in Nominative and Accusative 8 marks
2. Was für ein.... / welche 8 marks
3. Relative pronoun in Nominative and Accusative 8 marks
4. Prepositions 8 marks
5. Subjunctive (Konjunktiv II: wäre, hätte and würde+infinitive) 8 marks

Section D-Textbook

1. Completing a passage with the vocabulary provided 5 marks

2. Value based question (based on text from the textbook)	5 marks

Second Summative

Max. Marks 90

Section A-Reading

1. Comprehension (unseen)	10 marks
2. Comprehension (unseen)	10 marks

Section B

1. Based on stimulus compose a message /letter/E Mail/Poster(30-40 words)	10 marks
2. Summarizing a German passage in English (unseen)	10 marks

Section C- Applied Grammar

(40 marks)

1. Past participle(Partizip Perfekt)	10 marks
2. Passive without modal verbs	5 marks
3. Fixed prepositions with verbs	10 marks
4. Adjective endings	10 marks
5. Subordinate clauses	5 marks

Section D-Textbook

1. Completing a passage with the vocabulary provided	5 marks
2. Value based question (based on text from the textbook)	5 marks

BOOKS

The following teaching material is prescribed for class X:

Prescribed Book : Wir 3 (Textbook and Workbook, Module 9 & Module 10)
(Klett Publishing House, Published In India by Goyal Publishers)

Suggested References : Team Deutsch 2/2
Planet 2
Ping Pong 2
Sowieso 2
Perfekt in Deutsch
Wir Plus
Schritte Plus
DVD- Wir Live
Langenscheidt Euro Dictionary
K.M. Sharma: German-Hindi/ Hindi-German Dictionary
(Rachna Publishing House)

09 ગુજરાતી માતૃભાષા

ધોરણ ૯ -૧૦

ધોરણ ૯માં પ્રવેશ લેનાર વિદ્યાર્થીઓની ભાષાશૈલી અને વિચારબોધ વિકસિત થઈ ચૂક્યા હોય છે એટલે આ તબક્કે તેમને ભાષાજ્ઞાન અને વૈચારિક સમૃદ્ધિ માટે જરૂરી સામગ્રી ઉપલબ્ધ કરાવી આપવી અનિવાર્ય બને છે. આ સ્તરે આવેલા વિદ્યાર્થીઓ થોડા પરિપક્વ અને વધુ સમજદાર બની ગયા હોય છે. તેથી તેમની બોલવાની, લખવાની અને વિવેચનાત્મક દૃષ્ટિ પણ ખીલી હોય છે. ભાષાનો સૌન્દર્યપક્ષ, કથાત્મકતા અને ગેયતા, સંચાર માધ્યમોની સમજણ, શબ્દની વિવિધ શક્તિઓની સમજણ અને તેનો સામાજિક સંદર્ભ ઈત્યાદિની ભેદરેખા તેના મનમાં સ્પષ્ટ હોય છે. આ ઉપરાંત તે સાહિત્યના વિવિધ રૂપ-સ્વરૂપો અને અભિવ્યક્તિની વિવિધ તરાહોથી પણ વાકેફ થઈ ગયો હોય છે. તેના અભ્યાસવિષયમાં પાઠ્યપુસ્તકો ઉપરાંત ફિલ્મ, રમતગમત અને ખેલફૂદ ઉપરાંત અન્ય વ્યાપક વિષયોની પત્રિકાઓ અને સામયિકો પણ પ્રવેશ પામી ચૂક્યા હોય છે. આ સ્તરે પહોંચેલા વિદ્યાર્થીઓને માતૃભાષા ગુજરાતીનું શિક્ષણ એ રીતે આપવું જોઈએ જેથી તે તેની વ્યવહારની અને સંસ્કૃતિની ભાષા બની શકે. આ માટે એવો પ્રયાસ કરવો જોઈએ કે માતૃભાષા તેની લેખિત અને મૌખિક અભિવ્યક્તિની પણ ભાષા બને, તેની સામાજિક ઓળખ બને અને તેના આત્મવિશ્વાસમાં વધારો કરે.

આ અભ્યાસક્રમના અધ્યયનથી વિદ્યાર્થીઓને થનારા લાભ

- (ક) વિદ્યાર્થી પોતાની રૂચિ અને જરૂરિયાત મુજબ ગુજરાતી ભણી શકશે અને ગુજરાતી ભાષામાં મૌખિક તથા લિખિત અભિવ્યક્તિ માટે સક્ષમ બનશે.
- (ખ) ભાષા પર પ્રભુત્વ મેળવીને આગળના ધોરણોમાં વિજ્ઞાન, ગણિત, સમાજ વિજ્ઞાન અને અન્ય વિષયોમાં પણ આત્મવિશ્વાસ અને સફળતા અનુભવશે.
- (ગ) રોજીંદા જીવન વ્યવહારના કામો જેવા કે વ્યાવસાયિક અને વ્યાવહારિક પત્રલેખન, અરજી કે આવેદન લેખન વગેરે માટેની સક્ષમતા પ્રાપ્ત કરી શકશે.
- (ઘ) ઉચ્ચતર માધ્યમિક સુધી પહોંચતા સુધીમાં વિવિધ વિષયોની ભાષાના આંતરસંબંધની સમજણ કેળવી શકશે.
- (ચ) ધોરણ ૯ -૧૦ તેને અન્ય ભાષાઓની પ્રકૃતિ અને ચરિત્ર સમજવામાં સહાયક બનશે.

ધોરણ ૯ -૧૦માં માતૃભાષા ગુજરાતીનું શિક્ષણ આપવાના ઉદ્દેશો

- ધોરણ ૯ સુધીમાં મેળવેલા ભાષા જ્ઞાન અને લિખિત, મૌખિક અને વ્યવહારિક અભિવ્યક્તિનો સતત વિકાસ
- સર્જનાત્મક સાહિત્યના વિવેચનાત્મક આસ્વાદની ક્ષમતાનો વિકાસ
- સ્વતંત્ર અને મૌખિક પ્રકારે અભિવ્યક્તિનો સતત વિકાસ
- જ્ઞાનની અને અન્ય વિદ્યાશાખાઓની ભાષા તરીકે ગુજરાતી ભાષાની વિલક્ષણ પ્રકૃતિ અને શૈલીનો પરિચયાત્મક વિકાસ અને અનુભૂતિ
- સાહિત્યની પ્રભાવકારી ક્ષમતાના ઉપયોગ દ્વારા રાષ્ટ્રીયતા, ધર્મ, લિંગ, ભાષા ઈત્યાદિ વૈવિધ્યપૂર્ણ સમાજ પરત્વે હકારાત્મક અને સંવેદનશીલ વલણનો વિકાસ

- રાષ્ટ્રીયતા,ધર્મ,લિંગ, ભાષા, જાતિ ઇત્યાદિ વિષયક પૂર્વગ્રહને કારણે બનેલી રૂઢિઓની ભાષાગત અભિવ્યક્તિમાં સમાનતા અને સંવેદનશીલતા
- વિદેશી ભાષા સહીત અન્ય ભારતીય ભાષાઓના સાંસ્કૃતિક વૈવિધ્યનો પરિચય
- વ્યાવહારિક અને દૈનિક જીવનમાં અભિવ્યક્તિની મૌખિક અને લેખિત ક્ષમતાનો વિકાસ
- મુદ્રિત અને વિજાણુ સંચાર માધ્યમોમાં અભિવ્યક્તિની વિવિધ તરાફોની તથા શૈલીઓની સમજણ અને વિકાસ
- સઘન વિશ્લેષણ,સ્વતંત્ર અભિવ્યક્તિ અને તર્કક્ષમતાનો વિકાસ
- અમૂર્તનની પહેલા પ્રાપ્ત કરેલી ક્ષમતાનો વિકાસ
- ભાષામાં રહેલી હિંસાની સંરચનાની સમજનો વિકાસ
- મતભેદ,વિરોધ અને સંઘર્ષની સ્થિતિમાં પણ ભાષાના તર્કપૂર્ણ અને સંવેદનશીલ ઉપયોગ દ્વારા સંવાદ સાધવાની ક્ષમતાનો વિકાસ
- ભાષાની સમાવેશી અને બહુભાષીય પ્રકૃતિ પ્રત્યે ઐતિહાસિક દૃષ્ટિકોણનો વિકાસ
- શારીરિક અને અન્ય પ્રકારના પડકારોનો સામનો કરી રહેલા બાળકોમાં ભાષાની ક્ષમતાના વિકાસની લાક્ષણિકતાઓની ઓળખ

શિક્ષણ : ઉપાયો અને યુક્તિઓ

માધ્યમિક વર્ગોમાં શિક્ષકની ભૂમિકા ઉચિત વાતાવરણનું નિર્માણ કરવાની હોવી જોઈએ.ભાષા અને સાહિત્યના શિક્ષણમાં નીચેની બાબતો ખાસ ધ્યાનમાં રાખવી જોઈએ.

- વિદ્યાર્થી દ્વારા થતી ભૂલોને ભાષાશિક્ષણ સંદર્ભે સાહજિક ગણીને સ્વીકારવી જોઈએ જેથી વિદ્યાર્થી અબાધિતરૂપે શીખતો રહે અને મૌખિક અભિવ્યક્તિમાં સાહજિકતાનો અનુભવ કરે.ભાષાશુદ્ધિ માટે દુરાગ્રહ રાખવાથી તે કુંઠિત થઈ જાય તેમ બને.તેને ભાષાના સહજ,કારગત અને સર્જનાત્મક રૂપોથી પરિચિત કરાવવો જોઈએ,જેથી પોતે જ ભાષાના સાહજિક ઉપયોગ કરવા પ્રેરાય.
- વિદ્યાર્થી સ્વતંત્ર અને અબાધિતરૂપે લિખિત અને મૌખિક અભિવ્યક્તિ કરે તે માટે જરૂર જણાય તો શિક્ષક ભણાવવાની પદ્ધતિમાં ફેરફાર કરવા જોઈએ.
- એવા શિક્ષણમુદ્દાઓની શોધ કરવી જોઈએ કે જેને લીધે વિદ્યાર્થી વર્ગમાં નિરંતર અને સક્રિય ભાગીદારી દ્વારા શિક્ષકને સાથ આપે.
- પ્રત્યેક ભાષાના નિયમો અને વ્યાકરણ હોય છે.ભાષાની આ પ્રકૃતિની ઓળખ કરાવવામાં આસપાસનાં પરિવેશનો અને પાઠમાંના સંદર્ભોનો ઉચિત ઉપયોગ કરવો જોઈએ.આ આખી પ્રક્રિયા એવી હોવી જોઈએ કે વિદ્યાર્થી પોતાને સંશોધક સમજે અને શિક્ષક કેવળ માર્ગદર્શન આપે.
- સ્થાનિક બોલીઓ અને શબ્દોના પ્રયોગથી એ વાત સ્પષ્ટ કરી શકાય કે ભાષાનો પરિવેશ બહુભાષિક હોય છે.
- શારીરિક ખોડખાંપણ ધરાવતા વિદ્યાર્થી માટે જરૂરી શિક્ષણસામગ્રીનો ઉપયોગ કરવો જોઈએ.
- વર્ગમાં શિક્ષકે પ્રત્યેક ધર્મ, જાતિ, લિંગ પરત્વે સંવેદનશીલ વાતાવરણનું નિર્માણ કરવું જોઈએ.

- પરંપરાગત રૂઢિપ્રયોગો અને કહેવતો દ્વારા પૂર્વગ્રહો ન રચાય તેવી રીતે તેમનો ઉપયોગ કરવાની સમાજ વિકસિત કરવી જોઈએ.
- મધ્યકાલીન કૃતિઓનાં સઘન અભ્યાસ અને એમાં રહેલી સંગીતાત્મકતાના પરિચય માટે ઓડિયો વિડીયો કેસેટ તૈયાર કરવી જોઈએ.કોઈ કલાકાર ઉપલબ્ધ હોય તો તેના ગાયન દ્વારા મધ્યકાલીન કૃતિઓને વધુ સારી રીતે સમજાવી શકાય.
- દસ્તાવેજી અને ફીચર ફિલ્મોને પણ શિક્ષણસામગ્રી તરીકે ઉપયોગમાં લેવાની જરૂર છે.એમાં પ્રયોજાયેલી ભાષાની વિશિષ્ટતા દ્વારા માધ્યમોમાં ભાષાનું મહત્વ સમજાવી શકાય.
- વર્ગમાં કેવળ એક જ પાઠ્યપુસ્તકને બદલે વિવિધ પુસ્તકોના પ્રયોગ દ્વારા શિક્ષક ભાષાશિક્ષણને સર્જનાત્મક બનાવી શકે છે.
- ભાષા સતત ગ્રહણ કરવાની પ્રક્રિયાથી બને છે તેથી શિક્ષક વિદ્યાર્થીઓને કહી શકે કે પોતે પણ અનેક સંદર્ભગ્રંથો,વિવિધ કોશ આદિનો ઉપયોગ કરે છે.આને લીધે વિદ્યાર્થીઓમાં પણ એનો ઉપયોગ કરવાની વૃત્તિ જાગૃત થશે.

વ્યાકરણ

વિદ્યાર્થીઓને સામાન્ય વ્યાકરણનો પરિચય તો ત્રીજા ધોરણથી જ થવા લાગે છે.ગુજરાતી ભાષાના વિશિષ્ટ વ્યાકરણનો પરિચય વિદ્યાર્થીઓને કેવી રીતે કરાવી શકાય એનો ચિતાર અને કેટલીક માર્ગદર્શક રેખાઓ અહીં આપવાનો પ્રયાસ કર્યો છે.

ધોરણ ૬ થી ૧૦ માટે કેટલાક વ્યાકરણબિંદુ

- સંજ્ઞા, સર્વનામ, વિશેષણ, ક્રિયા, ક્રિયાવિશેષણ
- લિંગ ,વચન,કાળ
- પદબંધમાં લિંગ અને વચનનો વિશેષણ પર પ્રભાવ
- 'ને'નો ક્રિયા પર પ્રભાવ
- અકર્મક,સકર્મક ક્રિયા
- સરળ,સંયુક્ત,મિશ્ર વાક્ય
- કર્તાવાચક અને કર્મવાચક
- સમુચ્ચયબોધક અને અન્ય અવિકારી શબ્દ
- પર્યાયવાચી,સમાસ, અનેકાર્થી,કહેવતો

ફોરમેટિવ

સાંભળવાની અને બોલવાની યોગ્યતાઓ

શ્રવણ :

- વર્ણવાયેલી કે વાંચેલી સામગ્રી, વાર્તા, ભાષણ, પ્રવચન, વાર્તાલાપ, વાદ-વિવાદ, કવિતાપાઠ વગેરેમાંથી અર્થ ગ્રહણ અને મૂલ્યાંકન તથા અભિવ્યક્તિના પ્રકારની સમજૂતી
- વક્તવ્યનાં ભાવ, વ્યંગવિનોદ, શૈલી, એમાં રહેલો સંદેશ વગેરેની સમજણ
- વૈચારિક મતભેદ હોય તો પણ વક્તાની વાતને ધ્યાનપૂર્વક અને શિષ્ટાચારપૂર્વક સાંભળવાની અને વક્તાના દૃષ્ટિકોણને સમજવાની સદભાવના
- જ્ઞાનઅર્જન, મનોરંજન અને પ્રેરણા મેળવવા માટે શ્રવણ
- વક્તવ્યનું વિવેચનાત્મક વિશ્લેષણ કરીને સારગ્રહણ

શ્રવણનું મૂલ્યાંકન

પરીક્ષકે કોઈ એક પ્રાસંગિક વિષય પર ફકરો વાંચવો જે અંદાજે ૧૫૦ શબ્દોમાં હોય તે જરૂરી છે.

પરીક્ષકને સાંભળતી વખતે વિદ્યાર્થીઓ નોંધ કરતા જઈને શ્રવણમૂલક વિશેષતાઓ નોંધી શકે. આ ફકરામાંથી ખાલી જગ્યા કે સાચા-ખોટા વિધાનો જેવા પ્રશ્નો દ્વારા વિદ્યાર્થીઓની શ્રવણક્ષમતાનું મૂલ્યાંકન થઈ શકે.

વાચન (બોલવું)

- બોલતી વખતે સ્પષ્ટ ઉચ્ચારણ કરવું, ગતિ, લય, આરોહ, અવરોહ સહિત પઠન, કાવ્યવાચન, વાર્તા પઠન અને/અથવા કોઈ પ્રસંગ સંભળાવવો
- આત્મવિશ્વાસ, અસ્ખલિત વક્તવ્ય, કાર્યક્રમનું સંચાલન
- ભાવાનુકૂળ સંવાદવાચન, હર્ષ, આનંદ, વિસ્મય
- ઔપચારિક અને વ્યવહારિક ભાષાનાં તફાવત અંગેની સભાનતા અને પ્રતિક્રિયાઓને નિયંત્રિત તથા શિષ્ટ ભાષામાં વ્યક્ત કરવાની કુનેહ
- મૌખિક અભિવ્યક્તિને સંક્ષિપ્ત, ક્રમબદ્ધ અને વિષયવસ્તુની એકતા સાથે સંતુલિત કરવાની કળા.
- સ્વાગત, પરિચય, આભારવિધિ, ભાષણ, વાદ-વિવાદ, અભિનંદન વગેરેની અભિવ્યક્તિમાં કૌશલ્ય
- મંચભય વિના ૫-૧૦ મિનીટ સુધીનું સરળ વક્તવ્ય

વાચન (બોલવું)નું મૂલ્યાંકન

- ચિત્રોના ક્રમ પર આધારિત વર્ણન : આ વિભાગમાં વિદ્યાર્થી વિવરણાત્મક ભાષા પ્રયોજે તે અપેક્ષિત છે.
- કોઈ ચિત્રનું વર્ણન : ચિત્ર વ્યક્તિનું કે ભૌગોલિક હોઈ શકે.
- કોઈ નિર્ધારિત વિષય પર વક્તવ્ય જેથી વિદ્યાર્થી વ્યક્તિગત અનુભવનાં આધારે અભિવ્યક્તિ કરી શકે.
- કોઈ વાર્તાનું પઠન અથવા ઘટનાનું વર્ણન

સમગ્ર સત્ર દરમિયાન વાચનકૌશલના મૂલ્યાંકનની પ્રક્રિયા સાતત્યપૂર્ણ અને નિયમિત થવી જોઈએ. આ માટે અહીં એક માપદંડ આપવામાં આવે છે. આ માટે વિદ્યાર્થીને શૂન્યથી દસ સુધી ગુણ આપવા જોઈએ. વિશેષ યોગ્યતાવાળા વિદ્યાર્થીને દસ ગુણ પણ આપી શકાય. સત્રના પ્રારંભે જ વિદ્યાર્થીઓને જાણ કરી દેવી જોઈએ કે વર્ગમાં એમની સહભાગિતાનું મૂલ્યાંકન કઈ રીતે થવાનું છે.

કૌશલ મૂલ્યાંકન માટે માપક્રમ

શ્રવણ(સાંભળવું)

૧. વિદ્યાર્થીમાં પરિચિત સંદર્ભોમાં યોજાતા શબ્દો અને પદોને સમજવાની સામાન્ય યોગ્યતા છે પરંતુ આશયને સમજી શકતો નથી.

૨. નાના સુસંબદ્ધ કથનો પરિચિત સંદર્ભોમાં સમજી શકે છે.

૩. પરિચિત અને અપરિચિત બંને સંદર્ભોમાં માહિતી સ્પષ્ટ સમજવાની યોગ્યતા છે

૪. દીર્ઘ વાક્યોની શૃંખલાને પર્યાપ્ત શુદ્ધતાથી સમજી અને નિષ્કર્ષ પર પહોંચી શકે છે

૫. જટિલ વાક્યોના વિચારબિંદુઓને સમજવાની યોગ્યતા દર્શાવે છે અને ઉદ્દેશ અનુસાર શ્રવણનું કૌશલ્ય પણ ધરાવે છે

વાચન(બોલવું)

વિદ્યાર્થી ફક્ત જુદાજુદા શબ્દો અને પદો પ્રયોજી શકે છે પણ એક સુસંબદ્ધ સ્તરે અભિવ્યક્તિ કરી શકતો નથી.

પરિચિત સંદર્ભોમાં ફક્ત સુસંબદ્ધ કથનોનો સીમિત પ્રયોગ કરી શકે છે.

જટિલ વાક્યો પ્રસ્તુત કરી શકે છે પણ ભૂલોને કારણે પ્રત્યાયનમાં મુશ્કેલી અનુભવે છે

વિચારોને તાર્કિક રીતે સંકલિત કરીને પ્રસ્તુત કરી શકે છે પ્રત્યાયનમાં ખલેલ ના પહોંચે એવી ભૂલ પણ કરે છે

ઉદ્દેશ અને શ્રોતા બંને માટે ઉપયુક્ત શૈલી અપનાવી શકે છે અને સામાન્ય ભૂલો કરે છે.

ટિપ્પણી :

- કસોટી લેતા પહેલા પરીક્ષાર્થીને તૈયારી માટે પર્યાપ્ત સમય આપવામાં આવે.
- વિવરણાત્મક ભાષાના પ્રયોગ વખતે વર્તમાનકાળનો ઉપયોગ અપેક્ષિત છે
- નિર્ધારિત વિષય પરીક્ષાર્થીના અનુભવ વિશ્વ પર આધારિત હોવો જોઈએ. કોઈ દ્રવ્યકો કે હસ્ય રસિક પ્રસંગ, તાજેતરમાં વાંચેલું કોઈ પુસ્તક અથવા જોયેલી કોઈ ફિલ્મની વાર્તા.
- જ્યારે પરીક્ષાર્થી બોલવાનો પ્રારંભ કરે ત્યારે પરીક્ષક હસ્તક્ષેપ ન કરે તે અપેક્ષિત છે.

પઠન

પઠનક્ષમતાનો મુખ્ય ઉદ્દેશ સ્વતંત્ર રીતે વિચારી શકે અને આત્માવલોકન કરી શકે એવી વ્યક્તિઓનું ધડતર કરવાનો છે.

- ઉપલક્ષ્ય દૃષ્ટિએ વાંચીને જ પથનો સાર ગ્રહણ કરી લેવો
- એકાગ્રચિત્ત થઈને સરળ ગતિથી મૌન પઠન કરવું.
- વાંચેલી સામગ્રી પર પોતાની પ્રતિક્રિયા આપવી.
- ભાષા, વિચાર અને શૈલીની પ્રશંસા કરવાની ક્ષમતા.
- સાહિત્યિક અભિરુચિનો વિકાસ.
- સંદર્ભ મુજબ શબ્દના અર્થ ભેદ પારખવો.
- વાંચેલી સામગ્રીના વિભિન્ન અંશોનો પારસ્પરિક સંબંધ સમજવો.
- લય, પ્રાસ, ગતિ વગેરે કવિતાના અંગોને ઓળખવાનું કૌશલ્ય

લેખનપરક યોગ્યતાઓ

- લિપિના માન્ય રૂપનો જ ઉપયોગ કરવો
- વિરામચિહ્નો યોગ્ય ઉપયોગ
- લેખન માટે વ્યવહારુ શબ્દભંડોળનો વિકાસ
- પ્રભાવક ભાષા અને લેખનશૈલીનો સાહજિક પ્રયોગ
- યોગ્ય પરિચ્છેદો પાડીને લેખન
- આવેદન, નિમંત્રણ, અભિનંદનપત્ર, આદેશ પત્ર, એસ. એમ. એસ. વગેરેનું લેખન અને વિવિધ ફોર્મ ભરવા
- વિવિધ સ્તોત્રોમાંથી સામગ્રી એકત્ર કરીને ચોક્કસ વિષય પર નિબંધલેખન
- જોયેલી ઘટનાનું વર્ણન અને એના પર પ્રતિક્રિયા આપવી
- સંવાદનું વાર્તામાં અને વાર્તાનું સંવાદમાં રૂપાંતર કરવું
- સમારોહો અને કાર્યક્રમોની માહિતી અને સામગ્રી તૈયાર કરવી.
- સાર, સંક્ષેપ, ભાવાર્થ લખવા.
- મૌલિક વિચારો અને સંવેદનાઓને સ્પષ્ટ, સહજ અને પ્રભાવશાળી ઢબે વ્યક્ત કરવા
- કમબહુતા અને પ્રકરણની એકતા જાળવી રાખવી
- અભિવ્યક્તિમાં સૌષ્ઠ્ય અને સંક્ષિપ્તતા જાળવી રાખવી
- લેખનમાં મૌલિકતા અને સર્જનાત્મકતા લાવવી.

સર્જનાત્મક અભિવ્યક્તિ

- વાદ-વિવાદ :

વિષય : શિક્ષક જ વિષયની પસંદગી કરે.

આધાર બિંદુ : તાર્કિકતા,ભાષણકળા,પોતાની વાત અધિકારપૂર્વક કહેવી

- કવિ સમ્મેલન : પાઠ્ય પુસ્તકની કવિતાનું પઠન અથવા મૌલિક કવિતાનું પઠન અથવા અંતાક્ષરી
- આધાર બિંદુ :
- અભિવ્યક્તિ
- ગતિ,લય,આરોહ અવરોહ સહિત કવિતાપઠન
- મંચ પર બોલવાનો મહાવરો અથવા મંચ ભયથી મુક્તિ
- વાર્તા પઠન /વાર્તા લેખન અથવા ઘટનાનું વર્ણન/લેખન
- સંવાદ : ભાવાનુકુળ અને પાત્રાનુકુળ
- ઘટનાઓનું ક્રમિક વર્ણન
- પ્રસ્તુતિકરણ
- ઉચ્ચારણ
- પરિચય આપવો /લેવો
- પાઠ્યપુસ્તક અનર પાઠમાંથી પ્રેરણા મેળવીને આધુનિક પદ્ધતિથી કોઈ નવા મિત્ર સાથે સંવાદ સ્થાપવો
- અને તેને પોતાનો પરિચય આપીને તેનો પરિચય મેળવવો
- અભિનય કળા :પાઠનાં આધારે વિદ્યાર્થી પોતાની અભિનય કળા પ્રસ્તુત કરી શકે.નાટક એક સામૂહિક કળા હોવાથી તેના લેખન,દિગ્દર્શન,સંવાદ,અભિનય,ભાષા અને ઉદ્દેશ વગેરેના આધારે શિક્ષક પોતે જ ગુણ આપી શકે છે.
- શીઘ્ર વકતૃત્વ : વિદ્યાર્થીનાં અનુભવ વિશ્વ પર આધારિત વિષય
- જૂથ ચર્ચા : વિદ્યાર્થીનાં અનુભવ વિશ્વ પર આધારિત વિષય

મૂલ્યાંકનનાં સંકેત બિંદુઓનું વિવરણ

પ્રસ્તુતિકરણ :

- આત્મ વિશ્વાસ
- હાવભાવ
- પ્રભાવોત્પાદકતા
- તાર્કિકતા
- સ્પષ્ટતા

વિષયવસ્તુ :

- વિષયની સાચી અવધારણા
- તર્કસંગતતા

ભાષા :

શબ્દચયન,સ્પષ્ટવક્તા અને પ્રસંગાનુરૂપ

ઉચ્ચારણ :

- સ્પષ્ટ ઉચ્ચારણ,યોગ્ય લય અને સમુચિત આરોહ અવરોહ

આ વર્ગોમાં આપવા જેવા મૂલ્યોનો સંદેશ

- સત્ય અને શિસ્ત
- સહનુભૂતિ અને સહકારિતા
- ન્યાય અને સમાનતા
- પ્રારંભ અને નેતૃત્વ
- પ્રામાણિકતા અને નિષ્ઠા
- લોકશાહી મૂલ્યો અને રાષ્ટ્રભક્તિ
- જવાબદારીની ભાવના

CURRICULUM FOR CLASSES IX- WEIGHTAGE (2015-2016)

TERM I

Formative Assessment 1 = 10%

Formative Assessment 2 = 10%

Summative Assessment I = 30%

TERM II

Formative Assessment 3 = 10%

Formative Assessment 4 = 10%

Summative Assessment II = 30%

TOTAL MARKS FOR QUESTION PAPERS

Summative Assessment I = 90 Marks

Summative Assessment II = 90 Marks

SYLLABUS FOR GUJARATI (Code No. 010)

CLASS: IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

SECTION	DETAILS OF TOPICS/CHAPTERS	WEIGHTAGE
SECTION A READING	(1) Answer the questions from unseen prose passage. (2) Answer the question from unseen prose passage. (3) Answer the question from unseen poetry.	15 Marks
SECTION B WRITING	(1) Paragraph writing (2) Letter (official-personal)	10 Marks
SECTION C GRAMMAR	Nouns, Verbs, punctuations, synonyms, and antonyms. Idioms, proverbs	20 Marks
SECTION D LITERATURE	Prose: 1. Paath Pako Thayo Nathi 2. Maari Baa 3. Be Prasango 4. Deshbhakt Jagadusha 5. Ichhakaka 6. Jaherma Vartav Poetry: 1. Gujarat Koni 2. Bapor ane Vantod 3. Baalkrushn na chreetra 4. Bhadravano Bhindo 5. Jaiye Aapane Pachha 6. Mahemanone 7. Paarasmani	45 Marks

Prescribed Text Books:

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

EXAMINATION STRUCTURE FOR GUJARATI (Code No. 010)

CLASS: IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015) SA I

Section	Details of topics/chapters	Types of questions	No. of questions	Marks
SECTION A READING	1. Question from unseen prose passage	MCQ	05	1X5=5
	2. Question from unseen prose passage	MCQ	05	1X5=5
	3. Question from unseen poetry	MCQ	05	1X5=5
				Total=15
SECTION B WRITING	1. Paragraph writing	LA	01	5X1=5
	2. Letter (official-personal)	SA	01	5X1=5
				Total=10
SECTION C GRAMMAR	1. Noun	SA	03	1X3=3
	2. Punctuations - Explanatory, Coma, Semi Colon	SA	03	1X3=3
	3. Synonyms from the textbook	SA	03	1X3=3
	4. Verb	SA	02	1X2=2
	5. Antonyms from the textbook	SA	03	1X3=3
	6. Idioms from the textbook	SA	03	1X3=3
	7. Proverbs	SA	02	1x3=3
				Total=20
SECTION D LITERATURE	Prose:			
	1. Question from seen prose passage	SA	01	1X5=5
	2. Give reason (any two)	SA	02	2X2=4
	3. Answer in one sentence (any five)	VSA	05	1X5=5
	4. Answer in short (any three)	SA	02	2X3=6
	5. Answer in details (Any one)	SA	01	4X1=4
				Total=24
	Poetry:			
	1. Poetry comprehension	SA	01	1X5=5
	2. Interpret the poem (from the text)	SA	02	2X2=4
	3. Answer in two three sentence (Any three)	SA	03	2X3=6
	4. Answer in one sentences (Any six)	VSA	06	1X6=6
				Total=21
TOTAL				90 Marks

SYLLABUS FOR GUJARATI (Code No. 010)
CLASS: IX
SECOND TERM (OCTOBER 2015 - MARCH 2016)

SECTION	DETAILS OF TOPICS/CHAPTERS	WEIGHTAGE
SECTION A READING	1. Answer the questions from unseen prose passage 2. Answer the questions from unseen prose passage 3. Answer the question from unseen poetry	15 Marks
SECTION B WRITING	1. Paragraph writing 2. Letter (official-personal)	10 Marks
SECTION C GRAMMAR	(a) (1) Identifying adverb, (2) change the gender (3) convert to plural, (4) convert to singular (b) Correct the sentences (c) Antonym / Synonym (text based) Idioms(text based)	20 Marks
SECTION D LITERATURE	Prose: (1) Taal (2) Safaruddin Chachani Ghodagadi (3) Mare Gher Javu Chhe (4) Kaabbar (5) Dorivala Boot (6) Prasannata Poetry: (1) Paarasmani (2) Aena ae gaamada (3) Ratvati (4) Ghar (5) Aapana Malakma (6) Duha - Muktak - Haiku	45 Marks

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

EXAMINATION STRUCTURE FOR GUJARATI (Code No. 010)

CLASS: IX

SECOND TERM (OCTOBER 2015 - MARCH 2016) SA II

SECTION	DETAILS OF TOPICS/CHAPTERS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
SECTION A READING	1. Question from unseen prose passage	M.C.Q.	05	1X5=5
	2. Question from unseen prose passage	M.C.Q.	05	1X5=5
	3. Question from unseen poetry	M.C.Q.	05	1X5=5
				Total=15
SECTION B WRITING	1. Paragraph writing	L.A.	01	5X1=5
	2. Letter (official- personal)	S.A.	01	5X1=5
				Total=10
SECTION C GRAMMAR	1. Adverbs	S.A.	03	1X3=3
	2. gender	S.A.	03	1X3=3
	3. Singular, plural.	S.A.	03	1X3=3
	4. Correct the sentences.	S.A.	03	1X3=3
	5. Synonyms(from Text book)	S.A.	03	1X3=3
	6. antonyms (from Text book)	S.A.	03	1x3=3
	7. Idioms(from Text book)	S.A.	02	1X2=2
				Total=20
SECTION D LITERATURE	Prose:			
	1. Prose comprehension (textual)	S.A	05	1X5=5
	2. Give reason (any two)	S.A.	02	2X2=4
	3. Answer in one sentence(any five)	V.S.A.	05	1X5=5
	4. Answer in short (any three)	S.A.	03	2X3=6
	5. Answer in details (Any one)	S.A.	01	4X1=4
	Poetry:			
	1. Poetry comprehension textual	S.A.	05	1X5=5
	(a) Interpret the poem (from the text)	S.A.	02	2X2=4
	(b) Answer in two/three sentences (two)	S.A.	03	2X3=6
	(c) Answer in one sentence (four)	V.S.A.	06	1X6=6
				Total=21
TOTAL				90 marks

CURRICULUM FOR CLASSE X - WEIGHTAGE (2015-16)

Term I

Formative Assessment 1	=	10%
Formative Assessment 2	=	10%
Summative Assessment I	=	30%

Term II

Formative Assessment 3	=	10%
Formative Assessment 4	=	10%
Summative Assessment II	=	30%

Total Marks for Question Papers

Summative Assessment I	=	90 Marks
Summative Assessment II	=	90 Marks

SYLLABUS FOR GUJARATI (Code No. 010)

CLASS: X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

SECTION	DETAILS OF TOPICS/CHAPTERS	WEIGHTAGE
SECTION A READING	1. Answer the questions from unseen prose passage. 2. Answer the question from unseen prose passage. 3. Answer the question from unseen poetry.	15 Marks
SECTION B WRITING	1. Paragraph writing 2. Letter (official-personal)	10 Marks
SECTION C GRAMMAR	1. Singular-plural 2. Change the gender 3. Punctuation mark (based on text) 4. Spelling 5. Sandhi 6. Idioms(from text) 7. Anug-Namyogi	20 Marks
SECTION D LITERATURE	Prose: 1. Rohinine teere 2. Angli zaline ene doraje 3. Dariya kinare 4. Hindnu Pankhi 5. Sangam Shobhana sabarmati Poetry: 1. Bholire Bharawadan 2. Mane Chakar Rakhoji 3. Chhappa 4. Sayamkale 5. Mane Joine Udi Jata Pakshione 6. Namu 7. Sapoot	45 Marks

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

EXAMINATION STRUCTURE FOR GUJARATI (Code No. 010)

CLASS: X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015) SA I

SECTION	DETAILS OF TOPICS/CHAPTERS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
SECTION A READING	1. Question from unseen prose passage	M.C.Q.	05	1X5=5
	2. Question from unseen prose passage	M.C.Q.	05	1X5=5
	3. Question from unseen poetry	M.C.Q.	05	1X5=5
				Total=15
SECTION B WRITING	1. Paragraph writing	L.A.	01	5X1=5
	2. Letter (official-personal)	S.A.	01	5X1=5
				Total=10
SECTION C GRAMMAR	1. Singular-plural	S.A.	03	1X3=3
	2. Change the gender	S.A.	03	1X3=3
	3. Punctuation mark (based on text)	S.A.	03	1X3=3
	4. Spelling	S.A.	03	1X3=3
	5. Idioms(from text)	S.A.	03	1X3=3
	6. Sandhi	S.A.	03	1X3=3
	7. Anug-Namyogi	S.A.	02	1x2=2
				Total=20
SECTION D LITERATURE	Prose:	S.A.	01	1X5=5
	1. Question from seen prose passage	S.A.	02	2X2=4
	2. Give reason (any two)	V.S.A.	05	1X5=5
	3. Answer in one sentence (any five)	S.A.	03	2X3=6
	4. Answer in short (any three)	S.A.	01	4X1=4
	5. Answer in details (Any one)			Total=24
	Poetry:			
	1. Poetry comprehension	S.A.	01	1X5=5
	2. Interpret the poem (from the text)	S.A.	02	2X2=4
	3. Answer in two three sentence (Any three)	S.A.	03	2X3=6
	4. Answer in one sentences (Any six)	V.S.A.	06	1X6=6
				Total=21
TOTAL				90 Marks

SYLLABUS FOR GUJARATI (Code No. 010)

CLASS: X

SECOND TERM (OCTOBER 2015 - MARCH 2016)

SECTION	DETAILS OF TOPICS/CHAPTERS	WEIGHTAGE
SECTION A READING	1. Answer the questions from unseen prose passage 2. Answer the questions from unseen prose passage 3. Answer the question from unseen poetry	15 Marks
SECTION B WRITING	1. Paragraph writing 2. Letter (official-personal)	10 Marks
SECTION C GRAMMAR	1. Positive-negative 2. Exclamatory-Interrogative 3. Idioms (from text) 4. Correct the sentence 5. Proverbs (based on the text) 6. Sandhi 7. Shabdasaamuh (substitution)	20 Marks
SECTION D LITERATURE	Prose: 1. Deshgaman 2. Aabhalano Tukado 3. Nanabhai 4. Thigadu 5. Panch Pataranini Sewama Gharkam Poetry: 1. Chhellu Darshan 2. Madhav Kyay Nathi Madhuvanma 3. Aavyo Chhu to 4. E Loko 5. Pal 6. Duha - Muktak	45 Marks

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

EXAMINATION STRUCTURE FOR GUJARATI (Code No. 010)

CLASS: X

SECOND TERM (OCTOBER 2015 - MARCH 2016) SA II

SECTION	DETAILS OF TOPICS/CHAPTERS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
SECTION A READING	1. Question from unseen prose passage 2. Question from unseen prose passage 3. Question from unseen poetry	M.C.Q. M.C.Q. M.C.Q.	05 05 05	1X5=5 1X5=5 1X5=5 Total=15
SECTION B WRITING	1. Paragraph writing 2. Letter (official- personal)	L.A. S.A.	01 01	5X1=5 5X1=5 Total=10
SECTION C GRAMMAR	1. Positive-negative 2. Exclamatory -interrogative 3. Idioms (from text) 4. Correct the sentence 5. Proverbs(from based on text) 6. Sandhi 7. Shabdasamuh (word substitution)	S.A. S.A. S.A. S.A. S.A. S.A. S.A.	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. Prose comprehension (textual) 2. Give reason (any two) 3. Answer in one sentence(any five) 4. Answer in short (any three) 5. Answer in details (Any one) Poetry: 1. Poetry comprehension textual (a) Interpret the poem (from the text) (b) Answer in two/ three sentences (any three) (c) Answer in one sentence (any six)	S.A S.A. V.S.A. S.A. S.A. S.A. S.A. S.A. V.S.A.	05 02 05 03 01 05 02 03 06	1X5=5 2X2=4 1X5=5 2X3=6 4X1=4 1X5=5 2X2=4 2X3=6 1X6=6 Total=24 Total=21
TOTAL				90 marks

10. SYLLABUS FOR JAPANESE (CODE: 094)

Class-IX (2015-2016)

1. Learning Objectives for Japanese Language in Class IX

- 1. Listening and responding:** Pupils can understand the main points and some of the details from short conversation.
- 2. Speaking:** Spoken Interaction: Pupils can carry out simple conversations in familiar topics.
Spoken Production: Pupils can tell a few sentences about explaining persons, goods, places, experience.
- 3. Reading and responding:** Pupils can understand the main points and some of the details in short written texts.
- 4. Writing**
Pupils can complete the dialogue, passage.
Pupils can write about 300-350 characters about most familiar topics
Using genkoyoushi.
- 5. Intercultural awareness:** Efforts should be made to let students think about culture in terms of perspectives, practices and products (e.g. perspectives such as beliefs, values, in situations; practices such as customs, habits, dress, foods, leisure; products such as literature, folklore, art, music, artifacts).
- 6. Knowledge about language:** Pupils can apply the grammar when creating new language: adjectives and verbs in present and past tense, making comparisons, indicating places, and expressing one's desires.
- 7. Language Strategies:** Use the context of what they see/read to determine some of the meaning. Integrate new language into previously learnt language
- 8. Prescribed book**
Minnano Nihongo Indian-edition1-1: textbook cum work book, grammar note, audio CD.
First term: L1-L8 and Second term: L9-L13
Kanjis: 55(33+22)

2. Assessment

The syllabus developed is interactive and communicative in nature. The assessment should be a reflection of the same.

2-1. Formative assessment (Suggested activities and Mode of assessment)

Suggested Activities	Mode of assessment
Unit Quiz - applied grammar - dictation, - listening comprehension - reading comprehension(unseen)	1. applied grammar 2. spelling(<i>hiragana, katakana, kanji</i>) 3. use the context 4. integrate new language 5. monitor in own learning

Spoken interaction (role play, interview)		
- visiting home, - inviting - asking & describing impression - at post office - at restaurant		1. understanding context/role 2. understanding task/purpose 3. cooperative with counter part 4. apply communication strategies 5. smooth turn taking 6. control of discourse 7. control of language filler
Spoken production (speech, story line to be given by teachers, suggested topics are below)		
- my self - my school - my hobby - my town - my daily life - my teacher - my home - my pet		1. control of contents (discourse structure, choice of topic) 2. control of performance (clear voice, speed, pause, eye contact, body action, visual aids etc.) 3. interactive with the audience 4. creativity 5. imagination
Reading comprehension		
- a short passage (seen and unseen) - an authentic materials (menu, notice, application forms, invitation cards etc.)		1. scanning skill 2. skimming skill 3. prediction competence 4. holding an aphoric relation 5. narrating 6. summary
Writing		
- guided paragraph writing - simple paragraph writing - complete dialogue (seen, unseen) - filling out a format (application form, library card etc.) - translation competence (Japanese-English)		1. logical cohesion/coherence 2. apply grammar 3. spelling (hiragana, katakana, kanji) 4. creativity 5. imagination 6. use the context 7. Integrate new language
Inter cultural awareness		
- quiz about Japan from the text book - presentation about a topic - project work about a topic		1. socio-cultural knowledge 2. question stereo type 3. multiple perspectives 4. creativity 5. originality 6. objectivity (critical thinking skill)

2.1 Summative assessment

2.1.1 First term(Marks90) (April2015-September2015)

Section A: Reading comprehension

(20 marks)

Reading comprehension of the short passages related to syllabus (unseen passages-2-4, MCQ)

Value based question

Section B: Writing (LA: Long Answer)

(20 marks)

- Simple paragraph/essay writing on the topics "My family" My daily routine" My school" in about 350 characters. No marks to be deducted for spelling mistakes
- Letter to your grandfather talking about your Japanese language studies in about 300-350 characters. No marks to be deducted for spelling mistakes
- Completing written passages/conversations
(Criteria assessment of the paragraph/essay writing: Marks for Logical Cohesion and construction marks for use of correct Grammar and vocabulary excellent/very good/good/limited/poor)

Section C: Applied Grammar (based on the textbook prescribed L1-L8)

Particle, verb conjunction, tense, demonstrative

(25 marks)

Section D:1st 4 chapters of NIHONGO CHALLENGE BOOK

(25 marks)

(1st 40 KANJISOFN5 - read and write allkotobalisted in the book with the kanjis)

List of Kanji's

山、川、田、日、月、火、水、木、金、土。

一、二、三、四、五、六、七、八、九、十。

百、千、万、年、円、下、上、半、中、分。

人、子、安、力、男、目、口、耳、手、足。

2.1.2. Second term (Marks 90) (October 2015 - March 2016)

Section A: Reading comprehension (unseen passages -2-4)

(20 marks)

Reading comprehension of the format; menu, notice, application forms, invitation cards with using *Katakana* and *hiragana*. Reading comprehension of the short passage related to syllabus.

Value based comprehension question related to the syllabus/text.

Section B: Writing (LA: Long Answer)

(20 marks)

Complete dialogue following the first 2 lines about 8-10 lines. No marks to be deducted for spelling mistakes. Simple paragraph writing on one of the following topics: "Hanami" "My country"

"My favourite present" in about 300-350 characters. No marks to be deducted for spelling mistakes.

(Criteria of the assessment: Marks for Logical Cohesion and construction marks for use of correct Grammar and vocabulary.

Excellent/very good/good/limited/poor)

Section C: Applied Grammar (based on the text book prescribed L9-L13)

(25 marks)

Particles, adverb, conjunctions, idioms and vocabularies, verb conjugations, tenses, verb meaning

Section D: Script - Chapter 5, 6 of NIHONGO CHALLENGE BOOK N5, can read and write all kotobalisted in the book with the kanjis
(25marks)

SYLLABUS JAPANESE (CODE: 094)

Class-X (2015-2016)

1. Learning Objectives for Japanese Language in Class X

1. Listening and responding

Pupils can understand the main points and the details from short conversation.

2. Speaking

Spoken Interaction: Pupils can carry out simple conversations in familiar topics. (2-6 turns) Spoken

Production: Pupils can tell a few sentences about showing direction, how to use a machine, condition of the disease, family, hobby, healthy life, vacation plan.

3. Reading and responding

Pupils can understand the main points and the details in short written texts.

4. Writing

Pupils can complete the dialogue, passage.

350-400 characters about familiar topics using genkoyoushi.

5. Intercultural awareness

Efforts should be made to let students think about culture in terms of perspectives, practices and products (e.g. perspectives such as beliefs, values, institutions; practices such as customs, habits, dress, foods, leisure; products such as literature, folklore, art, music, artifacts).

6. Knowledge about language

Pupils can apply the grammar when creating new language: verb conjugations te-form, nai-form, verb-dictionary form, ta-form), functional expression (grant permission, express prohibition, express the experience (and adjective conjugations, noun conjugations, discrimination of speech style (formal style and plain style)

7. Language Strategies

Support the setting of personal goals

8. Prescribed book

Minnano Nihongo Indian-edition 1-2: text book cum work book, grammar note, audio CD.

First term: L14 - L19 and Second term: L20 - L25, Kanjis:

2. Assessment

The syllabus developed is interactive and communicative in nature. The assessment should be a reflection of the same.

2-1. Formative assessment (Suggested activities and Mode of assessment)

Suggested Activities	Mode of assessment
Unit Quiz - applied grammar - dictation - Listening comprehension - reading comprehension(unseen)	1. applied grammar 2. spelling (hiragana, katakana, kanji) 3. use the context 4. Integrate new language 5. monitoring own learning

Spoken interaction (role play, interview)	
- showing direction, - how to use a machine, - condition of the disease, - talking about family, lobby, healthy life, vacation plan	1. understanding context /role 2. understanding task/purpose 3. cooperative with counterpart 4. apply communication strategies 5. smooth turn taking 6. control of discourse 7. control of language filler

Spoken production (speech, story line to be given by teachers, suggested topics are below)	
- my family - my vacation - my healthy life - how to use a machine	1. control of contents (discourse structure, choice of topic) 2. control of performance (clear voice, speed, pause, eye contact, body action, visual aids etc.) 3. interactive with the audience 4. creativity 5. imagination

Reading comprehension'	
- a short passage (seen and unseen) - an authentic materials (menu, notice, application forms, invitation cards, e-mail etc.)	1. scanning skill 2. skimming skill 3. prediction competence 4. holding an a phoric relation 5. narrating 6. summary

Writing	
- guided paragraph writing - simple paragraph writing - complete dialogue (seen, unseen) - filling out a format (application form,	1. logical cohesion/coherence 2. apply grammar 3. spelling(hiragana, katakana, kanji) 4. creativity

library card etc.) - translation competence (Japanese-English)	5. imagination 6. use the context 7. Integrate new language
Intercultural awareness	
- quiz about Japan from the textbook - presentation about a topic - project work about a topic	1. socio-cultural knowledge 2. question stereotype 3. multiple perspectives 4. creativity 5. originality 6. objectivity(critical thinking skill)

2.1 Summative assessment

2.1.1 First term (Marks 90) (April 2015 - September 2015)

Section A: Reading comprehension

(20 marks)

Reading comprehension of the short passages related to syllabus (unseen passages - 2 - 4)

Value based question

Section B: Writing (LA: Long Answer)

(20 marks)

- Simple paragraph writing on one of the following topics: "My favorite sport", "Memories of a trip" or "My hobby" in about 300-350 characters. No marks to be deducted for spelling mistakes.
- Writing a letter of thanks to your host family
- Completing kaiwa passages

(Criteria of the assessment marks for Logical Cohesion and construction marks for use of correct Grammar and vocabulary excellent/very good/good/limited/poor)

Section C: Applied Grammar (based on the textbook prescribed L14-L19)

(25 marks)

Particle, conjunctions, (te-form, adjective)

Section D: Kanji's - Chapters 7, 8, 9 of NIHONGO CHALLENGE BOOK

(25 marks)

(KANJI-SOFT N5 - read and write all kotobalisted in the book with the kanjis)

牛、馬、魚、貝、雨、天、氣、車、門、午。

大、小、高、安、新、古、長、多、少、早。

行、来、食、見、入、出、立、書、言、飲。

2.1.2. Second term (Marks 90) (October 2015 - March 2016)

Section A: Reading comprehensive (unseen passages 2-4)

(20 marks)

Reading comprehension of the format; menu, notice, application forms, invitation cards, post card, emails, posters. Reading comprehension of the short passage related to syllabus Value based comprehension question related to the syllabus/text.

Section B: Writing (LA: Long Answer)**(20 marks)**

- Complete dialogue/kaiwas/passages following the first 2 lines about 8-10 lines. No marks to be deducted for spelling mistakes
- Simple paragraph writing on one of the following topics: "Diwali" or "Tanabata" or "if I were a millionaire"

"A place in India I recommend" in about 350-400 characters. No marks to be deducted for spelling mistakes
Criteria of the assessment:

- marks for Logical Cohesion and construction
- marks for use of correct Grammar and vocabulary.
- Excellent/very good/good/limited/poor)

Section C: Applied Grammar (based on the textbook prescribed L20-L25,**(25 marks)**

Particles Adverb, conjunctions, idioms and vocabularies Verb conjugations, tenses, verb meaning

Section D: Script-les10,11 of NIHONGO CHALLENGE BOOK**(25marks)**

(KANJISOF N5-read and write all kotobalisted in the book with the kanjis)

話、読、語、間、聞、買、休、時、週、道。

今、会、社、店、駅、花、国、白、空、電。

11. SYLLABUS FOR KANNADA (CODE: 015)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

TOPICS

Total 90 Marks

- A) **Reading Section:** 2 Unseen passages from prose/poetry 6+6=12
- B) **Writing Section:** Essay, descriptive, narrative, factual etc. Personal letters, Note making (Reading comprehending and highlighting) 6+4+4=14
- C) **Grammar Section:** 14 marks
1. Sandhi
 2. Samasa
 3. Making sentence (Padenudi)
 4. Thathsma/Tadbhava
 5. Synonyms
 6. Antonyms
 7. Vakya parivarthane: Vidyarthaka, Nishedharthaka, Sambhanarthaka, Ascharyasuchaka, Prashnarthaka Vakyagalu
 8. Tense (Present/Past/Future)
 9. Proverbs
- D) **Literature Section:** Text

Part - 1

- Prose-**
1. *Panthahvana* (Halagannada)
 2. *Pramanikathe* (Sannakathe)
 3. *Bedaginataana Jayapura* (Pravasa Kathana)
 4. *Adharsha Shikshaka Sarvepalli Radhakrishnan* (Vyaktichitra)
- Poetry-**
1. *Balliyaniththode Munivem* (Halagannada)
 2. *Ramyasrushti* (Aadhunika)
 3. *Hosa Hadu* (Navodaya)

Part - 2

- Patyaposhaka Adhyayana-**
1. *Prajanishte* (Kadambari)
 2. *Bhoomigilida Brushhaspati* (Nataka)
 3. *Pranjapathi* (Bhavageethe)

Prescribed text book: Siri Kannada - 9

Karnataka Patya Pusthaka Sangha (Reg.)

#4, 100 Feet, Varthula Raste (Ring Road)

Banashankari-3rd Phase, Bangalore-560085

SYLLABUS FOR KANNADA (CODE: 015)

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

TOPICS

Total 90 Marks

- A) **Reading Section:** 2 Unseen passages from prose/poetry 6+6=12
- B) **Writing Section:** Essay, descriptive, narrative, factual etc. Personal letters, Note making, (Reading comprehending highlighting) 6+4+4=14
- C) **Grammar Section:** 14 marks
- | | |
|-------------------------------|---|
| 1. Sandhi | 7. Vakya parivarthane: Vidyarthaka, |
| 2. Samasa | Nishedharthaka, Sambhanarthaka, |
| 3. Making sentence (Padenudi) | Ashcharyasuchaka, Prashnarthaka Vakyagalu |
| 4. Thatasma/Tadbhava | 8. Tense (Present/Past/Future) |
| 5. Synonyms | 9. Pronoun |
| 6. Antonyms | 10. Proverbs |
- D) **Literature Section:** Text

Part - 1

Prose-	1. Samagam (Anuvaada Nataka)	21
	2. Haralile (Nadugannada)	
	3. Ithihasada Chakkadi (Athmakathana)	
	4. Achchhariya Jeevi Imbala (Vygnanika Prabandha)	
	5. Janapada Kalegala Vyabhava (Janapada)	
Poetry-	1. Siriyaninnenu Bannipenu (Nadugannada Sangatya)	21
	2. Saarthaka Rakshane (Aadhunika)	
	3. Kavya Sangama (Harishchandra Kavya), Sampurna Devi Mahathme	

Part - 2

Patyaposhaka Adhyayana-		8
	1. Mahile Maththu Shikshana (Vaicharika)	
	2. Putta Hakki (Gazal)	

Prescribed text book: Siri Kannada - 9

Karnataka Patya Pusthaka Sangha (Reg.)

#4, 100 Feet, Varthula Raste (Ring Road)

Banashankari-3rd Phase, Bangalore-560085

Classwise and Termwise Syllabus

Kannada

Class: IX (2015-16)

First Term SA I

(ಪಾಠದ ಸಂಖ್ಯೆ)	ಪಾಠಗಳು	FA I 10	FA II 10	SA I 30	FA III 10	FA IV 10	SA II 30
Part I							
	ಗದ್ಯ ಪಾಠಗಳು:						
1	ಪಂಥಾಹ್ವಾನ (ಹಳಗನ್ನಡ)	✓		✓			
2	ಪ್ರಾಮಾಣಿಕತೆ (ಸಣ್ಣಕತೆ)	✓		✓			
3	ಬೆಡಗಿನ ತಾಣ ಜಯಪುರ (ಪ್ರವಾಸ ಕಥನ)		✓	✓			
4	ಆದರ್ಶ ಶಿಕ್ಷಕ ಸರ್ವೆಪಲ್ಲಿ ರಾಧಾಕೃಷ್ಣನ್ (ವ್ಯಕ್ತಿ ಚಿತ್ರ)		✓	✓			
ಪದ್ಯ ಪಾಠಗಳು:							
1	ಬಲಿಯನಿತ್ತೊಡೆ ಮುನಿವೆಂ (ಹಳಗನ್ನಡ)	✓		✓			
2	ರವ್ಯಸೃಷ್ಟಿ (ಆಧುನಿಕ)		✓	✓			
3	ಹೊಸಹಾಡು (ನವೋದಯ)		✓	✓			
Part II (ಪಠ್ಯ ಮೋಷಕ ಅಧ್ಯಯನ)							
1	ಪ್ರಜಾನಿಷ್ಠೆ (ಕಾದಂಬರಿ)	✓		✓			
2	ಭೂಮಿಗಿಳಿದ ಬೃಹಸ್ಪತಿ (ನಾಟಕ)	✓		✓			
3	ಪ್ರಜ್ಞಾಪತಿ (ಭಾವಗೀತೆ)		✓	✓			

Classwise and Termwise Syllabus

Kannada

Class: IX (2015-16)

Second Term SA II

(ಪಾಠದ ಸಂಖ್ಯೆ)	ಪಾಠಗಳು	FA I 10	FA II 10	SA I 30	FA III 10	FA IV 10	SA II 30
Part I							
	ಗದ್ಯ ಪಾಠಗಳು:						
5	ಸಮಾಗಮ (ಅನುವಾದ ನಾಟಕ)				✓		✓
6	ಹರಲೀಲೆ (ನಡುಗನ್ನಡ)				✓		✓
7	ಇತಿಹಾಸದ ಚಕ್ರ (ಆತ್ಮಕಥನ)				✓		✓
8	ಅಚ್ಚರಿಯ ಜೀವಿ ಇಂಬಳ (ವೈಜ್ಞಾನಿಕ ಪ್ರಬಂಧ)					✓	✓
9	ಜನಪದ ಕಲೆಗಳ ವೈಭವ (ಜಾನಪದ)					✓	✓
ಪದ್ಯ ಪಾಠಗಳು:							
4	ಸಿರಿಯನಿನೇನು ಬಣ್ಣಿಪೆನು (ನಡುಗನ್ನಡ)				✓		✓
5	ಸಾರ್ಥಕ ರಕ್ಷಣೆ (ಆಧುನಿಕ)					✓	✓
6	ಕಾವ್ಯ ಸಂಗಮ: ಹರಿಶ್ಚಂದ್ರ ಕಾವ್ಯ ಸಂಪೂರ್ಣ ದೇವೀ ಮಹಾತ್ಮೆ [ಷಟ್ಪದಿಗಳು]					✓	✓
Part II (ಪಠ್ಯ ಪೋಷಕ ಅಧ್ಯಯನ)							
4	ಮಹಿಳೆ ಮತ್ತು ಶಿಕ್ಷಣ (ವೈಜ್ಞಾನಿಕ)				✓		✓
5	ಪುಟ್ಟ ಹಕ್ಕಿ (ಗಜಲ್)					✓	✓

Classwise and Termwise Syllabus

Kannada

Class: IX (2015-16)

S. No.	Grammar ವ್ಯಾಕರಣಾಂಶ	ಅಂಕ 40	FA I 10	FA II 10	SA I 30	FA III 10	FA IV 10	SA II 30
1	ಸಂಧಿ	2	✓		✓	✓		✓
2	ಸಮಾಸ	2		✓	✓		✓	✓
3	ವಾಕ್ಯ ರಚನೆ (ಪಡೆನುಡಿ)	1	✓		✓	✓		✓
4	ತತ್ಸಮ ತದ್ಭವ	1		✓	✓		✓	✓
5	ಸಮಾನಾರ್ಥಕ ಪದಗಳು	1	✓		✓	✓		✓
6	ವಿರುದ್ಧ ಪದಗಳು	1		✓	✓		✓	✓
7	ವಾಕ್ಯ ಪರಿವರ್ತನೆ :							
ಅ	ವಿದ್ಯಾರ್ಥಕ, ನಿಷೇಧಾರ್ಥಕ, ಸಂಭವನಾರ್ಥಕ	2		✓	✓		✓	✓
ಬ	ಆಶ್ಚರ್ಯಸೂಚಕ, ಪ್ರಶ್ನಾರ್ಥಕ	1	✓		✓	✓		✓
8	ಕಾಲಗಳು (ಭೂತ, ವರ್ತಮಾನ, ಭವಿಷ್ಯತ್)	1	✓		✓	✓		✓
9	ಗಾದೆ ವಿಸ್ತರಣೆ	2		✓	✓		✓	✓
10	ಪತ್ರ (ವೈಯಕ್ತಿಕ)	4	✓		✓	✓		✓
11	ಪ್ರಬಂಧ	6	✓		✓	✓		✓
12	ಸಂಕ್ಷಿಪ್ತ ಲೇಖನ	4		✓	✓		✓	✓
13	ಗದ್ಯ (ಅನಾವಲೋಕನ)	6	✓		✓	✓		✓
14	ಪದ್ಯ (ಅನಾವಲೋಕನ)	6		✓	✓		✓	✓

KANNADA (Code: 015)

Class-IX: Term I and II

Time: 3 Hrs.

Total: 90 Marks

No. of Periods

Time question paper will be divided into four sections:

Section A: Reading Comprehension	12	16
Section B: Writing	14	20
Section C: Grammar	14	20
Section D: Literature	50	40
Prose: (21 Marks)		
Poetry: (21 Marks)		
Patyaposhaka Adhyayana (Non-detailed): (08 marks)		

Design of Question Paper

Type of Questions	No. of Questions	Total No. of Marks
MCQ of 1 mark	14	14 x 1 = 14
VSAQ of ½ mark	10	10 x ½ = 05
VSAQ of 1 mark	11	11 x 1 = 11
SA of 2 marks	09	09 x 2 = 18
SA of 3 marks	06	06 x 3 = 18
LA of 4 marks	02	02 x 4 = 08
LA of 5 marks	02	02 x 5 = 10
VLA of 6 marks	01	01 x 6 = 06
Total	55	90

KANNADA (Code: 015)
Class X
Syllabus for Summative Assessment - I
First Term (April 2015 - September 2015)

Topic	Total 90 Marks
A) Reading Section: 2 Unseen passages from prose and poetry.	6+6=12
B) Writing Section:	6+4+4=14
1. One Essay (descriptive, narrative, factual etc.) (about 150 words)	
2. One official/personal letter (Business letter, application for jobs Leave applications, letter to the editor etc.)	
3. Report writing (making notes of important events given and writing reports for newspapers, magazines etc.	
C) Grammar Section:	14
The Grammar syllabus will include the following areas:	
1. Different meaning	12. Tense (Present/Past/Future)
2. Samaasa	13. Pronoun
3. Sandhi	14. Vaakya parivartane: Vidyarthaka, Nishedhaarthaka, sambhaavanaarthaka, Aascharysuchaka, Prashnaarthaka Vaakyagalu
4. Tatsama-Tadbhava	15. Dhatu
5. Making Sentences	16. Kaalapallata
6. Synonyms and Antonyms	17. Kartari-Karmani
7. Jodi Pada	18. Graamy-Graanthika Roopa
8. Dvirukti-Anukarana Vaachaka	19. Arthavyatyaasa
9. Vibhakati Pratyaya	
10. Analogy	
11. Proverbs	
D) Literature Section: Text:	
Part 1	
Prose	21
1. Shabari	
2. Americadalli Gorooru	
3. Jeevana Drushti	
4. Dharma Samadrushti	
Poetry	21
1. Emma Nudigel	
2. Hakki Haarutide Nodidiraa	
3. Halagali Bedaru	
4. Vachana Sourabha	

Non-Detailed:

8

1. Vijnaana Mattu Samaaja
2. Naamaphalaka
3. Udaatta Chintanegalu

Prescribed text book: Siri Kannada - 10

Karnataka Pathya Pustaka Sngha (Reg.),
(R No. 4, 100 Feet Raste (Ring Road)
Banashankari-3rd stage, Bangalore-560085

KANNADA (CODE: 015)

CLASS - X

Syllabus for Summative Assessment - II Second Term (October 2015 - March 2016)

TOPICS

Total 90 Marks

A) **Reading Section:** 2 Unseen passages from prose/poetry 6+6=12

B) **Writing Section:** 6+4+4=14

1. One Essay - Descriptive, Narrative, Factual etc. (about 150 words)
2. One Official/Personal Letter (Business Letter, Application for Jobs, Leave Applications, Letter to the Editor etc.)
3. Report Writing (making notes for important events. Given & writing reports for newspapers, magazines etc.)

C) **Grammar Section:** 14

The Grammar syllabus will include the following areas:

1. Different meaning	12. Tense (Present/Past/Future)
2. Samaasa	13. Pronoun
3. Sandhi	14. Vaakya parivartane: Vidyarthaka,
4. Tatsama-Tadbhav	Nishedhaarthaka, sambhaavanarthaka,
5. Making Sentences	Aascharysuchaka, Prashnaarthaka
6. Synonyms and Antonyms	Vaakyagalu
7. Jodi Pada	15. Dhatu
8. Dvirukti-Anukarana Vaachaka	16. Kaalapallata
9. Vibhakati Pratyaya	17. Kartari-Karmani
10. Analogy	18. Graamy-Graanthika Roopa
11. Proverbs	19. Arthavyatyaasa

D) **Literature Section:** Text

Part - 1

Prose-

1) <i>Bhagyashilpi Sir M. Vishweshwarayya</i>	21
2) <i>Edege Bidda Akshara</i>	
3) <i>Vruksha Saakshi</i>	
4) <i>Vyaaghra Geete</i>	

Poetry-

1) <i>Sankalpa Geete</i>	21
2) <i>Kouravendrana Konde Neenu</i>	
3) <i>Veera Lava</i>	
4) <i>Sankatakke Gadiyilla</i>	

Non-detailed

8

- 1) *Paarivaala*
- 2) *Janapada Ogatugalu*

Prescribed text book: Siri Kannada - 9
Karnataka Pathya Pustaka Sangha (Reg.)
(R No. 4, 100 Feet Raste (Ring Road)
Banashakari-3rd Phase, Bengaluru-560085

KANNADA (CODE: 015)
Classwise and Termwise Syllabus
Kannada
Class: X (2015-16)
First Term SA I

S. No.	Lessons	FA I 10	FA II 10	SA I 30	FA III 10	FA IV 10	SA II 30
Part I							
	Prose						
1	Shabari	✓		✓			
2	Americadalli Gorooru	✓		✓			
3	Jeevana Drushti		✓	✓			
4	Dharma Samadrushti		✓	✓			
	Poetry						
1	Emma Nudigel	✓		✓			
2	Hakki Haarutide Nodidraa	✓		✓			
3	Halagalu Bedaru		✓	✓			
4	Vachana Sourabha		✓	✓			
Part II (Non-Detailed - Pathya Poshaka Adhyayana)							
1	Vijaana Mattu Samaaja	✓		✓			
2	Naamaphalaka		✓	✓			
3	Udaatta Chintanegalu		✓	✓			

KANNADA (CODE: 015)
Classwise and Termwise Syllabus
Kannada
Class: X (2015-16)
Second Term SA II

S. No.	Lessons	FA I 10	FA II 10	SA I 30	FA III 10	FA IV 10	SA II 30
Part I							
	Prose						
1	<i>Bhagyashilpi Sir M. Vishweshwarayya</i>				✓		✓
2	Edege Bidha Akshara				✓		✓
3	Vruksha Saakshi					✓	✓
4	Vyaaghra Geete					✓	✓
	Poetry						
1	Sankalpa Geete				✓		✓
2	Kouravendrana Konde Neenu				✓		✓
3	Veera Lava					✓	✓
4	Sankatakke Gadi illa					✓	✓
Part II (Non-Detailed - Pathya Poshaka Adhyayana)							
1	Paarivala				✓		✓
2	Janapada Ogatugalu					✓	✓

KANNADA (Code: 015)
Class X (2015-16)
Classwise and Termwise Syllabus

S. No.	Grammar	40	FA I 10	FA II 10	SA I 30	FA III 10	FA IV 10	SA II 30
1	Samaasa	2	✓		✓	✓		✓
2	Sandhi	2		✓	✓		✓	✓
3	Tatsama-Tadbhava	1		✓	✓		✓	✓
4	Making Sentences	1	✓		✓	✓		✓
5	Synonyms	1		✓	✓		✓	✓
6	Graamy-Graanthika	1	✓		✓	✓		✓
7	Dhaatu	1*				✓		✓
8	Vibhakti Pratyaya	1		✓	✓			
9	Antonyms	1*		✓	✓			
10	Tense	1*	✓		✓			
11	Artha Vyatyaasa	1*				✓		✓
12	Nishedhaartha	1*					✓	✓
13	Tense	1*	✓		✓			
14	Karthari-Karmani	1					✓	✓
15	Proverb	2	✓		✓	✓		✓
16	One Official/Personal Letter	4	✓		✓	✓		✓
17	Essay-Descriptive, Naarative, Factual etc.	6	✓		✓	✓		✓
18	Report Writing	4		✓	✓		✓	✓
19	Unseen Passage from Prose	6		✓	✓		✓	✓
20	Unseen Passage from Poem	6	✓		✓	✓		✓

*Indicates that those questions can be either in Sa1 to SA2.

KANNADA (Code: 015)

Class-X: Term I and II

Time: 3 Hrs.

Total: 90 Marks

No. of Periods

Time question paper will be divided into four sections:

Section A: Reading Comprehension	12	16
Section B: Writing	14	20
Section C: Grammar	14	20
Section D: Literature	50	40

Prose: (21 Marks)

Poetry: (21 Marks)

Patyaposhaka Adhyayana (Non-detailed): (08 marks)

Design of Question Paper

Type of Questions	No. of Questions	Total No. of Marks
MCQ of 1 mark	14	14 x 1 = 14
VSAQ of ½ mark	06	12 x ½ = 06
VSAQ of 1 mark	10	10 x 1 = 10
SA of 2 marks	09	09 x 2 = 18
SA of 3 marks	06	06 x 3 = 18
LA of 4 marks	02	02 x 4 = 08
LA of 5 marks	02	02 x 5 = 10
VLA of 6 marks	01	01 x 6 = 06
Total	50	90

ماجہ زیو

نوم۔ دہم جماعت

نومہ جمادٰی مزدادۃ غلہ نہ والین طالبہ علمن گوہ پتس باشہ علاقس منز پندہ کھلہ ڈلہ زبانی
 درتاو تہ نتوج کچہ موجب ضروری مواد فراہم آسن۔ ثانوی تعلیمہ ہندس سوتھرس تام
 داتان و اتان چھ طالبہ علم لڑکپس منز دومت آسان۔ تہ تہ چھ بوزنچہ، پرنچہ، بونچہ تہ لیکھنچہ
 صلاحیت ستر فائدہ نظر تہ پادسپدی ہوان۔ اتھ سوتھرس پیٹھ چھ طالبہ علم زبانی ہند
 لفظ کچہر، موسیقیت، سیاسی کیو سماجی شعور، حسب ضرورت زبانی ضرورت تہ لفظن ہند صحی
 ورتاوش زانی یاب سپد مت آسان۔ تہ یوت نہ بلکہ چھ آسان سہ مختلف صنفن تہ
 اوسلو بن تہ گنہ حدس تام انزک منز سپد مت۔ اتھ سوتھرس پیٹھ چھ طالبہ علمہ ہنز پڑاے
 پندہ اندر کچہر ریاستن تہ ملکہ چوحد و غیر تھ عالمی آسانن تام و اژمرا آسان۔ یمن بچن ہندس
 دتس منز چھ خیمہ، کھیلہ، فلمہ، تہ رنگہ رنگہ کتابہ کیو رسالہ تہ جریدہ دا جل سپدی تہ آسان۔
 اتھ سوتھرس پیٹھ گوہ طالبہ علمن زبانی ہنز، ادب، شائع تہ دیو ہارک زبانی ہنز زان جوہ آسن ز
 یہ زبان گوہ لمہ پتہ کین تعلیمی سوتھرین پیٹھ تہنز پرزفہ، خود اعتمادی تہ غور فکر بچ زبان
 نڈر۔ یہ کوشش تہ پیہ کرنہ طالبہ علم گوہ، تحریری ورتاوش ستر ستر امہ زبانی ہند ورتا و ہند خیالہ
 باؤڑ باپتہ تہ کر تھہ ہیکن۔

مذکور نصاب گروہ:

(۱) طالبہ علمن امہ پتہ کین سو تھرین پینہ پنہ دلچسپی تہ ضرورتہ مطابق کاشٹرس منز لیکھ پڑ کر نس اہل جناوتھہ میکن۔

(ب) پینہ زبانی زان گوہ تمس علمہ کین دویمین شعین انزی منزی سپد نس اہل بتاون۔

(ج) زبانی ہند دودہ دھکہ ورتاؤ یعنی مختلف عرضیہ خطہ پتر لیکھن صلاحیت پاد کرن۔

(د) کاشٹرز زبانی ہنز زانی ذریعہ تمس دویمین زبانی اظہارن ہنز تخلیقیت پر زناؤ نس اہل بتاون۔

۹۔ اہمہ ہماؤ منز ماجہ نسو ہندس سؤ رتس منز کاشٹرس رنگ مقصد:

(۱) اٹھمہ ہماؤ تام حاصل خد زبانی مہارتک (بوزنج، بوہنج، پرہنج، لیکھن) بردہ نہ کن ووتھہ وائر۔

(ب) تخلیقی ادب تنقیدی سامہنج صلاحیت پاد کرن۔

(ج) طالبہ علمن بے پھرؤک تہ برجستہ خیالہ باؤڈ کر نس اہل بتاون۔

(ج) پینہ زبانی ہنز زان باسے علمی شعین منز ورتاؤ نس اہل بتاون

(د) ادبچ اثر آفرینی ہند ورتاؤ پرتھ رنگکہ کین نظر قاتن (رنگ، نسل، جنس، مہلت پتر)

نسبت مثبت تہ ہمدردانہ رویک پوچھر۔

(ر) کاشٹرز زبانی ستر ستر وہ پر زبانش ہنز تہذیبی رنگارنگی ہنز زانی ہند پوچھر۔

(ڑ) دودہ دین کس ورتاؤس منز کاشٹرز زبانی ہند تحریری کیوزبانی ورتاؤ چہ اہلیو ہند پوچھر۔

(ز) اختلاف رائے نہ ٹکراو عرصہ ورتخالن منز پر اُسن پاٹھو تہ صلح سان زبانی ہند دلا یو
سان ورتا و کرئج صلا حیت دو پد پوڑی۔

(ز) زبانی ہند تو اُریخی ارتقا پچ پاؤ رکڑان وڈی۔

(س) طالبہ علمن منز پچڑ اہلیت تہ صلاحیت پر زناؤس پوچھرتہ دین تہ یمن و سجار تہ دین۔

پرناون طرہ بھہ:

ثانوی تعلیمہ منز گوہ و استاد اکھ سازگار ماحول پاؤ کرنس منز مددگار بنن۔ زبان تہ ادب
پرناؤس منز چھ یمن کتھن ہند خیال تھاؤن ضروری۔

(ا) زبان پچھنچہ عملہ منز چھ غلطیہ ناکدیر مانید۔ یم گوہن نہ ٹھو رہنہ و نہ۔ بلکہ گوہن یم
تسلیم کرنہ منز تاکہ طالبہ علم تھاؤنچ پچھن عمل برابر دلچسپی سان جاری۔ طالبہ علمس گوہ نہ صحی
ورتاؤک دبا و تراونہ دین۔

(ب) کوشش گوہ غلط پیٹھ صحی یس تام داچ آہن۔ طالبہ علم گوہ بنے روک پاٹھو زبانی ہند
تخریری تہ زبانی ورتاؤ کرن۔ ہر گاہ کانہہ کوتاہی سپد تیلہ چھ و استادس پنن پرناون طرہ
بدلاؤن۔

(ج) پرناون نکتہ گوہن تمہ آہہ مشخص کرنہ منز نہ ہند زن طالبہ علم پچھن عملہ منز پیٹھ سرگرم
روزی تہ و استاد تہ روز یس رتو بوج بٹھ رتو۔

(د) زبانی ہند و اصول تہ گرامر گوہ طالب علم تھہ پاٹھو پرن پرے پچھن زس باسہ پنن پان
محقق تہ و استاد آسہ اتھ منز محض و تہ ہاؤک۔

(ر) زبانی ہندو علاقہ دار بھیجے تہ دویمین زبان ہند ورتا و مثالہ رنگو دتھ گوہیہ ذہین نشین
 کرنہ یں زبان چھینہ خلوتس منز بلکہ ا کس رلہ ملہ ماحولوس منز پرتھان پوٹھان۔
 (ز) جسمانی طور ناخیز بچن ہند باپتھ گوہ وافر پچھن سامانہ فراہم کرنہ یں تاکہ تم کرن نہ
 پانس باپتھ بچن نش الگ محسوس۔

(س) دوستاد گوہ کلاس منز ذات، مذہب، نسل ہتر پرتھ قسمک بین مشراؤن۔
 (ش) دوستاد گوہ کلاس منز زبانی منز مؤجو دلوکہ دہتیم، کہاؤن تہ امثال ہند استعمالہ ہتر
 طالبہ علم ہنز سوچن تریہ تہ فہمس بھیجے دیں۔

(ص) پتھ کالکین مختلف دورن ہندین منظومین تہ ہا عری ہندو صدا بند تہ عکس بند کیسٹ کیو
 سی ڈی بناؤتھ گوہن تم پچھن عملہ منز ورتا و نہ حری، تاکہ طالبہ علمن گوہ ہند زبانی ہنز مختلف
 دورن ہنز موسیقی تہ لپہ آہنگ پاری زان۔

(ض) دوستاد گوہ طالبہ علمن لفظن ہند زیادہ کھوتہ زیادہ معنی زانہ باپتھ لوغاتن تہ فرہنگن ہند
 استعمال کرنہ باپتھ ترغاب دیں۔

(ط) پچھناؤن عملہ منز گوہ ڈاکمیتیز تہ فلمن ہند استعمال کرنہ یں۔

گرامری نکات:

مادری زبانی ہند حوالہ چھ بچہ زبانی ہند گراہم نش پائی پانے زانی یاب آسان۔ وونی گوہ
 سکولی تعلیمہ منز چھ سیمہ پیٹھے تمہن درس ایچ تعلیم دہہ یوان۔ جان چھ زانچ زانکاری گوہ

۶۔ نیمہ ملاصورت تمام چھٹا و نیمہ دال کی کینہہ گرامری نکات:

(ا) ناؤت، پُرک ناؤت۔ باؤت، کراؤت، ہر کراؤت

(ب) جنس، تعداد، کال

(ج) کائٹرس منزڈ کھ کراؤت تہ زمانہ لحاظ اتھ منز بھیج۔

(د) بناؤ تھلہ تہ مرکب تھلہ۔ تھلہ ملو لفظ۔

(ر) ہم معنی تہ بسیار معنی لفظ

فارمیٹو (تشکیلی)

بوز پونچ تہ بونچ صلا حیت

بوڑن:

(ا) کتھ باتھ، تقریر، مکالمہ، بحث، یا کانہہ تحریری مواد یا اشاعری بوزناؤتھ تمیک معنی مفہوم، جائیز یا باؤ تہ طریقہ سخن۔

(ب) بوڑ متہ بیا ننگ مرکزی خیال۔ ظرافتی عنصر، طنز، سخن۔

(ج) اختلاف رائے آسنہ باوہار دنن دالک سندن توجہ سان بوڑن تہ دنن دالک ہنر سوچن ترے زانو۔

(د) علم تہ فیضان پراونہ باپتھ کیو دل بہلائی باپتھ بوڑن۔

(ر) بولن دالک سندن بوڑ تھ تمیک تنقیدی جائیز ہتھ ہیکن۔

بوزن تہ تمیک تجزیہ :

امتحان ہینہ باپتہ گوہ گنہ موضو عس پیٹھ کانہہ اقتباس طالعہ علمن بردنہہ کنہ واضح تہ صاف پائھر
پرنہ بن، یس الہ پلہ ۱۵ لفظن پیٹھ مشتمل آسہ۔ بولن ولس ووستاوسند بوزن بوزنہ
گوہن طالعہ علم کاپی پیٹھ تجہ بولنہ بوزنہ مشقہ حل کر تہہ ہیکہ۔

بولن :

بولن وول گوہ :

- (۱) تلفظ صاف تہ رفتار لہجہ تہ لے گئی تھاؤن۔
- (ب) کانہہ دلیل، واقعہ یا مظلوم کلامہ بوزناون۔
- (پ) خود اعتمادی سان تہ آسانی سان بولن۔
- (ج) گنہ تقریبہ ہنز نظامت کرناؤنی
- (د) خوشی، حارانی صتر جذ بن ہنز اڈرن تہ یکن باہم بھیرن ہنز زان سپدنی۔
- (ر) رکی تہ غار رکی زبانی باہم فرق زانتر۔
- (ڑ) زبانی اظہار موخصر تہ مرید ط تھاؤن۔
- (س) مخاطب علم گوہ خوش آمدید، تعارف، شکریہ تہ مبارکبادی ہون رکی باؤژن ہند ورتاؤ
- گرتہہ یکن تہ آداب والقاب استمال کرنی زانن۔
- (ش) مخاطب علم گوہ کھوڑ نہ رؤس دہ باہمنٹ بولن۔

ٻولڻ (امڪ امتحان)

- (۱) ترتيب وار تصويرن ۾ ڇڏي ٻولڻ - توقع ۾ تهاونہ ٻولہ تفصيلہ سان۔
 - (۲) مکہ تصوير ک تفصيلي بيان - تصوير آسہ لوکن يا مکہ جايہ ہنز۔
 - (۳) دنہ ہمتس مکہ موضوع ۾ ڇڏي ٻولڻ - ٻيہ ٻتر طاکہ علمہ سند ذاتي تجربہ بردہہ کن ۾۔
 - (۴) کانہہ ذليل يا قصہ بيان کرن۔
- ٻولڻ صلاحيت پرکھاونہ ٻاڻتہ گوہ اکہ کھر ميزان پانانہہ ٻن۔ اتہ ڇہہ اکہ ڇڏي دہن تام نمبر۔ قابل بچن ٻيکن ٻو منزده نمبرونہ ٻتہ۔ اتہ متعلق گوہن ٻچہ وري کس آغازس منزے آگاہ کرنہ ٻتر۔

صلاحيت پرکھاونہ ٻولڻ

ٻولڻ ٻولڻ
۱۔ طالب علمس ڇہہ لفظن تہ انتباس سمجگ طالب علمس ڇہہ لفظن تہ جملن ٻند الگ الگ
ٻتر مگر ٻند اصل مٻوٻم سمجس ڇہہ ٻاصر۔ استمال کرنگ ٻتر مگر پکيہ وٻر رلا وٻتہ ٻولڻ
صلاحيت محس نہ۔

۲۔ وٻدس ٻسہ منظرس منز ڇہہ ٻيکان وٻدس ٻسہ منظرس منز ڇہہ ٻا تسلسل بيان
موضو بيان سمجھ۔ مٻو صلاحيتہ سان استمال ڪرتہ ٻيکان۔

سویڈر یا اویدر پہ منظر کین بیان صاف پتین بیان منر چھ طالب علم ہنا پیچید بیان
 پاٹھر کج صاحبیت چھنے کس۔ غلطیہ تہ چھ ورتاوان نیمہ کنز کس غلطیہ سرزد سپدان
 کران بیم اظہار منر چھ ٹھو ریان چھ۔ چھ۔ نیمہ کنز تہنر چھن عملہ منر چھوس یوان
 چھ۔

زٹھن بیان چھ واریا آسانی سان کجھ اویدر پہ منظر کین خیال چھ داواڈ لیلہ سان
 ہیکان تہ معنی مطلبس تہ چھ واران۔ باوتھ ہیکان۔ نیمہ کنز کس غلطیہ سرزد سپدان
 تہ تہند ابلاغ سپد متاثر۔

۵۔ مشکل بیان کج صاحبیت چھ طالب علم چھ پتین خیال مدعا مطابق تہ
 علمس تہ ہنہ بوزن منشہ نش چھ واقف۔ بوزن والی مد نظر تھاوتھ باوان۔ تھ منر کس
 غلطیہ تہ سرزد سپدان۔

ضروری

امتحانہ بروہہ چھ طالب علمس میاری باپتہ کینہہ وق دین۔
 کانہہ بیان پیش کرنس منر چھ از کا لگ استمال کرن مناسب۔
 دنہ آمنت موضوع گوہ طالب علمس ہنہ تجر باقی دینس رتو وایستہ آسن۔ ملکن جٹہ، مزاق یا
 کانہہ سرتاز کتاب، واقعہ یا فلمی ہنر ذلیل۔
 ووستاد گوہ امتحانس دوران کم کھو تہ کم مد اخلت کرن۔

پڙن:

پرچھ صلاحيت مڙ له مقصد جه به نه طالو علم به نه شخصيت سڌ تعبير نه تنس منز گو به تنقيدى صلاحيت نه غور خود ڪرنگ به نه پاد به امر علاو گو به طالب علم:

(۱) خاموش پاشي پرنگ عادي سپڻ -

(۲) پيشي پيشي مرگزي خيال سمجهه هڪن -

(۳) پرڻ موادس مطلق پڻ رد عمل باو ته هڪن -

(۴) زبان، خيال نه لهجه هڪن -

(۵) ادبس مگر تينز دلچسپي هر نه -

(۶) لفظن به نه تنظري معني هڪن -

(۷) پرڻ مواد هڪن اجزا هن با هم رفته پر نه ناو ته هڪن -

(۸) متنس گو به عنوان نه ذيلي عنوان و ته هڪن -

(۹) شاعري به نه آهنگ به نه لفظ نله تر لو نش گو به دؤ قف سپڻ -

ضروري:

پرڻ مواد با چته گو به سماج، تهذيب، فطرت، نفسيات، سائنس، كهيليه يا دل رنزونس مگر

والسته مواد ژار نه هڪن -

ليکهن صلاحيت؛

طالب علم کو:

- (ا) معیاری المانک ورتا وکزن۔
- (ب) تھکے نشان ہند صحیح ورتا وکزن۔
- (ج) ویو ہارک لفظن ہند جان تعدادس منز یاد وؤ ٹر تھاؤن۔
- (د) موثر زبانی ورتاوس امل آسن۔
- (ر) پر اگر افس منز لیکھتھ ہیکن۔
- (ڑ) در خاص، دعوت نامہ، مبارک ہادی ہند کر خط تہ باسے چھ، ایس ایم ایس تہ تار لیکھتھ ہیکن۔
- (س) مختلف موضوعن مطلق موادو مہر تھ مضمون لیکھن۔
- (ش) چھتھین واقن ہند بیان تہ تمسن مطلق چن رد عمل ہاؤن۔
- (ص) تقریبین تہ معطلن ہند کر پورٹ تیار کرن۔
- (ط) پڑ ہوڈ لیل مکالمن تہ مکالمہ ڈلیلہ منز پیش کرن۔
- (ظ) مرکزی خیال تہ خلاصہ پیش کرن۔
- (ع) شعر بندن ہند تشریح کرن۔
- (غ) پنچہ تجربہ تہ مسؤسات واضح تہ صاف پٹھ کر تحریرس منز ائو۔
- (ف) اظہارس منز اختصار قائم تھاؤن۔
- (ق) تحریرس منز تخلیقی کون دو پدا وچھ ہیکن۔

تعمیری اظہار:

(۱) بحث مباحثہ:

موضوع - دوستاد کر موضوع ڈار پانے
اہم نکتہ - داوا و لیل، مقرر لنہ ہوز، پنڈ کتھ حوصلہ سان ہاؤنی
شعر معطل - نصابس منزہا مل شاعری پر فی یا مؤل نظمہ یا اثر مصرأے لیکھن۔
بیادوی نکتہ:

(۱) قوت اظہار

(۲) لے، لہجہ تہ آہنگہ سان شاعری ہنز پر نے۔

(۳) سٹچس پیٹھ بونچ تربیت یا پیہ روس بولن۔

(۴) و لیل ہوزنی ہاؤ لیل لیکھن، یا کتھ قصک بیان یا تحریر

(۵) مکالمہ، جذبہ تہ کردار مطابق۔

(۶) کنہ واقف سلسلہ وار تذکر۔

(۷) سٹچس پیٹھ پیش کاری۔

(۸) تلفظ

(۹) تعارف دیہن یا ہیون۔ کانسہ ٹوس دوستس سہل زبانی منزس متعلق زاہکاری حاصل

کر فی یا پانس متعلق و فن۔

(۱۰) اداکاری۔ طالب علم ہمیں نئے اداکاری ہند فن ہاتھ۔ امہ علاؤ تہمن اتھ لوہ کڑ
ڈراما، پاتھر لیکھنا ونہ، گندنا ونہ تہ پیش کرنا ونہ یا ہیدا بیت کاری کرنا ونہ مگر تہ ہیکہ دوستا دچن
نمیٹ ہتھ۔

(۱۱) پکھ وٹھ کتھ باتھ یا بحث تہ تقریر۔ تم موضوع یمن چن ہندس ذاتی تجربس تہ زندگی مگر
واٹھ آسہ۔

مول ٹکونہ ہندس میزان ہادک نکستہ:

(۱) نتودا عتمادی

(ب) موثر انداز

(ج) داوا لیل

(د) صاف گوئی

جسمانی حرکت تہ اشارہ

موضوع:

(۱) موضوعک صحی انتخاب

(۲) دلچسپ

زبان:

(۱) موقہ محل مطابق لفظ ورتاؤ

(۲) انداز بیان تہ ثلثہ تراو

(۳) تلفظ

زیر غور تھا ونسبہ لایق کینہہ قدر

(۱) پزر، ضبط نفس

(ب) ہمدردی، انسان دوستی

(ج) اتحاد و مساوات

(د) ایمان داری

(ر) حب الوطنی

(ڑ) ذمہ داری ہند احساس

SYLLABUS FOR KASHMIRI (CODE: 097)
CLASS - IX
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 Hrs

Total: 90 Marks

A) Reading Section:

15 Marks

Reading unseen comprehension passage (factual/literary/discursive)
Difficulty level: Medium

B) Writing Section:

20 Marks

Short composition: Dialogue completion, Story writing
Long composition: Informal letters, Speech writing
(based on Visual and verbal stimulus)

C) Grammar Section:

15 Marks

Number, Gender, correction of simple sentences in terms of syntax.
Usage of phrase and idioms (50% of the total syllabus)

D) Literature Section:

40 Marks

Prose-

- 1) *Kasheer*
- 2) *kashir zuban ti adab*

Poetry-

- 1) *Vaakh Ti Shrukh*
- 2) *Bahaar Aav*

Prescribed book:

Kashur Nisab published by the J&K State Board of School Education (1984 edition)

EXAMINATION STRUCTURE FOR KASHMIRI (CODE: 097)**CLASS - IX****FIRST TERM (APRIL 2015 - SEPTEMBER 2015)****Time: 3 Hrs****Total: 90 Marks**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A	Reading		04	04x3=12
	Three unseen passages of total 500 words followed by MCQs including vocabulary	MCQ	03	03x1=3 Total=15
Section - B	Dialogue completion	SA	01	1x5=5
	Short story writing	SA	01	1x5=5
	Informal letters (not more than100 (words))	LA	01	1x5=5
	Speech writing	LA	01	1x5=5 Total = 20
Section - C	Number	SA	01	1x3=3
	Gender	SA	01	1x3=3
	Correction of simple sentences	SA	01	1x3=3
	Phrases and Idioms	SA	01	1x6=6 Total = 15
Section - D	Prose	An extract from chapter	05	5x1=5
		SA	02	2x5=10
		LA(with internal choice)	01	1x8=8
		An extract from the poem	04	4x1=4
	Poetry	SA	02	2x3=6
		LA (with internal choice)	01	1x7=7 Total = 40
	Total			90 marks

SYLLABUS FOR KASHMIRI (CODE: 097)
CLASS - IX
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 Hrs

Total 90 Marks

A) Reading Section:

15 Marks

Reading unseen comprehension passage (factual/literary/discursive)
Difficulty level: Standard

B) Writing Section:

20 Marks

Short composition: Report writing, article writing
Long composition: formal letters, essay writing (based on visual and verbal stimulus)

C) Grammar Section:

15 Marks

Meaning and usage of words from exercise, basic concept of tenses, correction of diacritical marks and spellings of a passage comprising of about 30 words.
Usage of phrase and idioms (remaining 50% of the syllabus)

D) Literature Section:

40 Marks

Prose-

- 1) *Badshah*
- 2) *Kashir Talmih*

Poetry-

- 1) *Insaanas Kun*
- 2) *Zoonyi Manz Dal*
- 3) *Yath samyas manz*
- 4) *Rubayee*

Prescribed book:

Kashur Nisab published by the J&K State Board of School Education (1984 edition)

EXAMINATION STRUCTURE FOR KASHMIRI (CODE: 097)

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 Hrs

Total: 90 Marks

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A	Reading	MCQ	04	04x3=12
	Three unseen passages of total 500 words followed by MCQs including 3 marks of vocabulary		03	03x1=3 Total=15
Section - B	Report writing	SA	01	1x5=5
	Article writing	SA	01	1x5=5
	Formal letters (not more than 100 words)	LA	01	1x5=5
	Essay writing	LA	01	1x5=5 Total = 20
Section - C	Sentence making	SA	03	1x3=3
	Change of tenses	SA	01	3x1=3
	Correction of diacritical marks and spellings of a passage comprising of about 30 words	SA	01	1x6=6
	Phrases and idioms	VSA	03	3x1=3 Total = 15
Section - D	Prose	An extract from chapter	05	5x1=5
	Poetry	SA	02	2x5=10
		LA(with internal choice)	01	1x8=8
		An extract from the poem	04	4x1=4
		SA	02	2x3=6
		LA (with internal choice)	01	1x7=7 Total = 40
	Total			90 marks

SYLLABUS FOR KASHMIRI (CODE: 097)
CLASS - X
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Total 90 Marks

A) Reading Section:

15 Marks

Reading unseen comprehension passage (factual/literary/discursive)
Difficulty level: Medium

B) Writing Section:

20 Marks

Short composition: News reporting, translation (Kashmiri to English)
Long composition: official letters, article writing (based on visual and verbal stimulus)

C) Grammar Section:

15 Marks

Use of tenses, use of idioms and phrases, making words with suffix and prefix.

D) Literature Section:

40 Marks

- Prose- 1) *Matyi Tog ni Knyeh*
 2) *Chales Capli*
- Poetry- 1) *Zoonyi Manz Dal*
 2) *Gaashi Taarukh*
 3) *Duuri Prazlya Taarukhan*

Prescribed book:

Kashur Nisab published by the J&K State Board of School Education (1984 edition)

EXAMINATION STRUCTURE FOR KASHMIRI (CODE: 097)**CLASS - X****FIRST TERM (APRIL 2015 - SEPTEMBER 2015)****Time: 3 Hrs****Total: 90 Marks**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A	Reading Three unseen passages of total 500 words followed by MCQs including vocabulary (difficulty level: Medium)	MCQ	04 03	04x3=12 03x1=3 Total=15
Section - B	New reporting Translation (Kashmiri to English) One official letter not more than 50 words Article writing	SA SA LA LA	01 01 01 01	1x5=5 1x5=5 1x5=5 1x5=5 Total = 20
Section - C	Use tenses Making words with suffix & prefix Phrases & idioms	SA SA SA	05 05 05	5x1=5 5x1=5 5x1=5 Total = 15
Section - D	Prose Poetry	An extract from chapter SA LA(with internal choice) An extract from the poem SA LA (with internal choice)	05 02 01 04 02 01	5x1=5 2x5=10 1x8=8 4x1=4 2x3=6 1x7=7 Total = 40
	Total			90 marks

SYLLABUS FOR KASHMIRI (CODE: 097)
CLASS - X
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 Hrs

Total: 90 Marks

A) Reading Section:

15 Marks

Reading unseen comprehension passage (factual/literary/discursive)

Difficulty level: Standard

B) Writing Section:

20 Marks

Short composition: Gap filling, translation (English to Kashmiri)

Long composition: Writing of descriptive or narrative essay on subjects of general interest, business correspondence

C) Grammar Section:

15 Marks

Use of tenses, transformation of sentences, (negative and interrogative), antonyms and synonyms.

D) Literature Section:

40 Marks

Prose- 1) *Telephone Te Radio*

2) *Jamhooriyat*

Poetry- 1) *Taarukhah*

2) *Bahaar*

3) *Yaath samyas Marz*

4) *Gazal*

Prescribed book:

Kashur Nisab published by the J&K State Board of School Education (1984 edition)

EXAMINATION STRUCTURE FOR KASHMIRI (CODE: 097)**CLASS - X****SECOND TERM (OCTOBER 2015 - MARCH 2016)****Time: 3 Hrs****Total: 90 Marks**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A	Reading Three unseen passages of total 500 words followed by MCQs including vocabulary (difficulty level: Medium)	MCQ	04 03	04x3=12 03x1=3 Total=15
Section - B	Gap filling Translation (Kashmiri to Kashmiri) Writing of descriptive or narrative essay on subjects of general interest Business correspondence	SA SA LA LA	01 01 01 01	1x5=5 1x5=5 1x5=5 1x5=5 Total = 20
Section - C	Use of tenses Transformation of sentences, (negative and interrogative) Phrases and Idioms Antonyms and Synonyms	SA SA SA SA	05 05 03 05	3x1=3 4x1=4 3x1=3 5x1=5 Total = 15
Section - D	Prose Poetry	An extract from chapter SA LA(with internal choice) An extract from the poem SA LA (with internal choice)	05 02 01 04 02 01	5x1=5 2x5=10 1x8=8 4x1=4 2x3=6 1x7=7 Total = 40
	Total			90 marks

13. LEPCHA (CODE: 026)

SYLLABUS FOR SUMMATIVE ASSESSMENT

CLASS-IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 hrs.

Marks: 90

Section	Topics	Marks	Prescribed Text-Book
A	Reading Section. Unseen passage.	10	Books not prescribed.
B	Writing Section: (i) Letter writing (ii) Translation	10 05	Books not prescribed Books not prescribed
C	Applied Grammar & Composition Lessons to be studied: (i) Thambyang (ii) Kutao (iii) Afronpong	15	Mutunci Rong Reenghryum un Reeng Tshuktaom, published by HRDD, Text-Book Unit, Govt. of Sikkim, Gangtok.
D.I.	Literature Section: Prose, Lessons to be studied: (i) Amu Reengsa Zurthap. (ii) Songyo Aromkat. (iii) Gum Sugaor Loding sung. (iv) Nyermit.	20	Tshukpyrom Pundor, Published by HRDD, Text-Book Unit, Govt. of Sikkim, Gangtok.
D.II.	Treasure of Poems. Lessons to be studied: (i) Kayusa Milyu (ii) Kasu Samdong. (iii) Tusa Kamaor Tey.	15	Tshukdong Pundor, Published by HRDD, Text-Book Unit, Govt. of Sikkim, Gangtok.
D.III.	Treasure of Stories. Sung Norzut. Lessons to be studied: (i) Tarlom Purtam. (ii) Tong khu Namthar	12	Sung Norzut, Published by Renjong Mutanci Reengmom Kurmom, HQ, Dev. Area, TNSSS Road, Gangtok Sikkim.
D.IV.	Introduction of Poets & Writers.	03	From the lessons studied.

LEPCHA (CODE: 026)

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT

CLASS-IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 hrs

Max. Marks: 90

Section	Topics	Types of Questions	No. of Questions	Marks
A	Unseen passage	Short Answer Type Questions.	05	05x02=10
B	Writing Section.	(i) Letter Writing.	01	01x10=10
		(ii) Translation.	01	01x05=05
C	Applied Grammar & Composition. Mutunci Rong Reengthryum Un Reengtaom.	Short Answer Type Question.	04	04x03=12
		Very Short Answer Type Question.	03	03x01=03
D I	Treasure of Prose. Tshukpryom Pundor.	Short Answer Type Question.	04	04x03=12
		Very Short Answer Type Question.	04	04x02=08
D II	Treasure of Poems. Tshukdong Pundor.	Essay Type Question.	01	01x06=06
		Short Answer Type Question.	03	03x02=06
		Very Short Answer Type Question.	03	03x01=03
D III	Treasure of Stories. Sung Norzut.	Short Answer Type Question.	06	06x02=12
D IV	Introduction of Poets & Writers.	Multiple Choice Questions.	03	03x01=03
				Total = 90

LEPCHA (CODE: 026)

SYLLABUS FOR SUMMATIVE ASSESSMENT

CLASS-IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 hrs

Marks: 90

Section	Topics	Marks	Prescribed Text-Book
A	Reading Section. Unseen passage.	10	Books not prescribed.
B	Writing Section: (i) Letter writing (ii) Translation	10 05	Books not prescribed Books not prescribed
C	Applied Grammar & Composition Lessons to be studied: (i) Thamtao (ii) Tham Ayok (iii) Ayoktao	15	Mutunci Rong Reenghryum un Reeng Tshuktaom, published by HRDD, Text-Book Unit, Govt. of Sikkim, Gangtok.
D I	Literature Section:Prose, Lessons to be studied: (i) Punjaok Neydok pong Dyep Atya`ng. (ii) Sakcheen (iii) Muro Tsufron Plong pryaom Kat. (iv) Saktaop.	20	Tshukpryom Pundor, Published by HRDD, Text-Book Unit, Govt. of Sikkim, Gangtok.
D II	Treasure of Poems. Lessons to be studied: (i) Kursong Reep (ii) Avyet (iii) Trokshet Munin Murao Arey. (iv) Rungyu Rungnit.	15	Tshukdong Pundor, Published by HRDD, Text-Book Unit, Govt. of Sikkim, Gangtok.
D III	Treasure of Stories. Sung Norzut. Lessons to be studied: (i) Nungyong Loorik. (ii) Aa-eet Sung	12	Sung Norzut, Published by Renjong Mutanci Reengmom Kurmom, HQ, Dev. Area, TNSSS Road, Gangtok Sikkim.
D IV	Introduction of Poets & Writers.	03	From the lessons studied.

LEPCHA (CODE: 026)

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT

CLASS-IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 hrs.

Max. Marks: 90

Section	Topics	Types of Questions	No. of Questions	Marks.
A	Unseen passage	Short Answer Type Questions.	05	05x02=10
B	Writing Section.	(i) Letter Writing.	01	01x10=10
		(ii) Translation.	01	01x05=05
C	Applied Grammar & Composition. Mutunci Rong Reengthryum Un Reengtaom.	Short Answer Type Question.	04	04x03=12
		Very Short Answer Type Question.	03	03x01=03
D.I.	Treasure of Prose. Tshukpryom Pundor.	Short Answer Type Question.	04	04x03=12
		Very Short Answer Type Question.	04	04x02=08
D.II.	Treasure of Poems. Tshukdong Pundor.	Essay Type Question.	01	01x06=06
		Short Answer Type Question.	03	03x02=06
		Very Short Answer Type Question.	03	03x01= 03
D.III.	Treasure of Stories. Sung Norzut.	Short Answer Type Question.	06	06x02= 12
D.IV.	Introduction of Poets & Writers.	Multiple Choice Questions.	03	03x01= 03
				Total = 90

LEPCHA (CODE: 026)
SYLLABUS FOR SUMMATIVE ASSESSMENT
CLASS: X
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3hrs.

Max. Marks: 90.

Section	Topics	Marks	Prescribed Text-Book
A	Reading Section Unseen passage.	10	Books not prescribed.
B	Writing Section: (i) Letter writing (ii) Translation	10 05	Books not prescribed Books not prescribed
C	Applied Grammar & Composition Lessons to be studied: (i) Reeng Fr`a-pong. (ii) Tungbor Reeng. (iii) Shaysoo Reeng.	15	Mutunci Rong Reenghryum un Reeng Tshuktaom, published by HRDD, Text-Book Unit, Govt. of Sikkim, Gangtok.
D I	Literature Section: Prose, Lessons to be studied: (i) Amu Reeng Yuntun Un Reengmaom. (ii) Punjok Manfaar. (iii) Daling Dree. (iv) Adronsa Rut-kat	20	Tshukpryom Pundor, Published by HRDD, Text-Book Unit, Govt. of Sikkim, Gangtok.
D II	Treasure of Poems. Lessons to be studied: (i) Mikrung. (ii) Nimbryok P`alit. (iii) Numshimnyusa Milyu. (iv) Tsulaom Aarey Kayusa	15	Tshukdaong Pundor, Published by HRDD, Text-Book Unit, Govt. of Sikkim, Gangtok.
D III	Treasure of Stories. Sung Norzut. Lessons to be studied: (i) Dungit Matlu. (ii) Kurthat Wok-dreysa Adyopka.	12	Sung Norzut, Published by Renjong Mutunci Reengmaom Kurmaom, HQ, Dev. Area, TNSSS Road, Gangtok Sikkim.
D IV	Introduction of Poets & Writers.	03	From the lessons studied.

LEPCHA (CODE: 026)

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT

CLASS: X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3hrs.

Max. Marks: 90

Section	Topics	Types of Questions	No. of Questions	Marks.
A	Reading Section. Unseen passage.	Short Answer Type Questions.	05	05x02=10
B	Writing Section.	(i) Letter Writing	01	01x10=10
		(ii) Translation	01	01x05=05
C	Applied Grammar & Composition. Mutunci Reengthryum Un Reeng tshuktaom.	Short Answer Type Question.	03	03x03=09
		Very Short Answer Type Question.	03	03x02=06
D I	Treasure of Prose. Tshukpryom Pundor.	Short Answer Type Question.	06	06x03=18
		Very Short Answer Type Question.	02	02x01=02
D II	Treasure of Poems. Tshukdong Pundor.	Essay Type Question.	01	01x06=06
		Short Answer Type Question.	03	03x02=06
		Very Short Answer Type Question.	03	03x01=03
D III	Treasure of Stories. Sung Norzut.	Short Answer Type Question.	06	06x02=12
D IV	Introduction of Poets & Writers.	Multiple Choice Questions.	03	03x01=03
				Total: 90

LEPCHA (CODE: 026)
SYLLABUS FOR SUMMATIVE ASSESSMENT
CLASS: X
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3hrs.

Max. Marks: 90

Section	Topics	Marks	Prescribed Text-Book
A	Reading Section. Unseen passage.	10	Books not prescribed.
B	Writing Section: (i) Essay writing (ii) Translation	06 04	Books not prescribed Books not prescribed
C	Applied Grammar & Composition Lessons to be studied: (i) Detailed.	15	Mutunci Rong Reenghryum un Reeng Tshuktaom, published by HRDD, Text-Book Unit, Govt. of Sikkim, Gangtok.
D I	Literature Section:Prose, Lessons to be studied: (i) Thisatha Ung It Sung. (ii) Laom Pogaat (iii) Jejyo (iv) Khomu Arey Tumka.	20	Tshukpryom Pundor, Published by HRDD, Text-Book Unit, Govt. of Sikkim, Gangtok.
D II	Treasure of Poems. Lessons to be studied: (i) Nulee Geybu Saknonka (ii) Ashyot Aangop Katsa (iii) Go (iv) Saamsa Pundi (v) Saksoam Aal Sosong Aareyka.	15	Tshukdong Pundor, Published by HRDD, Text-Book Unit, Govt.of Sikkim, Gangtok.
D III	Treasure of Stories. Sung N'orzut. Lessons to be studied: (i) Nyutheeng Lasso Mung Panu. (ii) Gumchen un Tukfil.	12	Sung Norzut, Published by Renjong Mutunci Reengmaom Kurmaom, HQ, Dev. Area, TNSSS Road, Gangtok Sikkim.
D IV	Introduction of Poets & Writers.	03	From the lessons studied.

LEPCHA (CODE: 026)**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT****CLASS: X****SECOND TERM (OCTOBER 2015 - MARCH 2016)****Time: 3hrs****Max. Marks: 90**

Section	Topics	Types of Questions	No. of Questions	Marks.
A	Reading Section. Unseen passage	Short Answer Type Questions.	05	05x02=10
B	Writing Section.	(i) Essay Writin	01	01x10=10
		(ii) Translation	01	01x05=05
C	Applied Grammar & Composition. Mutunci Reengthryum Un Reeng tshuktaom.	Short Answer Type Question	03	03x03=09
		Very Short Answer Type Question.	03	03x02=06
D I	Treasure of Prose. Tshukpryaom Pundor.	Short Answer Type Question	06	06x03=18
		Very Short Answer Type Question	02	02x01=02
D II	Treasure of Poems. Tshukdong Pundor.	Essay Type Question	01	01x06=06
		Short Answer Type Question	03	03x02=06
		Very short Answer type Qs.	03	03x01=03
D III	Treasure of Stories. Sung Norzut.	Short Answer Type Question	06	06x02=12
D V	Introduction of Poets & Writers	Multiple Choice Questions	03	03x01=03
				Total: 90

15. LIMBOO (CODE: 025)
SYLLABUS FOR SUMMATIVE ASSESSMENT
CLASS - IX
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 hrs.

Marks: 90

Group	Topics	Marks	Prescribed Text Book
A Reading	Unseen Passage	10	Books not Prescribed.
B Writing	(i) Letter Writing (ii) Essay Writing (iii) Translation	05 06 04	Related to Public, Social, Professional & Literature etc. Unseen Passage into Limboo.
C Grammar	Applied Grammar	15	Thangsing Yakthung Huppan nu Itchap: Lesson to be Studied - (i) Huppanely Kuhaa, (ii) Soksasen, (iii) Soak nu Sembey, (iv) Minglek, (v) Iklengle Kugo, (pg. 82-84)
D Literature	(i) Prose	15	Patila Sapsok: Lesson to be Studied - (i) Aamma, (ii) Sisekpa Tumyen, (iii) Chesya
	(ii) Poetry	12	Sammilla Sung: Lesson to be Studied - (i) Aajupey Medanen, (ii) Taandik ka Yakthung Aawaro, (iii) Aamma Kusing... (iv) Lakat Lomma Aang.
	(iii) Rapid Reader (I)	10	Kheda Sung: Lesson to be Studied - (i) Nimendepmana Yanghek, (ii) Thisondhabarey Laajey Hepmo.
	(iv) Rapid Reader (II)	10	Sodhungembarey Siwading Khahunhaa: Lesson to be Studied- Page no. 100-115.
	(v) Introduction of Writers & Poets	03	Patila and Sammilla Sapsok

All types of questions, short, very short, essay, Mcq, value based types of question will be asked from the prescribed text materials.

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT

CLASS-IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time:3 hrs

Total Marks: 90

Question paper will be divided into four sections

Section A	: Reading comprehension	10
Section B	: Writing Section	
	(i) Letter writing	5
	(ii) Essay Writing	6
	(iii) Translation	4
Section C	: Grammar	15
Section D	: Literature	50

Scheme of section and weight age to content.

Section	Topics	Types of Question	No. of Question	Marks
A	Reading comprehension	Short and very short type question	3	6
			4	4
B	(i) Letter Writing	LA	1	5
	(ii) Essay Writing	LA	1	6
	(iii) Translation	LA	1	4
C	Applied Grammar:			
	(i) Huppanley Kuha	LA	1	5
	(ii) Soksasen,	SA	2	6
	(iii) Soak nu Sembey	MCQ	4	4
	(iv) Minglek			
	(v) Iklengley Kugo			
D	Literature section:			
	1. Patila sapsok			
	(i) Aamma	LA	1	5
	(ii) Sisekpa Tummyen	SA	2	6
	(iii) Chesya	MCQ	4	4
	2. Sammilla Sapsok:	LA	1	5
	(i) Aajupey Medanen	LA	1	5
	(ii) Taandik Ka..	MCQ	2	2
	(iii) Aamma Kusing..			

	(iv) Lakat Lommaang.			
	3. Rapid Reader (I)	LA	1	5
	Kheda sung:			
	(i) Nimendepmana Yanghek	SA	1	3
	(ii) Thisondhabarey	MCQ	2	2
	4. Rapid Reader (II)	LA	1	5
	Sodhungembarey Siwading Khahunha:	SA	1	3
	Page No 100-115	MCQ	2	2
	5. Introduction of Writers & Poets	SA	1	3

SYLLABUS FOR SUMMATIVE ASSESSMENT

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3hrs.

Marks: 90

Group	Topics	Marks	Prescribed Text Book
A Reading	Unseen Passage	10	Books not Prescribed.
B Writing	(i) Letter Writing (ii) Essay Writing (iii) Translation	05 06 04	Related to Public, Social, Professional & Literature. Unseen Passage into Limboo.
C Grammar	Applied Grammar	15	Thangsing Yakthung Huppan nu Itchap: Lesson to be Studied – (i) Losok, (ii) Akhelyemren Paapmana lam (iii) Iklengley Kugo (pg. 82-84), (iv) Ekpey Sutla, (v) Thikpeyyok Sutla (vi) Pammey.
D Literature	(i) Prose	15	Patila Sapsok: Lesson to be Studied - (i) Ningwa Mendummarey, (ii) Mohamad Ali, (iii) Cha..it Mundhum, (iv) Sapsok Phomelley.
	(ii) Poetry	12	Sammilla Sung: Lesson to be Studied - (i) Haatley Khepsu, (ii) Ipmaabong, (iii) Yumamang Sewa, (iv) Ningwasorey Chiri Kudim-Kudim, (v) Aakerik Keni- ngwa Tamabey, (vi) Kombharak Aalarey baabi.
	(iii) Rapid Reader (I)	10	Kheda Sung: Lesson to be Studied - (i) Yemin Kakerik Legey, (ii) Yang Kesabaren Hingmon men.
	(iv) Rapid Reader (II)	10	Sodhungembarey Siwading Khahunhaa: Lesson to be Studied- Page no. 56-99.
	(v) Introduction of Writers & Poets	03	Patila and Sammilla Sung.

All types of questions, short, very short, essay, Mcq, value based types of question will be asked from the prescribed text materials.

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT

CLASS-IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time:3 hrs

Total Marks: 90

Question paper will be divided into four sections

Section A	: Reading comprehension	10
Section B	: Writing Section	
	(i) Letter writing	5
	(ii) Essay Writing	6
	(iii) Translation	4
Section C	: Grammar	15
Section D	: Literature	50

Scheme of section and weight age to content.

Section	Topics	Types of Question	No. of Question	Marks
A	Reading comprehension	Short and very short	3	6
		type question	4	4
B	(i) Letter Writing	LA	1	5
	(ii) Essay Writing	LA	1	6
	(iii) Translation	LA	1	4
C	Applied Grammar:			
	(i) Losok			
	(ii) Akhel Yemren Paapmanalam	LA	1	5
	(iii) Ikleng Lye Kugo	SA	2	6
	(iv) Ekpey Sutla	MCQ	4	4
	(v) Thikpeyok Sutla			
D	(vi) Pammey			
	Literature section:			
	1. Patila sapsok			
	(i) Ningwa Mendumarey	LA	1	5
	(ii) Mohamad Ali	SA	2	6
	(iii) Cha-it...	MCQ	4	4
	(iv) Sapsok Phomelly			
	2. Sammilla Sapsok:	LA	1	5
	(i) Hantley Khapsu	LA	1	5

	(ii) Ipmaabong	MCQ	2	2
	(iii) Yumamang Sewa			
	(iv) Ningwasorey			
	(v) Akerik			
	(vi) Kombharak			
	3. Rapid Reader (I)	LA	1	5
	Kheda sung:	SA	1	3
	(i) Yemmin Kakerik...	MCQ	2	2
	(ii) Yang Kesabaren...			
	4. Rapid Reader (II)	LA	1	5
	Sodhungembarey Siwading Khahunha:	SA	1	3
	Page No 56-99	MCQ	2	2
	5. Introduction of Writers & Poets	SA	1	3

LIMBOO (CODE: 025)

SYLLABUS FOR SUMMATIVE ASSESSMENT

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3hrs.

Total: 90 marks

Group	Topics	Marks	Prescribed Text Book
A Reading	Unseen Passage	10	
B Writing	Letter Writing Essay Writing Translation	5 6 4	(Related to Social, Cultural & Literature) Unseen Passage into Limboo
C Grammar		15	Thangsing Yakthung Huppan nu Itchap: Lesson to be studied – (i) Lengwaba Sutla, (ii) Soksalok, (iii) Yemchu Sutlain, (iv) Paanlup, (v) Palla.
D Literature	(i) Prose	15	Patila Sung: Lesson to be Studied – (i) Kombhasit Paatung, (ii) Penching Sigang Laakhey, (iii) Khimbrakpa, (iv) Oona Yakthung Saapsok Sapmundhum.
	(ii) Poetry	12	Saammilla Sung: Lesson to be Studied - (i) Aabangey Loklummo, (ii) Saapmun-dhum Laam, (iii) Aanjummey Kebha ara pong, (iv) Hingmon Hingmabong (v) Naakchalaam.
	(iii) Rapid Reader (I)	10	Kheda Sung: Lesson to be Studied – (i) Laahang, (ii) Phung Cha...it.
	(iv) Rapid Reader (II)	10	Sodhungembarey Siwading Khahunhaa: Page no. (1-31)
	(v) Introduction of writers & poets (Limboo Literature only)	03	Paatila and Saamilaa Saapsok

All types of questions, explanation, very short, short, essay, MCQ and value based type of question may be asked from the prescribed text materials.

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT

CLASS-X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time:3 hrs

Total Marks:90

Question paper will be divided into four sections

Section A	:	Reading comprehension	10
Section B	:	Writing Section	
		(i) Letter writing	5
		(ii) Essay Writing	6
		(iii) Translation	4
Section C	:	Grammar	15
Section D	:	Literature	50

Scheme of section and weightage to content.

Section	Topics	Types of Question	No. of Question	Marks
A	Reading comprehension	Short and very short type question	3	6
			4	4
B	(i) Letter Writing	LA	1	5
	(ii) Essay Writing	LA	1	6
	(iii) Translation	LA	1	4
C	Applied Grammar:			
	(i) Lengwaba Sutla	LA	1	5
	(ii) Soksalok	SA	1	6
	(iii) Yemchu Sutlain	MCQ	4	4
	(iv) Paanlup			
	(v) Palla			
D	Literature section:			
	1. Patila sapsok:			
	(i) Kombhasit Paatung	LA	1	5
	(ii) Penching Sigang Lakhey	SA	2	6
	(iii) Khimbrakpa	MCQ	4	4
	(iv) Oona Yakthung			
	2. Sammilla Sapsok:			
	(i) Aabangey Loklumo	LA	1	5
	(ii) Sapmundhumlam	LA	1	5
	(iii) Aanjumey Kebhaaara	MCQ	2	2

	(iv) Hingmon Hingmabong (v) Naakchalam			
	3. Rapid Reader (I) Kheda sung: (i) Laahang (ii) Phung Cha-it.	LA SA MCQ	1 1 2	5 3 2
	4. Rapid Reader (II) (i) Sodhungembarey Siwading Khahunha: (Page.1-31)	LA SA MCQ	1 1 2	5 3 2
	5. Introduction of Writers & Poets	SA	1	3

SYLLABUS FOR SUMMATIVE ASSESSMENT

CLASS - X

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3hrs.

Total: 90 marks

Group	Topics	Marks	Prescribed Text Book
A Reading	Unseen Passage	10	
B Writing	Letter Writing	5	Related to Social, Cultural & Literature
	Essay Writing	6	
	Translation	4	Unseen Passage into Limboo
C Grammar		15	Thangsing Yakthung Huppan nu Itchap: Lesson to be studied: (i) Mellengwaba Penching lok, (iii) Mukpaan nu Paanlup, (iv) Iklengley Kugo-pg.(84-87) (v) Soksarey Iklengden.
D Literature	(i) Prose	15	Patila Sung: Lesson to be Studied – (i) Saam- ik, (ii) Niyemba mim, (iii) Mekhim Lenghong, (iv) Ballihang.
	(ii) Poetry	12	Saamila Sung: Lesson to be Studied – Maa- Saappan, (ii) Aabangey inney aasira thang, (iii) Aahimmin, (iv) Phungwamma, (v) Wey innu Aabangey.
	(iii) Rapid Reader (I)	10	Kheda Sung : Lesson to be Studied – (i) Khamak, (ii) Hangkhimmo Kehingba Cha..itchamba.
	(iv) Rapid Reader (II)	10	Sodhungembarey Siwading Khahunha: Lesson to be Studied – Page no. (32 – 55) (116 – 128)
	(v) Introduction of writers & poets (Limboo Literature only)	03	Patila and Saammilla Saapsok Poets. (Limboo Literature only)

All types of questions, explanation, very short, short, essay, MCQ and value based type of question may be asked from the prescribed text materials.

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT

CLASS-X

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time:3 hrs

Total Marks:90

Question paper will be divided into four sections

Section A	: Reading comprehension	10
Section B	: Writing Section	
	(i) Letter writing	5
	(ii) Essay Writing	6
	(iii) Translation	4
Section C	: Grammar	15
Section D	: Literature	50

Scheme of section and weightage to content.

Section	Topics	Types of Question	No. of Question	Marks
	Reading comprehension	Short and very short type question	3 4	6 4
B	(i) Letter Writing (ii) Essay Writing (iii) Translation	LA LA LA	1 1 1	5 6 4
C	Applied Grammar: (i) Mellengwaba Sutla (ii) Penchinglok (iii) Mukpaan (iv) Paanlup (v) Soksarey Iklengden (vi) Iklengley Kugo (pg. 84-87)	LA SA MCQ	1 1 4	5 6 4
D	Literature section: 1. Patila sapsok: (i) Samik (ii) Niyemba Mim (iii) Mekhim Lenghong (iv) Ballihang	LA SA MCQ	1 2 4	5 6 4
	2. Sammilla Sapsok: (i) Maasappan (ii) Aahimin	LA LA MCQ	1 1 2	5 5 2

	(iii) Phungwama (iv) Wey Innu...			
	3. Rapid Reader (I) Kheda sung: (i) Khamak (ii) Hamgkhimo Kehingba	LA SA MCQ	1 1 2	5 3 2
	4. Rapid Reader (II) Sodhungembarey Siwading Khahunha: (Page.32-55) (116-128)	LA SA MCQ	1 1 2	5 3 2
	5. Introduction of Writers & Poets	SA	1	3

15. MALAYALAM (CODE: 012)

CLASS - IX: I and II Terms

Time: 3 Hrs

The Question Paper will be divided into four sections:

	Total Marks= 90	No of Period
Section - A: Reading Comprehension	10 Marks	16 Pds
Section - B: Writing	20 Marks	20 Pds
Section - C: Grammar	12 Marks	20 Pds
Section - D: Literature	48 Marks	40 Pds

Design of Question Paper

No of Questions	Marks Per Question	Total Marks
3 S.A.	1	3
8 S.A.	2	16
1 S.A.	3	3
8 S.A.	4	32
2 L.A.	5	10
1 L.A.	7	7
1 L.A.	8	8
11 MCQ	1	11
35	-	90

SYLLABUS FOR MALAYALAM (CODE: 012)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 Hrs	Total 90 Marks	No. of Periods
A) Reading Section: Unseen Passage (Prose or Poetry)	10 marks	16
B) Writing Section: Letter Writing (Personal, official matters, connected with daily life) Idioms, Proverbs, Short Essay	20 marks	20
C) Grammar Section: 1. Vocabulary building 2. Transformation of sentences (Active and Passive voice, Simple, Compound, Correction of sentences only) 3. <i>Sandhi/Samasam</i> .	12 marks	20
D) Literature Section: Prose and Poem	48 marks	40

Prescribed Book: *Kerala Patavali* Malayalam and *Adisthana Padavali* Malayalam Std IX Edition 2010)
Published By Department of Education, Govt. of Kerala

Lessons to be studied for:

Prose 1) *EZHU PATHU KARUDE YOGAM* - (PROSE) -ASHOKAN CHERUVIL
2) *ORU CHERU PUNCHIRI* - (PROSE) - M T VASUDEVAN NAIR
3) *MODERN TIMES ADHUNIKA KALATHINTE ULKANDAKAL*
(PROSE) - V K Joseph

Poetry 4) *ANGHEVEETTILEKE* - (POEM) - E DASSERY
5) *SAHA PADIKAL* - (POEM) - BALAMANI AMMA

NON-DETAILED:THEJASWI AYA VAGMI, (Life History of Swami Vivekananda) PUBLISHED BY Hand C Publishing House, Thrissur 660001, Kerala

2) FIRST NINE LESSONS Page No.: from 05 to 51

FORMATIVE ASSESSMENT (Project Work)

Concerned teachers are given freedom to choose/select the projects and assignments to be given to the students as per the prescribed syllabus

SYLLABUS FOR MALAYALAM (CODE: 012)

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 Hrs	Total 90 Marks	No. of periods
A) Reading Section: Unseen Passage (Prose or Poetry)	10 marks	16
B) Writing Section: Letter Writing (Personal, official matters, connected with daily life) Idioms, Proverbs, Short Essay	20 marks	20
C) Grammar Section: 1. Vocabulary building (Synonyms and Antonyms, Opposites etc.) 2. Transformation of sentences (Active and Passive voice, simple compound, Correction of sentences only) 3. <i>Samasam</i> .	12 marks	20
D) Literature Section:	48 marks	40
Prose : Prescribed Book: <i>KERALA PATAVALI MALAYALAM AND ADISHTANA PATAVALI MALAYALAM STD IX EDITION 2010 PUBLISHED BY SCERT, Department of Education, Govt. of Kerala</i>		

Lessons to be studied - 03:

Prose	1) <i>KATTILEKU POKALLE KUNJE</i> - SHIHABUDHIN POITHUNKADAVU
	2) <i>KOCHU KOCHU MOHANGA</i> - V MOHANAN
	3) <i>SAMUDHAYANGALKU CHILATHU CHEYYANUNDU</i> - M N VIJAYAN
Poetry:	4) <i>YADAVA NASAM</i> - CHERUSSERY
	5) <i>ANNAM</i> - BALACHANDRAN CHULLIKKADU

Prescribed Book '*Kerala Patavali Malayalam Adishthana Patavali* - Edition 2010 Published by SCERT Department of Education, Govt. of Kerala

NON-DETAILED - *THEJASWI AYA VAGMI*, (Life History of Swami Vivekananda)
Published by Hand C Publishing House, Thrissur 660001, Kerala
(LAST 10 LESSONS) Page No.: from 52 to 96

FORMATIVE ASSESSMENT (Project Work)

Concerned teachers are given freedom to choose/select the projects and assignments to be given to the students as per the prescribed syllabus.

CLASS - IX TERMWISE SYLLABUS

Lessons		Term - I April to September			Term - II October to March		
Prose		FA 1-10	FA 2-10	SA I-30	FA 3-10	FA 4-10	SA II -30
1	EZHUPATHUKARUDE YOGAM	✓		✓			
2	ORU CHERU PUNCHIRI		✓	✓			
3	MODRNI TIMES ADHUNIKAKALATHINTE ULKANDAKAL			✓			
4	KATTILEKU POKALLE KUNJE				✓		✓
5	KOCHU KOCHU MOHANGAL					✓	✓
6	SAMUDAYANGALKU CHILATHU CHEYYA- NUNDU						✓
Poem		FA 1-10	FA 2-10	SA I-30	FA 3-10	FA 4-10	SA II -30
1	ANGHE VEETTILEKE	✓		✓			
2	SAHAPADIKAL		✓	✓			
3	YADAVANASAM				✓		✓
4	ANNAM					✓	✓

Non Detailed							
Thejaswiya Vagmi		FA 1-10	FA 2-10	SA I-30	FA 3-10	FA 4-10	SA II -30
1	LESSON 1	✓		✓			
2	" 2	✓		✓			
3	" 3	✓		✓			
4	" 4		✓	✓			
5	" 5		✓	✓			
6	" 6		✓	✓			
7	" 7			✓			
8	" 8			✓			
9	" 9			✓			

10	"	10				✓		✓
11	"	11				✓		✓
12	"	12				✓		✓
13	"	13					✓	✓
14	"	14					✓	✓
15	"	15					✓	✓
16	"	16						✓
17	"	17						✓
18	"	18						✓
19	"	19						✓

Grammar		FA 1-10	FA 2-10	SA I-30	FA 3-10	FA 4-10	SA II -30
I	Transformation of sentences						
1	Active/ passive voices	✓		✓	✓	✓	✓
2	Correction of sentences		✓	✓	✓	✓	✓
3	Simple/compound sentences			✓	✓	✓	✓
II	<i>Sandhi</i>			✓			✓
III	Vocabulary						
1	Synonyms	✓	✓	✓	✓	✓	✓
2	Antonyms	✓	✓	✓	✓	✓	✓
3	Gender	✓	✓	✓	✓	✓	✓
4	<i>Nanartham</i>	✓	✓	✓	✓	✓	✓
5	<i>Arthavyathyasam</i>	✓	✓	✓	✓	✓	✓
Writing							
I	Letter			✓			✓
II	Idioms			✓			✓
III	Proverbs			✓			✓
IV	Short essays			✓			✓

MALAYALAM (CODE: 012)**CLASS - X****Time: 3 Hrs****Total Marks 90****No. of Periods**

The Question Paper will be divided into four sections:

Section A: Reading Comprehension	10 Marks	16
Section B: Writing	14 Marks	20
Section C: Grammar	18 Marks	20
Section D: Literature	48 Marks	40

Design of Question Paper

No of Questions	Marks Per Question	Total Marks
8 V.S.A.	1	8
5 S.A.	2	10
8 L.A.	4	32
2 L.A.	6	12
2 L.A.	7	14
8 MCQ	8X1/2	4
10 MCQ	1	10
43	-	90

SYLLABUS FOR MALAYALAM (CODE: 012)

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

TOPICS	Total 90 Marks	No. of periods
A) Reading Section: Reading Comprehension of an unseen prose passage	10 Marks	16
B) Writing Section: (Composition) 1. Essay Writing (topics related to social issues, family and school life) 2. Letter writing (applications, letter to the editor of a Newspaper, Commercial Correspondence)	14 Marks	20
C) Grammar Section: 1. Transformation of sentences (based on the text book) – Active passive, simple compound and correction of sentences only. 2. Vocabulary building 3. <i>Sandhi and Samas</i>	18 Marks	20

While giving the knowledge of formal grammar, emphasis should be laid on its functional/applied aspect so as to promote good understanding of the language and to promote appropriate linguistics skill.

D) Literature Section – Prose and Poetry:	48 Marks	40

PRESCRIBED BOOK: KERALA PATHAVALI MALAYALAM AND ADISTHANA PATHDAVALI MALAYALAM STD X EDITION 2010, Published by Department of Education, Govt. of Kerala (SCERT) Lessons to be studied:

Prose:	1. <i>ARJUNA VISHADA YOGAM</i> – KUTTIKRISHNA MARAR
	2. <i>UTUPPANTE KINAR</i> – KAARoor
	3. <i>KADALINTE VAKKATHU ORU VEEDU MADHAVIKUTTY</i>
Poetry:	4. <i>YATHRA MOZHI</i> – KUMARANASAN
	5. <i>ENTE BHASHA</i> – VALLATHOL (ADISTHANA PADAVALI)

Non-detailed (Text Book) MRITHA SANJEEVANI by Chandramathy Ayoor published by Early Bird Publication Ernakulam, Kerala

Lessons to be studied: First six lessons

Formative Assessment (Project Work)

Concerned teachers are given freedom to choose/select the projects and assignments to be given to the students as per the prescribed syllabus.

SYLLABUS FOR MALAYALAM (CODE: 012)

CLASS - X

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 Hrs	Total 90 Marks	No. of Periods
A) Reading Section: Reading comprehension of an unseen prose passage	10 Marks	16
B) Writing Section (Composition): 1. Essay writing (topics related to social issues, family and school life) 2. Letter writing (applications, letter to the editor of a Newspaper, Commercial correspondence)	14 Marks	20
C) Grammar Section: 1. Transformation of sentences (based on the text book) – Active, passive, simple, compound and correction of sentences only. 2. Vocabulary building 3. <i>Sandhi and Samas</i> While giving the knowledge of formal grammar, emphasis should be laid on its functional/ applied aspect so as to promote good understanding of the language and to promote appropriate linguistics skill.	18 Marks	20
D) Literature Section – Prose and Poetry: Prescribed book: 'KERALA PATHAVALI AND ADISTHANA PATHDAVALI STD X Edition 2010 published by Department of Education, Govt. of Kerala, SCERT	48 Marks	40

Lessons to be studied

- Prose: 1. *URULIKUNNATHINTE LUTHEENIYA* – ZACKKARIA
2. *ENTHOKKAYO NASHTAPETTA ORAL* – E HARIKUMAR (ADISTHANA PADAVALI)
- Poetry: 3. *ADUTHOON* – AKKITHAM
4. *SOUNDARYA POOJA* – P KUNJI RAMAN NAIR (ADISTHANA PADAVALI)
5. *ASSAM PANIKKAR* – VAILOPPILLY (ADISTHANA PADAVALI)

Non-detailed (Text Book) *MRITHA SANJEEVANI* BY CHANDRAMATHY AYOOR published by Early Bird Publication Ernakulam, Kerala

Lessons to be studied: Last Nine Lessons

Formative Assessment (Project Work)

Concerned teachers are given freedom to choose/select the projects and assignments to be given to the students as per the prescribed syllabus.

CLASS-X: TERMWISE SYLLABUS

Lessons		Term - I April to September			Term - II October to March		
Prose		FA 1-10	FA 2-10	SA I-30	FA 3-10	FA 4-10	SA II -30
1	ARJUNA VISHADA YOGAM	✓		✓			
2	UTUPPANTE KINAR		✓	✓			
3	KADALINTE VAKKATHU ORU VEEDU			✓			
4	URULIKUNNATHINTE LUTHEENIYA				✓		✓
5	ENTHOKKAYO NASHTAPETTA ORAAL					✓	✓
Poem		FA 1-10	FA 2-10	SA I-30	FA 3-10	FA 4-10	SA II -30
1	YATHRA MOZHI	✓		✓			
2	ENTE BHASHA		✓	✓			
3	ADUTHOON				✓		✓
4	SOUNDARYA POOJA					✓	✓
5	ASSAM PANIKKAR						✓

Non Detailed		1 st Term			2 nd Term		
Mritha Sanjeevani		FA 1-10	FA 2-10	SA I-30	FA 3-10	FA 4-10	SA II -30
1	Lesson 1	✓		✓			
2	" 2	✓		✓			
3	" 3		✓	✓			
4	" 4		✓	✓			
5	" 5			✓			
6	" 6			✓			
7	" 7				✓		✓
8	" 8				✓		✓
9	" 9				✓		✓
10	" 10					✓	✓
11	" 11					✓	✓
12	" 12					✓	✓
13	" 13						✓

14	" 14						✓
15	" 15						✓

Grammar		FA 1-10	FA 2-10	SA I-30	FA 3-10	FA 4-10	SA II -30
I	Transformation of sentences						
1	Active/ passive voices	✓	✓	✓	✓	✓	✓
2	Simple/compound sentences	✓	✓	✓	✓	✓	✓
3	Correction of sentences	✓	✓	✓	✓	✓	✓
II	Vocabulary						
1	Synonyms	✓	✓	✓	✓	✓	✓
2	Antonyms	✓	✓	✓	✓	✓	✓
3	Gender	✓	✓	✓	✓	✓	✓
4	<i>Nanartham</i>	✓	✓	✓	✓	✓	✓
5	Arthavyathyasam	✓	✓	✓	✓	✓	✓
III	<i>Sandhi</i>	✓	✓	✓	✓	✓	✓
IV	<i>Samasam</i>	✓	✓	✓	✓	✓	✓
Writing							
I	Unseen prose			✓			✓
II	Essay			✓			✓
III	Letter writing			✓			✓

16. SYLLABUS FOR MANIPURI (CODE: 011)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 Hrs.

Total Marks: 90

Section	Details of Topics/Chapters	Weightage
Section - A Reading	Comprehension: Three unseen passages based on Supplementary Reader	3x5=15 marks
Section - B Writing	Composition: 1. Essay Writing 2. Letter Writing 3. Amplification	1x7=7 1x5=5 1x3=3 Total=15 marks
Section - C Grammar	Phonology: 1. Vocal Organs 2. Place of Articulation 3. Manner of Articulation 4. Vowel Classification 5. Consonants Classification	4x5=20 marks
Section - D Literature	Prose: 1. <i>Meenungshi</i> by Khwairakpam Chaoba Singh 2. <i>Marupki Matou</i> by B. Manisana Sharma Sastri 3. <i>Ima Khullakpigi Nonggangheido</i> by Khaidem Pramodini 4. <i>Ejjat</i> by Keisam Priyokumar Singh	Explanation 2x5=10 Questions 2x2=04 2x3=06
	Poetry: 1. <i>Mingchat Thiba</i> by Hijam Anganghal Singh. 2. <i>Naitom Taba Yatri</i> by R.K. Jhaljit Singh.	Explanation 2x5=10 Questions 2x2=04 2x3=06
Total		90 Marks

Prescribed Text Books:

- Prose and Poetry** : *Manipuri Sahitya Nachom* (Class IX)
Published by Board of Secondary Education, Manipur.
- Supplementary Reader** : *Manipuri Tengbang Sahitya* (Class IX)
Published by Board of Secondary Education, Manipur.
- Grammar** : *Anouba Manipuri Grammar*
Published by Board of Secondary Education, Manipur.

EXAMINATION STRUCTURE FOR MANIPURI (CODE: 011)**CLASS - IX****FIRST TERM (APRIL 2015 - SEPTEMBER 2015)****Time: 3 Hrs****Total Marks: 90**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	Comprehension: Three unseen passages based on Supplementary Reader	MCQ	03	3x5=15
Section - B Writing	Composition: 1. Essay Writing 2. Letter Writing 3. Amplification	LA LA LA	01 01 01	1x7=07 1x5=05 1x3=03
Section - C Grammar	Phonology: 1. Vocal Organs 2. Place of Articulation 3. Manner of Articulation 4. Vowel Classification 5. Consonant Classification	MCQ	04	4x5=20
Section - D Literature	Prose: 1. <i>Meenungshi</i> by Khwairakpam Chaoba Singh 2. <i>Marupki Matou</i> by B. Manisana Sharma Sastri 3. <i>Ima Khullakpigi Nonggangheido</i> by Khaidem Pramodini 4. <i>Ijjat</i> by Keisam Priyokumar Singh	Explanation LA Questions SA	02 04	Explanation 2x5=10 Questions 2x2=04 2x3=06
	Poetry: 1. <i>Mingchat Thiba</i> by Hijam Anganghal Singh. 2. <i>Naitom Taba Yatri</i> by R.K. Jhaljit Singh.	Explanation LA Questions SA	02 04	Explanation 2x5=10 Questions 2x2=04 2x3=06
	Total			90 Marks

SYLLABUS FOR MANIPURI (CODE: 011)
CLASS - IX
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 Hrs.

Total Marks: 90

Section	Details of Topics/Chapters	Weightage
Section - A Reading	Comprehension: Three unseen passages based on Supplementary Reader	3x5=15 Marks
Section - B Writing	Composition: 1. Essay Writing 2. Letter Writing 3. Amplification & Other sub-skills	1x7=7 1x5=5 1x3=3 Total=15 marks
Section - C Grammar	Morphology: 1. Manipuri Vowel 2. Manipuri Consonant 3. Description of Manipuri Vowels 4. Description of Manipuri Consonants 5. Tone 6. Syllable	4x5=20 Marks
Section - D Literature	Prose: 1. <i>Naosum Amaatadagi</i> by Mangthoi Thaimei 2. <i>Adhikar</i> by Takhellambam Thoibi Devi 3. <i>Sarkargi Charkari</i> by Hijam Guno 4. <i>Upu Bakshi</i> by G.C. Tongbra 5. <i>Thoibido Warouhouida</i> by M.K. Binodini	Explanation 2x5=10 Questions 2x2=04 2x3=06
	Poetry: 1. <i>Ningkhair</i> by Khwairakpam Chaoba Singh 2. <i>Lambel</i> by R.K. Madhubir 3. <i>Ningkhairaba Murti</i> by Thangjam Ibopishak	Explanation 2x5=10 Questions 2x2=04 2x3=06
Total		90 Marks

Prescribed Text Books:

- Prose and Poetry** : *Manipuri Sahitya Nachom* (Class IX)
Published by Board of Secondary Education, Manipur.
- Supplementary Reader** : *Manipuri Tengbang Sahitya* (Class IX)
Published by Board of Secondary Education, Manipur.
- Grammar** : *Anouba Manipuri Grammar*
Published by Board of Secondary Education, Manipur.

EXAMINATION STRUCTURE FOR MANIPURI (CODE: 011)

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 Hrs

Total Marks: 90

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	Comprehension: Three unseen passages based on Supplementary Reader	MCQ	03	3x5=15
Section - B Writing	Composition: 1. Essay Writing 2. Letter Writing 3. Amplification & Other Sub-skills	LA LA LA	01 01 01	1x7=07 1x5=05 1x3=03
Section - C Grammar	Phonology: 1. Manipuri Vowel 2. Manipuri Consonant 3. Description of Manipuri Vowels 4. Description of Manipuri Consonants 5. Tone 6. Syllable	MCQ	04	4x5=20
Section - D Literature	Prose: 1. <i>Naosum Amaatadagi</i> by Mangthoi Thaimei 2. <i>Adhikar</i> by Takhellambam Thoibi Devi 3. <i>Sarkargi Charkari</i> by Hijam Guno 4. <i>Upu Bakshi</i> by G.C. Tongbra 5. <i>Thoibido Warouhouida</i> by M.K. Binodini	Explanation LA Questions SA	02 04	Explanation 2x5=10 Questions 2x2=04 2x3=06
	Poetry: 1. <i>Ningkhair</i> by Khwairakpam Chaoba Singh 2. <i>Lambel</i> by R.K. Madhubir 3. <i>Ningkhairaba Murti</i> by Thangjam Ibopishak	Explanation LA Questions SA	02 04	Explanation 2x5=10 Questions 2x2=04 2x3=06
	Total			90 Marks

SYLLABUS FOR MANIPURI (CODE: 011)

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 Hrs.

Total Marks: 90

Section	Details of Topics/Chapters	Weightage
Section - A Reading	Comprehension: Three unseen passages based on Supplementary Reader	3x5=15 Marks
Section - B Writing	Composition: 1. Essay Writing 2. Letter Writing 3. Amplification or sub-skills	1x7=7 1x5=5 1x3=3
Section - C Grammar	Phonology: 1. Definition of Diphthongs 2. Definition of Consonant Cluster 3. Manipuri Diphthongs 4. Manipuri Consonant Cluster 5. Free Variation	4x5=20 Marks
Section - D Literature	Prose: 1. <i>Meena Kari Haikhigadage</i> by Kh. Chaoba 2. <i>Khongnang Hogaibi</i> by A. Minaketan Singh 3. <i>Berlin Wall Yenglubada</i> by N. Kunjamohan Singh	Explanation 2x5=10 Questions 4x3=12
	Poetry: 1. <i>Apokpa Mapugi Tungnapham</i> by Naoria Phullo 2. <i>Maatri Tarpan</i> by Elangbam Nilakanta 3. <i>Phajabagi Mihutthongdagi</i> by Rajkumar Surendrajit	Explanation 2x5=10 Questions 4x2=8
Total		90 Marks

Prescribed Text Books:

- Prose and Poetry** : *Manipuri Sahitya Nachom* (Class X)
Published by Board of Secondary Education, Manipur.
- Supplementary Reader** : *Manipuri Tengbang Sahitya* (Class X)
Published by Board of Secondary Education, Manipur.
- Grammar** : *Anouba Manipuri Grammar*
Published by Board of Secondary Education, Manipur.

EXAMINATION STRUCTURE FOR MANIPURI (CODE: 011)

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 Hrs

Total Marks: 90

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	Comprehension: Three unseen passages based on Supplementary Reader	MCQ	03	3x5=15
Section - B Writing	Composition: 1. Essay Writing 2. Letter Writing 3. Amplification & Other Sub-skills	LA LA LA	01 01 01	1x7=07 1x5=05 1x3=03
Section - C Grammar	Phonology: 1. Definition of Diphthongs 2. Definition of Consonant Cluster 3. Manipuri Diphthongs 4. Manipuri Consonant Cluster 5. Free Variation	MCQ	04	4x5=20
Section - D Literature	Prose: 1. <i>Meena Kari Haikhigadage</i> by Kh. Chaoba 2. <i>Khongnang Hogaibi</i> by A. Minaketan Singh 3. <i>Berlin Wall Yenglubada</i> by N. Kunjamohan Singh	Explanation LA Questions SA	02 04	Explanation 2x5=10 Questions 4x3=12
	Poetry: 1. <i>Apokpa Mapugi Tungnapham</i> by Naoria Phullo 2. <i>Maatri Tarpan</i> by Elangbam Nilakanta 3. <i>Phajabagi Mihutthongdagi</i> by Rajkumar Surendrajit	Explanation LA Questions SA	02 04	Explanation 2x5=10 Questions 4x2=8
	Total			90 Marks

SYLLABUS FOR MANIPURI (CODE: 011)
CLASS - X
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 Hrs.

Total Marks: 90

Section	Details of Topics/Chapters	Weightage
Section - A Reading	Comprehension: Three unseen passages based on Supplementary Reader	3x5=15 Marks
Section - B Writing	Composition: 1. Essay Writing 2. Letter Writing 3. Amplification or sub-skills (Notice; Descriptive article; composition of story etc.)	1x7=7 1x5=5 1x3=3 Total = 15 Marks
Section - C Grammar	Morphology: 1. Morpheme 2. Allomorph 3. Root and Affixes 4. Sentence type (Simple; complex & compound)	4x5=20 Marks
Section - D Literature	Prose: 1. <i>Kalingga Lal Loibada Ashok</i> by A.Nilbir Sharma Sastri 2. <i>Imphal Turelgi Itamacha</i> by M.K.Binodini 3. <i>Bir Tikendrajit Phaba</i> by Meitram Bira Singh	Explanation 2x5=10 Questions 4x3=12
	Poetry: 1. <i>Eigee Khunja</i> by Laishram Samarendra 2. <i>Dabi</i> by Nongthombam Shree Biren 3. <i>Konungga Keithelga</i> by Yumlembam Ibomcha Singh	Explanation 2x5=10 Questions 4x2=8
Total		90 Marks

Prescribed Text Books:

- Prose and Poetry** : *Manipuri Sahitya Nachom* (Class X)
Published by Board of Secondary Education, Manipur.
- Supplementary Reader** : *Manipuri Tengbang Sahitya* (Class X)
Published by Board of Secondary Education, Manipur.
- Grammar** : *Anouba Manipuri Grammar*
Published by Board of Secondary Education, Manipur.

EXAMINATION STRUCTURE FOR MANIPURI (CODE: 011)**CLASS - X****SECOND TERM (OCTOBER 2015 - MARCH 2016)****Time: 3 Hrs****Total Marks: 90**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	Comprehension: Three unseen passages based on Supplementary Reader	MCQ	03	3x5=15
Section - B Writing	Composition: 1. Essay Writing 2. Letter Writing 3. Amplification & Other Sub-skills	LA LA LA	01 01 01	1x7=07 1x5=05 1x3=03 Total = 15
Section - C Grammar	Morphology: 1. Morpheme 2. Allomorph 3. Root and Affixes 4. Sentence type (Simple; complex & compound)	MCQ	04	4x5=20
Section - D Literature	Prose: 1. <i>Kalingga Lal Loibada Ashok</i> by A.Nilbir Sharma Sastri 2. <i>Imphal Turelgi Itamacha</i> by M.K.Binodini 3. <i>Bir Tikendrajit Phaba</i> by Meitram Bira Singh	Explanation LA Questions SA	02 04	Explanation 2x5=10 Questions 4x3=12
	Poetry: 1. <i>Eigee Khunja</i> by Laishram Samarendra 2. <i>Dabi</i> by Nongthombam Shree Biren 3. <i>Konungga Keithelga</i> by Yumlembam Ibomcha Singh	Explanation LA Questions SA	02 04	Explanation 2x5=10 Questions 4x2=8
	Total			90 Marks

17. MARATHI (CODE: 009)

CLASS-IX: I and II Term

Time: 3 Hrs

Total: Marks= 90

No. of Periods

The Question Paper will be divided into four Sections:

Section A: Reading Comprehension	15 Marks	16
Section B: Writing	15 Marks	20
Section C: Grammar	20 Marks	20
Section D: Literature	40 Marks	40

Design of Question Paper

S. No.	Typology of Questions	Learning Outcomes and Testing Skills	Short Answer MCQ and VSA 1 Marks	Short Answers			Long Answer 10 Marks	Marks	%
				Marks					
				2	3	5			
1.	Remembering (Knowledge based simple recall questions)	*LSRW Skills *Reasoning (L-Listening) (S-Speaking) (R-Reading) (W-Writing)	2+8	5	-	1	-	25	28
2.	Understanding (Comprehension familiar with meaning and understands)		2	2	2	-	-	12	13
3	Application (Applicaton of knowledge to new example) Inferential type		3+9	4	1	-	-	23	25
4	Higher Order Thinking Skills (HOTS) (Analyzing and Evaluation)			3	3	-	-	15	17
5	Creative Writing (Formation and Evaluation of a judgment or situation)		-	-	-	1	1	15	17
Total			24	28	18	10	10	90	100%

Type of Questions	No. of Questions	Marks	Total Marks
One mark questions(very short answer and MCQs)	17+7	1	24
Two marks short questions	14	2	28
Three marks short questions	6	3	18
Five marks long answer questions	2	5	10
Ten marks long answer questions	1	10	10
Total	-	-	90

SYLLABUS FOR MARATHI (CODE : 009)

CLASS-IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Summative Assessment-I Marks Distribution (April 2015 - September 2015)		Weightage %	No of Periods
Topics	Marks		
Reading Comprehension (Unseen Passage)	15	30%	16
Writing Skills (Composition)	15		20
Grammar	20		20
Literature (Textbook)	40		40
Formative Assessment 1 and 2		20%	
Total		50%	

Section	Details of Topics / Chapters	Weightage
Section -A Reading	Comprehension: Two unseen passages of 150-200 word each. One grammar based question is a must as given in examination structure	Passage I-8 Passage II-7 Total=15 Marks
Section -B Writing	Composition: Essay writing about 150-200 words with the help of given points. Dialogue Writing(Related with family topics)	10 5 Total=15 Marks
Section-C Grammar	Parts of speech Synonyms based on the text lessons. Identification of Proyog (Kartari, Kanmani Bhawe) Transformation of sentences (based on Tenses) Change of Gender (Ling) Change of Number (Vachan) Punctuation of sentences (Viram Chinhe) Correction of errors (Vakya Shuddha Kara)	5 5 2 3 1 2 1 1
Section-D Literature	Prose: 1. L 2 Deshodeshiche Dnyaneshwer 2. L 3 Majhi Aai 3. L 4 Kumaranpudhil Karya 4. L 6 Mala Ghadawanare Shikshak Value based questions of 4 marks from L-4	15

	Poetry 1. P 1 Santavani a) Devavin Shoonya Mukh b) Vitthal Vitthal Gajari 2. P 2 Thui Thui Dhara 3. P 3 Mansa Ajun Gau Shaktat	15
	Supplementary Reader (Sthool Vaachan) 1. L 1 Vruksha Sambhar 2. L 2 Vyankatesh Madgulkar yanchi Chitrakala	10

SYLLABUS FOR MARATHI (CODE : 009)
CLASS-IX
SECOND TERM (OCTOBER 2015 -MARCH 2016)

Summative Assessment-I Marks Distribution (Oct. 2015 - March 2016)		Weightage %	No of Periods
Topics	Marks		
Reading Comprehension (Unseen Passage)	15	30%	16
Writing Skills (Composition)	15		20
Grammar	20		20
Literature (Textbook)	40		40
Formative Assessment 1 and 2		20%	
Total		50%	

Section	Details of Topics /Chapters	Weightage
Section A Reading	Comprehension: Two unseen passages of 150-200 words each. One Grammar based question is a must as given in examination structure.	Passage I-8 Passage II-7 Total = 15 Marks
Section B Writing	Composition: Story writing with the help of given points. Letter writing (Official) Or Notice Writing	10 05 Total = 15 Marks
Section C Grammar	Samas (Dvigu, Dvandwa-3 types, Madhyam Padalopi, Avyayeebhav) Synonyms (based on text lessons) Antonyms (based on text lessons) Punctuation Correction of errors (Vakya Shuddha Kara) One word for group of words Phrases based on text lessons	5 2 2 2 2 2 5 Total = 20 Marks
Section D Literature	Prose: 1. L 7 Shiksha 2. L 8 Chori 3. L 11 Dar Gharache Sadaiva Bandh 4. L 13 Mujawar Gurujee	15

	Value based questions of 4 marks from L-8	
	Poetry: 1. P 5 Aatmahatya Ha Paryay Nahi 2. P 6 Pani 3. P 7 Watewarti Kacha Ga	15
	Supplementary Reader (Sthool Vaachan) 1. L 3 Maza Abhyas Maze Chhanda 2. L 4 Issrayal Darshan	10

Prescribed Text Book: Prose, Poetry And Supplementary Reader (Sthool Vaachan) Marathi Vachanpath, Class IX- Maharashtra Rajya Madhymik Va Uchha Madhymik Shikshan Mandal, Pune – 411 005(Edition -2012)

TERM WISE SYLLABUS

Class- IX (2015-2016)

S. No.	Text Books	First Term			Second Term		
		April to September			October to March		
		FA 1 10%	FA 2 10%	SA 1 30%	FA 3 10%	FA 4 10%	SA 2 30%
1.	Vachan Path –Prose						
	L 2 Deshodeshiche Dnyaneshwar	✓		✓			
	L 3 Majhi Aai	✓		✓			
	L 4 Kumarapudhi Karya		✓	✓			
	L 6 Mala Ghadawanare Shikshak		✓	✓			
	L 7 Shiksha				✓		✓
	L 8 Chori				✓		✓
	L 11 Dar Gharache Sadaiva Bandh					✓	✓
	L 13 Mujawar Gurujee					✓	✓
2.	Poetry						
	P 1 Santavani						
	a) Devavin Shoonya Mukh	✓		✓			
	b) Vitthal Vitthal Gajari	✓		✓			
	P 2 Thui Thui Dhara		✓	✓			
	P 3 Mansa Ajun Gau Shaktat		✓	✓			
	P 5 Aatmahatya Ha Paryay Nahi				✓		✓
	P 6 Pani					✓	✓
	P 7 Watewarti Kacha Ga					✓	✓
3.	Supplementary Reader:						
	L 1 Vruksha Sambhar	✓		✓			
	L 2 Vyankatesh Madgulkar yanchi Chitrakala		✓	✓			
	L 3 Maza Abhyas Maze Chhanda				✓		✓
	L 4 Issrayal Darshan					✓	✓
4.	Writing Skills						
	Unseen Passage	✓		✓	✓		✓

	Essay Writing(150-200 words with guidelines)		✓	✓			
	Dialogue writing(Related with family topics)		✓	✓			
	Story writing with the help of given points				✓		✓
	Letter writing (official) Or Notice Writing					✓	✓
5.	Grammar:						
	Parts of Speech	✓		✓			
	Synonyms based on the text lessons	✓		✓			
	Identification of 'Prayog' (Kartari, Karmani, Bhav)		✓	✓			
	Transformation of Sentences (based on tenses)		✓	✓			
	Change of Gender (Ling)	✓		✓			
	Change of Number (Vachan)	✓		✓			
	Punctuation of Sentences (Viram Chinhe)		✓	✓	✓		✓
	Correction of Errors(Vakya Shuddha Kara)		✓	✓	✓		✓
	Samas (Dvigu, Dvandwa -3 types, Madhyam Padalopi, Avyayeebhav)				✓		✓
	Synonyms (based on text lessons)				✓		✓
	Antonyms(based on text lessons)					✓	✓
	One word for group of words					✓	✓
	Phrases based on text lessons					✓	✓

SYLLABUS FOR MARATHI (CODE: 009)

CLASS - X

First Term (April 2015 - September 2015)

Summative Assessment-I Marks Distribution (April 2015 - September 2015)		Weightage %	No of Periods
Topics	Marks		
Reading Comprehension (Unseen Passage)	15	30%	16
Writing Skills (Composition)	15		20
Grammar	20		20
Literature (Textbook)	40		40
Formative Assessment 1 and 2		20%	
Total		50%	

Section	Details of Topics / Chapters	Weightage
Section - A Reading	Unseen Passage -1 (150 -200 words) Unseen Passage -1 (100 – 150 words)	Passage I – 8 Passage II -7 Total =15 Marks
Section - B Writing	Composition: Story writing with the help of given points. Dialogue Writing	10 5 Total = 15 Marks
Section - C Grammar	Part of Speech Vakya Rupantar (Prashnarathi, Vidhanarathi, Udgararathi, Aadnyarathi) Tenses – 3 types Change of Gender (Ling) Change of Number (Vachan) Synonyms(Based on text lessons) Antonyms(Based on text lessons)	7 2 3 2 2 2 2 Total = 20 Marks
Section - D Literature	Proses: 1. L -1 Samvad, Visamvad 2. L -2 Shasvat Shikshan Sampatti 3. L -3 Apurva Bhet	15

EXAMINATION STRUCTURE FOR MARATHI (CODE: 009)

CLASS -X

First Term (April 2015 - September 2015)

Time: 3 HRS

M. Marks: 90

Section	Topic	Type of Questions	No. of Questions	Marks	
A	Reading Comprehension	MCQ	1	1×1=1	8
		(Grammar based)			
	Passage - 1	V.S.A.	1	1×1=1	
		S.A.	2	2×3=6	
	Passage - 2	MCQ	1	1×1=1	7
		(Grammar based)			
		V.S.A.	1	1×1=1	
		S.A.	1	1×2=2	
		S.A.	1	1×3=3	
B	Writing Skills (Composition)	L.A.	1	1×10=10	15
		L.A.	1	1×5=5	
C	Grammar				20
	Part of Speech	V.S.A.	7	7×1=7	
	Vakya Rupantar	V.S.A.	2	2×1=2	
	Kal(Tenses)	V.S.A.	3	3×1=3	
	Change of Gender	V.S.A.	(4)2	4×1/2=2	
	Change of Number	V.S.A.	(4)2	4×1/2=2	
	Synonyms	V.S.A.	(4)2	4×1/2=2	
	Antonyms	V.S.A.	(4)2	4×1/2=2	
D	Literature (Text - book) Prose:	L.A.	1	1×4=4	15
		(Reference to context)			
		L.A.	2	2×4=8	
		MCQ	1	1×1=1	
		V.S.A.	2	2×1=2	
		L.A.	1	1×4=4	
		(Reference to context)			
		L.A.	2	2×4=8	
	Poetry :	MCQ	1	1×1=1	15
		V.S.A.	2	2×1=2	
	Supplementary Reader	L.A.	1	1×4=4	10
		(Value based) S.A.	2	2×3=6	

SYLLABUS FOR MARATHI (CODE: 009)

CLASS - X

Second Term (October 2015 - March 2016)

Summative Assessment-I Marks Distribution (October 2015 - March 2016)		Weightage %	No of Periods
Topics	Marks		
Reading Comprehension (Unseen Passage)	15	30%	16
Writing Skills (Composition)	15		20
Grammar	20		20
Literature (Textbook)	40		40
Formative Assessment 3 and 4		20%	
Total		50%	

Section	Details of Topics /Chapters	Weightage
Section -A Reading	Unseen Passage -1(150-200 words) Unseen Passage -1(100-150 words)	Passage I-8 Passage II-7 Total = 15 Marks
Section - B Writing	Composition: Essay Writing Letter Writing (Complaint Letter, Demand Draft)	10 5 Total= 15 Marks
Section - C Grammar	Part of Speech Prayog (Kartari, Karmani, Bhagve) Tenses-3 types Change of Gender (Ling) Change of Number(Vachan) Synonyms (Based on text lessons) Antonyms(Based on text lessons) Use of proper phrases in sentences Writing correct words according to writing rules.	5 3 3 2 2 1 1 2 <u>1</u> Total = 20 Marks
Section -D Literature	Prose: 1. L 7 Varul 2. L 8 Urusache Diwas 3. L 9 Manuskichha Zara 4. L 10 Nisarga Vedh	15

EXAMINATION STRUCTURE FOR MARATHI (CODE: 009)**Class - X****Second Term (October 2015 - March 2016)****Time: 3 Hrs.****M. Marks: 90**

Section	Topic	Type of Questions	No. of Questions	Marks	
A	Reading Comprehension	MCQ (Grammar based)	1	1×1=1	8
	Passage - 1	V.S.A.	1	1×1=1	
		S.A.	2	2×3=6	
		MCQ	1	1×1=1	
	Passage - 2	(Grammar based)	1	1×1=1	7
		V.S.A.	1	1×2=2	
		S.A.	1	1×3=3	
		S.A.			
B	Writing Skills (Composition)				15
	Essay Writing	L.A.	1	1×10=10	
	Letter Writing	L.A.	1	1×5=5	
C	Grammar				20
	Part of Speech	V.S.A.	5	5×1=5	
	Prayog	V.S.A.	3	3×1=3	
	Kal(Tenses)	V.S.A.	3	3×1=3	
	Change of Gender	V.S.A.	(4)2	4×1/2=2	
	Change of Number	V.S.A.	(4)2	4×1/2=2	
	Synonyms	V.S.A.	(2)1	2×1/2=1	
	Antonyms	V.S.A.	(2)1	2×1/2=1	
	Use Proper Phrases in sentences.	V.S.A.	2	2×1=2	
	Writing correct words according to writing rules. (Shuddhalekhnache Niyam)	V.S.A.	1	1×1=1	
D	Literature				15
	Prose:	L.A. (Reference to context)	1	1×4=4	
		L.A.	2	2×4=8	
		MCQ	1	1×1=1	
		V.S.A.	2	2×1=2	

	Poetry :	L.A. (Reference to context)	1	1×4=4	15
		L.A.	2	2×4=8	
		MCQ	1	1×1=1	
		V.S.A.	2	2×1=2	
	Supplementary Reader	L.A. (Value based)	1	1×4=4	10
		S.A.	2	2×3=6	

SYLLABUS FORMATIVE ASSESSMENT - MARATHI (CODE:009)

Class - X: (2015 - 2016)

S. No.	Text Book Marathi Vachanpath	First Term			Second Term		
		April to September			October to March		
		FA 1 10	FA 2 10	SA 1 30	FA 3 10	FA 4 10	SA 2 30
	Prose Section						
1	Samvad, Visamvad	✓		✓			
2	Shasvat Shikshan Sampatti	✓		✓			
3	Apurva Bhet	✓	✓	✓			
4	Mastar Aani Mi		✓	✓			
5	Himalay		✓	✓			
6	Parivartnache Utsav			✓			
7	Varul				✓		✓
8	Urusache Diwas				✓		✓
9	Manuskicha Zara				✓		✓
10	Nisarga Vedh					✓	✓
11	Babuji					✓	✓
12	Kay Rav Pustak Rav					✓	✓
	Poetry Section						
1	Santavani	✓		✓			
2	Jithe Rabati Hat	✓		✓			
3	Majhya Ghartyat		✓	✓			
4	Pralaya				✓		✓
5	Gav				✓		✓
6	Aapan Dharniga					✓	✓
7	Ekatwache Git Mahan					✓	✓
	Rapid Reading(Sthul Vachan)						
1	Natwandas Patr	✓		✓			
2	Prati Sarkar		✓	✓			
3	Gawachi Sankriti he				✓		✓
4	Gavache Vyaktimatwa						
5	Mulanche Swapna					✓	✓

	Writing Section						
1	Comprehension	✓	✓	✓	✓	✓	✓
2	Story Writing	✓		✓			
3	Dialogue Writing		✓	✓			
4	Essay Writing				✓		✓
5	Letter Writing (Complaint, Demand)					✓	✓
	Grammar Section						
1	Part of Speech	✓		✓	✓		✓
2	Vakya Rupantar	✓		✓			
3	Prayog				✓		✓
4	Tenses – 3 types	✓		✓	✓		✓
5	Change of Gender (Ling)		✓	✓	✓		✓
6	Change of Number (Vachan)		✓	✓	✓		✓
7	Synonyms (based on text lessons)		✓	✓		✓	✓
8	Antonyms (based on text lessons)		✓	✓		✓	✓
9	Use of Proper phrases in sentences					✓	✓
10	Writing correct words according to writing rules					✓	✓

18. SYLLABUS FOR MIZO (CODE: 098)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters	Weightage
Section - A Grammar	Parts of speech: (Noun, Pronoun, Verb, Adjective)	20
Section - B Composition	1. Essay Writing 2. Translation from English to Mizo	15
Section - C Poetry	1. <i>Ka dam lai thlipui</i> - Patea 2. <i>Lei mite hun bi</i> - Rokunga 3. <i>Aia Upate Zah Thiamin</i> - Liandala 4. <i>Lenkaw! Engin Tlang Dum Dur</i> - Aithulha	27
Section - D Prose	1. <i>Zan</i> - James Dokhuma 2. <i>Huaina</i> - R.H.Rokunga 3. <i>Mi thiam</i> - C. Vanlallawma 4. <i>Dawhtheihna</i> - R.L.Thanmawia	28
	Total	90

Prescribed Text Books: Text book for Class IX - Tiau published by Expert committee on Mizo language (CBSE).

(Revised Edition 2012).

EXAMINATION STRUCTURE FOR MIZO (CODE: 098)**CLASS - IX****FIRST TERM (APRIL 2015 - SEPTEMBER 2015)****Time: 3Hrs****Total: 90 Marks**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Grammar	Parts of speech (Noun, Pronoun, Verb, Adjective)	S.A. V.S.A. /M.C.Q.	5 10	5x2=10 10x1=10 Total = 20
Section - B Composition	Essay Writing Translation from English to Mizo	L.A. L.A.	1 1	1x10=10 1x5=5 Total=15
Section - C Poetry	Explanation of the text passage Substance Writing General question on the text	M.C.Q. /V.S.A. L.A. L.A. S.A.	6 1 2 4	6x1=6 1x5=5 2x4=8 2x4=8 Total=27
Section - D Prose:	Explanation of the text passage General question on the text Short questions (words and phrases) Based on the text.	L.A. S.A. M.C.Q. V.S.A.	1 5 4 4	5x1=5 5x3=15 4x1=4 4x1=4 Total=28
	Total			90 Marks

SYLLABUS FOR MIZO (CODE: 098)
CLASS - IX
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weightage
Section - A Grammar	Parts of speech: (Adverb, Proposition, Conjunction, Interjection)	20
Section - B Composition	Short Story Writing Letter Writing - Personal, Formal and Informal	15
Section - C Poetry	1. <i>Lal Isua Thian Duhawm</i> - T.Romama 2. <i>Kan Dam Chhung Ni</i> - Ps.Chawngthu 3. <i>Khuavel ila Chhing Ngei Ang</i> - V. Thangzama 4. <i>Sekibuhchhuak</i> - Zirasangzela 5. <i>Vau Thla</i> - Lalsangzuali Sailo 6. <i>Kar a Hla</i> - Lalhmingthanga	28
Section - D Prose	1. <i>Mihring dikna leh chanvo</i> - Dr. C.Lalhmanmawia 2. <i>Kut Hnathawh Hlutzia</i> - J. F. Laldailova 3. <i>Lehkha Ziak Leh Chhiar</i> - Lal Luangliana Kiangte 4. <i>Nungchate Leh Zofate</i> - B. Lalhangthanga 5. <i>Hnam Inpumkhatna</i> - Dohmingthanga 6. <i>Mi Retheite Nu</i> - R. Lalrawna	27
Total		90

Prescribed Text Books: Text book for Class - IX - Tiau published by Expert Committee on Mizo language (CBSE)

(Revised Edition 2012)

EXAMINATION STRUCTURE FOR MIZO (CODE: 098)**CLASS - IX****SECOND TERM (OCTOBER 2015 - MARCH 2016)****Time: 3Hrs****Total: 90 Marks**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Grammar	Parts of speech: (Adverb Proposition, Conjunction, Interjection)	L.A.	1	1x4=4
		S.A.	2	2x3=6
		V.S.A. /M.C.Q.	10	10x1=10
				Total = 20
Section - B Composition	Dialogue writing Vocabulary Enrichment from other languages	L.A.	1	1x10=10
		V.S.A.	5	5x1=5
				Total=15
Section - C Poetry	Explanation of the text passage Substance Writing General question on the text	M.C.Q.	10	10x1=10
		L.A.	1	1x5=5
		L.A.	1	1x4=4
		S.A.	3	3x3=9
				Total=28
Section - D Prose:	Explanation of the text passage General question on the text Short questions (words and phrases) based on the text.	L.A.	1	1x5=5
		S.A.	5	5x3=15
		M.C.Q. /V.S.A.	7	7x1=7
				Total=27
	Total			90 Marks

SYLLABUS FOR MIZO (CODE: 098)
CLASS - X
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters	Weightage
Section - A Grammar	a) Punctuation b) <i>Mizo tawng hman dan dik lo thenkhat</i> - Rozama Chawngthu	20
Section - B Composition	Essay Writing Précis Writing of unseen passage	15
Section - C Poetry	1. <i>Ka Tan Ni Leh Thla</i> - Taivela 2. <i>An Va Hlu Em Thilnung Tinreng</i> - Chali 3. <i>Siamtu Pathian Tan</i> - P.S. Chawngthu 4. <i>Awn Khawhar Lenkaw</i> - Varkhama	28
Section - D Prose	1. <i>Hun Hi</i> - Siamkima 2. <i>Chantawka Lungawi</i> - Lalzuia Colney 3. <i>Besiseina</i> - P.L. Liandinga 4. <i>In Chhung Chakzia</i> - H.K. Bawichhuaka	27
	Total	90

Prescribed Text Books: Tlawng published by expert committee on Mizo language (CBSE).
(Revised Edition 2012)

EXAMINATION STRUCTURE FOR MIZO (CODE: 098)**CLASS - X****FIRST TERM (APRIL 2015 - SEPTEMBER 2015)****Time: 3Hrs****Total: 90 Marks**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Grammar	a) Punctuation	M.C.Q./V.S.A	10	10x1=10
	b) <i>Mizo lawng hman dan dik lo \henkhat - Rozama Chawngthu</i>	S.A.	5	5X2=10 Total=20
Section - B Composition	Essay Writing	L.A.	1	1x10=10
	Précis Writing of unseen passage	L.A.	1	1x5=5 Total=15
Section - C Poetry	Explanation of the text passage	L.A.	1	1x5=5
	Substance Writing	L.A.	2	2x4=8
	General question on the text	S.A.	3	3x3=9
		M.C.Q./V.S.A.	5	5x1=5 Total=27
Section - D Prose:	Explanation of the text passage	L.A.	2	2x4=8
	General question on the text	S.A.	5	5x3=15
	Short questions (words and phrases) based on the text.	M.C.Q.	5	5x1=5 Total=28
Total				90 Marks

SYLLABUS FOR MIZO (CODE: 098)
CLASS - X
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weightage
Section - A Grammar	Explanation and uses of Phrases and Idioms: a) <i>Tehkhinna lam thu</i> b) <i>Thu Chi Hrang Hrang</i>	20
Section - B Composition	Dialogue Writing Vocabulary Enrichment from other languages	15
Section - C Poetry	1. <i>Chunnemi</i> - Rokunga 2. <i>Ram Hmangaihna Hla</i> - R.L. Kamalala 3. <i>Thlangtiang Thlifim</i> - V. Thangzama 4. <i>Zirtu Kawng</i> - Selet Thanga 5. <i>Zo Bawmtu chhawkhle</i> - H. Lalkinga 6. <i>Lungrukah Min Vei Ve La</i> - Zikpuii Pa	29
Section - D Prose	1. <i>Lentu Zing Riai</i> - Lalsangzuali Sailo 2. <i>Nun Kawng</i> - R.L. Thanmawia 3. <i>Mizo Thufing</i> - Tih Dan Tha 4. <i>Mizo Hlui Leh Mizo Thar</i> - Vanneihluanga 5. <i>Zoram Indopui II</i> - C. Chhuanvawra 6. <i>Nihna</i> - Darchhawna	26
	Total	90

Prescribed Text Books: Tlawng published by expert committee on Mizo language (CBSE).
(Revised Edition 2012)

EXAMINATION STRUCTURE FOR MIZO (CODE: 098)**CLASS - X****SECOND TERM (OCTOBER 2015 - MARCH 2016)****Time: 3Hrs****Total: 90 Marks**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Grammar	Explanation and uses of Phrases and Idioms a) <i>Tehkhinna lam thu</i> b) <i>Thu chi hrang hrang</i>	M.C.Q. /V.S.A. S.A.	10 5	10x1=10 5x2=10 Total=20
Section - B Composition	Dialogue Writing Vocabulary Enrichment from other languages	L.A. V.S.A.	1 5	1x10=10 5x1=5 Total=15
Section - C Poetry	Explanation of the text passage Substance Writing General question on the text	M.C.Q. /V.S.A. L.A. L.A. S.A.	5 1 1 5	5x1=5 1x5=5 1x4=4 5x3=15 Total=29
Section - D Prose:	Explanation of the text passage General question on the text Short questions (words and phrases) based on the text.	S.A. L.A. M.C.Q. /V.S.A.	6 1 3	6x3=18 1x5=5 3x1=3 Total=26
	Total			90 Marks

19. NEPALI (CODE: 024)

Syllabus for Summative Assessment - I

CLASS-IX

First Term (April 2015 - September 2015)

Time Allowed 3 hours

Max. Marks 90

- A. Reading Section: Adrista wa apathit gadhya ya padhyansha padera sodhiyeka prashnahraka utter lekhnay: (Unseen passage) - Books not prescribed: 10 marks
- B (i) Writing Section: (Nibandha Lekhan (Essay Writing) 10 marks
Vishayavastuharu Jastai: Paryawaran, samajik ghatnahraru, khel-kud, naitikta aadi.
Book: Madhyamik Nepali Vyakaan ra Rachana, Janapakshya Prakashan, Gangtok Sikkim.
- (ii) Translation: (English to Nepali) 5 marks
- C. Applied Grammar: 21 marks
Book: Madhyamik Nepali Vyakaan ra Rachana, Janapakshya Prakashan, Gangtok Sikkim.
- (i) Varna Vichar : varnaka bheda, uchaaran ra maatraa.
- (ii) Naamka Rupaantar, linga, vachan, karak ra vibhakti.
- D. Literature Section : Book: 'Sahitya Sudha' Published by Janapakshya Prakashan, Gangtok Sikkim.
- (i) Prose: (Chapters to be studied) 16 marks
a) Lahuri Bhainsi - Ramesh Vikal
b) Frontier - Shiva Kumar Rai
c) Jay vijay - Purna Rai
- (ii) Poetry: 12 marks
Book: 'Sahitya Sudha' Published by Janapakshya Prakashan, Gangtok Sikkim.
(Poems to be studied)
a) Haat - Balkrishna Sam
b) Sahitik Holi - Tulshi 'Apatan'
c) Navayuwak - Mahadav Prasad Ghimiray
- (iii) Rapid Reader 12 marks
Book: 'Katha Bimba ' Published by Janapakshya Prakashan, Gangtok, Sikkim.
(Stories to be studied)
a) Disa Bodh - Dhan `Nirdosh'
b) Dolakhey Daiko Natilay Chhakkai Paryo - K.S. Ranapaheli
c) Teej - Laxmi Prasad Deokota
(Both short and essay type of questions will be asked)
- (iv) Prativa Parichaya (Introduction of writers & poets) 04 marks
(Published by Janapakshya Prakashan, gangtok Sikkim.)
a) Shiva Kumar Rai
b) Dr. Ghanashyam Nepal

Syllabus for Summative Assessment - II

CLASS-IX

Second Term (October 2015 - March 2016)

Time Allowed 3 hours

Max. Marks 90

- A. Reading Section: Adrista wa apathit gadhya ya padhyansha padera sodhiyeka prashnaharuka utter lekhney: (Unseen passage) -Books not prescribed. 10 marks
- B. (i) Writing Section: Patra Lekhan (Letter Writing) 10 marks
Gharelu visayaharumathi, saathilai wa sathiharubata patra vyawahar, Chhuttika nimti nivedan patra,sulk maafika nimti nivedan tatha aarthik sahayogka nimti nivedan sathai ananya sahayog sambandhi nibedan patra. Reference Book: Madhyamik Nepali Vyakaan ra Rachana, Janapakshya Prakashan, Gangtok Sikkim.
- (ii) Translation: (English to Nepali) 5 marks
- C. Applied Grammer: Book: Madhyamik Nepali Vyakaan ra Rachana, Janapakshya Prakashan, Gangtok Sikkim 21 marks
- a) Sandhi Prakaran: Swar, vyanjan ra visarga sandi, Sandhi ra Samasma bhed
- b) Sabda Rachana: Upasarga, Pratyaya - Kridanta ra Tadhianta.
- c) Abyay ra Nipat
- D. Literature Section: 'Sahitya Sudha' Published by-Janapakshya Prakashan, Gangtok, Sikkim
- (i) Prose: 16 marks.
- (a) Chhitthi - Badri Nath Bhattarai
- (b) Bhukampa ra Jwalamukhi - Rajnarayan Pradhan
- (c) Viyog - Mon Bahadur Mukhiya
- (ii) Poetry: 12 marks
- Poems to be studied:
- (a) Yeo jindagi khoi k jindagi - Haribhakta Katuwal
- (b) Janma Bhumi - Dr. Lakhi Devi Sundas
- (c) Garib - Laxmi Prasad Deokota
- (iii) Rapid Reader: Katha (Stories) 12 marks
- 'Katha Bimba' Published by-Janapakshya Prakashan, Gangtok Sikkim.
- Stories to be studied:
- (a) Sasto Ragat - Lil Bahadur Chhetri
- (b) Aunthi - Achha Rai 'Rasik'
- (c) Shatru - Bisweswar Pasad Koirala
- (Both short and essay type of questions will be asked from the prescribed text materials)
- (iv) Prativa Parichaya (Introduction of Writers and Poets): 04 marks
- (a) Man Bahadur Mukhiya
- (b) Tulsi 'Apatan'

Syllabus for Summative Assessment - I

CLASS-X

First Term (April 2015 - September 2015)

Time Allowed 3 hours

Max. Marks 90

- A. Reading Section: Adrista wa apathit gadhya ya padhyansha padera sodhiyeka prashnaharuka utter lekhnay: (Unseen passage) 10 marks
- B. (i) Writing Section: (Nibandha Lekhan (Essay Writing) 10 marks
Vishayavastuharu Jastai: Paryawaran, samajik ghatnaharu, khel-kud, naitikta aadi.
Book: Madhyamik Nepali Vyakaan ra Rachana, Janapakshya Prakashan, Gangtok
- (ii) Translation: (English to Nepali) 5 marks
- C. Applied Grammar: 21 marks
Reference: Madhyamik Nepali Vyakaan ra Rachana, Janapakshya Prakashan, Gangtok Sikkim.
- (a) Kaarak ra Vibhakti
(b) Samas
(c) Vagdhara Ukhan ra Tukka
(d) Suddha suddhi vimarsha
- D. Literature Section :Reference Book :Sahitya Sudha' Published by Janapaksha Prakashan, Gangtok, Sikkim.
- (i) Gadhya (Prose): 16 marks
Chapters to be studied :
(a) Paralko aago - Guru Prasad Mainali
(b) Sojha - Hridyachandra Singh Pradhan
(c) Eklai sahinli Aandhi ra vehrisanga - Ashit Rai
- (ii) Padhya (Poetry) 12 marks
(a) Aakashko Tara ke Tara - Hari Bhakta Katuwal
(b) Ish padchhu tero kavita - Dr. Rajendra Bhandari
(c) Sahidko samjhanama - Bhupi Sherchan
- (iii) Katha (Stories) - Rapid Reader 12 marks
(Reference book -'Katha Vimba' Published by Janapakshya Prakashan, Gangtok, Sikkim.)
(a) Aitey Pilot - Indra Sundas
(b) Paribanda - Puskar Samsher
- (iv) Prativa Parichaya: (Introduction of Writers & Poets) 04 marks
Published by Janapakshya Prakashan, Gangtok Sikkim.
(a) Laxmi Prasad Deokota
(b) Indra Sundas

Syllabus for Summative Assessment - II

CLASS-X

Second Term (October 2015 - March 2016)

Time Allowed 3 hours

Max. Marks 90

- A. Reading Section: Adrista wa apathit gadhya ya padhyansha padera sodhiyeka prashnaharuka utter lekhney: (Unseen passage) 10 marks
- B. (i) Writing Section: Patra Lekhan (Letter Writing) 10 marks
Gharelu visayaharumathi,saathilai wa sathiharubata patra vyawahar, Chhuttika nimti nivedan patra,sulk maafika nimti nivedan tatha aarthik sahayogka nimti nivedan sathai ananya sahayog sambandhi nibedan patra.
Reference Book: Madhyamik Nepali Vyakaan ra Rachana, Janapakshya Prakashan, Gangtok Sikkim.
- (ii) Translation: (English to Nepali)- Books not prescribed 05 marks
- C. Applied Grammar: Reference Book - Madhyamik Nepali Vyakaran ra Rachana. (Published by Janapakshya Prakashan, Gangtok, Sikkim.) 21 marks
- (i) Vividh Sabda: Bhinnarthak sabda, Paryayvachi sabda, Saar sabda, viparitarthak sabda ra anekarthak sabda
- (ii) Vakya Vivechana : Vakya parivartan, vakya nirmanka vibhinna vidha, vakya rupantar, ukti parivartan ra kehi suddha- asuddha vakya.
- D. Literature Section:
- (i) Gadhya (Prose): 16 marks
(a) Raatbhari Huri Chalyo - Indra Bahadur Rai
(b) Dr. Nano - G.B.Niroula & Deoraj Sharma
(c) Mon - Dhruba Lohagan
- (ii) Padhya (Poetry) 12 marks
(a) Satya Sandesh - Lekhnath Poudyal
(b) Yaatri - Laxmi Prasad Deokota
(c) Chhorolai - Agam Singh Giri
(Section D - Reference Book: 'Sahitya Sudha' Published by Janapakshya Prakashan, Gangtok Sikkim)
- (iii) Katha (Stories) 12 marks
(a) Prayaschit - Khiroda Khadka
(b) Totalako Phul - Matilda Rai
(b) Hawaldar - Mahananda Poudyal
(Reference Book : 'Katha Vimba' published by Janapakshya Prakashan, Gangtok, Sikkim)
- (iv) Prativa Parichaya :(Introduction of writers & Poets) 04 marks
(a) Indra Bahadur Rai
(b) Hari Bhakta Katuwal

20. ODIA (CODE: 013)
SYLLABUS AND EXAMINATION STRUCTURE
CLASS - IX
First Term (April 2015 - September 2015)

Time: 3 Hrs.

Total: 90 Marks

The Question Paper will be divided into four sections:

Section A	:	Reading Comprehension	10 Marks
Section B	:	Writing	15 Marks
Section C	:	Grammar	15 Marks
Section D	:	Literature	50 Marks

Section	Details of Topics/Sections (Sl. No. As per the Text Book)	Type of Questions	No. of Questions	Total No. of Marks
Section - A	Comprehension of an unseen prose passage (120 to 150 words)	Short Answer Type Questions	05	5x2=10
Section - B	Essay Writing (Contemporary Issues)	Long Ans. Type	01	1x10=10
	Application (Official)	Short Ans. Type	01	1x5=05
Section - C	Grammar: (i) <i>Sandhi (Swara, Byanjana, Bisarga)</i>	V.S.A	05	5x1=05
	(ii) <i>Samasa (Tatpuruṣa, Dwandwa, Dwīṅgu)</i>		05	5x1=05
	(iii) <i>Krudanta</i>		05	5x1=05
Section - D	Prose: (8) <i>Jatiya Jibana</i>	Long Ans. Type Ques. from Prose chapter (8, 9, 10) [one out of two]	01	1x8=08
	(9) <i>Sabhyata O Bigyana</i>			
	(10) <i>Bamanara Hata O Akashara Chandra</i>	Short Ans. Type Question (Explanation) from Prose (8, 9, 10) with internal choice.	01	1x5=05
		Questions from Prose - Chapter (8, 9, 10) containing five V.S Type Ques. [three out of five].	03	3x2=06
		Questions containing four M.C.Qs from Prose Chapter (8, 9, 10)	04	4x1=04
	Poetry: (1) <i>Kaha Mukha Anai Banchibi</i>	Long Ans. Type Ques. from Poetry (Chapter) (1, 2, 3, 4) [one out of two]	01	1x7=07
	(2) <i>Padma</i>			
	(3) <i>He Mora Kalama</i>			

	(4) <i>Manisa Bhai</i>	Short Ans. Type Ques. from Poetry (Explanation) Chapter (1, 2, 3, 4) with internal choice	01	1x5=05
		Questions from Poetry - Chapter (1, 2, 3, 4) containing five V.S. Type Ques. (<i>three out of five</i>)	03	3x2=06
		Questions containing four M.C.Qs from Poetry Chapter (1,2, 3, 4)	04	4x1=04
	Non-detailed Short Story:	Question from Non-detailed (One out of three) Chapter- (15, 16 & 18) including Value Based Ques.	01	1x5=05
	(15) <i>Budha Sankhari</i> (16) <i>Pataka Uttolana</i> (18) One-Act-Play: <i>Data Behera</i>			
			41 Qs.	90 Marks

Prescribed Books:

- (i) *Sahitya Dhara* (Class-IX) - 2012 (1st Edition)
Published by - Board of Secondary Education, Odisha.
- (ii) *Madhyamika Byakarana* (Class IX) - 2012 (1st Edition)
Published by - Board of Secondary Education, Odisha.

Summative - I (April 2015 - September 2015)

1. Comprehension of an Unseen Prose Passage (120 to 150 words) **10 Marks**
2. Essay Writing (Contemporary issues) **15 Marks**
3. Application Writing (Official)
4. Grammar
 - (i) *Sandhi* (Swara, Byanjana, Bisarga)
 - (ii) *Samasa* (Tatpuruṣa, Dvandwa, Dwigu)
 - (iii) *Krudanta***15 Marks**

Literature:

50 Marks

5. Prose -
 - (8) *Jatiya Jibana*
 - (9) *Sikshya O Shasana*
 - (10) *Bamanara Hata O Akashara Chandra*
6. Poetry -
 - (1) *Kaha Mukha Anai Banchibi*
 - (2) *Padma*
 - (3) *He Mora Kalama*
 - (4) *Manisa Bhai*
7. Non-Detailed Study:
 - (15) *Budha Sankhari*
 - (16) *Pataka Uttolana*
 - (17) *Dala Behera (One-Act-Play)*

EXAMINATION STRUCTURE 2015 - 2016

Summative Assessment - II

Class - IX

(October 2015 - March 2016)

Time: 3 Hrs.

Total: 90 Marks

The Question Paper will be divided into four sections:

Section A	:	Reading Comprehension	10 Marks
Section B	:	Writing	15 Marks
Section C	:	Grammar	15 Marks
Section D	:	Literature	50 Marks

Section	Details of Topics/Sections (Sl. No. As per the Text Book)	Type of Questions	No. of Questions	Total No. of Marks
Section - A	Comprehension of an unseen prose passage (120 to 150 words)	Short Answer Type Questions	05	5x2=10
Section- B	Essay Writing (Contemporary Issues)	Long Ans. Type	01	1x10=10
	Application (Official)	Short Ans. Type	01	1x5=05
Section - C	Grammar:	V.S.A		
	(i) <i>Samasa (Karmadharaya, Bahubrihi, Ahyayibhaba)</i>		05	5x1=05
	(ii) <i>Upasarga</i>		05	5x1=05
	(iii) <i>Taddhita</i>		05	5x1=05
Section - D	Prose:	Long Ans. Type Ques.		
	(11) <i>Prakruta Bandhu</i>	From Prose chapter (11, 12, 13) [one out of two]	01	1x8=8
	(12) <i>Samuha Drusti</i>			
	(13) <i>Shakti O Gyana</i>	Short Ans. Type Question (Explanation) from Prose (11, 12, 13) with internal choice.	01	1x5=05
	(14) <i>Odia Sahitya Katha</i>	Questions from Prose - Chapter (11, 12, 13 and 14) containing five V.S Type Ques. [three out of five].	03	3x2=06
		Questions containing four M.C.Qs from Prose Chapter (11, 12, 13 and 14)	04	4x1=04
	Poetry:			
	(5) <i>Gopa Prayana</i>	Long Ans. Type Ques. from Poetry (Chapter) (5, 6 and 7) [one out of two]	01	1x7=07
	(6) <i>Paika Badhura Udbodhana</i>			

	(7) <i>Matira Manisa</i>	Short Ans. Type Ques. from Poetry (Explanation) Chapter (5, 6 and 7) with internal choice	01	1x5=05
		Questions from Poetry - Chapter (5, 6 and 7) containing five V.S. Type Ques. (<i>three out of five</i>)	03	3x2=06
		Questions containing four M.C.Qs from Poetry Chapter (5, 6 and 7)	04	4x1=04
	Non-detailed Short Story: (17) <i>Dimiri Phula</i> (19) <i>One-Act-Play: Dura Pahada</i>	Question from Non- detailed (One out of three) Chapter-(17, & 19) including Value Based Ques.	01	1x5=05
			41 Qs.	90 Marks

Summative - II (October 2015 - March 2016)

- Comprehension of an Unseen Prose Passage (within 120 to 150 words) **10 Marks**
- Essay Writing (Contemporary issues) **15 Marks**
- Application Writing (Official)
- Grammar
 - Samasa* (Karmadharaya, Bahubrihi, Abyayibhaba)
 - Upasarga*
 - Taddhita***15 Marks**
- Literature:** **50 Marks**
 - Prose -
 - (11) *Prakruta Bandhu*
 - (12) *Samuha Drusti*
 - (13) *Shakti O Gyana*
 - (14) *Odia Sahitya Katha*
 - Poetry -
 - (5) *Gopa Prayana*
 - (6) *Paika Badhura Udbodhana*
 - (7) *Matira Manisa*
 - Non-Detailed Study:
 - (17) Short Story - *Dimiri Phula*
 - (19) One-Act-Play - *Dura Pahada*

EXAMINATION STRUCTURE FOR 2015 - 2016

Summative Assessment - I

Class - X

(April 2015 - September 2015)

Time: 3 Hrs.

Total: 90 Marks

The Question Paper will be divided into four sections:

Section A	:	Reading Comprehension	10 Marks
Section B	:	Writing	15 Marks
Section C	:	Grammar	15 Marks
Section D	:	Literature	50 Marks

Section	Details of Topics/Sections	Type of Questions	No. of Questions	Marks
Section - A	Comprehension of an unseen prose passage (120 to 150 words)	Short Answer Type Questions	05	5x2=10
Section- B	Essay Writing (Reflective) <i>[one out of three]</i>	Long Ans. Type	01	1x10=10
	Letter Writing (To the Editor of any Newspaper) <i>[one out of two]</i>	Short Ans. Type	01	1x5=05
Section- C	Grammar: (i) Transformation of sentences. (simple, complex, compound) <i>[five out of seven]</i>	V.S.A	05	5x1=05
	(ii) Correction of Common Errors in words. <i>[five out of seven]</i>		05	5x1=05
	(iii) Idioms & Phrases <i>[five out of seven]</i>		05	5x1=05
Section - D	Prose: (7) <i>Janmabhumi</i> (8) <i>Sabhyata O Bigyana</i>	Long Ans. Type Ques. From Prose chapter (7, 8) <i>[one out of two]</i>	01	1x08=08
		Short Ans. Type Question (Explanation) from Prose (7, 8) <i>[one out of two]</i>	01	1x5=05
		Questions from Prose - Chapter (7, 8) V.S Type Ques. <i>[three out of five]</i> .	03	3x2=06
		Questions containing four M.C.Qs from Prose Chapter (7, 8)	04	4x1=04

	Poetry: (1) <i>Managobindanka Mahanata</i> (2) <i>Raghabanka Lanka</i> <i>Jatranukula.</i> (3) <i>Chilikare Sayantana</i>	Long Ans. Type Ques. From Poetry Chapter (1, 2, 3) <i>(one out of two)</i>	01	1x7=07
		Short Ans. Type Ques. from Poetry (Explanation) chapter (1, 2, 3) <i>[one out of two]</i>	01	1x5=05
		Questions from Poetry Chapter (1, 2, 3) V.S Type Ques. <i>[three out of five]</i>	03	3x2=06
	Non-detailed Short Story: (12) <i>Kalijugara Samapti Ebang</i> <i>Mishrababu</i>	Questions containing four M.C.Qs from Poetry Chapter (1, 2, 3)	04	4x1=04
	One Act Play: (15) <i>Sura Sundari</i>	Short Ans. Type Ques. from Non-detailed <i>(One out of three)</i> Chapter- (12 and 15). <i>[including Value Based Ques.]</i>	01	1x5=05
Total			41 Qs.	90 Marks

Prescribed Books:

- (i) *Sahitya Sindhu* (Class-X) - 2013 (1st Edition)
Published by - Board of Secondary Education, Odisha.
- (ii) *Madhyamika Byakarana* (Class X) - 2013 (1st Edition)
Published by - Board of Secondary Education, Odisha.

Summative - I (April 2015 - September 2015)

1. Comprehension of an Unseen Prose Passage (within 120 to 150 words) **10 Marks**
2. Essay Writing (Reflective) **15 Marks**
3. Letter Writing (To the Editor of Any Newspaper)
4. Grammar - (i) Transformation of Sentences: **15 Marks**
(Simple, Complex, Compound)
(ii) Correction of Common Errors in words
(iii) Idioms and Phrases.

Literature:

50 Marks

5. Prose - (7) *Janmabhumi*

- (8) *Sabhyata O Bigyana*
6. Poetry - (1) *Managobindanka Mahanata*
(2) *Raghabanka Lanka Jattranukula.*
(3) *Chilikare Sayantana*
7. Non-Detailed:
- Short Story:**
(12) *Kalijugara Samapti Ebang Mishrababu*
- One Act Play:**
(15) *SuraSundari*

EXAMINATION STRUCTURE 2015 - 2016

Summative Assessment - II

Class - X

(October 2015 - March 2016)

Time: 3 Hrs.

Total: 90 Marks

The Question Paper will be divided into four sections:

Section A	:	Reading Comprehension	10 Marks
Section B	:	Writing	15 Marks
Section C	:	Grammar	15 Marks
Section D	:	Literature	50 Marks

Section	Details of Topics/Sections (Sl. No. as per the Text Book)	Type of Questions	No. of Questions	Marks
Section - A	Comprehension of an unseen prose passage (120 to 150 words)	Short Answer Type Questions	05	5x2=10
Section - B	Essay Writing (Reflective) <i>[one out of three]</i>	Long Ans. Type	01	1x10=10
	Letter Writing (To the Editor of any Newspaper) <i>[one out of two]</i>	Long Ans. Type	01	1x5=05
Section - C	Grammar: (i) Translation (English Paragraph to Odia)	Short Answer Type	01	1x5=05
	(ii) Chhanda (Bhagabata Bani, <i>Bangalashree, Natabani, Ramakeri</i>) <i>[one out of two]</i>		01	1x5=05
	(iii) Transformation of sentences (Negative, Affirmative, Exclamatory, Interrogative) <i>[five out of seven]</i>		01	1x5=05
Section - D	Prose: (9) <i>Matrubhasa O Lokashikshya</i> (10) <i>Narenru Vivekananda</i> (11) <i>Odia Sahitya Katha</i>	Long Ans. Type Ques. From prose chapter (9, 10) <i>[one out of two]</i>	01	1x8=08
		Short Ans. Type Question (Explanation) from Prose (9, 10) <i>[one out of two]</i>	01	1x5=05
		Questions from Prose - Chapter (9,10,11) V.S Type Ques. <i>[three out of three]</i>	03	3x2=06

		<i>of five].</i>		
		Questions containing four M.C.Qs from Prose Chapter (9,10,11)	04	4x1=04
	Poetry: (4) <i>Mangale Aila Usha</i> (5) <i>Jaga Bandhanahara</i> (6) <i>Sarbamsaha Mati</i>	Long Ans. Type Ques. From Poetry Chapter (4, 5, 6) <i>(One out of two)</i>	01	1x7=07
		Short Ans. Type Ques. from Poetry (Explanation) chapter No. (4, 5, 6) <i>[one out of two]</i>	01	1x5=05
		Questions from Poetry Chapter (4, 5, 6) V.S Type Ques. <i>[three out of five]</i>	03	3x2=06
		Questions containing four M.C.Qs from Poetry Chapter (4, 5, 6)	04	4x1=04
	Non-detailed Short Story: (13) <i>Kalara Kapola Tale</i> (14) <i>Bela, Aswattha O Bata brukshya</i> One Act Play: (16) <i>Konark</i>	Short Ans. Type Ques. from Non-detailed (One out of three) Chapter- (13, 14 and 16). <i>[including Value Based Ques.]</i>	01	1x5=05
	Total			90 Marks

Prescribed Books:

- (i) *Sahitya Sindhu* (CLASS-X), 2013 1st Edition
Published by - Board of Secondary Education, Odisha.
- (ii) *Madhyamika Byakarana* (CLASS-X), 2013 1st Edition
Published by - Board of Secondary Education, Odisha.

Summative - II (October 2015 - March 2016)

1.	Comprehension of an Unseen Prose Passage (within 120 to 150 words)	10 Marks
2.	Essay Writing (Reflective)	15 Marks
3.	Letter Writing (To the Editor of Any News Paper)	
4.	Grammar:	15 Marks
	(i) Translation (English Paragraph to Odia)	
	(ii) <i>Chhanda</i> (<i>Bhagabata Bani, Bangalashree, Natabani, Ramakeri</i>)	
	(iii) <i>Transformation of sentences</i> (<i>Negative, Affirmative, Exclamatory, Interrogative</i>)	
	Literature:	50 Marks
5.	Prose:	
	(9) <i>Matrubhasa O Lokashikshya</i>	
	(10) <i>Narenru Vivekananda</i>	
	(11) <i>Odia Sahitya Katha</i>	
6.	Poetry:	
	(4) <i>Mangale Aila Usha</i>	
	(5) <i>Jaga Bandhanahara</i>	
	(6) <i>Sarbamsaha Mati</i>	
7.	Non-Detailed:	
	Short Story	(13) <i>Kalara Kapola Tale</i>
		(14) <i>Bela, Aswattha O Batabrukshya</i>
	One-Act-Play	(16) <i>Konark</i>

21. SYLLABUS FOR PERSIAN (CODE: 023)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 hrs.

Marks 90

TOPICS

A) Reading Section:

15 Marks

1. Unseen passage of simple Persian

B) Writing Section:

10 Marks

1. Paragraph
2. Applications

C) Grammar Section:

20 Marks

1. Grammar
 - (i) Subject and Object (*Fail and Mafool*)
 - (ii) Nouns (*Ism*)
 - (iii) Pronouns (*Zamir*)
 - (iv) Translation
2. Translation of simple sentences of Persian into English, Hindi or Urdu
3. Translation of simple sentences of English, Hindi or Urdu into Persian

D) Literature

45 Marks

Textbooks

Prose and Poetry

Prescribed Books

- i) *Farsi wa Dastoor* (Pt I) by Dr. Zahrai Khanlari
Publisher - M/s Idarah-e-Adabiyaat-e-Delhi, Jayyad
Press-Ballimaran, Delhi-110006.
- ii) Lessons to be studied from *Farsi-wa-Dastoor*
 - i) *Be-name-Ezad Bakhshainde*
 - ii) *Dastane-Khair-O-Shar* (pt I, II & III)
 - iii) *Pisrak Feda-Kar*

Amozish-e-Zabane Farsi (Kitabe Sewum) Book III
Available at 18 Tilak Marg, Siam Culture House, New Delhi

Lessons to be studied from
Amozish-e-Zabane Farsi by Dr. Yadullah Samreh
Fasle Payeez

SYLLABUS FOR PERSIAN (CODE: 023)
CLASS - IX
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 hours

Marks: 90

Section A (Reading)

Marks : 15

1. Unseen passage of simple Persian

Section B (Writing)

Marks : 10

1. Paragraph
2. Letter/application

Section C (Grammar and Translation)

Marks : 20

1. Adjectives
2. Preposition
3. Verbs
4. Derivatives
5. Translation
 - A. Translation of simple sentences of Persian into English, Hindi or Urdu
 - B. Translation of simple sentences of English, Hindi or Urdu into Persian

Section D-Textbooks

Marks :45

1. Prose and Poetry
Prescribed books
 - (i) *Farsi wa Dastoor*
Publisher by M/s Idarah-e-Adabiyaat-e-Delhi, Jayyad Press,
Ballimaran Delhi-110006
 - (ii) *Amozish-e-Zaban Farsi (Kitabe Sewam)* Book III
Available at 18 Tilak Marg, Siam Culture House, New Delhi

Lessons to be studied from Farsi-wa-Dastoor

1. *Mehman-Nawazi*
2. *Umar Khayyam*
3. *Munazrah-e-Nakh-o-Suzan*
4. *Arish-e-Kamangir*

Lessons to be studied from

Amozish-e-Zabane Farsi by Dr. Yadullah Samreh

1. *Hame Baham*
2. *Majrai Kabootran*

EXAMINATION STRUCTURE FOR PERSIAN (CODE: 023)

Classes - IX-X

(Both for First and Second Summative Assessments)

The Question Paper will be divided into four sections:

Time: 3 hrs

Scheme of Section and Weightage to content:

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	Unseen passage of simple Persian	MCQ	3	3x1=3
		Short Answer	4	4x3=12 Total = 15
Section - B Writing	Paragraph Application	S.A. 1	1	1x4=4
		L.A. 1	1	1x6=6 Total = 10
Section - C Grammar and Translation	Subject and Object (Fa'il & Ma'ool)	Short Answer Translation		
	Nouns (Ism)		2	2x5=10
	Pronouns (Zamir)		2	2x5=10 Total= 20
Section - D Literature Textbook	Book 1	MCQ	2	2x3=6
	Prose and Poetry	Translation	2	2x10=20
	Two passages for Comprehension	Translation 1	1	1x8=8
	Translation of Poem			
	Book 2	MCQ	1	1x3=3
	One out of two paragraph for translation and comprehension	Translation and comprehension	1	1x8=8 Total=45
	Total			90 Marks

CLASS - IX: PERSIAN

Following activities are suggested for Formative Assessment for class IX

F.A. I (two out of three)

1. 10-Masadir and their Muzare
2. Singular-plural of five Nouns
3. Five opposite words

F.A.II (two out of three)

1. Names of Months (English calendar)
2. Synonyms (5)
3. Names of Iranian cities (5)

F.A.III

1. Translation of a paragraph.
2. Translation of five text book sentences from Persian into Urdu/Hindi/English.
3. Translation of simple sentences into Persian.

F.A.IV

1. Make a chart showing five animals, five fruits, five objects, any five parts of Body.

SYLLABUS FOR PERSIAN (CODE: 023)
CLASS - X
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 hrs.

Marks: 90

TOPICS

A) Reading Section:

15 Marks

1. Unseen passage of simple Persian

B) Writing Section:

10 Marks

1. Paragraph in simple Persian: 05
2. Letters/Applications in Persian 05

C) Grammar and Translation Section:

20 Marks

A. Grammar

10 Marks

- i) Nouns
- ii) Pronouns
- iii) Prepositions
- iv) Tenses (Present/Past/Future)

B. Translation

10 Marks

- i) Translation of simple Persian sentences into English, Hindi or Urdu.
- ii) Translation of simple sentences into Persian.

D) Literature Section:

45 Marks

Prose and Poetry

Prescribed books

- i) *Farsi wa Dastoor* (Book I) by:- Dr. Zahrai-Khanlari
Publisher - M/s Idarah-e-Adabiyyat, New Delhi, Jayyad Press Ballimaran, Delhi-110006
- ii) *Aamoozish-e-Zaban Farsi* (Kitabe Sewwam) Book III by Dr. Yadullah Samareh
Lessons and Poems to be studies

Prose:

- i) *Karana-e-Doortar*
- ii) *Baz-e-Ba-wafa from Farsi wa Dastoor*
- iii) *Dehqane -Fidakar*
- iv) *Roobah-Wa-Kharoos*

Poem:

- i) *Kitab-e- Khoob*

SYLLABUS FOR PERSIAN (CODE: 023)
CLASS - X
SECOND TERM (OCTOBER 2015 - MARCH 2016)

TOPICS

A) Reading Section: **15 Marks**

1. Unseen passage of simple Persian

B) Writing Section: **10 Marks**

1. Paragraph in simple Persian
2. Letters/Applications in Persian

C) Grammar and Translation Section: **20 Marks**

A.	Grammar	10
	i) Derivatives (Isme Fa'il, Isme Maf'ool)	
	ii) <i>Masadir</i> (with meaning in Urdu/Hindi/English)	
	iii) <i>Muzare'</i>	
B.	Translation	10
	i) Translation from English, Hindi or Urdu into Persian	

D) Literature Section: **45 marks**

Prose and Poetry

- i) *Farsi wa Dastoor (Part I) Idarae-Adabiyat, Delhi*
- ii) *Amozish-e-Zabane Farsi (Part III)*

Lessons and poems to be studied

Prose:

- i) *Saze-man-e-Milale-Muttahid*
- ii) *Qissa-e-Bahram-wa-Kanizak (Parts I, II, III)*
- iii) *Guftgoo-e-Roobah-wa-Kharoos*
- iv) *Mohammad bin Zakariya Razi*
- v) *Ensane-Parandeh*

Poetry:

- i) *Chashma-wa-Sang*
- ii) *Fasl-ha*

CLASS - X: PERSIAN

Following activities are suggested for Formative Assessment for class X

F.A. I (two out of three)	F.A.II
1. Singular /Plurals (10) 2. 10 Synonyms 3. Names of five Iranian cities	1. Persian nos. from 1 to 100 2. Names of the Persian Poets and Writers 3. Ten opposite words
F.A.III	F.A.IV
1. Re-produce five Persian couplets. 2. Names of any five Persian books. 3. Persian names of ten animals.	1. Make a chart of Persian tenses (present, past and future) 2. Make Persian sentences using each and every Tense.

FORMATIVE ASSESSMENTS FOR PERSIAN LANGUAGE

CLASS: IX - X

Scale for Assessment of Conversation Skills

Listening The Learner	Speaking The Learner
1 Shows general ability to understand words in a familiar context	1 Shows ability to use Persian Vocabulary
3 Has ability to follow short connected utterances in a familiar content.	3 In familiar situation, use only short connected utterances with limited accuracy.
5 Has ability to understand explicit verbs nouns in both familiar and unfamiliar contents.	5 Shows ability to recite poetry with and pleasure.
7 Understand longer spoken sentences with reasonable accuracy	7 Organises and presents thoughts in a reasonable manner in unfamiliar not interfere with communication.
9 Shows ability to interpret complex discourse in terms of points of view, adapts listening strategies to suit different purposes.	9 Can spontaneously question and answer in classroom.

Reading:

Reading any text should be done with the purpose of:

1. Reading silently at varying speeds depending on the purpose of reading.
2. Adopting different strategies for different types of texts, both literary and non-literary.
3. Recognising the organization of a text.
4. Identifying the main points of a text.
5. Anticipating and predicting what will come next.
6. Deducing the meaning of unfamiliar lexical items in a given content.
7. Consulting a dictionary to obtain information on the meaning and use of lexical items.
8. Analysing, interpreting, inferring (and evaluating) the ideas in the text.
9. Selecting and extracting from text information required for a specific purpose.
10. Interpreting texts by relating them to other material on the same theme (and to their own experience and knowledge).
11. Reading extensively for pleasure.
12. Summarizing a story from text.
13. Comparing and contrasting the characters with in the text.
14. Creating or telling their stories in Persian.
15. Dramatising incidents from stories.

Note: It is mandatory to ask a 5 marks question on "Value Base" Education.

22. PUNJABI (CODE: 004)

ਸੈਕੰਡਰੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਐਨ

IX--X ਜਮਾਤ

(ਅਪਰੈਲ 2015 ਤੋਂ ਮਾਰਚ 2016)

ਨੌਵੀਂ ਵਿੱਚ ਦਾਖਲ ਹੋਣ ਵਾਲੇ ਵਿਦਿਆਰਥੀ ਕਿਸੇ ਹੋਂਦ ਤੱਕ ਆਪਣੇ ਵਿਚਾਰਾਂ ਅਤੇ ਉਹਨਾਂ ਨੂੰ ਭਾਸ਼ਾ ਰਾਹੀਂ ਪੇਸ਼ ਕਰਨ ਦਾ ਆਧਾਰ ਬਣਾ ਚੁੱਕੇ ਹਨ। ਉਹ ਆਧਾਰ ਉਹਨਾਂ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰਾਂ ਨੂੰ ਵਿਸਥਾਰ ਦੇਣ ਵਿੱਚ ਲੋੜੀਂਦੀ ਮਦਦ ਕਰਦਾ ਹੈ। ਵਿਦਿਆਰਥੀ ਬਚਪਨ ਦੀਆਂ ਹੱਦਾਂ ਪਾਰ ਕਰਦੇ ਹੋਏ, ਕਿਸ਼ੋਰ ਅਵਸਥਾ ਦੇ ਰੰਗ ਰੰਗੀਲੇ ਮਹਿਕਾਂ ਭਰੇ ਵਾਤਾਵਰਨ ਵੱਲ ਵਧ ਰਹੇ ਹਨ। ਉਹ ਬੋਲਣ, ਪੜ੍ਹਨ, ਲਿਖਣ ਸਮੇਂ ਕੇਵਲ ਹਾਂ ਜੀ, ਹਾਂ ਜੀ ਤੱਕ ਸੀਮਤ ਨਹੀਂ ਸਗੋਂ ਉਹਨਾਂ ਦਾ ਸੁਭਾਅ ਤਰਕਪੂਰਨ, ਵਿਗਿਆਨਕ ਸੋਚ ਵਾਲਾ ਹੋ ਰਿਹਾ ਹੈ ਅਤੇ ਆਲੋਚਨਾਤਮਕ ਅਮਲ ਵੱਲ ਵਧ ਰਿਹਾ ਹੈ। ਉਹ ਭਾਸ਼ਾ ਦੇ ਸੁਹਜ-ਸੁਆਦ ਨੂੰ ਮਾਨਣ ਜੋਗ ਹੋ ਰਹੇ ਹਨ। ਉਹਨਾਂ ਨੂੰ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਢੰਗ ਨਾਲ ਗਿਆਨ ਨੂੰ ਸਮਝਣ ਤੇ ਪੇਸ਼ ਕਰਨ ਦਾ ਸੁਆਦ ਆਉਣ ਲੱਗਾ ਹੈ। ਉਹਨਾਂ ਵਿੱਚ ਅਖ਼ਬਾਰਾਂ, ਰਸਾਲਿਆਂ, ਟੈਲੀਵਿਜ਼ਨ, ਇੰਟਰਨੈਟ ਅਤੇ ਹੋਰ ਮੀਡੀਆ ਦੇ ਸਾਧਨਾਂ ਰਾਹੀਂ ਸਮਾਜਿਕ ਤੇ ਰਾਜਨੀਤਿਕ ਚੇਤਨਾ ਦਾ ਸੰਚਾਰ ਹੋ ਰਿਹਾ ਹੈ।

ਉਹ ਗੱਲਬਾਤ ਜਾਂ ਲਿਖਤ ਰਾਹੀਂ ਆਪਣੀ ਸ਼ੈਲੀ ਵਿੱਚ ਗੱਲ ਕਰਨ ਜੋਗੇ ਹੋ ਰਹੇ ਹਨ। ਪੰਜਾਬੀ ਕੇਵਲ ਪੰਜਾਬ ਦੇ ਇੱਕ ਇਲਾਕੇ (ਖੇਤਰ) ਤੱਕ ਹੀ ਸੀਮਤ ਨਹੀਂ, ਸਗੋਂ ਭਾਰਤ ਦੇ ਨਾਲ-ਨਾਲ ਦੁਨੀਆਂ ਭਰ ਦੇ ਵੱਖ-ਵੱਖ ਦੇਸ਼ਾਂ ਦੇ ਵਸਦੇ ਪੰਜਾਬੀਆਂ ਦੇ ਵਰਤੋਂ ਵਿਹਾਰ ਦੀ ਭਾਸ਼ਾ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਜੋਕੇ ਵਿਦਿਆਰਥੀਆਂ ਦਾ ਨਜ਼ਰੀਆ, ਸੋਚਣ ਦਾ ਢੰਗ ਅਤੇ ਘੇਰਾ ਛੋਟਾ ਨਹੀਂ ਰਿਹਾ। ਉਹਨਾਂ ਵੱਲੋਂ ਪ੍ਰਾਪਤ ਕੀਤਾ ਜਾ ਰਿਹਾ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਗਿਆਨ, ਪੁਸਤਕਾਂ ਅਤੇ ਰਸਾਲਿਆਂ ਤੋਂ ਅੱਗੇ ਵੱਧ ਕੇ ਸੂਚਨਾ ਤਕਨਾਲੋਜੀ ਤੱਕ ਪਹੁੰਚ ਗਿਆ ਹੈ।

ਸੈਕੰਡਰੀ ਪੱਧਰ 'ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਐਨ ਕਰਵਾਉਣ ਦਾ ਵਿਸ਼ੇਸ਼ ਮਨੋਰਥ ਹੈ। ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਸਾਹਿਤ ਅਤੇ ਸੱਭਿਆਚਾਰ ਨਾਲ ਵਿਸ਼ਵ ਨੂੰ ਇੱਕ ਇਕਾਈ ਮੰਨ ਕੇ ਜੁੜ ਸਕਣ ਅਤੇ ਆਪਣੀ ਭਾਸ਼ਾ ਤੇ ਮਾਣ ਮਹਿਸੂਸ ਕਰ ਸਕਣ। ਉਹ ਅਗਲੇਰੀਆਂ ਜਮਾਤਾਂ (ਗਿਆਰ੍ਹਵੀਂ-ਬਾਰ੍ਹਵੀਂ) ਤੱਕ ਪਹੁੰਚਣ ਵੇਲੇ ਆਤਮ ਵਿਸ਼ਵਾਸ ਨਾਲ ਭਰਪੂਰ ਹੋਣ ਤਾਂ ਜੋ ਉਹਨਾਂ ਅੰਦਰ ਮੌਖਿਕ ਅਤੇ ਲਿਖਤ ਪੇਸ਼ਕਾਰੀ ਲਈ ਸਮਰੱਥਾ ਪੈਦਾ ਹੋ ਸਕੇ।

ਇਸ ਪਾਠਕ੍ਰਮ ਦੇ ਅਧਿਐਨ ਨਾਲ

1. ਵਿਦਿਆਰਥੀ ਅਗਲੇ ਪੱਧਰ ਤੇ ਆਪਣੀ ਰੁਚੀ ਅਤੇ ਲੋੜ ਅਨੁਸਾਰ ਪੰਜਾਬੀ ਦੀ ਪੜ੍ਹਾਈ ਕਰ ਸਕਣਗੇ। ਉਹ ਇਸ ਨੂੰ ਸ਼ੁੱਧ ਬੋਲਣ, ਪੜ੍ਹਨ ਅਤੇ ਲਿਖਣ ਯੋਗ ਹੋ ਸਕਦੇ ਹਨ।
2. ਉਹ ਨਿੱਤ ਦੇ ਜੀਵਨ ਵਿੱਚ ਪੱਤਰ ਵਿਹਾਰ ਕਰਨ ਜਾਂ ਹੋਰ ਸੰਚਾਰ ਮਾਧਿਅਮਾਂ ਨੂੰ ਅਪਣਾਉਣ ਵਿੱਚ ਸਫਲਤਾ ਹਾਸਲ ਕਰ ਸਕੇਗਾ।

3. ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਪੱਧਰ ਉੱਤੇ ਉਹ ਭਾਸ਼ਾ ਨੂੰ ਸਮਝਣ ਅਤੇ ਉਸਦੇ ਆਲੋਚਨਾਤਮਕ ਪੱਖ ਵੱਲ ਹੋਰ ਅੱਗੇ ਵਧ ਸਕਣਗੇ।
4. ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਮੁਹਾਰਤ ਰਾਹੀਂ ਆਪਣੇ ਭਾਵਾਂ ਦਾ ਪ੍ਰਗਟਾਵਾ ਕਰਨ ਸਮੇਂ ਵੀ ਵਰਤੋਂ ਵਿਹਾਰ ਵਿੱਚ ਲਿਆ ਸਕਣਗੇ।

ਨੌਵੀਂ ਅਤੇ ਦੱਸਵੀਂ ਜਮਾਤ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੇ ਉਦੇਸ਼

1. ਅੱਠਵੀਂ ਜਮਾਤ ਤੱਕ ਪ੍ਰਾਪਤ ਕੀਤੇ ਭਾਸ਼ਾ ਕੌਸ਼ਲਾਂ (ਸੁਣਨਾ, ਬੋਲਣਾ, ਪੜ੍ਹਨਾ, ਲਿਖਣਾ) ਦਾ ਅਗੇਰੇ ਵਿਕਾਸ।
2. ਸਿਰਜਨਾਤਮਕ ਅਤੇ ਆਲੋਚਨਾਤਮਕ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਦੀ ਸੂਝ-ਬੂਝ ਹੋਣਾ।
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਗਿਆਨ ਨੂੰ ਸਮਝਣ, ਉਸ ਦੀ ਢੁੱਕਵੀਂ, ਸਹੀ ਅਤੇ ਸ਼ੁੱਧ ਵਰਤੋਂ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
4. ਸਾਹਿਤ ਦੀਆਂ ਵਿਧਾਵਾਂ (ਕਵਿਤਾ, ਨਾਟਕ, ਨਾਵਲ, ਕਹਾਣੀ, ਵਾਰਤਕ ਆਦਿ) ਪ੍ਰਤੀ ਉਸਾਰੂ ਅਤੇ ਸੰਵੇਦਨਸ਼ੀਲ ਰਵੱਈਏ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
5. ਜਾਤ, ਧਰਮ, ਲਿੰਗ, ਪ੍ਰਾਂਤਵਾਦ, ਖੇਤਰਵਾਦ, ਕੌਮੀਅਤ ਤੇ ਕੌਮਾਂਤਰੀ ਸੋਚ ਨੂੰ ਸਹੀ ਅਤੇ ਲੋਕ ਹਿਤਕਾਰੀ ਪੱਖ ਤੋਂ ਸਮਝਣ ਦੇ ਸਮਰੱਥ ਬਣਾਉਣਾ।
6. ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਵਧੇਰੇ ਤਰਕਸ਼ੀਲ ਬਣਾਉਣ ਲਈ ਨੈਤਿਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਨੂੰ ਸਮਝਣਯੋਗ ਬਣਾਉਣਾ।
7. ਵਿਹਾਰਕ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਰਾਹੀਂ ਆਪਣੇ ਵਿਚਾਰ ਪੇਸ਼ ਕਰਨ ਦੇ ਸਮਰੱਥ ਬਣਾਉਣਾ।
8. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਗਿਆਨ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਬਹੁਮੁਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

ਵਿਆਕਰਨਕ ਬਿੰਦੂ—

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਅਮੀਰੀ ਇਸ ਦੀਆਂ ਉਪ-ਭਾਸ਼ਾਵਾਂ, ਸਾਹਿਤ ਅਤੇ ਸੱਭਿਆਚਾਰ ਕਾਰਨ ਹੈ। ਜਿੱਥੇ ਪੰਜਾਬੀ ਦੀ ਸਥਿਤੀ ਪਹਿਲੇ ਦਰਜੇ ਦੀ ਭਾਸ਼ਾ ਵਾਲੀ ਨਹੀਂ ਉੱਥੇ ਸਥਾਨਕ ਭਾਸ਼ਾ ਅਤੇ ਵਾਤਾਵਰਨ ਇਸ ਨੂੰ ਪ੍ਰਭਾਵਿਤ ਕਰਦੇ ਹਨ। ਜਿਸ ਕਰਕੇ ਇਹ ਜ਼ਰੂਰੀ ਹੁੰਦਾ ਹੈ ਕਿ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਮਿਆਰੀਕਰਨ ਕਾਇਮ ਰੱਖਣ ਲਈ ਇਸ ਦੀ ਵਿਆਕਰਨ ਪ੍ਰਤੀ ਸੁਚੇਤ ਰਿਹਾ ਜਾਵੇ। ਸੋ ਦਸਵੀਂ ਤੱਕ ਆਉਂਦਿਆਂ-ਆਉਂਦਿਆਂ ਵੱਖ-ਵੱਖ ਪੱਧਰ ਉੱਤੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਦੇ ਵਿਆਕਰਨਕ ਬਿੰਦੂਆਂ ਦਾ ਲੋੜੀਂਦੀ ਤੇ ਸਹੀ ਤਰਤੀਬ ਅਨੁਸਾਰ ਗਿਆਨ ਕਰਵਾਇਆ ਜਾਣਾ ਜ਼ਰੂਰੀ ਸਮਝਿਆ ਗਿਆ ਹੈ। ਇਸ ਲਈ ਉਸ ਨੂੰ ਪਾਠਕ੍ਰਮ ਦਾ ਹਿੱਸਾ ਬਣਾਇਆ ਗਿਆ ਹੈ। ਇਸ ਵਿੱਚ ਵਿਹਾਰਕ ਵਿਆਕਰਨ ਵੱਲ ਵਧੇਰੇ ਧਿਆਨ ਦਿੱਤਾ ਜਾ ਰਿਹਾ ਹੈ।

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ਕੁਲ ਅੰਕ 90

- I. ਪਾਠ-ਪੁਸਤਕਾਂ (Text Books)** 40
1. ਨੌ ਅਤਿ ਛੋਟੇ ਪ੍ਰਸ਼ਨ (ਇੱਕ ਸ਼ਬਦ ਜਾਂ ਇੱਕ ਵਾਕ ਵਾਲੇ)
ਕਵਿਤਾ, ਕਹਾਣੀ, ਜੀਵਨੀ, ਵਾਰਤਕ
 2. ਅੱਠ ਛੋਟੇ ਪ੍ਰਸ਼ਨ (40-50 ਸ਼ਬਦਾਂ ਵਿਚ) ਕਵਿਤਾ, ਕਹਾਣੀ, ਜੀਵਨੀ, ਵਾਰਤਕ
 3. ਦੋ ਲੰਮੇ ਪ੍ਰਸ਼ਨ (100 ਸ਼ਬਦਾਂ ਵਿਚ) ਵਾਰਤਕ, ਕਵਿਤਾ
 4. ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਦਰਾਂ ਕੀਮਤਾਂ ਆਧਾਰਤ (ਪਾਠ ਪੁਸਤਕਾਂ ਦੇ ਆਧਾਰ ਤੇ)
100 ਸ਼ਬਦਾਂ ਵਿਚ
- II. ਪੜ੍ਹਨ-ਕੌਸ਼ਲ (Reading Skill)**
- ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਦੋ ਅਣਡਿੱਠੇ ਵਾਰਤਕ ਪੈਰਿਆਂ ਉੱਤੇ ਬਹੁਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ 10
- III. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ-ਕੌਸ਼ਲ (Writing Skill)** 20
1. ਪੱਤਰ-ਰਚਨਾ (ਨਿਜੀ ਪੱਤਰ)
 2. ਲੇਖ-ਰਚਨਾ (ਸ਼ਖਸ਼ੀਅਤਾਂ ਅਤੇ ਆਮ ਵਾਕਫ਼ੀਅਤ ਨਾਲ ਭਰਪੂਰ ਵਿਸ਼ੇ) 200-250 ਸ਼ਬਦ
- IV. ਵਿਆਕਰਨ (ਬਹੁਵਿਕਲਪੀ ਅਤੇ ਛੋਟੇ ਪ੍ਰਸ਼ਨ) (Grammar)** 20
1. ਸ਼ਬਦ-ਜੋੜ
 2. ਸ਼ਬਦ-ਰਚਨਾ — ਸਮਾਨਾਰਥਕ ਅਤੇ ਵਿਪਰੀਤਾਰਥਕ
 3. ਸ਼ਬਦ-ਸ਼੍ਰੇਣੀਆਂ (ਉਹਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਸਹਿਤ)— ਨਾਂਵ, ਪੜਨਾਂਵ ਅਤੇ ਵਿਸ਼ੇਸ਼ਣ
 4. ਲਿੰਗ ਅਤੇ ਕਾਰਕ
 5. ਮੁਹਾਵਰੇ (ਓ ਤੋਂ ਹ ਤੱਕ)

ਨਿਰਧਾਰਿਤ ਪਾਠ-ਪੁਸਤਕਾਂ

1. ਸਾਹਿਤਕ ਕਿਰਨਾਂ—1

ਕਾਵਿ-ਰਚਨਾਵਾਂ — ਬਾਬਾ ਸ਼ੇਖ ਫਰੀਦ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ, ਭਾਈ ਵੀਰ ਸਿੰਘ, ਫੀਰੋਜ਼ ਦਿਨ ਸ਼ਰਫ਼

ਵਾਰਤਕਕਾਰ — ਪ੍ਰਿੰ. ਸਰਵਣ ਸਿੰਘ, ਗੁਰਨਾਮ ਸਿੰਘ ਤੀਰ, ਕੁਲਬੀਰ ਸਿੰਘ ਕਾਂਗ, ਡਾ. ਪ੍ਰਿਥਵੀ ਰਾਜ ਥਾਪਰ

2. ਸਾਹਿਤਕ ਰੰਗ—1

ਕਹਾਣੀ — ਇੱਕ ਸਾਧਾਰਣ ਆਦਮੀ, ਪਰਦੇਸ਼ ਨਾ ਤੂੰ ਤੇਰੀ ਬਾਬਲਾ

ਇਕਾਂਗੀ — ਕਿਰਤ ਦਾ ਸਤਿਕਾਰ

ਜੀਵਨੀਆਂ — ਕਰਤਾਰ ਸਿੰਘ ਸਰਾਭਾ, ਪੁਲਾੜ ਦੀ ਪਰੀ ਕਲਪਨਾ ਚਾਵਲਾ

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1. ਨੌ ਅਤਿ ਛੋਟੇ ਪ੍ਰਸ਼ਨ (ਇੱਕ ਸ਼ਬਦ ਜਾਂ ਇੱਕ ਵਾਕ ਵਾਲੇ) ਕਵਿਤਾ, ਕਹਾਣੀ, ਜੀਵਨੀ, ਵਾਰਤਕ	
2. ਅੱਠ ਛੋਟੇ ਪ੍ਰਸ਼ਨ (40-50 ਸ਼ਬਦਾਂ ਵਿਚ) ਕਵਿਤਾ, ਕਹਾਣੀ, ਜੀਵਨੀ, ਵਾਰਤਕ	
3. ਦੋ ਲੰਮੇ ਪ੍ਰਸ਼ਨ (100 ਸ਼ਬਦਾਂ ਵਿਚ) ਵਾਰਤਕ, ਕਵਿਤਾ	
4. ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਦਰਾਂ ਕੀਮਤਾਂ ਆਧਾਰਤ (ਪਾਠ ਪੁਸਤਕਾਂ ਦੇ ਆਧਾਰ ਤੇ) 100 ਸ਼ਬਦਾਂ ਵਿਚ	
II. ਪੜ੍ਹਨ-ਕੌਸ਼ਲ (Reading Skill)	
ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਦੋ ਅਣਡਿੱਠੇ ਵਾਰਤਕ ਪੈਰਿਆਂ ਉੱਤੇ ਬਹੁਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ	10
III. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ-ਕੌਸ਼ਲ (Writing Skill)	20
1. ਪੱਤਰ-ਰਚਨਾ (ਦਫਤਰੀ ਪੱਤਰ)	08
2. ਲੇਖ-ਰਚਨਾ (ਸ਼ਖਸੀਅਤਾਂ ਅਤੇ ਆਮ ਵਾਕਫ਼ੀਅਤ ਨਾਲ ਭਰਪੂਰ ਵਿਸ਼ੇ) 200-250 ਸ਼ਬਦ	12
IV. ਵਿਆਕਰਨ (ਬਹੁਵਿਕਲਪੀ ਅਤੇ ਛੋਟੇ ਪ੍ਰਸ਼ਨ) (Grammer)	20
1. ਸ਼ਬਦ ਰਚਨਾ — ਬਹੁਆਰਥਕ	
2. ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ (ਉਹਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਸਹਿਤ)—ਕਿਰਿਆ, ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ	
3. ਵਚਨ	
4. ਕਾਲ	
5. ਅਖਾਣ (ਓ ਤੋਂ ਹ ਤੱਕ)	

ਨਿਰਧਾਰਿਤ ਪਾਠ-ਪੁਸਤਕਾਂ

1. ਸਾਹਿਤਕ ਕਿਰਨਾਂ—1

ਕਵਿ-ਰਚਨਾਵਾਂ — ਸ਼ਿਵਕੁਮਾਰ ਬਟਾਲਵੀ, ਨੰਦਲਾਲ ਨੂਰਪੁਰੀ, ਚਤਰ ਸਿੰਘ ਬੀਰ, ਤਾਰਾ ਸਿੰਘ ਕਾਮਲ

ਵਾਰਤਕਕਾਰ — ਪਿਆਰਾ ਸਿੰਘ ਦਾਤਾ, ਸਾਧੂ ਸਿੰਘ ਆਂਚਲ, ਹਰਕੇਸ਼ ਸਿੰਘ ਕਹਿਲ, ਡਾ. ਕੁਲਦੀਪ ਸਿੰਘ ਧੀਰ

2. ਸਾਹਿਤਕ ਰੰਗ—1

ਕਹਾਣੀ — ਸਤੀਆ ਸੇਈ, ਦੁੱਧ ਤੇ ਪੁੱਤ

ਇਕਾਂਗੀ — ਕਰਤਾਰਾ ਕੌਤਕੀ

ਜੀਵਨੀ — ਮਦਨ ਲਾਲ ਚੀਗਰਾ, ਮਲਟੀਮੀਡੀਆ (ਲੇਖ)

ਮੁੱਢਲੀ ਬਣਤਰ (ਕੁੱਲ ਅੰਕ 90)

ਕ੍ਰਮ ਨੰ. ਪ੍ਰਸ਼ਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ	ਸਿੱਖਣ ਸਿਖਾਉਣ ਦੀ ਮੁਲਾਂਕਣ ਵਿਧੀ/ਕੌਸ਼ਲ	ਛੋਟੇ ਪ੍ਰਸ਼ਨ ਅਤੇ ਬਹੁ-ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ 1 ਅੰਕ	ਛੋਟੇ ਪ੍ਰਸ਼ਨ 2 ਅੰਕ	ਲੰਮੇ ਪ੍ਰਸ਼ਨ 5, 8 ਅਤੇ 12 ਅੰਕ	ਅੰਕ	%
1. ਯਾਦ ਰੱਖਣਯੋਗ (ਆਮ ਗਿਆਨ ਤੇ ਅਧਾਰਤ)	- ਸੁਣਨ, ਬੋਲਣ, ਪੜ੍ਹਨ, ਲਿਖਣ ਕੌਸ਼ਲ - ਤਰਕ ਅਧਾਰਤ - ਵਿਸ਼ਲੇਸ਼ਣਾਤਮਕ ਕੌਸ਼ਲ	9 (1)	8 (2)	2 (5)	35	39%
2. ਸਮਝ-ਸੂਝ ਅਧਾਰਤ (ਗਿਆਨ ਬੋਧ-ਅਣਡਿੱਠਾ ਪੈਰਾ-ਅਰਥ ਅਤੇ ਸਮਝਣ ਸ਼ਕਤੀ ਸਹਿਤ)		10 (1)	—	—	10	11%
3. ਵਿਹਾਰਕ (ਵਿਹਾਰਕ ਗਿਆਨ ਦੇ ਨਵੇਂ ਸਿਧਾਂਤ) ਅਨੁਮਾਨਤ ਕਿਸਮਾਂ		15 (1)	—	1 (8)	23	26%
4. ਉੱਚ ਪੱਧਰੀ ਵਿਚਾਰ/ਸੋਚ ਕੌਸ਼ਲ (HOTS) (ਵਿਸ਼ਲੇਸ਼ਣ ਅਤੇ ਮੁਲਾਂਕਣ)		5 (1)	—	1 (5)	10	11%
5. ਸਿਰਜਣਾਤਮਕ (ਸਥਿਤੀ ਜਾਂ ਵਿਚਾਰ ਦੀ ਪਰਖ ਲਈ ਰਚਨਾਤਮਕ ਮੁਲਾਂਕਣ) ਅਨੁਮਾਨਤ ਕਿਸਮਾਂ		—	—	1 (12)	12	13%
	ਕੁਲ ਅੰਕ	39 (1)	8 (2)	3 (5) 1 (8) 1 (12)	90	100%

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1. ਨੌ ਅਤਿ ਛੋਟੇ ਪ੍ਰਸ਼ਨ (ਇੱਕ ਸ਼ਬਦ ਜਾਂ ਇੱਕ ਵਾਕ ਵਾਲੇ) ਕਵਿਤਾ, ਕਹਾਣੀ, ਜੀਵਨੀ, ਵਾਰਤਕ	
2. ਅੱਠ ਛੋਟੇ ਪ੍ਰਸ਼ਨ (40-50 ਸ਼ਬਦਾਂ ਵਿਚ) ਕਵਿਤਾ, ਕਹਾਣੀ, ਜੀਵਨੀ, ਵਾਰਤਕ	
3. ਦੋ ਲੰਮੇ ਪ੍ਰਸ਼ਨ (100 ਸ਼ਬਦਾਂ ਵਿਚ) ਵਾਰਤਕ, ਕਵਿਤਾ	
4. ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਦਰਾਂ ਕੀਮਤਾਂ ਆਧਾਰਤ (ਪਾਠ ਪੁਸਤਕਾਂ ਦੇ ਆਧਾਰ ਤੇ) 100 ਸ਼ਬਦਾਂ ਵਿਚ	
II. ਪੜ੍ਹਨ-ਕੌਸ਼ਲ (Reading Skill)	
ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਦੋ ਅਣਡਿੱਠੇ ਵਾਰਤਕ ਪੈਰਿਆਂ ਉੱਤੇ ਬਹੁਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ	10
III. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ-ਕੌਸ਼ਲ (Writing Skill)	20
ਪੱਤਰ-ਰਚਨਾ (ਵਪਾਰਕ)	
ਲੇਖ-ਰਚਨਾ (ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਅਤੇ ਗਿਆਨ-ਵਿਗਿਆਨ)	
IV. ਵਿਆਕਰਨ (ਬਹੁਵਿਕਲਪੀ ਅਤੇ ਛੋਟੇ ਪ੍ਰਸ਼ਨ) (Grammar)	20
1. ਯੋਜਕ	2. ਸ਼ਬਦ ਸੁੱਧੀ ਅਤੇ ਵਾਕ ਸੁੱਧੀ
3. ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ	4. ਮੁਹਾਵਰੇ (ਕ ਤੋਂ ਝ ਤੱਕ)

ਨਿਰਧਾਰਿਤ ਪਾਠ ਪੁਸਤਕਾਂ

- ਸਾਹਿਤ ਦੀਪਿਕਾ—2
ਬਾਣੀਕਾਰ — (ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ, ਗੁਰੂ ਅਮਰਦਾਸ ਜੀ, ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ, ਭਾਈ ਗੁਰਦਾਸ)
ਸੂਫੀ ਕਵੀ — (ਸ਼ੇਖ ਫਰੀਦ, ਸ਼ਾਹ ਹੁਸੈਨ, ਬੁੱਲ੍ਹੇਸ਼ਾਹ)
ਵਾਰਤਕਕਾਰ — (ਡਾ. ਬਲਬੀਰ ਸਿੰਘ, ਪ੍ਰਿੰ. ਤੇਜਾ ਸਿੰਘ, ਗਿਆਨੀ ਗੁਰਦਿੱਤ ਸਿੰਘ)
- ਸਾਹਿਤਕ ਵੰਨਗੀਆਂ—2
ਨਿੱਕੀਆਂ ਕਹਾਣੀਆਂ — (ਕਰਮਾਤ, ਰੱਬ ਤੇ ਰੁੱਤਾਂ)
ਇਕਾਂਗੀ — (ਦੁਸ਼ਮਣ)
ਜੀਵਨੀਆਂ — (ਟਾਲਸਟਾਏ, ਡਾ. ਸਰਵਪੱਲੀ ਰਾਧਾਕ੍ਰਿਸ਼ਨਨ)

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- I. ਪਾਠ-ਪੁਸਤਕਾਂ (Text Books) 40
1. ਨੌ ਅਤਿ ਛੋਟੇ ਪ੍ਰਸ਼ਨ (ਇੱਕ ਸ਼ਬਦ ਜਾਂ ਇੱਕ ਵਾਕ ਵਾਲੇ)
ਕਵਿਤਾ, ਕਹਾਣੀ, ਜੀਵਨੀ, ਵਾਰਤਕ
 2. ਅੱਠ ਛੋਟੇ ਪ੍ਰਸ਼ਨ (40-50 ਸ਼ਬਦਾਂ ਵਿਚ) ਕਵਿਤਾ, ਕਹਾਣੀ, ਜੀਵਨੀ, ਵਾਰਤਕ
 3. ਦੋ ਲੰਮੇ ਪ੍ਰਸ਼ਨ (100 ਸ਼ਬਦਾਂ ਵਿਚ) ਵਾਰਤਕ, ਕਵਿਤਾ
 4. ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਆਧਾਰਤ (ਪਾਠ ਪੁਸਤਕਾਂ ਦੇ ਆਧਾਰ ਤੇ)
100 ਸ਼ਬਦਾਂ ਵਿਚ
- II. ਪੜ੍ਹਨ-ਕੌਸ਼ਲ (Reading Skill) 10
- ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਦੋ ਅਣਡਿੱਠੇ ਵਾਰਤਕ ਪੈਰਿਆਂ ਉੱਤੇ ਬਹੁਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ
- III. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ-ਕੌਸ਼ਲ (Writing Skill) 20
1. ਪੱਤਰ-ਰਚਨਾ (ਵਪਾਰਕ)
 2. ਲੇਖ-ਰਚਨਾ (ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਅਤੇ ਆਮ ਵਿਸ਼ੇ)
- IV. ਵਿਆਕਰਨ (ਬਹੁ-ਵਿਕਲਪੀ ਅਤੇ ਛੋਟੇ ਪ੍ਰਸ਼ਨ) (Grammar) 20
1. ਅਗੇਤਰ-ਪਿਛੇਤਰ
 2. ਸਮਾਸੀ-ਸ਼ਬਦ
 3. ਵਿਸ਼ਮਕ
 4. ਅਖਾਣ (ਕ ਤੋਂ ਝ ਤੱਕ)

ਨਿਰਧਾਰਿਤ ਪਾਠ-ਪੁਸਤਕਾਂ

1. ਸਾਹਿਤ ਦੀਪਿਕਾ—2
- ਕਵੀ ਸਾਹਿਬਾਨ — (ਪੂਰਨ ਸਿੰਘ, ਫੀਰੋਜ਼ਦੀਨ ਸ਼ਰਫ਼, ਹਜ਼ਾਰਾ ਸਿੰਘ ਗੁਰਦਾਸਪੁਰੀ, ਅਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ, ਹਰਿਭਜਨ ਸਿੰਘ, ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ, ਜਗਤਾਰ, ਸੁਰਜੀਤ ਪਾਤਰ)
- ਵਾਰਤਕਕਾਰ — (ਗਿਆਨੀ ਗੁਰਦਿੱਤ ਸਿੰਘ, ਬਲਰਾਜ ਸਾਹਨੀ, ਵਣਜਾਰਾ ਬੇਦੀ, ਤਾਰਾ ਸਿੰਘ ਅਨਜਾਣ)
2. ਸਾਹਿਤਕ ਵੰਨਗੀਆਂ—2
- ਨਿੱਕੀਆਂ ਕਹਾਣੀਆਂ — (ਕਸਤੂਰੀ ਵਾਲਾ ਮਿਰਗ, ਗਬਤ)
- ਇਕਾਂਗੀ — (ਕੋਊ ਨਾ ਨਿਬਹਿਉ ਸਾਥਿ)
- ਜੀਵਨੀਆਂ — (ਬਾਬਾ ਗੁਰਦਿੱਤ ਸਿੰਘ ਕਾਮਾਗਾਟਾਮਾਰੂ, ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ ਜੀ)

23. RUSSIAN (CODE: 021)

EXAMINATION STRUCTURE

CLASS - IX

FIRST TERM (April 2015 - September 2015)

Time : 3Hrs

Total 90 Marks

Marks

Section A - Reading Comprehension

15

An unseen passage with 4-5 short answers type questions based on the passage

Section B - Composition and Writing

15

A short essay of about 100-150 words on one of the following topics:

1. My Pet
2. My Room
3. My School
4. My Family

Section C - Grammar (Applied)

40

1. Simple application of cases as prescribed in the texts
2. Prepositions: V, Na, C, K, Iz
3. Change of Sentences (from past to present and vice versa)
4. Translation - Simple sentences (from Russian into English and vice versa)

Section D - Literature

20

4-5 questions to be given (requiring answers in Russian) from the texts 2, 4, 6, 8, 9, 14, 15 of the prescribed text book (one of the question may be value based)

Prescribed Books

1. Russian for children (*Russkii Yazak*) Moscow (Book No. 3) by M.N. Vityutnev and others (1989 Edition)
2. Russian in exercises : By S. Khavronina and A. Shirochenskaya published by Progress publishers, Moscow (Second Edition)

EXAMINATION STRUCTURE FOR RUSSIAN (CODE: 021)

CLASS - IX

SECOND TERM (October 2015 - March 2016)

Time : 3Hrs

Total 90 Marks

Marks

Section A - Reading Comprehension

15

An unseen passage with 4-5 short answers type questions based on the passage

Section B - Composition and Writing

15

To write a composition of 100-150 words in Russian on one of the following topics:

1. My City
2. My Hobby
3. My favourite Poet/Writer
4. What I want to be

Section C - Applied Grammar

40

1. Application of cases as used in the prescribed texts
2. Use of prepositions: *i, na, c, k, uz, nad, pod*
3. Use of Adjectives in proper form
3. Past tense
4. Translation from English into Russian and vice versa

Section D - Literature

20

5 questions to be given from the text Nos. 17, 18, 19, 22, 24, 26, 28, 29 of the prescribed text book
(one of the question may be value based)

Prescribed Books

1. Russian for children (*Russkii Yazak*) Moscow (Book No. 3) by M.N. Vityutnev and others (1989 Edition).
Lessons to be studied 17,18,19,22,24,26,28,29
2. Russian in exercises by S. Khavronina and A. Shirochenskaya published by Progress publishers, Moscow
(Second Edition)

EXAMINATION STRUCTURE FOR RUSSIAN (CODE: 021)

CLASS - X

FIRST TERM (April 2015 - September 2015)

Time : 3Hrs

Total 90 Marks

Section A - Reading Comprehension

15

An unseen Russian passage with 4-5 questions requiring answers in Russian

Section B - Composition and Writing

15

An essay of about 100-150 to be written on one of the following topics:

1. An excursion to a beach / forest / historical place
2. Scene at a Railway Station
3. My Favourite Teacher
4. My Favourite Sport
5. Why I learn Russian Language

Section C - Applied Grammar

40

1. Application of cases as used in the prescribed texts (with or without preposition)
2. Verbs of Motion
3. Use of Adjectives
4. Future Tense
5. Translation from Russian to English and English to Russian

Section D - Literature

20

4-5 questions based on the text Nos. 2, 6, 8, 11, 15, 18, 19 of the prescribed text book
(one of the question may be value based)

Prescribed Books

1. Russian for children (*Russkii Yazak*) Moscow (Book No. IV) by M.N. Vityutnev and others (1989 Edition).
Lessons to be studied 2,6,8,11,15,18,19
2. Russian in exercises by S. Khavronina and A. Shirochenskaya published by Progress publishers, Moscow
(Second Edition)

EXAMINATION STRUCTURE FOR RUSSIAN (CODE: 021)

CLASS - X

SECOND TERM (October 2015 - March 2016)

Time: 3Hrs

Total 90 Marks

Section A - Reading Comprehension

15

An unseen Russian passage with 4-5 questions to be answered in Russian

Section B - Composition and Writing

15

An essay of about 100-150 to be written on one of the following topics:

1. Moscow
2. Russian Winter
3. Birthday Party
4. My Favourite Festival
5. A letter to one of my family members

Section C - Applied Grammar

40

1. Application of cases as used in the prescribed texts (with or without preposition)
2. Use of “*Kotori*” in different cases
3. Aspect of verbs
4. Verbs of Motion with prefixes
5. Translation from Russian into English and vice versa.

Section D - Literature

20

4-5 questions based on the text Nos. 21, 23, 25, 26, 28, 29 of the prescribed text book
(one of the questions may be value based)

Prescribed Books

1. Russian for children (*Russkii Yazak*) Moscow (Book No. IV) by M.N. Vityutnev and others (1989 Edition).
Lessons to be studied 21, 23, 25, 26, 28, 29
2. Russian in exercises by S. Khavronina and A. Shirochenskaya published by Progress publishers, Moscow
(Second Edition)

24. संस्कृतम् (सम्प्रेषणात्मकम्) (Code No. 122)

कक्षा- नवमी

अप्रैल-सितम्बर (2015) प्रथमं सत्रम्

1. (i) रचनात्मक-मूल्याङ्कनम् – 1 – 10% 20%
 (ii) रचनात्मक-मूल्याङ्कनम् – 2 – 10%
2. संकलनात्मक-मूल्याङ्कनम् – 1 – 30%
 (Summative Assessment-1)
1. रचनात्मक-मूल्याङ्कनाय संस्कृते रचनात्मकानि कार्याणि, व्यवहारे संस्कृत-प्रयोगः, गतिविधयः, गृहकार्यम् कक्षाकार्याणि।
2. संकलनात्मकमूल्याङ्कनाय परीक्षणपत्रम् (सितम्बरमासे)। परीक्षणपत्रे चत्वारः खण्डाः भविष्यन्ति—
 'क' खण्डः अपठित-अवबोधनम् (10)
 'ख' खण्डः रचनात्मक-कार्यम् (15)
 'ग' खण्डः अनुप्रयुक्त-व्याकरणम् (30)
 'घ' खण्डः पठित-अवबोधनम् (35)

खण्डानुसारं विषयाः मूल्यभारः च

खण्डः	विषयाः	प्रश्नप्रकाराः	प्रश्नसङ्ख्याः	मूल्यभारः
'क'	अपठित-अवबोधनम्			
(1)	एकः अनुच्छेदः	लघूत्तरात्मकाः पूर्णवाक्यात्मक बहुविकल्पात्मकाः	1	10
कुल भार				10
'ख'	रचनात्मक-कार्यम्			
(2)	औपचारिकं अथवा अनौपचारिकं पत्रम्	निबन्धात्मकः	1	5
(3)	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	निबन्धात्मकः	1	10
सम्पूर्णभार				15
'ग'	अनुप्रयुक्त-व्याकरणम्			
(4)	संस्कृतवर्णमाला वर्ण- 2 अंकौ वर्तनी- 2 अंकौ	बहुविकल्पात्मकः /ल.उ.	1	4
(5)	सन्धिकार्यम् विसर्ग- 1 अंकः स्वर- 2 अंकौ, व्यञ्जन-2 अंकौ	बहुविकल्पात्मकः /ल.उ.	1	5

(6)	शब्दरूपाणि पुल्लिङ्गाः 2 अंकौ स्त्रीलिङ्गा 1 अंकः नपुंसकलिङ्गाः 1 अंकः सर्वनामशब्दा- 1 अंकः	ब.वि./ल.उ.	1	5
(7)	धातुरूपाणि परस्मैपदिनः- 3 अंकौ	ब.वि./ल.उ.	1	5
	आत्मनेपदिनः- 2 अंकौ	ब.वि./ल.उ.		
(8)	उपपदविभक्तयः	ब.वि./ल.उ.	1	5
(9)	प्रत्ययाः	ब.वि./ल.उ.	1	6
कुल भार				30
‘घ’	पठित-अवबोधनम्			
(10)	गद्यांश	ब.वि./ल.उ. पूर्णवाक्य-उत्तर	1	5
(11)	पद्यांश	ब.वि./ल.उ. पूर्णवाक्य-उत्तर	1	5
(12)	नाट्यांशः	ब.वि./ल.उ. पूर्णवाक्य-उत्तर	1	5
(13)	भावावबोधनम्	ब.वि./ल.उ. लघूत्तरात्मकाः	1	4
(14)	श्लोकान्वयः	ल. उ. / ब.वि.	1	4
(15)	प्रश्न-निर्माणम्	ल. उ. / ब.वि.	1	4
(16)	कथाक्रमः	निबंधात्मकाः	1	4
(17)	शब्दार्थमेलनम्	ब. वि./लघूत्तरात्मकम्	1	4
कुल भार				35

सम्पूर्णभारः 90

(प्रश्नपत्रे पाठ्य पुस्तकेभ्यः 3-5 अंकानाम् प्रश्नः मूल्याधारितः भवेत्)

संस्कृतस्य प्रथमसत्रस्य पाठ्यक्रमः

कक्षा – नवमी

अवधि:–अप्रैल–सितम्बर 2015

संकलनात्मकं मूल्याङ्कनम्

90 अङ्का

‘क’ खण्डः (अपठित-अवबोधनम्)

(10)

(एकः गद्यात्मकः खण्डः)

70-80 शब्दपरिमितः गद्यांशः (सरलकथा, वर्णनम् वा)

(6)

- एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम्
- अनुच्छेद-आधारितम् भाषिकं कार्यम् (MCQ)
- समुचित शीर्षकप्रदानम्

भाषिककार्याय तत्त्वानि

(4)

- वाक्ये कर्तृ-क्रिया पदचयनम्
- कर्तृ-क्रिया-अन्वितिः
- विशेषण-विशेष्य-चयनम्
- सर्वनामप्रयोगः
- पर्याय-विलोमपद-चयनम्

‘ख’ खण्डः रचनात्मकं कार्यम्

15 अङ्का

(मणिका-अभ्यासपुस्तक-आधारितम्)

- (i) सङ्केताधारितम् औपचारिकं अथवा अनौपचारिकं पत्रम्
- (ii) चित्राधारितम् वर्णनम् अथवा अनुच्छेदलेखनम्

(5)

(10)

‘ग’ खण्डः अनुप्रयुक्तव्याकरणम्

30 अङ्का

(मणिका-अभ्यासपुस्तक-आधारितम्)

1. संस्कृतवर्णमाला

(4)

(अ) वर्ण – उच्चारणस्थानानि

(2)

(ब) वर्तनी – वर्णसंयोजनम्, वर्णवियोजनम्

(2)

2. वाक्येषु अनुच्छेदे वा सन्धिकार्यम्

(5)

(अ) स्वरसन्धिः

(2)

दीर्घः, गुणः, वृद्धिः, यण्

(ब) व्यञ्जनसन्धिः

(2)

❖ म् स्थाने अनुस्वारः

- ❖ णत्वविधानम्
- ❖ वर्गीय-प्रथम-अक्षराणां तृतीयवर्णे परिवर्तनम्
- ❖ त् स्थाने च्
- ❖ र् पूर्वस्य रेफस्य लोपः दीर्घस्वरत्वं च
- ❖ त् स्थाने ल्

(स) विसर्गसन्धिः (1)
 विसर्गस्य उत्वं, रत्वं, लोपः
 विसर्गस्थाने स्, श्, ष् ।

3. शब्दरूपाणि (5)

अ. शब्दाः अजन्ताः – अकारान्ताः (बालकवत्) इकारान्ताः (कविवत्) (2)

पुल्लिङ्गाः उकारान्ताः – (साधुवत्), ऋकारान्ताः पितृवत्

ब. स्त्रीलिङ्गाः अजन्ता – आकारान्ताः (रमावत्) इकारान्ताः (मतिवत्) (1)

ईकारान्ताः (नदीवत्) ऋकारान्ताः (मातृवत्)

स. नपुंसकलिङ्गाः अजन्ताः – अकारान्ताः (फलवत्) उकारान्ताः (मधुवत्) (1)

द. सर्वनामशब्दाः – यत्, तत्, किम्, इदम् (त्रिषु लिङ्गेषु), अस्मद् युष्मद् (1)

4. धातुरूपाणि – लट् , लृट् , लङ् लकारेषु (5)

धातवः – परस्मैपदिनः भू (भव्), पठ्, हस्, नम् (गच्छ्) अस्, कृध्, नश्, शक् (3)

आत्मनेपदिनः – सेव्, लभ् (2)

5. उपपदविभक्तीनां प्रयोगः (5)

(अनुच्छेदे, वार्तालापे, लघुकथायाम् वा)

द्वितीया – अभितः, परितः, उभयतः

तृतीया – सह, किम्

चतुर्थी – नमः, स्वाहा, सामर्थ्ये

पंचमी – बहिः, विना, भी, पूर्वम्

षष्ठी – पुरतः, पृष्ठतः, तरप्-तमप्, अधः

सप्तमी – कुशलः, निपुणः, प्रवीणः

6. प्रत्ययाः- तुमुन्, क्त्वा, ल्यप् (6)

‘घ’ खण्डः (पठित-अवबोधनम्)

35 अङ्काः

(मणिका (प्रथमः भागः) पाठ्यपुस्तकम् अधिकृत्य)

1. पाठ्यपुस्तकस्य सामग्रीम् अधिकृत्य अवबोधनात्मकं कार्यम् (15)

(i) गद्यांशः (ii) पद्यांशः (iii) नाट्यांशः (5+5+5)

प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि।

भाषिककार्यम्। (बहुविकल्पात्मकाः प्रश्नाः)

2. भावावबोधनम् (4)
3. श्लोकान्वयः (4)
(रिक्तस्थानपूर्तिद्वारा)
4. वाक्येषु रेखांकितपदानि अधिकृत्य चतुर्णां प्रश्नानां निर्माणम्। (4)
5. कथाक्रमसंयोजनम् (4)
(क्रमरहित-अष्टवाक्यानां क्रमपूर्वकं संयोजनम्)
6. शब्दार्थाः (चतुर्णाम् पदानां सन्दर्भे शब्दप्रयोगेण शब्दार्थमेलनेन वा) (4)
(बहुविकल्पात्मकाः/ ल.उ. प्रश्नाः) भाग-1

पाठानां नामानि (पुस्तकम्-मणिका (संस्कृत-पाठ्यपुस्तकम्) (नवमश्रेण्यै)

पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	तत् त्वम् असि
द्वितीयः पाठः	अविवेकः परमापदां पदम्
तृतीयः पाठः	पाथेयम्
चतुर्थः पाठः	स्वस्थवृत्तम्
पञ्चमः पाठः	भ्रातृस्नेहस्तु दुर्लभः
षष्ठः पाठः	विद्यया भान्ति सद्गुणाः

केन्द्रीय माध्यमिक शिक्षा बोर्ड मूल्याङ्कन प्रक्रिया अक्टूबर-मार्च (2015-2016) द्वितीयं सत्रम् कक्षा- नवमी

1. (i) रचनात्मक-मूल्याङ्कनम् - 3 - 10% (Formative Assessment-3) 20%
- (ii) रचनात्मक-मूल्याङ्कनम् - 4 - 10%
2. संकलनात्मक-मूल्याङ्कनम् - 2 - 30%
1. रचनात्मक-मूल्याङ्कनाय संस्कृते रचनात्मकानि कार्याणि, व्यवहारे संस्कृत-प्रयोगः, गतिविधयः, कक्षाकार्याणि।
2. संकलनात्मकमूल्याङ्कनाय परीक्षणपत्रम् (मार्चमासे)। परीक्षणपत्रे चत्वारः खण्डाः भविष्यन्ति-

‘क’ खण्डः अपठित-अवबोधनम्	10%
‘ख’ खण्डः रचनात्मक-कार्यम्	15%
‘ग’ खण्डः अनुप्रयुक्त-व्याकरणम्	30%
‘घ’ खण्डः पठित-अवबोधनम्	35%

खण्डानुसारं विषयाः मूल्यभारः च

प्र.सं.	विषयाः	प्रश्नप्रकाराः	प्रश्नसङ्ख्याः	मूल्यभारः
‘क’	अपठित-अवबोधनम्			
(1)	एकः अनुच्छेदः	बहुविकल्पात्मकाः लघूत्तरात्मकाः		10
कुल भार				10
‘ख’	रचनात्मक-कार्यम्			
(2)	औपचारिकं अथवा अनौपचारिकं पत्रम्	निबन्धात्मकः	1	5
(3)	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	निबन्धात्मकः	1	10
कुल भार				15
‘ग’	अनुप्रयुक्तव्याकरणम्			
(4)	हलन्त-शब्द-रूपाणि	बहुविकल्पात्मकः / ल.उ.		6
(5)	संख्यावाचकशब्दाः	लघूत्तरात्मकाः / ब. वि.		6
(6)	धातुरूपाणि (लोट्-विधिः)	ब.वि. / ल.उ.		6
(7)	उपपदविभक्तयः	ब.वि. / ल.उ.		6
(8)	प्रत्ययाः	ब.वि. / ल.उ.		6
कुल भार				30
‘घ’	पठित-अवबोधनम्			
(9)	गद्यांशः	बहुविकल्पात्मकाः / ल.उ.	1	5
(10)	पद्यांशः	ब.वि. / ल.उ.	1	5
(11)	नाट्यांशः	लघूत्तरात्मकाः / बहुविकल्पात्मकाः	1	5
(12)	श्लोकान्वयः	लघूत्तरात्मकाः / ब. वि.	1	5
(13)	प्रश्न-निर्माणम्	ब. वि. / ल.उ.	1	5
(14)	कथाक्रमः	निबन्धात्मकाः	1	5
(15)	शब्दार्थमेलनम्	बहुविकल्पात्मकाः / ल.उ.	1	5
कुल भार				35

सम्पूर्णभारः 90

टिप्पणी-प्रश्नपत्रम् नवति-अङ्कानां भविष्यति

(प्रश्नपत्रे पाठ्य पुस्तकेभ्यः 3-5 अंकानाम् प्रश्नः मूल्याधारितः भवेत्)

संस्कृतस्य द्वितीयसत्रस्य पाठ्यक्रमः

अक्तूबर-मार्च (2015-2016)

कक्षा – नवमी

संकलनात्मकं मूल्याङ्कनम्

30%

90 अङ्काः

‘क’ खण्डः (अपठित-अवबोधनम्)

(10)

(एकः गद्यात्मकः खण्डः)

70-80 शब्द परिमितः गद्यांशः (सरलकथा, वर्णनम् वा)

- एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (6)
- अनुच्छेद-आधारितम् भाषिकं कार्यम् (4)
- समुचितं शीर्षकप्रदानम्
भाषिककार्याय तत्त्वानि
- वाक्ये कर्तृ-क्रिया पदचयनम्
- कर्तृ-क्रिया-अन्वितिः
- विशेषण-विशेष्य-चयनम्
- सर्वनामप्रयोगः
- पर्याय-विलोमपद-चयनम्

‘ख’ खण्डः रचनात्मकं कार्यम्

15 अङ्काः

(मणिका-अभ्यासपुस्तक-आधारितम्)

- (i) सङ्केताधारितम् अनौपचारिकं पत्रम् (5)
- (ii) चित्राधारितम् वर्णनम् अथवा अनुच्छेदलेखनम् (10)

‘ग’ खण्डः अनुप्रयुक्तव्याकरणम्

30 अङ्काः

(मणिका-अभ्यासपुस्तक-आधारितम्)

1. शब्दरूपाणि
 - (i) हलन्तशब्दानां – राजन्, भवत्, आत्मन्, विद्वस्, गच्छत् (6)
2. संख्यावाचकशब्दानां – एक, द्वि, त्रि, चतुर्, पञ्चन् (6)
3. धातुरूपाणि लोट्-विधिलिङ्लकारयोः (6)
 - (i) परस्मैपदिनः – अस्, हन्, क्रुध्, आप्, इष्, पृच्छ्, कृ, ज्ञा, भक्ष्, चिन्त् (3)
 - (ii) आत्मनेपदिनः – रूच्, मुद्, याच् (2)
 - (iii) उभयपदिनः – नी, ह (हर), भज्, पच् (1)
4. उपपदविभक्तीनां प्रयोगः (6)
 - (वाक्येषु, वार्तालापे, अनुच्छेदे वा)

- द्वितीया – समया, निकषा, प्रति, धिक्, विना।
 तृतीया – विना, अलम्, हीनः, प्रयोजनम्।
 चतुर्थी – अलम् (सामर्थ्ये)।
 पञ्चमी – आरम्भ, प्र-मद्, परः अनन्तरम्।
 षष्ठी – निर्धारणे, वामतः, दक्षिणतः, अनादरे।
 सप्तमी – स्निह, वि+श्वस्, भावे।
5. प्रत्ययाः – वाक्येषु प्रयोगः (6)
 क्त, क्तवतु, शतृ, शानच्

‘घ’ खण्डः (पठित-अवबोधनम्)

35 अङ्काः

- (मणिका (प्रथमः भागः) पाठ्यपुस्तकम् अधिकृत्य)
1. पाठ्यपुस्तकस्य सामग्रीम् अधिकृत्य अवबोधनात्मकं कार्यम् (15)
 (i) गद्यांशः (ii) पद्यांशः (iii) नाट्यांशः (5+5+5)
 प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि।
 भाषिककार्यम्। बहुविकल्पात्मकाः प्रश्नाः
2. द्वयोः श्लोकयोः अन्वयः (5)
 (रिक्तस्थानपूर्तिद्वारा)
3. वाक्येषु रेखांकितपदानि अधिकृत्य पञ्च प्रश्नानां निर्माणम्। (5)
4. कथाक्रमसंयोजनम् (5)
 (क्रमरहित-दशवाक्यानां क्रमपूर्वकं संयोजनम्)
5. शब्दार्थाः (पञ्च) (5)
 (सन्दर्भे शब्दप्रयोगद्वारा शब्दार्थमेलनद्वारा वा)
 (बहुविकल्पात्मकाः/ ल.उ. प्रश्नाः)

पाठानां नामानि (पुस्तकम्-मणिका (संस्कृत-पाठ्यपुस्तकम्) (नवमश्रेण्यै)

पाठसङ्ख्या	पाठनाम	पाठसङ्ख्या	
7.	तरवे नमोऽस्तु	11.	न धर्मवृद्धेषु वयः समीक्ष्यते
8.	कर्मणा याति संसिद्धिम्	12.	कवयामि वयामि यामि
9.	विजयताम् स्वदेशः	13.	भारतीयं विज्ञानम्
10.	कोऽहं वदतु साम्प्रतम्	14.	भारतेनास्ति मे जीवनं जीवनम्

निर्धारित पाठ्यपुस्तकैः

- 1 मणिका (पाठ्यपुस्तकम्) भाग-1 संशोधितसंस्करणम् (प्रकाशनम् : के. मा. शि. बो. द्वारा)
 2 मणिका (अभ्यासपुस्तकम्) भाग-1 संशोधितसंस्करणम् (प्रकाशनम् : के. मा. शि. बो. द्वारा)
 3 व्याकरणवीथिः (अतिरिक्तपठनार्थम्) प्रकाशनम् (रा.शै.प्र.अनु.परि.द्वारा)

संस्कृतम् (सम्प्रेषणात्मकम्) (Code No. 122)

कक्षा- दशमी

अप्रैल-सितम्बर (2015) प्रथमं सत्रम्

1. (i) रचनात्मक-मूल्याङ्कनम् – 1 – 10% 20%
 (ii) रचनात्मक-मूल्याङ्कनम् – 2 – 10%
2. संकलनात्मक-मूल्याङ्कनम् – 2 – 30%
1. रचनात्मक-मूल्याङ्कनाय संस्कृते रचनात्मकानि कार्याणि, व्यवहारे संस्कृत-प्रयोगः, गतिविधयः, गृहकार्यम् कक्षाकार्याणि।
2. संकलनात्मकमूल्याङ्कनाय परीक्षणपत्रम् (सितम्बरमासे)। परीक्षणपत्रे चत्वारः खण्डाः भविष्यन्ति—
 'क' खण्डः अपठित-अवबोधनम् (10)
 'ख' खण्डः रचनात्मक-कार्यम् (15)
 'ग' खण्डः अनुप्रयुक्त-व्याकरणम् (30)
 'घ' खण्डः पठित-अवबोधनम् (35)

खण्डानुसारं विषयाः मूल्याभारःच

खण्डः	विषयाः	प्रश्नप्रकाराः	प्रश्नसङ्ख्याः	मूल्याभारः
'क'	अपठित-अवबोधनम्			
(1)	(एकः अनुच्छेदः)	बहुविकल्पात्मकाः लघूत्तरात्मकाः		10
पूर्णभारः				10
'ख'	रचनात्मक-कार्यम्			
(2)	अनौपचारिकपत्रम्	निबन्धात्मकः	1	5
(3)	चित्रवर्णनम्/अनुच्छेदलेखनम्	निबन्धात्मकाः	1	10
पूर्णभारः				15
'ग'	अनुप्रयुक्तव्याकरणम्			
(4)	सन्धिकार्यम्	बहुविकल्पात्मकः/ ल.उ.	1	5
(5)	समासः	बहुविकल्पालकः	1	6
(6)	प्रत्ययाः	लघूत्तरात्मकाः/ ब.वि	1	5
(7)	अव्ययपदानि	लघूत्तरात्मकाः/ ब.वि	1	5
(8)	वाच्यपरिवर्तनम्	लघूत्तरात्मकाः/ ब.वि	1	5
(9)	समयलेखनम्	लघूत्तरात्मकाः/ ब.वि	1	4
पूर्णभारः				30

‘घ’	पठित-अवबोधनम्			
(10)	गद्यांशः	बहुविकल्पात्मकाः/ल.उ.	1	5
(11)	पद्यांशः	ब.वि./ल.उ.	1	5
(12)	नाट्यांशः	ब.वि./ल.उ.	1	5
(13)	भावावबोधनम्	ब.वि. / ल.घु.उ.	1	4
(12)	श्लोकान्वयः	लघूत्तरात्मकाः / ब.वि	1	4
(13)	प्रश्न-निर्माणम्	ब. वि. / ल.घु.उ.	1	4
(14)	कथाक्रमः	निबंधात्मकाः		4
(15)	शब्दार्थमेलनम्	बहुविकल्पात्मकाः / ल.उ.	1	4
कुल भार				35

(प्रश्नपत्रे पाठ्य पुस्तकेभ्यः 3-5 अंकानाम् प्रश्नः मूल्याधारितः भवेत्)

सम्पूर्णभारः 90

संस्कृतस्य प्रथमसत्रस्य पाठ्यक्रमः

कक्षा – दशमी

अप्रैल-सितम्बर 2015 प्रथमं सत्रम्

संकलनात्मकं मूल्याङ्कनम्

30%

90 अङ्का

‘क’ खण्डः (अपठित-अवबोधनम्)

(10)

(एकः गद्यात्मकः खण्डः)

35-40 शब्दपरिमितः गद्यांशः

(6)

❖ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम्

❖ अनुच्छेद-आधारितम् भाषिकं कार्यम्

भाषिककार्याय तत्त्वानि

(4)

❖ वाक्ये कर्तृ-क्रिया पदचयनम्

❖ कर्तृ-क्रिया-अन्वितिः

❖ विशेषण-विशेष्य-चयनम्

❖ सर्वनामप्रयोगः

❖ पर्याय-विलोमपद-चयनम्

‘ख’ खण्डः रचनात्मकं कार्यम्

15 अङ्का

(मणिका-अभ्यासपुस्तक-आधारितम्)

(i) सङ्केताधारितम् अनौपचारिकं पत्रम्

(5)

(ii) चित्राधारितम् वर्णनम् अथवा अनुच्छेदलेखनम् वा

(10)

‘ग’ खण्डः (अनुप्रयुक्तव्याकरणम्)

30 अङ्का

(मणिका-अभ्यासपुस्तक-आधारितम्)

सन्धिकार्यम् (5)

- स्वरसन्धिः – दीर्घः, गुणः, वृद्धिः (2)
- व्यञ्जनसन्धिः – परसवर्ण, छत्वं, तुकागमः (2)
- विसर्गसन्धिः – विसर्गस्य उत्वं, रत्वम् (1)

समासः (6)

- तत्पुरुषः (विभक्तिः, नञ्, उपपदः) (2)
- कर्मधारयः (2)
- द्विगुः (2)

प्रत्ययाः (5)

- कृदन्ताः – तव्यत्, अनीयर् (2)
- तद्धिताः – मतुप्, इन्, ठक् (3)

अव्ययपदानि (5)

अपि, इव, उच्चैः, एव, नूनम्, पुरा, इतस्ततः, अत्र-तत्र, इदानीम्, यथा-तथा, विना, सहसा, अधुना, वृथा, शनैः

वाच्यपरिवर्तनम् (केवलं लट्लकारे) (कर्तृ-कर्म-क्रिया) (5)

4. अङ्कानां स्थाने शब्देषु समयलेखनम् (4)
- (सामान्य- सपाद- सार्ध- पादोन)

‘घ’ खण्डः (पठित-अवबोधनम्) 35 अङ्काः

(मणिका (प्रथमः भागः) पाठ्यपुस्तकम् अधिकृत्य)

1. पाठ्यपुस्तकस्य सामग्रीम् अधिकृत्य अवबोधनात्मकं कार्यम् (15)
- (i) गद्यांशः (ii) पद्यांशः (iii) नाट्यांशः (5+5+5)

प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि।

भाषिककार्यम्। (बहुविकल्पात्मकाः प्रश्नाः)

2. भावावबोधनम् (4)
3. एकस्य श्लोकस्य अन्वयः (4)
- (रिक्तस्थानपूर्तिद्वारा)
4. वाक्येषु रेखांकितपदानि अधिकृत्य प्रश्नानां निर्माणम्। (4)
5. कथाक्रमसंयोजनम् (4)
- (क्रमरहित-वाक्यानां क्रमपूर्वकं संयोजनम्)
6. शब्दार्थाः (4)
- (सन्दर्भे शब्दप्रयोगद्वारा शब्दार्थमेलनद्वारा वा)
- (बहुविकल्पात्मकाः / ल.उ. प्रश्नाः)

पाठानां नामानि (पुस्तकम्-मणिका (संस्कृत-पाठ्यपुस्तकम् द्वितीयः भागः) (दशमश्रेण्यै)

पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	वाङ्मयं तपः
द्वितीयः पाठः	आज्ञा गुरूणां ह्यविचारणीया
तृतीयः पाठः	किं किम् उपादेयम्
चतुर्थः पाठः	नास्ति त्यागसमं सुखम्
पञ्चमः पाठः	अभ्यासवशां मनः

संस्कृतम् (सम्प्रेषणात्मकम्) (Code No. 122)

कक्षा- दशमी

अक्तूबर-मार्च (2015-2016) द्वितीय सत्रम्

- (i) रचनात्मक-मूल्याङ्कनम् - 3 - 10% 20%
(ii) रचनात्मक-मूल्याङ्कनम् - 4 - 10%
- संकलनात्मक-मूल्याङ्कनम् - 2 30%
1. रचनात्मक-मूल्याङ्कनाय संस्कृते रचनात्मकानि कार्याणि, व्यवहारे संस्कृत-प्रयोगः, संस्कृत गतिविधयः, प्रायोजनात्मकं कार्यं, कक्षाकार्याणि, गृहकार्यं च ।
2. संकलनात्मकमूल्याङ्कनाय परीक्षणपत्रम् (मार्चमासे)। परीक्षणपत्रे चत्वारः खण्डाः भविष्यन्ति-
 'क' खण्डः अपठित-अवबोधनम् (15)
 'ख' खण्डः रचनात्मक-कार्यम् (15)
 'ग' खण्डः अनुप्रयुक्त-व्याकरणम् (30)
 'घ' खण्डः पठित-अवबोधनम् (30)

खण्डानुसारं विषयाः मूल्यभारःच

खण्डः	विषयाः	प्रश्नप्रकाराः	प्रश्नसङ्ख्याः	मूल्यभारः
'क'	अपठित-अवबोधनम्		15	
(1)	एकः गद्यांशः (80-100 एकः अनुच्छेदः)	बहुविकल्पात्मकाः	1	10
(2)	एकं सरलं पद्यम्	लघूत्तरात्मकाः	1	5
पूर्णभारः				15
'ख'	रचनात्मक-कार्यम्		15	
(3)	अनौपचारिकपत्रम्/औपचारिकपत्रम्	निबन्धात्मकः	1	5
(4)	चित्रवर्णनम्/अनुच्छेदलेखनम्	निबन्धात्मकाः	1	10
पूर्णभारः				15
'ग'	अनुप्रयुक्तव्याकरणम्		30	

(5)	सन्धि	लघूत्तरात्मकः / ब.वि.	1	4
(6)	समासः	बहुविकल्पात्मकः / ल.उ.	1	5
(7)	प्रत्ययाः	बहुविकल्पात्मकः / ल.उ.	1	5
(8)	अव्ययपदानि	लघूत्तरात्मकः / ब.वि.	1	5
(9)	सङ्ख्या	लघूत्तरात्मकः / ब.वि.	1	5
(10)	संशोधनकार्यम्	ब.वि. / ल.उ.	1	6
कुलभारः			30	
‘घ’	पठित-अवबोधनम्			30
(11)	गद्यांश	ब.वि./लघूत्तरात्मकः	1	4
(12)	पद्यांश	ब.वि./लघूत्तरात्मकः	1	4
(13)	नाट्यांशः	ब.वि./लघूत्तरात्मकः	1	4
(14)	भाववबोधनम्	बहुविकल्पात्मकः / ल.उ.	1	2
(15)	श्लोकान्वयः	लघूत्तरात्मकः / ब.वि.	1	4
(16)	प्रश्न-निर्माणम्	लघूत्तरात्मकः / ब.वि.	1	5
(17)	कथाक्रमः	निबंधात्मकः	1	4
(18)	शब्दार्थमेलनम्	बहुविकल्पात्मकः / ल.उ.	1	3
पूर्णभारः			30	

(प्रश्नपत्रे पाठ्य पुस्तकेभ्यः 3-5 अंकानाम् प्रश्नः मूल्याधारितः भवेत्)

सम्पूर्णभारः 90

संस्कृतस्य द्वितीयसत्रस्य पाठ्यक्रमः

कक्षा – दशमी

अवधि:– अक्टूबर-मार्च (2015-2016)

संकलनात्मकं मूल्याङ्कनम्

90 अङ्काः

क’ खण्डः (अपठित-अवबोधनम्)

(15)

(एकः गद्यात्मकः खण्डः)/एकः सरलः श्लोकः

(10+5)

80-100 शब्दपरिमितः गद्यांशः (सरलकथा वर्णनम् वा)

(4+4+2=10)

• एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम्

(4)

• अनुच्छेद-आधारितम् भाषिकं कार्यम्

(4)

• समुचितं शीर्षकम्

(2)

एकः सरलः श्लोकः

(2+2+1=05)

भाषिककार्याय तत्त्वानि

- वाक्ये कर्तृ-क्रिया पदचयनम् , कर्तृ-क्रिया-अन्विति: (2)
- विशेषण-विशेष्य-चयनम् , सर्वनामप्रयोग: (2)
- पर्याय-विलोमपद-चयनम् (1)

‘ख’ खण्डः रचनात्मकं कार्यम्

15 अङ्काः

(मणिका-अभ्यासपुस्तक-आधारितम्)

- (i) सङ्केताधारितम् अनौपचारिकं पत्रम् (5)
- (ii) चित्राधारितम् वर्णनम् अथवा अनुच्छेदलेखनम् वा (पञ्चवाक्यानि) (10)

‘ग’ खण्डः अनुप्रयुक्तव्याकरणम्

30 अङ्काः

(मणिका-अभ्यासपुस्तक-आधारितम्)

1. सन्धिकार्यम् (4)
 - (i) स्वरसन्धिः – यण्, अयादिः, पूर्वरूपम् (2)
 - (ii) व्यञ्जनसन्धिः – मोऽनुस्वारः, वर्गीयप्रथमाक्षराणां तृतीयवर्णे परिवर्तनम्, प्रथमवर्णस्य पञ्चमवर्णे परिवर्तनम् (1)
 - (iii) विसर्गसन्धिः – विसर्गस्य लोपः, विसर्गस्थाने स् श् ष् (1)
2. समासः (वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः) (5)
 - (i) द्वन्द्वः (1)
 - (ii) बहुव्रीहिः, समानाधिकरणम् (2)
 - (iii) अव्ययीभावः (अनु, उप, सह, निर्, प्रति, यथा) (2)
3. प्रत्ययाः (5)
 - कृदन्ताः – शतृ, शानच् (2)
 - तद्धिताः – त्व, तल् (2)
 - स्त्रीप्रत्ययौ – टाप् डीप् (1)
4. अव्ययपदानि (5)

इति, कदा, कुतः, मा, यत्, यत्र-कुत्र, सम्प्रति, यदा-कदा, यावत्, श्वः, ह्यः, बहिः, कदापि, किमर्थम् ।
5. सङ्ख्या एकतः पञ्चपर्यन्तं वाक्यप्रयोगः। एकतः शतपर्यन्तं संख्याज्ञानम् (5)
6. वचन – लिङ्ग – पुरुष – लकार – दृष्ट्या संशोधनम् (6)

‘घ’ खण्डः (पठित-अवबोधनम्)

30 अङ्काः

(मणिका (द्वितीयः भागः) पाठ्यपुस्तकम् अधिकृत्य)

1. पाठ्यपुस्तकस्य सामग्रीम् अधिकृत्य अवबोधनात्मकं कार्यम् (12)
 - (i) गद्यांशः (ii) पद्यांशः (iii) नाट्यांशः (4+4+4)

प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि।

भाषिककार्यम्। (बहुविकल्पात्मकाः प्रश्नाः)

2. भावावबोधनम् (2)
3. श्लोकान्वयः (4)
(रिक्तस्थानपूर्तिद्वारा)
4. वाक्येषु रेखांकितपदानि अधिकृत्य पञ्च प्रश्नानां निर्माणम् । (5)
5. कथाक्रमसंयोजनम् (4)
(क्रमरहित-अष्टवाक्यानां क्रमपूर्वकं संयोजनम्)
5. शब्दार्थाः (त्रयाणाम्) (3)
(सन्दर्भे शब्दप्रयोगद्वारा शब्दार्थमेलनद्वारा वा)
(बहुविकल्पात्मकाः / ल.उ. प्रश्नाः)

पाठानां नामानि (पुस्तकम्-मणिका (संस्कृत-पाठ्यपुस्तकम्) (दशमश्रेण्यै)

पाठसङ्ख्या	पाठनाम	पाठसङ्ख्या	पाठनाम
षष्ठः पाठः	साधुवृत्तिं समाचरेत्	नवमः पाठः	राष्ट्रं संरक्ष्यमेव हि
सप्तमः पाठः	रमणीया हि सृष्टिरेषा	दशमः पाठः	सुस्वागतं भो! अरुणाचलेऽस्मिन्
अष्टमः पाठः	तिरुक्कुरल् – सूक्ति – सौरभम्	एकादशः पाठः	कालोऽहम्

टिप्पणी – उत्तराणि केवलं संस्कृतेन लेखितव्यानि

निर्धारित पाठ्यपुस्तकें

- 1 मणिका (पाठ्यपुस्तकम्) भाग-2 संशोधितसंस्करणम् (प्रकाशनम् : के. मा. शि. बो. द्वारा)
- 2 मणिका (अभ्यासपुस्तकम्) भाग-2 संशोधितसंस्करणम् (प्रकाशनम् : के. मा. शि. बो. द्वारा)
- 3 व्याकरणवीथिः (अतिरिक्तपठनार्थम्) (प्रकाशनम् - रा.शै.प्र.अनु.पिर.)

रचनात्मक-मूल्याङ्कनम्

आधारभूत-अधिगम-गतिविधयः

कक्षासु संस्कृतेन वार्तालापः	परियोजनाकार्यम्	कक्षाकार्यम्	पाठ्यसहगामिक्रियाः

आधारभूतकौशलानि अधिकृत्य

श्लोकोच्चारणम्, कवितापाठः, गीतगायनम्, काव्यपाठः	गद्यवाचनम्, कथाकथनम्, स्वपरिचयः, परिवेशपरिचयः (संक्षेपेण)	लेखनकार्यम् – सङ्केताधारितकथालेखनम्, वर्णनम्, चित्रकथा, अनुच्छेदलेखनम्, संवादलेखनम्, निबंधलेखनम्, कवीनां जीवनपरिचयः, प्राचीनकवीनां वैशिष्ट्यम्	भाषणप्रतियोगिता
अन्त्याक्षरी	शब्दसंग्रहः	शब्दकोशनिर्माणम् – (फल-पुष्प-पशु-पक्षी-शाक-गृह-वस्तुनां नामानि)	अभिनयः / भूमिकानिर्वाहः
समाचार-श्रवणम्-वाचनम् (दूरदर्शनेन आकाशवाण्या च)	भाषाक्रीडाः	सान्द्रमुद्रिका-श्रवणम्/निर्माणम् (C.D.)	सूक्तिसंग्रहः, कथासंग्रहः, प्राचीनविज्ञान-सम्बद्ध-लेख संग्रहः
पत्रलेखनम्, पत्रिकासम्पादनम्, भित्तिपत्रिका। वाक्यपूर्तिः	प्रातः कालीनसभा	दैनिक-व्यवहार-वाक्य- संग्रहः	

अवलोकनीयानि तत्त्वानि

उच्चारणम्	गति-यति-लय-भावभंगिमा	आरोह-अवरोहौ (सम्भाषणे)	अवबोधनम्
समुचितशब्दप्रयोगः	विरामचिह्नप्रयोगः	वर्तनीविन्यासः	आत्मविश्वासः
संस्कृत-प्रयोगः (दैनिक-व्यवहारे)			

आधारभूत-प्रारूपम् (अधिकतम- अङ्काः- 90)

क्रमसंख्या	प्रश्नप्रकारः	अधिगमोपलब्धिः परीक्षणकौशलानि च	लघूत्तराणि बहुविकल्पात्मकाः	लघूत्तराणि (अङ्काः)	दीर्घोत्तराणि	अङ्काः	प्रतिशत
1.	स्मरणम् (ज्ञान-आधारित-सामान्य स्मृत्यात्मकाः प्रश्नाः)	● श्रवण-भाषण-पठन- लेखन-कौशलानि ● अनुभवात्मकता ● तार्किकता ● विश्लेषणात्मकानि कौशलानि ● वर्णनात्मकता ● संवादात्मकता ● रचनात्मकता	7	1	-----	10	10
2.	अवबोधनम् (परिचितम् अर्थयुक्तम्)		4	2*	2*	20	22.5
3.	अनुप्रयोगः (नवीनोदाहरणेषु ज्ञान-प्रयोगः)		1	3*	2*	20	22.5
4.	उच्च-स्तरीय-चिन्तनात्मकं कौशलम्		2	1*	2*	15	17
5.	रचनात्मकता (निर्णयक्षमतायाः परिस्थित्यात्मकं च मूल्याङ्कनम्)		-----	-----	5	25	28
			14	7	11	90	100

* अंकित प्रश्नों के उप भाग भी लिये जा सकते हैं।

25. SINDHI (CODE: 008)

Formative Assessment

बुधण ऐं गाल्हाइण जी लियाकत/योग्यता

बुधणु :

- बयान कयल या पढ़ियल सामग्री, गाल्हि-बोल, भाषण, वार्तालाप, बहस-मुबाहिसो, कविता पढ़णु -बुधी करे उन जी माना हंडाइणु, विषय जो मूल्यांकन करे उन जे इजहार जो तरीको जाणणु।
- बयान जो भावु, उन में समायल खुशी, संदेश ऐं टोक वगैरह खे समुझणु।
- वीचारनि में मतभेद हुअण ते बि गाल्हाईन्दइ जी गाल्हि खे ध्यान सां ऐं सबुर सां शानाइते तरीके हुन जे नजरिये खे समुझणु।
- ज्ञानु हासिल करण, विन्दुर-विरूहं ऐं प्रेरणा पाइण लाइ बुधणु।
- बयान कयल गाल्हि जी आलोचना करे उन जो सार मतलबु समुझणु / हासिल करणु।

बुधल गाल्हि जी कथ करणु

- परीक्षकु कंहिं बि प्रसंग/विषय ते कंहिं बि हिक भाग (हिस्से) खे साफ़ ऐं सही पढ़न्दो, उहो हिस्सो हकीकतुनि सां गड्डु सुझावनि सां भरियलु थी सघे थो। उहो हिस्सो तकरीबनि १५० खनु लफ़जनि जो हुअणु घुरिजे।
- परीक्षक खे बुधन्दे बुधन्दे शागिर्द धार पेज ते बुधल, समुझियल अभ्यास खे हल करे सघन्दा। अभ्यासु अनेक किस्म जो थी सघे थो, जिअं 'खाल भरियो', या सही/गलत जी चूंड करण।

गाल्हाइणु

- गाल्हाइण वक्ति साफ़ चिटो उच्चार करणु, लय-ताल, सही लाकनाऊं (punctuation) सुर में कविता पढ़णु, कथा या आखाणी या घटना सरल तरीके बुधाइणु।
- आत्म विश्वास, सहज भावना ऐं बिना स्कावट गाल्हाईन्दे कार्यक्रम पेश करणु।
- भावनाउनि जो सुहिणो ताल मेल रखन्दे, खुशी, गम, अजब आदर वगैरह भावनाउनि जो असरदार नमूने इजहार करण सां गड्डु उन भाव जे अनुसार गाल्हाइणु।
- रवायती ऐं गैर-रवायती भाषा में फ़र्क करे सघण में माहिर हुअण सां गड्डु, उन जे असर खे जाब्ते हेठि सभ्य भाषा में इजहार करणु।
- जबानी गाल्हि खे सही क्रम यानी सिलसिलेवार बयान खे विषय अनुसार थोरे में (मुख्तसिर) पेश करणु।
- गाल्हाइण वक्ति आजियां करणु, सुजाणप डियणु, महिरबानी मञ्जणु, भाषणु डियणु। वाद-विवाद (बहस मुबाहिसो), थोरा मञ्जणु, शोक या वाधाई वगैरह जो सुहिणे नमूने इस्तैमाल।
- स्टेज (मंच) जे डप खां पाण खे आजो रखी, असरदार तरीके सां पंजनि-डुहनि मिन्टनि ताई भाषणु डियणु

गाल्हाइण जी परीक्षा

चित्रनि जे क्रम ते बुधल बयान :

हिन हिस्से में उमेद कई वजे थी त परीक्षार्थी विचूर डेई भाषा खे विस्तार सां कमि आणे।

कंहिं बि चित्र जो बयान : चित्र माणहुनि या जगहि/स्थान जा थी सघनि था

— कंहिं खास मुकर कयल विषय ते गाल्हाइण, जंहिं मां पंहिंजे शख्सी अनुभव खे दुहिराए सघे।

— का बि आखाणी/घटना जो बयान करणु।

हिते इन हकीकत ते जोरु डियणु बि जरूरी आहे त समूरे सत्र जे दौरान गाल्हाइण में निपुणिता जी कथ नियम सां ऐं लगातार प्रक्रिया हुजणु घुरिजे। गाल्हि बोलिह में कुशलता जी कथ लाइ हिक जाचण जो सिलसिलो (मापक्रम) हेठि डिनो वियो आहे। हिन में हरकंहि विषय में निपुणता लाइ शागिर्दनि खे बुड़ीअ (०) खां डहनि (१०) ताई जे अन्दर मार्कू डिनियू वजनि थियूं। पर १.३.५.७. ऐं ९. सिलसिलनि लाइ ईहिदायतूं (विनिर्दिष्टताएं) खुलासियूं कयूं वेयूं आहिनि। इन्हीअ मापतोर खे कमि आणीन्दे मास्तरु पंहिंजनि शागिर्दनि खे कंहिं खास सिलसिले (पट्टिका) में रखी सघे थो। मिसाल टौर कंहिं शागिर्द जी निपुणिता जी माप ३ ऐं ५ जे विच में आहे त उन खे ४ ताई मार्कू डेई सघिजनि थियूं। खास योजता रखंदइ शागिर्द खे १० ताई मार्कू बि डेई सघिजनि थियूं। शागिर्दनि खे साल जी शुरूआत में ई बुधाए छडणु घुरिजे त हुननि जो क्लास में बहिरो वठण जी कथ (मूल्यांकन) हिन तरीके सां कई वजिणी आहे।

निपुणिता जी कथ करण लाइ माप तोर जो सिलसिलो

बुधणु	गाल्हाइणु
१. शागिर्द में सुजातल संदर्भ में आयल लफूजनि ऐं पदनि खे समुझण जी सामान्य लियाकत आहे, पर लागपीन्दड़ मतलब खे नथो समुझी सघे।	१. शागिर्द रुगो जुदा जुदा लफूजनि ऐं पदनि खे कमि आणण जी लियाकत त डेखारे थो पर उन्हनि खे सुहिणे ढंग सां चई नथो सघे।
२. नंढनि ऐं मयारी चवणियुनि खे सुजातल संदर्भ में समुझण जी लियाकत आहे।	२. सुजातल संदर्भनि रुगो नंढियुनि मयारी चवणियुनि खे हद अन्दर सफाईअ सां कमि आणे थो।
३. ज्ञातल या अणज्ञातल संदर्भनि में डिनल सूचना खे स्पष्ट समुझण जी लियाकत आहे। गलितियूं करे थो जंहीं मां प्रेशण में रुकावट अचे थी।	३. डिनल डिघनि भाषणनि में वधीक डुखियनि कथननि खे कमि आणीन्दे लियाकत डेखारे थो या अजा बिकुझु गलितियूं करे थो, जिनि सां गाल्हाइण में रुकावट पवे थी।
४. डिझियुनि चवणियुनि जे सिलसिले खे पूरीअ शुद्धता सां समुझे थो ऐं उन जो नतीजो कढी सघे थो।	४. अणसुजातल हालतुनि में वीचारनि खे तार्किक तरीके सां कठो करे बिना रुकण या अटिकण जे पेश करे सघे थो। अहिडियूं गलितियूं करे थो जंहीं सां गाल्हाइण में रुकावट नथी अचे।
५. डुखियनि कथननि जे वीचार-बिन्दुनि खे समुझण जी लियाकत डेखारे थो, मक्सद जे अनुकूल बुधण जी लियाकत डेखारे सघे थो।	५. मक्सद ऐं बुधंदइनि जे लाइ सही शैली कमि आणे सघे थो, रुगो मामूली गलितियूं थो करे।

टिप्पणी

- इम्तिहान खां पहिरीं शागिर्द खे तयारी करण लाइ कुझु वक्तु डिनो वजे।
- बयानी भाषा में ज़मान हाल (वर्तमान काल) कमि आणणु घुरिबल (अपेक्षित) आहे।
- डिनल विषय शागिर्द जे अनुभव संसार मां हुजण घुरिजनि। जीअं: चुटकुला या मज़ाक़ी प्रसंग बुधाइणु, वेझड़ि में पढ़ियलु को किताबु या डिठल सिनेमा जी आखाणी बुधाइणु।
- जइहिं शागिर्द गाल्हाइणु शुरू करे, त परीक्षक तमाम घटि दस्तअंदाजी करे।

पढ़णु

पढ़ण जी क्षमता जो मूल मकसदु अहिङ्गि माणह्नि जे अङ्गण में आहे जेके आज्ञाद रूप सां चिंतन करे सघनि ऐं जिनि में न रगो खुद जे ज्ञान वधाइण जी सामर्थ हुजे बल्कि उहे उन ज्ञान जी खुद शनास (आत्मावलोकन) बि करे सघनि।

- सरसरी नजर सां ई पढ़ियल पाठ जो मूल वीचारु समुझी सघणु।
- हिक-मनो थी घुरिबल रफतार (अभीष्ट गती) सां मौन पाठ करणु।
- पढ़ियल सामग्रीअ ते पंहिंजो नजरियो जाहिर करे सघणु।
- भाषा, वीचारनि ऐं शैलीअ जी साराह/ वडाई करे सघणु।
- साहित्य डांहुं पंहिंजी रुची जो विकास करणु।
- संदर्भ जे अनुसार(मुताबिक) लफ्जनि जी माना में आयल तफावत खे सुजाणणु।
- कंहिं खास मकसद खे ध्यान में रखन्दे लागापेवारी खास जगहि खे सुजाणणु।
- पढ़ियल सामग्रीअ जे जुदा जुदा हिस्सनि जो पाण में आपसी लागापे समुझणु।
- पढ़ियल अनुच्छेद खे सिरो या उप-सिरो डियणु।
- कविता जे मुख्य जुजनि (उपादान)- तुक, लय, यति वगैरह खां वाकुफ हुजणु।

टिप्पणी

पढ़ण लाइ सामाजिक, सांस्कृतिक, प्राकृतिक, कलात्मक -मनोवैज्ञानिक, ऐं रांद-रुंद सां गड्डु मनु विन्दुराईदइ साहित्य जा सवला टुकर चूडिया वजनि।

लिखण जी काबिलियत

- लिपीअ जे मानक रूप जो ई कमि आणणु।
- पंचूएशन जो सही स्तइमाल करणु।
- लिखण लाइ कमि ईदइ चालू लफ्जनि जे गड्डु करण में वाधारो आणणु।
- असराइती भाषा ऐं शैलीअ खे सहज तरीके सां कम में आणणु।
- ठहकन्दइ अनुच्छेदनि में विरहाए लिखणु।
- वेनतीअ जो खतु, निमंत्रण जो खतु, वाधाईअ जां खतु, गमीअ जो खतु, आदेश डियण जो खतु, एस.एम.एस. लिखणु, तार लिखणु ऐं जुदा जुदा किस्म जा फार्म भरणु।
- जुदा जुदा जरियनि(स्रोत) मां सामग्री गड्डु करे डिनल विषय ते मजमून लिखणु।
- डिठल घटना जो बयानु करणु ऐं उन ते पंहिंजी रद अमल (प्रतिक्रिया) जाहिर करणु।
- पढ़ियल आखाणीअ खे संवाद में बदिलाइणु ऐं संवाद खे आखाणीअ जो रूप डियणु।
- समारोहनि ऐं गोष्ठियुनि जी सूचना ऐं रिपोर्ट (प्रतिवेदन) तयार करणु।
- सारु (ततु), इख्तसार(संक्षेपीकरण-precis) ऐं भावार्थ लिखणु।
- नसुर(गद्य-prose) ऐं नज्म(पद्य-poetry) जी व्याख्या लिखणु।
- पंहिंजे अनुभव कयल वीचारनि ऐं भावनाउनि खे सहज ऐं असरदार नमूने इजहार करणु।

- सिलसिले ऐं प्रकरण जो तालमेल रखणु।
- सुहिणे इजहार ऐं सार जो ध्यानु रखणु।
- लिखण में असुलोकोपणो ऐं नओं सृजणु बिन्ही खे कमि आणणु।

रचनात्मक इजहार

बहसु-मुबाहिसो

- विषय — मास्तरु विषय जी चूंड पाण करे।
- आधार बिन्दू — तर्क डियणु, भाषण कला ऐं पंहिंजी गाल्हि पूरे अधिकार सां चवणु।
- कवि सम्मेलन :

पाठ्य पुस्तकनि में डिनल कविताउनि जे आधार ते कविता पढ़णु

या

असुलोकियुनि कविताउनि जी रचना करे कवि-सम्मेलन या अंताक्षरी

आधार बिन्दू

- अभिव्यक्ति/इजहार
- गति, लय, आरोह-अवरोह जो ध्यान रखन्दे कविता पढ़णु
- मंच ते गाल्हाइण जो अभ्यासु/ या मंच जे डप (stage-fear) खां छोटिकारो।

आखाणी बुधाइणु/आखाणी लिखणु या कंहिं घटना जो बयान करणु / लिखणु :

- संवाद — भाव अनुसार, पत्र (खत) अनुसार
- घटनाउनि जो सिलसिलेवार बयानु
- पेशकश / पेश करणु
- उच्चारणु

सुजाणप डियणु ऐं सुजाणप वठणु

- दरसी किताबनि जे सबकनि मां प्रेरणा पाईन्दे जदीद तरीके सां कंहिं नएं दोस्त सां गाल्हि - बोल्हि कन्दे पंहिंजी सुजाणप सवलनि लफ्जनि में डियणु ऐं उन (दोस्त) जे बारे में ज्ञाण हासिल करणु।

अभिनय कला

- सबकनि जे आधार ते शागिर्द पंहिंजी अभिनय प्रतिभा खे डेखारीन्दे बोलीअ ऐं संवादन खे असरदार नमूने कमि आणे सघनि था, नाटक हिक सामूहिक क्रिया आहे; तंहिं करे नाटक जे लिखण, निर्देशन, संवाद, अभिनय, भाषा ऐं मन्सद वगैरह खे ध्यान में रखन्दे मास्तरु खुद मार्कू तइ करे सघे थो।

आशुभाषण (extempore)

- शागिर्दनि जे अनुभवनि जे दाइरे मां हासिलात सां वास्तो रखंदइ विषय ते।

सामूहिक चर्चा (group discussion)

- शागिर्दनि जे अनुभवनि जे दाइरे मां हासिलात सां वास्तो रखंदइ विषय ते।

SYLLABUS FOR SINDHI (CODE: 008)
CLASS - IX
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 hours

Total: 90 Marks

Section	Details of Topics/Chapters	Weightage
Section - A Reading	Comprehension of unseen prose passage	10 marks
Section - B Writing	1) Essay skills 2) Letter writing OR Report writing	15 marks
Section - C Grammar	1) Eight parts of speech with their kinds, main tenses and their kinds, transformation of words (Abstract Noun, Adjective, Opposite words, Synonyms etc. Active, Passive and Impersonal Voice) 2) Idioms and Proverbs (Meaning and Usage)	25 marks
Section - D Literature	Prose Lessons: 1) <i>Asan jo Bharat</i> 2) <i>Simlale jo Sair</i> 3) <i>Khila jo Mahatam</i> 4) <i>Zaal ta Hayau</i> 5) <i>Nirverta jo Phalu</i> 6) <i>Mahinat</i> Poetry Lessons: 1) <i>Pirian jo Paigham</i> 2) <i>Koshish Kanda Raho</i> 3) <i>Sipahia ji Suhagin</i> 4) <i>Mata</i> Biography: <i>Sant Kanwar Ram</i>	40 marks
	Total	90 Marks

Prescribed Text Books: 1) *Sindhi Ratan Mala* - Part 1, Published by Sindhi Academy, Delhi
2) *Sant Kanwar Ram* - Jivan Charitra Published by Sindhi Book Trust, Delhi - 95

EXAMINATION STRUCTURE FOR SINDHI (CODE: 008)**CLASS - IX****FIRST TERM (APRIL 2015 - SEPTEMBER 2015)****Time: 3Hrs****Total: 90 Marks**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	Comprehension of unseen prose passage	S.A.	05	5x2=10 Total=10
Section - B Writing	(i) Essay writing (ii) Letter writing Or Report writing	L.A. S.A.	01 01	1x10=10 1x05=05 Total=15
Section - C Grammar	(1) Eight parts. of Speech with their kinds, Main Tenses and their kinds Transformation of words (Abstract Noun, Adjectives, Opposite word, Synonyms etc, Active, Passive and Impersonal Voice) (2) Idioms and Proverbs (Meaning and Usage)	M.C.Q. S.A.	15 05	15x1=15 5x2=10 Total=25
Section - D Literature	Text Book (i) Prose (ii) Poetry (iii) Biography: <i>Sant Kanwar Ram</i>	S.A. M.C.Q. S.A. L.A.	01 05 03 02	1x5=05 5x2=10 3x5=15 2x5=10 Total=40
	Total			90 Marks

SYLLABUS FOR SINDHI (CODE: 008)
CLASS - IX
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 hours

Total: 90 Marks

Section	Details of Topics/Chapters	Weightage
Section - A Reading	Comprehension of unseen Prose or Poetry Passage	10 marks
Section - B Writing	1) Essay skills 2) Letter writing OR Report writing	15 marks
Section - C Grammar	1) Eight parts of speech with their kinds, 2) Main tenses and their kinds, 3) Transformation of words (Abstract Noun, Adjective, Opposite words, Synonyms etc. 4) Active, Passive and Impersonal Voice) 5) Idioms and Proverbs (Meaning and Usage)	25 marks
Section - D Literature	Prose Lessons: 1) <i>Marhuna ja Te Kism</i> 2) <i>Charitra ain Naamus</i> 3) <i>Vigyan ja Chamatkar</i> 4) <i>Pahinjo Daan</i> 5) <i>Nind</i> 6) <i>Pachhutaau</i> Poetry Lessons: 1) <i>Sukha ji Nagari</i> 2) <i>Prabhat</i> 3) <i>Dil Jawan Ahe</i> 4) <i>Bahaar</i> Biography: <i>Sant Kanwar Ram</i>	40 marks
	Total	90 Marks

Prescribed Text Books:

- 1) *Sindhi Ratan Mala* - Part 1, Published by Sindhi Academy, Delhi
- 2) *Sant Kanwar Ram* - Jivan Charitra Published by Sindhi Book Trust, Delhi - 9

EXAMINATION STRUCTURE FOR SINDHI (CODE: 008)**CLASS - IX****SECOND TERM (OCTOBER 2015 - MARCH 2016)****Time: 3Hrs****Total: 90 Marks**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	Comprehension of unseen prose passage	S.A.	05	5x2=10 Total=10
Section - B Writing	(i) Essay writing (ii) Letter writing Or Report writing	L.A. S.A.	01 01	1x10=10 1x05=05 Total=15
Section - C Grammar	(1) Eight parts of Speech with their kinds, Main Tenses and their kinds Transformation of words (Abstract Noun, Adjectives, Opposite word, Synonyms etc, Active, Passive and Impersonal Voice) (2) Idioms and Proverbs (Meaning and Usage)	M.C.Q. S.A.	15 05	15x1=15 5x2=10 Total=25
Section - D Literature	Text Book (i) Prose (ii) Poetry (iii) Biography: <i>Sant Kanwar Ram</i>	S.A. M.C.Q. S.A. L.A.	01 05 03 02	1x5=05 5x2=10 3x5=15 2x5=10 Total=40
	Total			90 Marks

SYLLABUS FOR SINDHI (CODE: 008)
CLASS - X
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 hours

Total: 90 Marks

Section	Details of Topics/Chapters	Weightage
Section - A Reading	Comprehension of unseen Prose or Poetry Passage	10 marks
Section - B Writing	1) Essay skills 2) Letter writing OR Report writing	15 marks
Section - C Grammar	1) Eight parts of speech with their kinds, Main Tenses and their kinds Transformation of verbs (Abstract Noun, Adjectives, Opposite words, Synonyms etc., Active, Passive and Impersonal Voice. 5) Idioms and Proverbs (Meaning and Usage)	25 marks
Section - D Literature	Prose: 1) <i>Bernard Macfedan</i> 2) <i>Har Hall mein Zinda Rahu</i> 3) <i>Aasman jo Nazaro</i> 4) <i>Shanti Niketan</i> 5) <i>Lakhino Lal</i> 6) <i>Sindhi Bolia jo Bunyad</i> Poetry: 1) <i>Sur Samundi</i> 2) <i>Sur Sorath</i> 3) <i>Harijan ja Guna</i> 4) <i>Pavitrata</i> 5) <i>Titanic Jahaz jo Budanu</i> 6) <i>Shah Savari</i> Short Stories: 1) <i>Siyani Sasu</i> , 2) <i>Brahma ji Bhula</i> , 3) <i>Bhimo Thari</i>	40 marks
	Total	90 Marks

Prescribed Text Books

- (1) *Sindhi Ratanmala* (Part-II) Published by Sindhi Academy Delhi.
- (2) *Choonda Sindhi Kahaniyoon* (Part-II): ed. Gobind Math & Kala Rijessinghani: Published Kamal High School Khar, Mumbai.

Recommended Text Book:

- (1) *Sindhi Bhasha* (Vyakaran Evam Prayoga) by Dr. Murlidhar K Jetly
- (2) *Chornda Sindhi Istalah ain Pahaka* by Mrs. Usha Saraswat.

EXAMINATION STRUCTURE FOR SINDHI (CODE: 008)**CLASS - X****FIRST TERM (APRIL 2015 - SEPTEMBER 2015) SA I****Time: 3Hrs****Total: 90 Marks**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	Comprehension of unseen prose passage	S.A.	05	5x2=10 Total=10
Section - B Writing	(i) Essay writing (ii) Letter writing Or Report writing	L.A. S.A.	01 01	1x10=10 1x05=05 Total=15
Section - C Grammar	(1) Eight parts of Speech with their kinds, Main Tenses and their kinds Transformation of words (Abstract Noun, Adjectives, Opposite word, Synonyms etc, Active, Passive and Impersonal Voice) (2) Idioms and Proverbs (Meaning and Usage)	M.C.Q. S.A.	03 01	3x5=15 1x10=10 Total=25
Section - D Literature	Text Book (i) Prose (ii) Poetry (iii) Short stories	S.A. M.C.Q. S.A. L.A.	01 05 03 02	1x5=05 5x2=10 3x5=15 2x5=10 Total=40
	Total			90 Marks

SYLLABUS FOR SINDHI (CODE: 008)
CLASS - X
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 hours

Total: 90 Marks

Section	Details of Topics/Chapters	Weightage
Section - A Reading	Comprehension of unseen Prose or Poetry Passage	10 marks
Section - B Writing	1) Essay skills 2) Letter writing OR Report writing	15 marks
Section - C Grammar	1) Eight parts of speech with their kinds, Main Tenses and their kinds Transformation of verbs (Abstract Noun, Adjectives, Opposite words, Synonyms etc., Active, Passive and Impersonal Voice. 5) Idioms and Proverbs (Meaning and Usage)	25 marks
Section - D Literature	Prose: 1) <i>Ajanta jun Ghufaun</i> 2) <i>Taqdir ain Tadbir</i> 3) <i>Raja Ranjit Singh jun ba vartaun</i> 4) <i>Acharya Vinoba Bhave</i> 5) <i>Adab ya Sahitya Chha Ahe</i> 6) <i>Lila-Chanesar</i> Poetry: 1) <i>Himalaya</i> 2) <i>Lila khe Hidayat</i> 3) <i>Porhiyatu</i> 4) <i>Haliyo Halu</i> 5) <i>Mushkil khe Maat Kari</i> 6) <i>Hiku Kutumb</i> Short Stories: 1) <i>Sajana Tun ma Chhadeji</i> 2) <i>Bandhan</i>	40 marks
	Total	90 Marks

Prescribed Text Books

- (1) *Sindhi Ratanmala* (Part-II) Published by Sindhi Academy Delhi.
- (2) *Choonda Sindhi Kahaniyoon*: ed. Gobind Math & Kala Rijessinghani: Published Kamal High School Khar, Mumbai.

Recommended Text Book:

- (1) *Sindhi Bhasha* (Vyakaran Evam Prayoga) by Dr. Murlidhar K Jetly
- (2) *Chornda Sindhi Istalah ain Pahaka* by Mrs. Usha Saraswat.

EXAMINATION STRUCTURE FOR SINDHI (CODE: 008)**CLASS - X****SECOND TERM (OCTOBER 2015 - MARCH 2016)****Time: 3Hrs****Total: 90 Marks**

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section - A Reading	Comprehension of unseen prose passage	S.A.	05	5x2=10 Total=10
Section - B Writing	(i) Essay writing (ii) Letter writing Or Report writing	L.A. S.A.	01 01	1x10=10 1x05=05 Total=15
Section - C Grammar	(1) Eight parts of Speech with their kinds, Main Tenses and their kinds Transformation of words (Abstract Noun, Adjectives, Opposite word, Synonyms etc, Active, Passive and Impersonal Voice) (2) Idioms and Proverbs (Meaning and Usage)	M.C.Q. S.A.	03 01	3x5=15 1x10=10 Total=25
Section - D Literature	Text Book (i) Prose (ii) Poetry (iii) Short story	S.A. M.C.Q. S.A. L.A.	01 05 03 02	1x5=05 5x2=10 3x5=15 2x5=10 Total=40
	Total			90 Marks

26. SPANISH (CODE: 096)

EXAMINATION STRUCTURES FOR SUMMATIVE ASSESSMENT I & II

CLASS IX & X

(2015-2016)

The Question Paper will be of maximum 90 marks and will be divided into four sections:

Section A: Reading Comprehension	15 marks
Section B: Written Expression*	20 marks
Section C: Grammar	40 marks
Section D: Literature in simple prose**	15 marks

*Written Expression Section will consist of 4 questions of 5 marks each [for e.g. short description on verbal/visual stimulus, short dialogue, comparing a cultural theme, etc. The length of each answer will be as follows: min.100 words and max.150 words for Class IX and min. 150 words and max.200 words for Class X].

**This section will consist of mainly Objective Type/SAQs.

The typology of questions and weightage should be guided by the Standard Basic Template, as provided by CBSE (pls. refer to Basic Template for Setting Question Paper). As per this template, items no. 1, 2, 3 & 5 may be considered feasible but the idea of HOTS is difficult to be applied because in Foreign Language Teaching at School level, the development of acquisition and reproduction skills are of primary importance and less of critical thinking and problem solving which are essential components of HOTS. The weightage of HOTS may be distributed evenly into other categories.

Note: All questions will be in the target language, students will be required to answer in the target language. Rubrics will be in the target language and in English.

SPANISH (CODE: 096)

CLASES IX AND X

The following learning objectives apply for classes IX and X.

General objectives: The general objectives of this course is to introduce the basic elements of Spanish Language and Culture on the basis of promotion of language acquisition and development of receptive, productive and interactive skills through the study and usage of a range of written and spoken material so that students are able to respond and interact appropriately in a defined range of everyday situations at a basic level.

It should be ensured that value-based didactic exercises as well as use of ICTs are incorporated into the teaching-learning process.

SYLLABUS FOR SPANISH (CODE: 096)

CLASS - IX

SUMMATIVE ASSESSMENT-I

Topics

(A) Reading Section:

A learner should be able to:

- (i) read and understand elementary structures of spoken language,
- (ii) participate in simple conversations of daily life.

(B) Writing Section: A learner should be able to: write dialogues or short paragraphs using simple sentences on topics of everyday life situation.

(C) Grammar Section:

- ✓ Personal pronouns: *yo, tú, usted, él, ella, nosotros/as, vosotros/as, ustedes, ellos/as*
- ✓ Present tense of the verbs *SER, LLAMARSE, DEDICARSE, VIVIR, TRABAJAR*
- ✓ Interrogative Pronouns: *cómo, cuándo, qué, cuánto, cuál, quién, de dónde...*
- ✓ Regular Verbs: -ar, -er, & -ir ending verbs
- ✓ Uses of *SER* & *ESTAR*: <<*SER+adjetivos de carácter*>>, <<*ESTAR+adjetivos de estado físico o anímico*>>
- ✓ Uses of **TENER** and **HACER**
- ✓ Introduction to Present Tense uses of some of the Irregular Verbs: *COMER, ESTUDIAR, QUERER, PREFERIR, CONOCER, SABER, PENSAR, HACER, PONER, TRAER, IR*
- ✓ *TENER+Ganas de+ Infinitivo*
- ✓ Demonstrative Adjective & Pronoun- *este, ese, aquel...*
- ✓ Negation
- ✓ Possessive adjectives: *mi(s), tu(s), su(s)*
- ✓ Gender / Number / Article (definite & indefinite) – concordance of article – noun & adjective
- ✓ Concordance *cuánto/-a/-os/-as*

- ✓ Ordinal and cardinal numbers
- ✓ Prepositions used with expressions of time and adverbs of place
- ✓ Gerund: <<ESTAR + Gerundio>>
- ✓ Personal pronouns (with or without prepositions)
- ✓ Introduction to Impersonal sentences with <<SE + 3rd person of the verb>>
- ✓ Simple affirmative commands (Singular)

(D) Literature in Simple Prose:

- (i) Some important authors from Spanish-speaking countries (and their most well-known works in Spanish) like Miguel de Cervantes, Benito Pérez Galdós, García Lorca, etc.
- (ii) The learner is expected to know the name of the author, his/her most important work and its subject matter. The learner should be able to write short paragraph using simple sentence structures.

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:

⊙ <i>Saludar y despedirse</i>	⊙ <i>Hablar de los amigos y de las actividades con ellos</i>
⊙ <i>Pedir y dar datos personales: información personal, sobre la ocupación, sobre la familia...</i>	⊙ <i>Llamar al camarero, pedir y pagar en un bar/restaurante</i>
⊙ <i>Presentar formalmente / informalmente a otras personas</i>	⊙ <i>Preguntar el precio</i>
⊙ <i>Hablar de la familia</i>	⊙ <i>Dar y pedir información sobre los platos: hablar de la comida</i>
⊙ <i>Describir el físico, carácter, estado civil</i>	⊙ <i>Expresar gustos de comida y bebida</i>
⊙ <i>Hablar por teléfono</i>	⊙ <i>Hablar sobre costumbres y hábitos en la comida</i>
⊙ <i>Preguntar por la existencia de un lugar (clase/escuela/colegio, etc.)</i>	⊙ <i>Pedir en una tienda</i>

Phonetical and orthographical competencies:

⊙ <i>el abecedario</i>	⊙ <i>sonidos [g] y sus grafías (g) y (gu)</i>
⊙ <i>deletrear</i>	⊙ <i>sonidos [x] y [g] y sus grafías (j) y (g)</i>
⊙ <i>acentuación de las palabras</i>	⊙ <i>diptongos 'IE' y 'UE' y la HACHE</i>
⊙ <i>letras 'ce', 'zeta', 'cu' y los sonidos IKI y IQI</i>	⊙ <i>exclamativos e interrogativos</i>
⊙ <i>sonidos [y] y sus grafías (y) y (ll)</i>	

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:

⊙ <i>saludos y despedidas</i>	⊙ <i>númmero 1 – 100</i>
⊙ <i>datos personales</i>	⊙ <i>profesión y dirección</i>

- ⊙ *interrogativos*
- ⊙ *adjetivos de carácter*
- ⊙ *instrucciones de la clase/escuela*
- ⊙ *familia: relaciones de parentesco y estados civiles*
- ⊙ *adjetivos de descripción física y carácter*
- ⊙ *casa*
- ⊙ *actividades de ocio*
- ⊙ *vocabulario de bares, cafeterías y restaurantes: bebidas, comidas, ingredientes, platos típicos, utensilios de mesa*
- ⊙ *productos de alimentación, alimentos: frutas y verduras*
- ⊙ *nombres de países, capitales, nacionalidades y moneda de España e Hispanoamérica*

3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries:

- ⊙ *usos de tú y usted*
- ⊙ *formas no verbales de saludo*
- ⊙ *usos de los apellidos en el mundo hispano*
- ⊙ *usos de señor, señora, don y doña*
- ⊙ *principales capitales y hechos geográficos de España e Hispanoamérica*
- ⊙ *personajes famosos de España e Hispanoamérica*
- ⊙ *la familia, las relaciones familiares, el hogar*
- ⊙ *la gestualidad*
- ⊙ *el bar, las tapas, el aperitivo, el café, productos típicos en la cultura hispánica*
- ⊙ *pagar, invitaciones, precios en barra y mesa, propina*
- ⊙ *mercados y supermercados*
- ⊙ *horarios de comida y cena*
- ⊙ *menú del día, platos combinados, platos típicos*

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.

Prescribed book:

- *Clave de sol, nivel 1 –Libro del alumno + CD audio* (Unidad 1-7), by Mónica Caso, Beatriz Rodríguez & María Luz Valencia, enClaveELE (2013) [Langers]
- *Clave de sol, nivel 1 –Cuaderno de actividades* (Workbook Unidad 1-7), by Mónica Caso, Beatriz Rodríguez & María Luz Valencia, enClaveELE (2013) [Langers]

Reference books:

- *Collins Gem Spanish School Dictionary*, Collins, 2010 (GOYAL SaaB)
- *Nuevo Español sin fronteras, ESF 1*, by Jesús Sánchez Lobato, concha Moreno García y Isabel Santos Gallego, SGEL, Madrid, 2007 (GOYAL SaaB)
- *Nuevo Español sin fronteras ESF 1, Workbook*, by Sánchez Lobato, SGEL, Madrid, 2007 (GOYAL SaaB)
- *Learn Spanish through games and activities* (Level 1), by Pablo Rocío Domínguez, ELI Publishing, 2012 (GOYAL SaaB)
- *en acción A1*, (CD + workbook) by Elena Verdía, Marisa González, et. al., enClave ELE (2011) [Langers]

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/>

SYLLABUS FOR SPANISH - (CODE: 096)

CLASS - IX

SUMMATIVE ASSESSMENT-II

Topics

(A) Reading Section:

- Simple short passages related to everyday real life situations.

Note: Efforts should be made to develop the following comprehension skills in the students:

- (i) deduce the meaning from the context.
- (ii) identify the main points.
- (iii) extract or scan specific information or details.

(B) Writing Section:

- (i) Short compositions (Description of person, place or things)
- (ii) a) Dialogue writing on matters related to everyday life (based on visual or verbal stimulus).
b) Dialogue completion.

(C) Grammar Section:

- ✓ Present tense of *GUSTAR* (*me gusta/no me gusta*) and such similar verbs (for example, *PARECER, ENCANTAR, DOLER*, etc.)
- ✓ Present & future tense of Irregular and Radical changing verbs (**e>ie, o>ue, e>i**) [for example, *IR, SEGUIR, HACER, QUERER, DECIR, PREFERIR, ENTENDER, VENIR, QUEDAR, VERSE, SOLER, PARECER, CREER, PENSAR*, etc.]
- ✓ Usages of the verbs *TENER* and *HACER*.
- ✓ Adjectives and adverbs.
- ✓ Contrast: *HAY* (*descripción*)/*ESTAR* (*localización con usos de preposiciones y locuciones de lugar para expresar posición, cercanía, lejanía*)
- ✓ **Uses of** <<*ir a + infinitivo*>>, <<*empezar a + infinitivo*>>, <<*terminar de + infinitivo*>>, <<*antes de + infinitivo*>>, <<*después de + infinitivo*>>
- ✓ **Indefinite pronouns:** *unos, bastantes, algunos, alguien, nadie*
- ✓ Present Perfect Tense & Introduction to Past Indefinite Tense
- ✓ Affirmative Command (Singular) + Direct Object Pronoun

(D) Literature in Simple Prose:

- (i) Some important authors from Spanish-speaking countries and their most well-known works in Spanish like José María Arguedas, Juan Rulfo, Jorge Luis Borges, etc.
- (ii) The learner is expected to know the name of the author, his/her most important work and its subject matter. The learner should be able to write short paragraph using simple sentence structures.

Note for the teacher: (Some recommendations)

1. Grammatical contents to be presented and integrated in materials and communicative activities inside the classroom:

Functional competencies:

- ⊙ *Dirigirse a alguien*
 - ⊙ *Preguntar por un lugar*
 - ⊙ *Dar instrucciones para ir a un lugar, ordenar y verificar informaciones*
 - ⊙ *Describir ciudades, la vivienda y el barrio*
 - ⊙ *Ubicar e identificar objetos*
 - ⊙ *Pedir y dar información sobre el transporte (taxi, metro, autobús, tren)*
 - ⊙ *Preguntar y decir la hora – hablar de horarios*
 - ⊙ *Hablar de hábitos y su frecuencia – pedir y dar opinión sobre hábitos y acciones habituales de otras personas*
 - ⊙ *Hablar de gustos y preferencias*
 - ⊙ *Expresar acuerdo y desacuerdo*
 - ⊙ *Proponer actividades y reaccionar: aceptar o rechazar*
 - ⊙ *Concertar citas*
 - ⊙ *Hablar de los hechos*
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:
 - ⊙ *Partes de la casa, muebles y electrodomésticos*
 - ⊙ *Tipos de vivienda*
 - ⊙ *Medios de transporte*
 - ⊙ *Colores*
 - ⊙ *Acciones habituales*
 - ⊙ *día de la semana, los meses del año, las estaciones del año y expresiones de la hora*
 - ⊙ *Actividades de tiempo libre/ocio: lugares de ocio y tiempo libre, espectáculos, música, cine*
 - ⊙ *Establecimientos públicos y comerciales.*
 - ⊙ *Fórmulas sociales: ofrecimientos, aceptaciones, rechazos, excusas*
 - ⊙ *Felicitaciones: expresiones y gestos*
 3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries:
 - ⊙ *La calle y sus elementos*
 - ⊙ *Compra – alquiler de casas*
 - ⊙ *Comportamiento social: las visitas*
 - ⊙ *Informaciones sobre las ciudades más importantes de los países de habla española*
 - ⊙ *Horario de apertura y cierre de los comercios, las oficinas y otros lugares*
 - ⊙ *públicos: horarios laborales y días festivos en España e Hispanoamérica*
 - ⊙ *La vida nocturna: teatros, cines, bares, cafeterías, discotecas...*
 - ⊙ *Elementos proxémicos: la comunicación verbal y la distancia entre personas en diferentes situaciones de la vida cotidiana y en diferentes culturas*
 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.

Prescribed book:

- *Clave de sol, nivel 1 –Libro del alumno + CD audio* (Unidad 8-14), by Mónica Caso, Beatriz Rodríguez & María Luz Valencia, enClaveELE (2013) [Langers]
- *Clave de sol, nivel 1 –Cuaderno de actividades* (Workbook Unidad 8-14), by Mónica Caso, Beatriz Rodríguez & María Luz Valencia, enClaveELE (2013) [Langers]

Reference books:

- *Collins Gem Spanish School Dictionary*, Collins, 2010 (GOYAL SaaB)
- *Nuevo Español sin fronteras*, ESF 1, by Jesús Sánchez Lobato, concha Moreno García y Isabel Santos Gallego, SGEL, Madrid, 2007
- *Nuevo Español sin fronteras* ESF 1, Workbook, by Sánchez Lobato SGEL, Madrid, 2007
- *Learn Spanish through games and activities* (Level 1), by Pablo Rocío Domínguez, ELI Publishing, 2012 (GOYAL SaaB)
- *en acción A1*, (CD + workbook) by Elena Verdía, Marisa González, et. al., enClave ELE (2011) [Langers]

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/>

SYLLABUS FOR SPANISH (CODE: 096)

CLASS - X

SYLLABUS FOR SUMMATIVE ASSESSMENT-I

Aims & objectives: The aim is to strengthen the basic knowledge of the language imparted in Class IX and develop further the acquired skills.

Topics

(A) Reading Section:

A learner should be able to:

- (i) comprehend the grammatical components identified in the syllabus in simple prescribed texts.
- (ii) understand some details of the text.

(B) Writing Section:

A learner should be able to:

- (i) reproduce the grammatical components identified in the syllabus through written exercises.
- (ii) convey some information and concepts clearly.

(C) Grammar Section:

- Reflexive tense and Impersonal 'SE'
- Expressions of doubt – '*seguramente / posiblemente*'
- Double negation
- Comparison of equality, superiority and inferiority
- Direct object pronoun
- Conjunction – '*además, es que*, etc.'
- Affirmative command – affirmative command (singular) + direct object pronoun
- Expressions such as <<TENER+QUE/DEBER+infinitivo>> /<<TENER QUE+infinitivo>> /<<HAY QUE+infinitivo>>/<<¿PUEDO+infinitivo?>>/<<¿SE PUEDE+infinitivo? >>/<< ¿ME DAS+...?>> / <<LLEVAR + gerundio + tiempo>>
- TENER DOLER DE + Sustantivo
- Prepositions 'POR / PARA'
- Contrast *muy / mucho*
- Pretérito perfecto y pretérito indefinido: marcadores temporales del pasado
- Introduction to Past Imperfect Tense: morphology and uses – Irregular forms of the verbs *ser, ir*

(D) Literature in simple Prose & Poetry:

- (i) Besides the ones prescribed in Class-IX, the following authors may be added: Lope de Vega, Gustavo Adolfo Bécquer, Camilo José Cela, etc.
- (ii) The learner is expected to know the name of the author, his/her most important work and its subject matter. The learner should be able to write short paragraph using simple sentence structures.

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:

⊙ <i>Expresar hipótesis</i>	⊙ <i>Expresar dolor – hablar de síntomas y enfermedades</i>
⊙ <i>Añadir información y describir y valorar una cosa</i>	⊙ <i>Hablar de planes y proyectos</i>
⊙ <i>Expresar obligación y necesidad</i>	⊙ <i>Describir personas/objetos en el pasado</i>
⊙ <i>Pedir permiso, conceder o denegar el permiso</i>	⊙ <i>Contar sucesos pasados en relación con el presente, contar experiencias de la vida y las acciones de la semana</i>
⊙ <i>Pedir algo / un favor y responder afirmativamente o negativamente</i>	⊙ <i>Hablar de acciones del pasado que se repiten, acciones habituales en el pasado</i>

Phonetical and orthographical competencies:

⊙ <i>Entonación</i>	⊙ <i>La sílaba fuerte</i>
⊙ <i>Entonación de frases afirmativas e interrogativas</i>	⊙ <i>Entonación de frases usadas para disculparse</i>

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:

⊙ <i>Vocabulario para narrar experiencias de las vacaciones</i>	⊙ <i>Señales de tráfico</i>
⊙ <i>Los viajes</i>	⊙ <i>Servicios de la calle</i>
⊙ <i>Establecimientos comerciales</i>	⊙ <i>Mobiliario urbano</i>
⊙ <i>Prendas de vestir, tejidos, materiales y formas, vocabulario de la moda</i>	⊙ <i>Problemas de salud y medicamentos</i>
⊙ <i>Artículos de regalo, ropa, calzado y complementos</i>	⊙ <i>Obligaciones</i>
	⊙ <i>Expresiones y frases hechas para reaccionar</i>

3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries: *lugares de interés turístico en el mundo hispano, principales premios del mundo de la cultura-teatro, cine, literatura-, horario comercial en el mundo hispano, signos específicos de algunos establecimientos (correos, estancos, etc.), actos sociales: bodas, nacimientos, etc., Principales autores de cuentos del mundo hispano, la sociedad española actual: el sistema de gobierno.*

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.

Prescribed book:

- *Clave de sol, nivel 2 –Libro del alumno + CD audio* (Unidad 1-7), by Mónica Caso, Beatriz Rodríguez & María Luz Valencia, enClaveELE (2013) [Langers]
- *Clave de sol, nivel 2 –Cuaderno de actividades* (Workbook Unidad 1-7), by Mónica Caso, Beatriz Rodríguez & María Luz Valencia, enClaveELE (2013) [Langers]

Reference books:

- *Collins Gem Spanish School Dictionary*, Collins, 2010 (GOYAL SaaB)
- *Nuevo Español sin fronteras*, ESF 2, by Jesús Sánchez Lobato, concha Moreno García y Isabel Santos Gallego, SGEL, Madrid, 2007
- *Nuevo Español sin fronteras* ESF 2, Workbook, by Sánchez Lobato SGEL, Madrid, 2007
- *en acción A2*, (CD + workbook) by Elena Verdía, Marisa González, et. al., enClave ELE (2011) [Langers]

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/>

SYLLABUS FOR SPANISH (CODE: 096)

CLASS - X

SUMMATIVE ASSESSMENT-II

Topics

(A) Reading Section:

A learner should be able to:

- (i) identify the logical argument of a simple text
- (ii) understand the ideas implicit in the argument and extract key points from text, visual materials and graphics

(B) Writing Section:

A learner should be able to:

- (i) write short compositions on everyday life situations on family, friends, festivals, cultural events, city, etc. with emphasis on developing sentences with logical sequences
- (ii) use language appropriate to purpose and audience

(C) Grammar Section:

- Use of verbs *SER*, *ESTAR*, *PENSAR* y *CREER* to express opinion
- Adjectiv <<*mismo*>>
- Neutral <<*LO*>>
- Uses of past tense and contrast between Past indefinite, Past perfect & Past imperfect
- Resources to tell an anecdote
- Resources to relate different events in the past
- Resources to express surprise
- Paraphrase <<*pensar + infinitive*>>, <<*haber que + infinitivo*>>
- Consecutive conjunction - 'por eso'
- Idea of the subjunctive mood and basic uses of present subjunctive.
- Conditional <<*si*>>
- Direct & Indirect Object Pronoun
- Negative Command (Singular/Plural) + Direct Object Pronoun

(D) Literature in simple Prose & Poetry:

- (i) Besides the ones prescribed in Class-IX, the following authors may be added: Gabriel García Márquez, Pablo Neruda, Mario Vargas Llosa, etc.
- (ii) The learner is expected to know the name of the author, his/her most important work and its subject matter. The learner should be able to write short paragraph using simple sentence structures.

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:

⊙ <i>Hablar de planes y proyectos</i>	⊙ <i>Expresar sorpresa y extrañeza</i>
⊙ <i>Hablar de hechos históricos</i>	⊙ <i>Presentar una causa y una consecuencia</i>
⊙ <i>Relacionar diferentes acontecimientos del pasado</i>	⊙ <i>Reaccionar ante una información</i>
⊙ <i>Hablar de recuerdos (eventos de la familia, infancia, etc.)</i>	⊙ <i>Dar instrucciones y consejos</i>
⊙ <i>Comparar algo ahora y antes</i>	⊙ <i>Hacer recomendaciones, expresar prohibiciones</i>

Phonetical and orthographical competencies:

⊙ <i>La acentuación de diptongos, triptongos e hiato</i>	⊙ <i>Acentuación de interrogativas y exclamativas</i>

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:

⊙ <i>Viajes, tipos de turismo</i>	⊙ <i>Las celebraciones</i>
⊙ <i>Clima</i>	⊙ <i>Descripción física de personas – carácter y personalidad</i>
⊙ <i>Los paisajes, léxico del tiempo meteorológico</i>	⊙ <i>Léxico relacionado con permisos y prohibiciones</i>
⊙ <i>Lugares de interés turístico en una ciudad, categoría de instalaciones turísticas, servicios en un hotel</i>	⊙ <i>Estados de ánimo, sentimientos</i>

3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries: *distintos tipos de turismo-cultural, rural, etc., diferentes tipos de clima, cosas prácticas que debe saber un turista cuando llega a España: abono transporte, servicio de información, etc., estrategias para participar en una conversación: interrumpir, tomar la palabra, el silencio, el lenguaje no verbal, la proximidad y la distancia en el mundo hispano, museos y pintores importantes del mundo hispano, la expresión de los sentimientos, la sociedad hispánica actual.*
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.

Prescribed book:

- *Clave de sol, nivel 2 –Libro del alumno +CD audio* (Unidad 8 - 15), by Mónica Caso, Beatriz Rodríguez & María Luz Valencia, enClaveELE (2013) [Langers]
- *Clave de sol, nivel 2 –Cuaderno de actividades* (Workbook Unidad 8 - 15), by Mónica Caso, Beatriz Rodríguez & María Luz Valencia, enClaveELE (2013) [Langers]

Reference books:

- *Collins Gem Spanish School Dictionary*, Collins, 2010 (GOYAL SaaB)

- *Nuevo Español sin fronteras* ESF 2, by Jesús Sánchez Lobato, concha Moreno García y Isabel Santos Gallego, SGEL, Madrid, 2007
- *Nuevo Español sin fronteras* ESF 2, Workbook, by Sánchez Lobato SGEL, Madrid, 2007
- *en acción A2*, (CD + workbook) by Elena Verdía, Marisa González, et. al., enClave ELE (2011) [Langers]

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/>

27. TAMIL (CODE: 006)

Class - IX
First Term (April 2015 - September 2015)
(Iyal 1 to 5)

Time: 3 hrs

Total: 90 Marks

TOPICS:

Language and Literature

(A) Reading Section: Three unseen passage of total 500 words (Karuttu, Ilakkiyam, Vilakkam) 15 Marks

(B) Writing Section: 20 Marks

1. Official / Informal / Personal Letter (Long Answer)
2. Essay Writing (Long Answer)
3. Report Writing (Short Answer)

(C) Grammar Section 15 Marks

1. Eluṭṭu
2. (i) Cól - Pakāppatam, Pakupatam
(ii) Āku Peyar - Eṇṇal, Eṭuttāl, Mukattal, Nīṭṭāl
(iii) Poṟuḷkōḷ - Ārrunīrp Poṟuḷkōḷ
Moḷimārrup Poṟuḷkōḷ
Nīrālnīraip Poṟuḷkōḷ
3. Yāppu - Ceyyuḷ uṟuppuḷ (Eluthu, cir)
Aṇi - Illporul Uvamai Aṇi
Verṟupporul Vaippani
4. Peyarccol - (Toḷil, Panpu, Vaḷanilai, Vaḷu, Vaḷuvamaiti)
5. Āku Peyar - Collāgu Peyau
Tāniyaku Peyar
Poṟuḷkōḷ - Vīrpiūrttu Poṟuḷkōḷ
Tāppicai Poṟuḷkōḷ

(D) Literature Section 40 Marks

Part - I: Prose

- (i) (Dravida Moḷigal) - Tīrviṭa Moḷikal
- (ii) (Ikkalak kavidaigal)- Ikkālak kavitaikaḷ
- (iii) (Kadar Payanam) - Kaṭar Payanam

- (iv) Peruntālaivar - Kāmarācar
- (v) (Ullagalaviya Tamilar) - Vlakaḷāviyat tamiḷar

Part - II: Poetry

- (i) Vāḷttu
- (ii) Tirukkuraḷ (Iyal-I)
- (iii) Cīrcupankamūlam
- (iv) Pancali Captam
- (v) Ōyrum Payaṇum
- (vi) Tiruvilayaṭal Puranam
- (vii) Tirukkuraḷ (Iyal-4)
- (viii) Iṇṇam
- (ix) Muttollāyiram
- (x) Kālinkaltupparaṇi

Part - III: Non-detailed Texts:

- (i) Māmaram
- (ii) Kannatāraṇ Kaviyiṇṇam
- (iii) Kelaṇ kellar
- (iv) Mu. Varadarājaṇālin katitam (Tamlikku)
- (v) Tiru. Vi kalyāṇa suntaranāriṇ Tamilppaṇi

Text Book Prescribed:

Tamil textbook - Class IX

First Edition: 2014

Tamil Nadu Textbook Society, College Road, Chennai - 600 006

Syllabus For Tamil (Code: 006)
Class-IX
Second Term (October 2015 - March 2016)
(Iyal 6 to 9)

(A) Reading Section

15 Marks

Three unseen passage total 500 words. (Karuttu, Ilakkiyam, Vilakkam)

(B) Writing Section

20 Marks

(Official/Informal/Personal Letter - Long Answer)

Essay Writing (Long Answer)

Report Writing (Short Answer)

(C) Grammar Section

15 Marks

(i)	Yāppu	-	Ceyyul Uṛuppukal (Taīai)
	Aṇi	-	Verṛumai Aṇi
(ii)	Peyarccol	-	Mūviṭa - Peyarkal
	Puṇarcci		
(iii)	Aku Peyar	-	Karuviyāku Peyar
			Kāriyavāku Peyar
			Karuttāvāku Peyar
			Uvamaiyāku Peyar
	Porulkil	-	Aḷaimaripāppup Porultiōl
			Koṇṭukuṭṭup Porultiōl
			Aṭimarimāṛrup Porultiōl
(iv)	Yāppu	-	Ceyyul Uruppukal (Ati, to ta)
	Ani	-	Ēkateca Uṛuvaka Aṇi
			Niṛalniṛai Aṇi

(D) Literature Section

40 Marks

Part - I: Prose

- (i) Unavē Maruntu
- (ii) Tillaiyāti Valliyammai
- (iii) Ponkal Tiruviṭa
- (iv) Uyirkkōlam

Part - II: Poetry

- (i) Umarkayyāṁ Pataḱkal Maṇimeḱalai
- (ii) Tiruḱḱuraḱ (Iyaḱ - 7) Penmai
- (iii) Iraccaniya Yāttirḱkam
- (iv) Puṛanānūru
Kuruntokai

Part - III: Non-detailed

- (i) Nōy Nikkum Mūḱikaḱaḱ
- (ii) Raṇi Mankammāḱ
- (iii) Nērmai
- (iv) Nalla Uḱḱam

Text Book Perscribed:

Tamil textbook - Class IX

First Edition: 2014

Tamil Nadu Textbook Society, College Road, Chennai - 600 006

SYLLABUS FOR TAMIL (CODE: 006)
CLASS - X
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time : 3Hrs

Total 90 Marks

A) Reading Section:

15 Marks

Three unseen passage of total 500 words - Karuttu, Ilakkiyam, Vilakkam)

B) Writing Section:

20 Marks

[Official/Informal/Personal Letter (Long Answer)

Essay Writing (Long Answer)

Report Writing (Short Answer)

C) Grammar Section:

15 Marks

(i) *Eluttu*

(ii) *Col*

(iii) *Podu*

(iv) *Viṇṇā Vagai*

(v) *Vidai Vagai*

(vi) *Oru Porul Paṇmoli*

(vii) *Uvama Urubugaḷ*

D) Literature Section:

40 Marks

Part I. Prose:

(i) *Uyartan̄ic Cemmoḷi*

(ii) *Periyāriṇ Peṇvidutalaic Ciṇḍaṇaigaḷ*

(iii) *Annaḷ Ambedkar*

(iv) *Pēccukkalai*

(v) *Tiraippadakkalai Uruvana Kadai*

Part II. Poetry:

(i) *Vāḷttu*

(ii) *Tirukkuṛal (Iyal - I)*

(iii) *Elādi*

(iv) *Cilappadigāram*

(v) *Tamiḷ Valarcci*

(vi) *Kamba Ramāyanam*

(vii) *Narrinai*

(viii) *Puraṇanuru*

(ix) *Periya Purāṇam*

Part III. Non Detail Texts:

- (i) *Paridimāṛ Kalaiñṇar*
- (ii) *Mella Mella Maṛa*
- (iii) *Anṛada Valḷvil Cattam*
- (iv) *Annaviṇ Kadidam*
- (v) *Bhārata Ratṇa M.G. Rāmchandraṇ*

Text Books Perscribed:

Tamil Text Book - Class - X

First Edition 2011

(Published under the scheme of 'The Uniform Education - Common Syllabus')

Tamil Nadu Text Book Society, College Road, Chennai - 600 006

SYLLABUS FOR TAMIL (CODE: 006)
CLASS - X
SECOND TERM (OCTOBER 2015 - MARCH 2016)

TOPICS	Total 90 Marks
A) Reading Section: Three unseen passage of total 500 words - Karuttu, Ilakkiyam, Vilakkam	15 Marks
B) Writing Section: Official/Informal/Personal Letter (Long Answer) Essay Writing (Long Answer) Report Writing (Short Answer)	20 Marks
C) Grammar Section: (i) <i>Punarcci</i> (ii) <i>Porul Ilakkanam - Agapporul</i> (iii) <i>Puṛapporul</i> (iv) <i>Pa Vagaigal</i> (v) <i>Aṇi</i>	15 Marks
D) Literature Section: Part I. Prose: (i) <i>Tonṁait Tamiḷagam</i> (ii) <i>Tamiḷ Moḷiyil Ariviyal Cindaṇaigal</i> (iii) <i>Gāndhiyam</i> (iv) <i>Tiruvārut Prakāca Vallalar</i> (v) <i>Palturai Velai Vāyppugal</i> Part II. Poetry: (Serial No. 3) (i) <i>Tamiḷ Vidu Tūdu</i> (ii) <i>Tirukkuṛal (Iyal - 7)</i> (iii) <i>Tēvaram</i> (iv) <i>Cīrāppurāṇam</i> (v) <i>Kalittogai</i> (vi) <i>Nandikkalampagam</i> (vii) <i>Nalāyira Divyaṇ Prabandam</i> (viii) <i>Nirka Nēramillai</i> Part III. Non Detail Texts: (i) <i>Tarkalat Tolliyal Ayuvugal</i> (ii) <i>Kuṛaṭṭai Oli</i> (iii) <i>Adittalam</i> (iv) <i>Ayōddidacāp Pandidar</i>	40 Marks

(v) *Nūlagam*

Text Books Perscribed:

Tamil Text Book - Class - X

First Edition 2011

(Published under the scheme of 'The Uniform Education - Common Syllabus')

Tamil Nadu Text Book Society

College Road, Chennai - 600 006.

28. SYLLABUS FOR TANGKHUL (CODE: 093)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters	Weightage
Section - A Reading	Comprehension: Three unseen passages of 500 words each. There will be five questions from each passage. One grammar based question of 1 mark is a must from each passage.	1x15=15
Section - B Writing	Composition: 1. <i>Chithi kakapi</i> (Letter writing) 2. <i>Kasha tui kakapi</i> (Precis writing) 3. <i>Paragraph kakapi</i> (Short composition)	6x1=6 3x1=3 6x1=6
Section - C Grammar	1. Tone 2. Homograph 3. Pronoun 4. Verb kala deverbial	5+5+5+10=25
Section - D Literature	Poetry: 1. <i>Pheokhami</i> 2. <i>Ngaraikacha</i> 3. <i>Ngarumsak</i>	10
	Prose: 1. <i>Kachangli vakazang</i> (Apollo 11) 2. <i>Avaramli Leikashi</i> 3. <i>Khangareo, sakhanganao kala otngashir</i>	15
	Kathaka Tuitam (Rapid Reader): 1. <i>Mirin thingrongnao</i> 2. <i>Kaphā Ruichumnao akha</i> 3. <i>Indiawui Parliamentli RS.Suisa</i>	10
Total		90 Marks

Prescribed books:

1. *Tangkhul Tuitam Kachiko.*
2. *Tangkhul Grammar and Composition.*
3. *Tangkhul Rapid Reader.*

EXAMINATION STRUCTURE FOR TANGKHUL (CODE: 093)

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapter	Type of Questions	No. of Questions	Marks
Section-A Reading	Comprehension: Three unseen passages of 500 words each. There will be five questions from each passage. One grammar based question of 1 mark is a must from each passage.	M.C.Q. OR V.S.A.	1X15=15	1x15=15
Section-B Writing	Writing skills: 1. <i>Chithi</i> (Letter writing) 2. <i>Kasha tui</i> (Precis writing) 3. <i>Paragraph</i> (Short composition)	L.A. S.A. L.A.	1 1 1	6x1=6 3x1=3 6x1=6
Section-C Grammar	1. Tone 2. Homograph 3. Pronoun 4. Verb kala deverbal	V.S.A. VSA/MCQ MCQ VAS/MCQ	5 5 5 10	1x5=5 1x5=5 1x5=5 1x10=10
Section-D Literature	Poetry: 1. <i>Pheokhami</i> 2. <i>Ngaraikacha</i> 3. <i>Ngarumsak</i> Prose: 1. <i>Kachangli vakazang</i> 2. <i>Avaramli Leikashi</i> 3. <i>Khangareo, Sakhanganao kala Otnghashir</i> Kathaka Tuitam (Rapid Reader): 1. <i>Mirin thingrongnao</i> 2. <i>Kaphā Ruichumnao ākha</i> 3. <i>Indiawui Parliament RS.Suisa</i>	S.A. V.S.A. L.A. V.S.A. L.A. S.A. V.S.A. S.A. V.S.A.	1 2 1 4 1 3 2 2 1	3x1=3 1x2=2 5x1=5 1x4=4 5x1=5 2x3=6 1x2=2 3x2=6 2x1=2
Total				90 Marks

SYLLABUS FOR TANGKHUL (CODE: 093)

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weightage
Section-A Reading	Comprehension: Three unseen passages of 500 words each. There will be five questions from each passage. One grammar based question of 1 mark is a must from each passage.	1x15=15
Section-B Writing	Composition: 1. Essay kakapi 2. Bio sketch 3. Dialogue completion	6x1=6 6x1=6 3x1=3
Section-C Grammar	1. Fixed phrase, Rhyming compound kala Kongratuiyon 2. Ideophone 3. Degree modifier 4. Adnominal	10+5+5+5=25
Section-D Literature	Poetry: 1. <i>Chinaongara</i> 2. <i>Maireiwon</i> 3. <i>Atamwui shongza</i>	10
	Prose: 1. <i>Kamringphi eina Longyao</i> 2. <i>Lairikshimli</i> 3. <i>Major Khathing</i> 4. <i>Dharma makhalei Leimungram</i>	15
	Kathaka Tuitam (Rapid Reader): 1. <i>Heroshimali Atom Bomb kathā</i> 2. <i>Gandhijiwui Khali kala ningkhangatei</i> 3. <i>Ngahongwui Timrawon</i>	10
TOTAL		90 Marks

Prescribed books:

1. Tangkhul Tuitam Kachiko.
2. Tangkhul Grammar and Composition.
3. Tangkhul Rapid Reader.

EXAMINATION STRUCTURE FOR TANGKHUL (CODE: 093)

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section-A Reading	Comprehension: Three unseen passages of 500 word each. There will be five questions from each passage. One grammar based question of 1 mark is a must from each passage	M.C.Q. OR V.S.A.	1X15	1X15=15
Section-B Writing	Writing Skills: 1. Essay kakapi 2. Bio sketch 3. Dialogue completion	L.A. L.A. S.A.	1 1 1	6X1=6 6X1=6 3X1=3
Section-C Grammar	1. Fixed phrase, Rhyming compound Kala Kongratuiyon 2. Ideophone 3. Degree modifier 4. Adnominal	VSA/MCQ V.S.A. V.S.A. V.S.A	10 5 5 5	1X10=10 1X5=5 1X5=5 1X5=5
Section-D Literature	Poetry: 1. <i>Chinaongara</i> 2. <i>Maireiwon</i> 3. <i>Atamwui shongza</i> Prose: 1. <i>Kamringphi eina Longyao</i> 2. <i>Lairikshimli</i> 3. <i>Major Khathing</i> 4. <i>Dharma makhalei Leimungram</i> Kathaka Tuitam (Rapid Reader): 1. <i>Heroshimali Atom Bomb kathā</i> 2. <i>Gandhijiwui Khali kala ningkhangatei</i> 3. <i>Ngahongwui Timrawon</i>	L.A. V.S.A. S.A. L.A. S.A. V.S.A V.S.A S.A V.S.A. S.A.	1 2 1 1 3 2 1 1 5 1	5X1=5 1X2=2 1X3=3 5X1=5 2X3=6 1X3=3 1X1=1 3X1=3 1X5=5 2X1=2
Total				90 Marks

SYLLABUS FOR TANGKHUL (CODE: 093)

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topics/Chapters	Weightage
Section-A Reading	Comprehension: Three unseen passages of 500 words each. One grammar based question will be set from each passage.	1x15 =15
Section-B Writing	Composition: 1. <i>Chithi kakapi</i> (letter writing) or essay writing 2. Bio sketch	10 5
Section-C Grammar	1. Homograph 2. Pronoun 3. Verb kala deverbal 4. Fixed, phrase, rhyming compound and kongratuiyon	5+5+5+10 = 25
Section-D Literature	Poetry: 1. <i>Kathana</i> 2. <i>Atam khamayon</i> Prose: 1. Alfred Nobel (Nobel Prize lungkhame) 2. <i>Suisa Rungsungwui kasha khararchan</i> 3. Abraham Lincoln 4. <i>Chanrei phamkok sakhamatha</i> Kathaka Tuitam (Rapid Reader): 1. <i>Maranao eina rameinaowui mirin shongzā</i> 2. <i>Mirin atam</i> 3. <i>Mirin</i>	10 15 10
Total		90 Marks

Prescribed text books:

1. Tangkhul *tuitam kithara*
2. Tangkhul grammar and composition
3. Kathaka *tangkhul tuitam*

EXAMINATION STRUCTURE FOR TANGKHUL (CODE: 093)

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Section	Details of Topic/Chapters	Type of Questions	No. of Questions	Marks
Section-A Reading	Comprehension: Three unseen passages of 500 words each. One grammar based question of 1 mark is a most each passage.	M.C.Q Or V.S.A	1x15 = 15	1x15 =15
Section-B	Writing Skills: 1. <i>Chithi</i> (letter writing) or essay 2. Bio sketch	L.A L.A	1 1	10x1 =10 5x1 = 5
Section-C Grammar	1. Homograph 2. Pronoun 3. Verb kala deverbial 4. Fixed phrase, Rhyming compound and Kongratuiyom	V.S.A V.S.A/M.C.Q V.S.A/M.C.Q V.S.A/M.C.Q	5 5 5 10	1X5 =5 1X5 =5 1X5 =5 1X10=10
Section-D Literature	Poetry: 1. <i>Kathana</i> 2. <i>Jakhami</i> 3. <i>Atam khamayon</i> Prose: 1. Alfred Nobel 2. <i>Suisa Rungsungwui kasha khararchan</i> 3. Abraham Lincoln 4. <i>Chanrei phamkok sakhamatha</i> Kathaka Tuitam (Rapid Reader): 1. <i>Maranao eina rameinao wui mirin shongza</i> 2. <i>Mirin atam</i> 3. <i>Mirin</i>	V.S.A S.A L.A V.S.A L.A V.S.A V.S.A V.S.A S.A V.S.A	2 1 1 2 1 2 4 2 2 2	1x2=2 3x1=3 5x1=5 1x2=2 5x1=5 2x2=4 1x4=4 1x2=2 3x2=6 1x2=2
Total				90 Marks

SYLLBUS FOR TANGKHUL (CODE: 093)
CLASS - X
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Weightage
Section-A Reading	Comprehension: Three unseen passages of 500 words each. One grammar based question of 1 mark is a must from each passage.	1x15=15
Section-B	Composition: 1. <i>Chithi</i> (letter writing) or essay writing 2. Bio sketch or précis writing	10 5
Section-C	1. Ideophone 2. Degree modifier 3. Adnominal 4. Adverbial 5. Reporting	5 5 5 5 5
Section-D Literature	Poetry: 1. <i>Kakhuiyali khamiyana kala mahaime</i> 2. <i>William Pettigrew</i> 3. <i>Tangkhul avaram</i> Prose: 1. <i>Rokshirao Ramli yaokhava</i> 2. <i>Naomayarali chithi kakapi</i> 3. <i>Wortam Ramyao</i> 4. <i>Tangkhul ngashan</i> Khthaka Tuitam (Rapid Reader): 1. <i>Achalakha Tangkhul mirin</i> 2. <i>Okathui miyur kaikhawui custom</i> 3. <i>Chamtha eina chamthei</i>	10 15 10
Total		90 Marks

Prescribed text books:

1. Tangkhul *tuitam kithara*
2. Tangkhul grammar and composition
3. Kathaka *tangkhul tuitam*

EXAMINATION STRUCTURE FOR TANGKHUL (CODE: 093)

CLASS - X

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Section	Details of Topics/Chapters	Type of Questions	No. of Questions	Marks
Section-A	Comprehension: Three unseen passages of 500 words each. One grammar based question will be set from each passage.	M.C.Q OR V.S.A	1x15=15	1x15=15
Section-B	Writing Skills: 1. <i>Chithi</i> (letter writing) or essay writing 2. Bio sketch or précis writing	L.A L.A	1 1	10X1=10 5x1=5
Section-C Grammar	1. Ideophone 2. Degree modifier 3. Adnominal 4. Adverbial 5. Reporting	V.S.A/M.C.Q V.S.A/M.C.Q V.S.A/M.C.Q V.S.A/M.C.Q V.S.A/M.C.Q	5 5 5 5 5	1x5=5 1x5=5 1x5=5 1x5=5 1x5=5
Section-D Literature	Poetry: 1. <i>Kakhuiyali khamiyana kala mahaime</i> 2. <i>William Prettigrew</i> 3. <i>Tangkhul Avaram</i> Prose: 1. <i>Rokshirao ramli yaokhava</i> 2. <i>Naomayarali chithi kakapi</i> 3. <i>Wortam Ramyao</i> 4. <i>Tangkhul ngashan</i> Kathaka Tuitam (Rapid Reader): 1. <i>Achalaka Tangkhul mirin</i> 2. <i>Okathui miyur kaikhawui custom</i> 3. <i>Chamtha eina chamthei</i>	S.A V.S.A L.A S.A V.S.A L.A V.S.A V.S.A S.A V.S.A	1 3 1 1 3 1 4 2 2 2	2x1=2 1x3=3 5x1=5 3x1=3 1x3=3 5x1=5 1x4=4 1x2=2 3x2=6 1x2=2
Total				90 Marks

29. TELUGU (CODE: 007)

Class - IX: I and II Terms

Time: 3Hrs

Total: 90 Marks

No. of Periods

The Question Paper will be divided into four sections:

Section A	:	Reading Comprehension	12 Marks	16 Pds
Section B	:	Writing	18 Marks	20 Pds
Section C	:	Grammar	20 Marks	20 Pds
Section D	:	Literature	40 Marks	40 Pds

Design of Question Paper

No. of Questions	No. of Marks Per Question	Total No. of Marks
9 S.A.Q.	02	18
2 L.A.Q.	08	16
1 V.L.A.Q.	10	10
4 M.C.Q.	$\frac{1}{2}$	02
4 M.C.Q.	$\frac{1}{2}$	02
12 M.C.Q.	1	12 (Internal division) i.e. 5x1, 3x1, 4x1 in 03 Q)
2 L.A.Q.	04	08
4 S.A.Q.	03	12
2 L.A.Q.	05	10
Total=40	-	90

SYLLABUS FOR TELUGU (CODE: 007)
CLASS - IX
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3Hrs

Total: 90 Marks

A) Reading Section

12 marks

Aparichita Gadyamsham (unseen prose passage)

B) Writing Section

18 marks

1. *Lekha Rachana* (Report writing)
2. *Vyasa Rachana* (Essay writing)

C) Grammar Section

20 marks

1. Telugu Sandhulu-Akaara, Ikaara, Ukaara Sandhulu
2. *Paryaaya Padaalu*
3. *Prakriti-Vikritulu*
4. *Vyatirekqa Padaalu*
5. *Jateeyaalu*
6. *Saametalu*

Prescribed Text Book: *Telugu Divvelu-1*, Published by Government of Andhra Pradesh (2013 New Edition)

D) Literature Section: Text

40 marks

- Prose-**
2. *Swabhasha*
 4. *Prerana*
 6. *Prabodham*

- Poetry-**
1. *Santhi Kanksha*
 3. *Siva Taandavam*
 5. *Padya Ratnaalu*

Non-Detail: *Telugu Upavachakamu* (class IX) Sphurthi Daatalu Published by Government of Andhra Pradesh

1. *Swami Vivekananda*
2. *Neenu Savitribaayini*

SYLLABUS FOR TELUGU (CODE: 007)
CLASS - IX
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3Hrs

Total Marks:90

A) Reading Section

12 marks

Aparichita Gadyamsham (unseen prose passage)

B) Writing Section

18 marks

1. *Lekha Rachana* (Report writing)
2. *Vyasa Rachana* (Essay writing)

C) Grammar Section

20 marks

1. *Sanskrita Sandhulu - Savarna Deerga, Guna, Vriddhi, Yanaadesha Sandhulu*
2. *Paryaya Padaalu*
3. *Prakriti Vikritulu*
4. *Vyatireka Padaalu*
5. *Jaateeyaalu*
6. *Saametalu*

Prescribed Text Book: *Telugu Divvelu-1*, Published by Government of Andhra Pradesh.

D) Literature Section: Text

40 marks

- Prose- 8. *Seetakka Pendli*
10. *Chudadamane Kala*
12. *Brathuku Pusthakam*
14. *Dharma Deeksha*
- Poetry- 7. *Sa-Se-Mi-Ra*
9. *Rubaayeeelu*
11. *Eepa*
13. *Bhoomi Putrudu*

Non-detail: *Telugu Upavachakamu* (class IX) Sphurthi Daatalu Published by Government of Andhra Pradesh (2013 New Edition)

3. *Gidugu Rama Murthy Pantulu*
4. *Aacharya Bhadri Raju Krishna Murthy*
6. *Kaapu Rajayya*

TELUGU (CODE: 007)

CLASS - X: I and II Terms

Time: 3Hrs

Total: 90 Marks

No. of Periods

The Question Paper will be divided into four sections:

Section A	:	Reading Comprehension	12 Marks	16 Pds
Section B	:	Writing	18 Marks	20 Pds
Section C	:	Grammar	20 Marks	20 Pds
Section D	:	Literature	40 Marks	40 Pds

Design of Question Paper

No. of Questions	No. of Marks Per Question	Total No. of Marks
9 S.A.Q.	02	18
2 L.A.Q.	08	16
1 V.L.A.Q.	10	10
2 L.A.Q.	05	10
16 M.C.Q.	01	16 (Internal division 4x1, 4x1, 4x1 in 04 Q)
2 L.A.Q.	04	08
4 S.A.Q.	03	12
Total=36	-	90

SYLLABUS FOR TELUGU (CODE: 007)
CLASS - X
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3Hrs

Total: 90 Marks

A) Reading Section:

12 marks

Unseen prose passage (Aparichita Gadyamsam)

B) Writing Section:

18 marks

1. Report Writing (Lekha Rachana)
2. Essay Writing (Vyasarachana)

C) Grammar Section:

20 marks

1. *Telugu Sandhulu - Amredita, Pumpvadesa, Padvadi Sandhulu*
2. *Chandassu - Utpalamala, Champakamala*
3. *Samaasaalu - Dwandva, Dvigu, Bahuvreehi & Rupaka Samaasaalu*
4. *Jaatiyaalu*
5. *Saametalu*

Prescribed Text Book: *Telugu Divvelu-2*, Published by Government of Andhra Pradesh (2014 New Edition)

D) Literature Section: Text

40 marks

Prose-

2. *Dhanyudu*
4. *Jaanapaduni Jaabu*
6. *Nenerigina Boorgula*

Poetry-

1. *Vennela*
3. *Matrubhavana*
7. *Nagara Geetam*

Non-Detail Text: *Bala Kaandam, Ayoodhya Kaandam, Aranya Kaandam*

SYLLABUS FOR TELUGU (CODE: 007)
CLASS - X
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3Hrs

Total Marks: 90

A) Reading Section:

12 marks

Unseen prose passage (Aparichita Gadyamsam)

B) Writing Section:

18 marks

1. Report Writing (Lekha Rachana)
2. Essay Writing (Vyasarachana)

C) Grammar Section:

20 marks

1. *Telugu Sandhulu - Gasadadavaadesa Sandhi, Rugaagama, Dvirukta, Trika Sandhulu*
2. *Chandassu - Mattebham, Shardulam*
3. *Alankaralm - Upama, Atisayokti, Arthantaranyasa, Kramalankaralu*
4. *Jaatiyaalu*
5. *Saametalu*

Prescribed Text Book: *Telugu Divvelu-2* Published by Government of Andhra Pradesh (New Edition)

D) Literature Section: Text Book

40 marks

Prose-

8. *Yakshudi Appu*
10. *Maa Prayatnam*
12. *Gorantha Deepalu*

Poetry-

5. *Sataka Madhurima*
13. *Bhiksha*
11. *Manikya Veena*

Non-Detail Text: *Kishkindha Kaandam, Sundaraa Kaandam, Yuddha Kandam*

Guidelines/Activities for Formative Assessment For Classes - IX and X for Telugu language

Marks: (20+20)=40

For both Terms and for both Classes:

1. Project work:	1. File making
	2. Chart making/preparation
2. Class work and Home work:	1. Notes
	2. Assignments (weekly, monthly tests)
3. Oral Test:	1. Quiz
	2. Poems
	3. Reading
	4. Story telling
4. Speech on:	1. Two minute talk (current Topics)
	2. Debate
	3. Group Discussion

30. TIBETAN (CODE: 017)

SYLLABUS FOR SUMMATIVE ASSESSMENT

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 Hrs.

Total : 90 Marks

SECTION- A

Applied Grammar: Third chapter of Dagzig ngag sgron and sgra gcig do mang lu jug pa Tibetan language textbook for class IX Lesson No. 1 & 2 Page 1 to 12	12

SECTION- B

Comprehension of an unseen prose based on some descriptive a topic e.g. game, social events	8

SECTION- C

A	Letter Writing-to and from friends and relatives on domestic topics	10
B	Essay Writing	10

SECTION- D

1	Prose: My land and My People Lesson No. 6 & 7 pg. 25-41	25
2	Poetry: Sa-Skya Legs - Bshad Lesson No. 10 ,11,12 pg. 56-84	15
3	Rapid Reading: My land and My people Lesson No. 14 pg. 103-112	10

Books prescribed for session A to D

Tibetan prescribed for class IX

Printed by Sherig Parkhang/ TCRPC

TIBETAN (CODE: 017)
EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT - I
CLASS - IX
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 Hrs

Total: 90 Marks

Section	Details of Topics/ Section	Type of Questions	No. of Question	Marks
Section A	Grammar: Third chapter of Dagyig ngag sgron Lesson No. 1 & 2	LA,	2	12
		SA,	4	
		Very short	4	
Section B	Comprehension	Very short	8	8
Section C	Letter Writing	LA	2	10
	Essay Writing	LA	2	10
Section D	Prose: Nang pai Choskyi Gnas tshul Sa-bcad My land and My People Lesson No. 6 & 7 pg.25-44	LA	2	25
		SA Understanding	1	
		Difficult Level	2	
			4	
	Poetry: Sa-Skya Legs-Bshad Lesson No. 10 ,11,12 pg.56-84	Explanation	3	15
		Short	1	
		Understanding	2	
	Rapid Reading: My land and My people Lesson No. 14 pg.103-112	Multiple Choice Question	5	10
Total				90

TIBETAN (CODE: 017)
SYLLABUS FOR SUMMATIVE ASSESSMENT
CLASS - IX
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 Hrs.

Total: 90 Marks

SECTION- A

Applied Grammar : sgra gcig don mangla jug pa Lesson No. 3 & 4 Pg.11 to 24	12

SECTION- B

Comprehension of an unseen prose based on some descriptive a topic e.g. environment or translation Tibetan to English	8

SECTION- C

A	Letter Writing - Application for Leave	10
B	Essay Writing	10

SECTION- D

1	Prose: las bras kyi skor	25
2	Poetry: Sa-Skya Legs-Bshad and lugs zung bslap bya Lesson No. 12 and 13 pg.84-102	15
3	Rapid Reading : My land and My people Lesson No. 15-16 pg. 113-129	10

Books prescribed for session A to D

Tibetan prescribed for class IX

Printed by Sherig Parkhang/ TCRPC

TIBETAN (CODE: 017)

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT-II

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 Hrs

Total : 90 Marks

Section	Details of Topics/ Section	Type of Questions	No. of Questions	Marks
Section A	Grammar: sgra gcig don mangla jug pa Lesson No. 3 & 4 Pg.11to24	LA	2	12
		SA	4	
		VSA	4	
Section B	Comprehension	VSA	8	8
Section C	Letter Writing	LA	2	10
	Essay Writing	LA	2	10
Section D	Prose: las bras kyi skor My land and My People Lesson No. 8 & 9 pg.45-55	LA	2	25
		SA	1	
		Understanding	2	
		Difficult Level	4	
	Poetry: Sa-Skya Legs-Bshad and lugs zung bslap bya Lesson No. 12 and 13 pg. 84-102	Explanation	3	15
		SA	1	
		Based on Understanding	2	
	Rapid Reading: My land and My people Lesson No. 15-16 pg.113-129	Multiple Choice Question	5	10
Total				90

TIBETAN (CODE: 017)
SYLLABUS FOR SUMMATIVE ASSESSMENT
CLASS - X
FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 Hrs.

Total: 90 Marks

SECTION- A

A	Grammar: Sum Chu Pa Lesson No. 1 & 2 pg. 1-12	15
B	Comprehension - comprehension of an unseen Tibetan passage based on some descriptive topic, e.g. social festivals	8
C	Composition and Letter Writing- To stranger (placing order, replies, enquires on question)	10
D	Essay Writing on descriptive topic e.g. Festival, Journey scenes, etc.	10

SECTION- B

1	Prose: Sherting Lesson No. 7 & 8 Page No. 37 to 67	25
2	Poetry: Sa-Skya Legs-Bshad Lesson No. 10 Page No. 103 to 114	12
3	Rapid Reading: My land & my people Lesson No. 12 pg. 127-140	10

Books prescribed for session A to B

Tibetan prescribed for class X

Printed by Sherig Parkhang/ TCRPC

TIBETAN (CODE: 017)

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT - I

CLASS - X

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 Hrs

Total: 90 Marks

Section	Details of Topics/ Section	Types of Question	No. of Question	Marks
Section A	Grammar: Sum Chu Pa Lesson No. 1 & 2 pg. 1-12	Essay	2	15
		Short	4	
		Very short	4	
	Comprehension	Very short	8	8
	Letter Writing	Essay	2	10
	Essay Writing	Essay	2	10
Section B	Prose: Sherting Lesson No. 7 & 8 Page No. 37 to 67	Essay	3	25
		Short	1	
		Understanding	3	
		Difficult Level	3	
	Poetry: Sa-Skya Legs-Bshad Lesson No. 10 Page No. 103 to 114	Explanation	3	12
		Short	1	
		Understanding	2	
	Rapid Reading: My land & my people Lesson No. 12 pg.127-140	Multiple Choice Question	5	10
	Total			90 Marks

TIBETAN (CODE: 017)
SYLLABUS FOR SUMMATIVE ASSESSMENT
CLASS - X
SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 Hrs.

Total: 90 Marks

SECTION-A

A	Grammar: Sum Chu Pa Lesson No. 3 4 & 5 pg. 13-32	15
B	Comprehension - comprehension of an unseen Tibetan passang based on some descriptive topic, e.g. social festivals	8
C	Composition and Letter Writing- 1 Application for job 2 Complaint, apologies, request etc.	10
D	Essay Writing on descriptive topic e.g. Festival, Memorable events in student's life	10

SECTION- B

1	Prose: Sherting Lesson No. 8 & 9	25
2	Poetry: Sa-Skya Legs-Bshad Lesson No. 11 Page No. 115to 126	12
3	Rapid Reading: My land & my people Lesson No. 13 pg.141-151	10

Books prescribed for session A to B

Tibetan prescribed for class X

Printed by Sherig Parkhang/TCRPC

TIBETAN (CODE: 017)

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT - II

CLASS - X

SECOND TERM (OCTOBER 2015 AND MARCH 2016)

Time: 3 Hrs

Total: 90 Marks

Section	Details of Topics/ Section	Types of Question	No. of Question	Marks
Section A	Grammar: Sum Chu Pa Lesson No. 3, 4 & 5 pg.13-32	Essay, Short Very short	2 4 4	Total = 15
	Comprehension	Very short	8	Total = 8
	Letter Writing	Essay	2	Total = 10
	Essay Writing	Essay	2	Total = 10
Section B	Prose: Sherting Lesson No. 8 & 9 Page No. 68 to 102	Essay Short Understanding Difficult Level	3 1 3 3	Total = 25
	Poetry: Sa-Skya Legs-Bshad Lesson No. 11 Page No. 115 to 126	Explanation Short Understanding	3 1 2	Total = 12
	Rapid Reading: My land & my people Lesson No. 13 Page No. 141 to 151	Multiple Choice Question	5	Total = 10
	Total			Total = 90

31. URDU COURSE A (CODE: 003)

Class-IX

First Term (April 2015 - September 2015)

وقت 3 گھنٹے

کل نمبر 90

10

حصہ 'الف' - تفہیم عبارت

ایک نثری اور ایک شعری دو غیر درسی اقتباسات دیے جائیں گے۔ دونوں اقتباسات پانچ پانچ نمبر کے ہوں گے۔ ہر اقتباس میں متبادل جواب والے پانچ سوال دیے جائیں گے۔ نثری اقتباس 100 سے 150 الفاظ پر مشتمل ہوگا اور شعری اقتباس میں لفظ کا ایک بند دیا جاسکتا ہے۔
(5+5=10)

16

حصہ 'ب' - تحریری مہارت

10

مضمون نگاری: 200 الفاظ پر مشتمل مضمون لکھوایا جائے گا جو مندرجہ ذیل عنوانات کے تحت دیا جاسکتا ہے۔
بے روزگاری، آلودگی، کمپیوٹر، ٹی۔وی، انٹرنیٹ، ای۔میل، عورتوں کی تعلیم، جیڑا ایک لعنت، بڑھتی ہوئی آبادی، قومی یکجہتی وغیرہ۔
(اساتذہ اسی طرح کا کوئی اور عنوان بھی تجویز کر سکتے ہیں)

6

درخواست / خطوط نگاری:

درخواست: شکایتی، توجہ دلاؤ
خط: ذاتی، کاروباری

10

حصہ 'ج' - عملی قواعد

اسم اور اسم کی اقسام:

اسم خاص: لقب، خطاب، تخلص، کنیت
اسم عام: اسم کبیر، اسم مصغر، اسم آلہ، اسم صوت، اسم ظرف، اسم ظرف مکاں، اسم ظرف زمان

صفت اور صفت کی اقسام

صفت ذاتی، صفت نسبی، صفت عددی، صفت مقداری

علم بیان اور علم بدیع

تشبیہ، تضاد، تلمیح

54

حصہ 'د' - ادب

درسی کتاب - نوائے اردو (حصہ نثر)

- درسی کتاب سے 100 سے 150 الفاظ پر مشتمل دو اقتباسات دیے جائیں گے۔ ہر اقتباس سے متبادل جواب والے پانچ سوال ہوں گے۔ (5+5=10)
- خلاصہ، مرکزی خیال، کسی کردار اور مصنف کی خصوصیات وغیرہ پر ایک طویل جواب پر مبنی سوال دیا جائے گا۔ یہ سوال اقدار پر مبنی بھی ہو سکتا ہے۔
- درسی اسباق سے چار سوال دے کر دو کے مختصر جواب لکھوائے جائیں گے۔

نصاب:

انشائیہ: گزرا ہوا زمانہ

افسانہ: جگ اکبر

مختصر مضمون: دیہات کی زندگی، نذیر احمد کی کہانی، کچھ میری کچھ ان کی زبانی، انفارمیشن ٹیکنالوجی

درسی کتاب - نوائے اردو (حصہ شعر)

- درسی کتاب کی کسی نظم / غزل سے ایک بند / چار اشعار دے کر ان پر متبادل جواب دالے چار سوال بنائے جائیں گے۔ (4 + 4 = 8)
- خلاصہ، مرکزی خیال، شاعر کی خوبیوں یا اسلوب بیان وغیرہ پر ایک طویل جواب پر مبنی سوال دیا جائے گا۔ یہ سوال اقدار پر مبنی بھی ہو سکتا ہے۔ 04
- درسی کتاب سے چار سوال دے کر صرف دو کے مختصر جواب لکھوائے جائیں گے۔ 04

نصاب:

غزل: دلی، میر، غالب

نظم: حاتی، اقبال

قطعہ: وحید الدین سلیم

گیت: میراجی

معاون درسی کتاب - گلزار اردو

- کسی نظم کا خلاصہ، مرکزی خیال اور منظر نگاری وغیرہ پر تفصیلی سوال کیا جائے گا۔ 04
- کتاب کے سوالات میں سے چار سوال دے کر دو سوالوں کے مختصر جواب لکھوائے جائیں گے۔ 06

نصاب:

غزل: درد، مومن، داغ، اقبال، جگر

نظم: نظیر اکبر آبادی، اسلم علی میرٹھی، اکبر الہ آبادی، شوق قدوائی، جوش ملیح آبادی

اصناف:

- چار اصناف دے کر کسی دو پر نوٹ لکھوایا جائے گا۔ 10
- انشائیہ، افسانہ، غزل، نظم، قطعہ، گیت

نوٹ:

- طویل جواب پر مبنی دو سوال دیے جائیں گے جن میں سے طلبہ کو ایک سوال کا جواب لکھنا ہوگا۔
- اقدار پر مبنی سوال حصہ نثر یا حصہ شعر میں سے کسی ایک میں دیا جائے گا۔

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کل نمبر 90	وقت 3 گھنٹے
10	حصہ ' الف ' - تفہیم عبارت
05	- غیر درسی نثری اقتباس (MCQ)
05	- غیر درسی شعری اقتباس (MCQ)
16	حصہ ' ب ' - تحریری عبارت
10	- مضمون نگاری
06	- درخواست / خطوط نگاری
10	حصہ ' ج ' - عملی قواعد
	ضمیر اور ضمیر کی اقسام متکلم، حاضر، غائب علم بیان اور علم بدیع استعارہ، مراعات الخیر، تجنیس
54	حصہ ' د ' - ادب
	درسی کتاب - نوائے اردو (حصہ نثر)
10	- دو درسی اقتباسات (MCQ)
04	- طویل جواب پر مبنی سوال جو اقتدار پر مبنی بھی ہو سکتا ہے۔
04	- مختصر جواب والے سوال
	نصاب:
	انشائیہ: چارپائی
	افسانہ: مگر وہ ٹوٹ گئی
	مختصر مضمون: جینے کا سلیقہ
	ڈراما: خدا حافظ

دری کتاب۔ نوائے اردو (حصہ شعر)

- 08 - دردی اقتباسات (MCQ)
- 04 - طویل جواب پر مبنی سوال جو اقدار پر مبنی بھی ہو سکتا ہے۔
- 04 - مختصر جواب والے سوال

نصاب:

غزل: حسرت، فراق، مجروح
 نظم: چکوتہ، فیض
 قطعہ: اختر انصاری
 مثنوی: میر حسن

معاون دردی کتاب۔ گلزار اردو

- 04 - طویل جواب پر مبنی سوال
- 06 - مختصر جواب والے سوال

نصاب:

غزل: فیض، جذبی، ناصر، خلیل الرحمن اعظمی، پروین شاکر
 نظم: مجاز، علی سردار جعفری، جاں نثار اختر، اختر الایمان

اصناف:

- 10 غزل، نظم، مثنوی، قطعہ، افسانہ، انشائیہ، ڈراما

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کل نمبر 90

10

حصہ 'الف' - تفہیم عبارت

ایک نثری اور ایک شعری دو غیر درسی اقتباسات دیے جائیں گے۔ دونوں اقتباسات پانچ پانچ نمبر کے ہوں گے۔ ہر اقتباس میں متبادل جواب والے پانچ سوال دیے جائیں گے۔ نثری اقتباس 100 سے 150 الفاظ پر مشتمل ہوگا اور شعری اقتباس میں نظم کا ایک بند دیا جاسکتا ہے۔
(5+5=10)

16

حصہ 'ب' - تحریری مہارت

10

مضمون نگاری: 200 الفاظ پر مشتمل مضمون لکھوایا جائے گا جو مندرجہ ذیل عنوانات کے تحت دیا جاسکتا ہے۔
بڑھتی ہوئی آبادی کے مسائل اور ان کا حل، آلودگی: ایک سنگین مسئلہ، گلوبل وارمنگ: ایک خطرہ، قومی اتحاد ملک کی ضرورت، پسندیدہ شخصیت، ذرائع ابلاغ، بے روزگاری، دہشت گردی ملکی سالمیت کے لیے خطرہ وغیرہ۔
(اساتذہ اسی طرح کا کوئی اور عنوان بھی تجویز کر سکتے ہیں)

6

درخواست / خطوط نگاری:

درخواست: شکایتی، توجہ دلاؤ

خط: ذاتی، کاروباری

12

حصہ 'ج' - عملی قواعد

فعل اور فعل کی اقسام:

فعل لازم، فعل ناقص، فعل متعدی، فعل مرکب

تشبیہ، استعارہ، صنعت تضاد، صنعت مراعات النظر، صنعت تلمیح

ماورے اور ضرب الامثال

52

حصہ 'د' - ادب

درسی کتاب - نوائے اردو (حصہ نثر)

- درسی کتاب سے 100 سے 150 الفاظ پر مشتمل دو اقتباسات دیے جائیں گے۔ ہر اقتباس سے متبادل جواب والے پانچ سوال ہوں گے۔ (5+5=10)

- خلاصہ، مرکزی خیال، کسی کردار اور مصنف کی خصوصیات وغیرہ پر ایک طویل جواب پڑنی سوال دیا جائے گا۔ یہ سوال اقدار پڑنی بھی ہو سکتا ہے۔

04

- درسی اسباق سے چار سوال دے کر دو کے مختصر جواب لکھوائے جائیں گے۔

04

نصاب:

افسانہ: بھولا، نیا قانون
سوانح: سرسید کا بچپن
مضمون: عورتوں کے حقوق، مخلوط زبان، چکبست لکھنوی

دری کتاب - نوائے اردو (حصہ شعر)

- دری کتاب کی کسی نظم / غزل سے ایک بند / چار اشعار دے کر ان پر متبادل جواب والے چار چار سوال بنائے جائیں گے۔ (4 + 4 = 8)
- 04 - خلاصہ، مرکزی خیال، شاعر کی خوبیوں یا اسلوب بیان وغیرہ پر ایک طویل جواب پر مبنی سوال دیا جائے گا۔ یہ سوال اقدار پر مبنی بھی ہو سکتا ہے۔
- 04 - دری کتاب سے چار سوال دے کر صرف دو کے مختصر جواب لکھوائے جائیں گے۔

نصاب:

غزل: سودا، ذوق، شاد عظیم آبادی
نظم: اکبر الہ آبادی، علامہ اقبال، جوش ملیح آبادی
رباعی: میر انیس

معاون دری کتاب - گلزار اردو

- 04 - کسی نظم کا خلاصہ، مرکزی خیال اور منظر نگاری وغیرہ پر تفصیلی سوال کیا جائے گا۔
- 06 - کتاب کے سوالات میں سے چار سوال دے کر دو سوالوں کے مختصر جواب لکھوائے جائیں گے۔

نصاب:

افسانہ: پریم چند، عظیم بیگ چغتائی، علی عباس حسینی، کرشن چندر، دیویندر ناتھ ستیا رتھی
خاکہ: عبدالحق

اصناف:

- تین اصناف دے کر کسی ایک پر نوٹ لکھوایا جائے گا۔
- 04 - افسانہ، مضمون، سوانح، غزل، نظم، رباعی
- 04 - اردو زبان کی تاریخ سے متعلق دو سوال دیے جائیں گے جن میں سے طلباء کو ایک سوال کا جواب لکھنا ہوگا۔

نوٹ: طویل جواب پر مبنی دو سوال دیے جائیں گے جن میں سے طلباء کو ایک سوال کا جواب لکھنا ہوگا۔
اقدار پر مبنی سوال حصہ نثر یا حصہ شعر میں سے کسی ایک میں دیا جائے گا۔

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10

حصہ 'الف' - تفہیم عبارت

05

- غیر درسی نثری اقتباس (MCQ)

05

- غیر درسی شعری اقتباس (MCQ)

16

حصہ 'ب' - تحریری مہارت

10

- مضمون نگاری

06

- درخواست / خطوط نگاری

12

حصہ 'ج' - عملی قواعد

02

- فعل معروف، فعل مجہول

04

- محاورے، ضرب الامثال

06

- حسن تعلیل، تضاد، مراعات النظر، تلمیح، تجنیس، لف و نشر

52

حصہ 'د' - ادب

درسی کتاب - نوائے اردو (حصہ نثر)

10

- دو درسی اقتباسات (MCQ)

04

- طویل جواب پر مبنی سوال جو اقتدار پر مبنی بھی ہو سکتا ہے۔

04

- مختصر جواب والے سوال

نصاب:

افسانہ: بھیک

ڈراما: آزمائش

آپ بیتی: چوری اور اس کا کفارہ

مضمون: اشتہارات 'ضرورت نہیں ہے' کے، ماحول بچائیے

درسی کتاب - نوائے اردو (حصہ شعر)

08

- دو درسی اقتباسات (MCQ)

04

- طویل جواب پر مبنی سوال جو اقتدار پر مبنی بھی ہو سکتا ہے۔

04

- مختصر جواب والے سوال

نصاب:

غزل: فانی، اصغر، یگانہ
نظم: اختر شیرانی، کیلی اعظمی
رباعی: ملک چند محروم، فراق گورکھپوری

معاون درسی کتاب۔ گلزار اردو

04

- طویل جواب پر مبنی سوال

06

- مختصر جواب والے سوال

نصاب:

افسانہ: احمد ندیم قاسمی، کلام حیدری، رتن سنگھ، جیانی بانو
خاکہ: اشرف صہجی، محمد طفیل

اصناف:

04

افسانہ، مضمون، ڈراما، آپ بیتی، خاکہ، سوانح، غزل، نظم، رباعی

04

اردو زبان کی مختصر تاریخ

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10

حصہ 'الف' - تفہیم عبارت

ایک نثری اور ایک شعری دو غیر درسی اقتباسات دیے جائیں گے۔ دونوں اقتباسات پانچ پانچ نمبر کے ہوں گے۔ ہر اقتباس سے متبادل جواب والے پانچ سوال دیے جائیں گے۔ نثری اقتباس 100 سے 150 الفاظ پر مشتمل ہوگا اور شعری اقتباس میں نظم کا ایک بند دیا جاسکتا ہے۔
(5+5=10)

18

حصہ 'ب' - تحریری مہارت

10

- 200 الفاظ پر مشتمل مضمون لکھوایا جائے گا جو مندرجہ ذیل عنوانات کے تحت دیا جاسکتا ہے۔
- مذہبی تہوار، قومی تہوار، سفر کے حالات، پسندیدہ شخصیت، میرے والدین، یومِ اساتذہ وغیرہ
(اساتذہ اسی طرح کا کوئی اور عنوان بھی تجویز کر سکتے ہیں)

08

درخواست / خطوط نگاری:

- درخواست: فیس معافی، سیکشن بدلنے، شادی میں شرکت وغیرہ کی
- خط: دوست، بھائی، والد وغیرہ کے نام

28

حصہ 'ج' - عملی قواعد

(6x4=24)

- واحد جمع، متضاد الفاظ، سابقہ لاحقہ، مذکور موصوف

(1x4=04)

- الفاظ اور محاوروں کا جملوں میں استعمال

34

حصہ 'د' - ادب

درسی کتاب - جان پہچان (حصہ نثر)

- درسی کتاب سے 150 الفاظ پر مشتمل دو درسی عبارتیں دے کر کسی ایک عبارت سے متعلق سوالات کے جواب لکھوائے جائیں گے۔ ہر عبارت میں متبادل جواب والے سات سات سوال دیے جائیں گے۔
(7x1=7)

07

- کہانی کے کردار، کہانی کے مقصد، پیغام یا مصنف وغیرہ پر دو طویل جواب والے سوال دے کر کسی ایک کا جواب لکھوایا جائے گا۔

04

- کتاب میں دیے گئے چار سوالات میں سے دو کے مختصر جواب لکھوائے جائیں گے۔ یہ سوال اقتدار پر مبنی بھی ہو سکتے ہیں۔

درسی کتاب - جان پہچان (حصہ شعر)

- درسی کتاب سے کسی نظم / غزل سے دو بند / ہجے اشعار دے کر ان پر متبادل جواب والے ہجے چھ سوال بنائے جائیں گے۔ طلباء کو دو میں سے ایک اقتباس کرنا ہوگا۔
(6x1=6)

06

- کسی بھی نظم کا مرکزی خیال، خلاصہ یا شاعر سے متعلق کوئی سوال دیا جائے گا۔ جو طویل جواب پر مبنی ہوگا۔

04

- درسی کتاب سے چار سوال دے کر صرف دو کے مختصر جواب لکھوائے جائیں گے۔ یہ سوال اقتدار پر مبنی بھی ہو سکتے ہیں۔

نصاب:

ہندو مسلمان	اعظم
بہادر شاہ کا ہاتھی	مضمون
نادان دوست	کہانی
اوس	انشائیہ
ایک دیہاتی لڑکی کا گیت	گیت
چڑیا گھر کی بیر	مضمون
بہادر بنو	اعظم
احسان کا بدلہ احسان	کہانی
جنگل کی کہانی	مضمون
پانسری والا	ڈراما
ایک پودا اور گھاس	اعظم

نوٹ:

- طویل جواب پر مبنی دو سوالات دیے جائیں گے جن میں سے طلبہ کو کسی ایک سوال کا جواب لکھنا ہوگا۔
- اقدار پر مبنی سوال حصہ نثر یا حصہ شعر میں سے کسی ایک میں دیے جائیں گے۔

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حصہ ' الف ' - تفہیم عبارت	10
- غیر درسی نثری اقتباس (MCQ)	05
- غیر درسی شعری اقتباس (MCQ)	05
حصہ ' ب ' - تحریری مہارت	18
- مضمون نگاری	10
- درخواست / خطوط نگاری	08
حصہ ' ج ' - عملی قواعد	28
- تشبیہ، استعارہ، محاورے، کہاوٹ، ساقچے لافقے	(4x2=08)
- مترادفات، متضاد، واحد جمع، مذکر مؤنث	(5x4=20)
حصہ ' د ' - ادب	34
درسی کتاب - نوائے اردو (حصہ نثر)	
- درسی اقتباس (MCQ)	(7x1=07)
- طویل جواب پر مبنی سوال	07
- مختصر جواب والے سوال جو اقدار پر مبنی بھی ہو سکتے ہیں۔	04
درسی کتاب - جان پہچان (حصہ شعر)	
- درسی اقتباس (MCQ)	(6x1=06)
- طویل جواب پر مبنی سوال	06
- مختصر جواب والے سوال جو اقدار پر مبنی بھی ہو سکتے ہیں۔	04

نصاب	
مضمون	ریڈ کر اس سوسائٹی
کہانی	سند باد جہازی کا سفر
مضمون	کہانوں کی کہانی
نظم	چھٹی کا دن
کہانی	تینکا تھوڑی ہوا سے اڑ جاتا ہے
دو ہے	
مضمون	مصنوعی سیارہ
نظم	بہار کے دن
مضمون	گاؤں پنچایت
مضمون	مولانا نصر الدین
مضمون	وقت

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10

حصہ 'الف' - تفہیم عبارت

ایک نثری اور ایک شعری دو غیر درسی اقتباسات دیے جائیں گے۔ دونوں اقتباسات پانچ پانچ نمبر کے ہوں گے۔ ہر اقتباس سے متبادل جواب والے پانچ سوال دیے جائیں گے۔ نثری اقتباس 100 سے 150 الفاظ پر مشتمل ہوگا اور شعری اقتباس میں نظم کا ایک بند دیا جاسکتا ہے۔
(5+5=10)

18

حصہ 'ب' - تحریری مہارت

10

مضمون نگاری: 200 الفاظ پر مشتمل مضمون لکھوایا جائے گا جو مندرجہ ذیل عنوانات کے تحت دیا جاسکتا ہے۔
- چھٹی کے بعد اسکول کا پہلا دن، قومی تہوار، مذہبی تہوار، کسی کھیل یا میلے کا آنکھوں دیکھا حال، تاریخی مقامات کی ہیر، چھٹیاں کیے گزاریں، اسکول کا سالانہ جلسہ، پسندیدہ شخصیت، صحت اور کھیل کود وغیرہ
(اساتذہ اسی طرح کا کوئی اور عنوان بھی تجویز کر سکتے ہیں)

08

درخواست / خطوط نگاری:

- درخواست: فیس معافی، سیکشن بدلنے، چھٹی، کسی پروگرام میں شرکت کے لیے اجازت وغیرہ کی
- خط: نجی (والد، بھائی، والدہ، بہن دوست وغیرہ کے نام)

28

حصہ 'ج' - عملی قواعد

(4x2=8)

- فعل: ماضی، حال، مستقبل

(5x4=20)

- مترادف الفاظ، متضاد الفاظ، واحد جمع، مذکر مؤنث، سابقہ لاحقہ
- کسی سبق کے مشتقی سوالات سے قواعد کے سوال بھی دیے جاسکتے ہیں۔

34

حصہ 'د' - ادب

درسی کتاب - جان پہچان (حصہ نثر)

- درسی کتاب سے 150 الفاظ پر مشتمل دو درسی عبارتیں دے کر کسی ایک عبارت سے متعلق سوالات کے جواب لکھوائے جائیں گے۔ ہر عبارت میں متبادل جواب والے سات سات سوال دیے جائیں گے۔
(7x1=7)

07

- کہانی کے کردار، کہانی کے مقصد، پیغام یا مصنف وغیرہ پر دو طویل جواب والے سوال دے کر کسی ایک کا جواب لکھوایا جائے گا۔

04

- درسی کتاب میں دیے گئے چار سوالات میں سے دو کے مختصر جواب لکھوائے جائیں گے۔ یہ سوال اقتدار پر مبنی بھی ہو سکتے ہیں۔

دری کتاب - جان پہچان (حصہ شعر)

- دری کتاب سے کسی نظم / غزل سے دو بند / چھ اشعار دے کر ان پر متبادل جواب والے پچھلے سوال دیے جائیں گے۔ طلباء کو دو میں سے ایک اقتباس کرنا ہوگا۔

(6x1=6)

06

- کسی بھی نظم کا مرکزی خیال، خلاصہ یا شاعر سے متعلق کوئی سوال دیا جائے گا۔ جو طویل جواب پر مبنی ہوگا۔

04

- دری کتاب سے چار سوال دے کر صرف دو کے مختصر جواب لکھوائے جائیں گے۔ یہ سوال اقدار پر مبنی بھی ہو سکتے ہیں۔

نصاب:

نظم:	حمد
انشائیہ:	بے تکلفی
نظم:	نیکی اور بدی
کہانی:	قول کا پاس
غزل:	ہستی اپنی-----
مضمون:	پانی کی آلودگی
مضمون:	زبانوں کا گھر ہندوستان
رباعی:	رتبہ جسے دنیا-----
رباعی:	دنیا بھی عجب-----
ترجمہ:	خدا کے نام خط
مضمون:	بھیم راؤ امبیڈکر
غزل:	لائی حیات، آئے،-----

نوٹ:

- طویل جواب پر مبنی دو سوال دیے جائیں گے جن میں سے طلباء کو ایک سوال کا جواب لکھنا ہوگا۔

- اقدار پر مبنی سوال حصہ نثر یا حصہ شعر میں سے کسی ایک میں دیے جائیں گے۔

URDU COURSE B (CODE: 303)

Class-X

Second Term (October 2015 - March 2016)

کل نمبر 90	وقت 3 گھنٹے
10	حصہ 'الف' تفہیم عبارت
05	- غیر درسی نثری اقتباس (MCQ)
05	- غیر درسی شعری اقتباس (MCQ)
18	حصہ 'ب' تحریری مہارت
10	- مضمون نگاری
08	- درخواست / خطوط نگاری
28	حصہ 'ج' عملی قواعد
(4x2=08)	- فعل: ماضی، حال، مستقبل
(5x4=20)	- مترادف الفاظ، متضاد الفاظ، واحد جمع، مذکر مؤنث، سابقہ لاحقہ
	- درسی کتاب کے مشقی سوالات میں سے قواعد کے سوال دیے جاسکتے ہیں۔
34	حصہ 'د' - ادب
	درسی کتاب - جان پہچان (حصہ نثر)
(7x1=07)	- درسی اقتباس (MCQ)
07	- طویل جواب پر مبنی سوال
04	- مختصر جواب والے سوال جو اقدار پر مبنی بھی ہو سکتے ہیں۔
	درسی کتاب - جان پہچان (حصہ شعر)
(6x1=06)	- درسی اقتباس (MCQ)
06	- طویل جواب پر مبنی سوال
04	- مختصر جواب والے سوال جو اقدار پر مبنی بھی ہو سکتے ہیں۔

نصاب

آدمی کی کہانی	مضمون:
کوئی امید-----	غزل:
انٹرنیٹ	مضمون:
پہاڑ اور گلہری	نظم:
رضیہ سلطان	مضمون:
کاشھ کا گھوڑا	کہانی:
اے شریف انسانو!	نظم:
اونٹنی	ترجمہ:
کارتوس	ڈراما:
قدم پر جاؤ دوستو	نظم:

تشکیلی جانچ (Formative Test)

تشکیلی جانچ یعنی Formative Test کے تحت طلباء کی لسانی مہارتوں، ان کی تخلیقی اور آزادانہ غور و فکر کی صلاحیتوں کی جانچ پرکھ کی جائے گی۔ اس میں زبانی، تحریری اور عملی تینوں قسم کی سرگرمیوں کو شامل کیا جاسکتا ہے۔ اس ضمن میں کونز، مضمون نگاری، مباحثہ، تقریر، بیت بازی، مشاعرہ، تعلیمی تاش، لسانی کھیل، کہانی سنانا، کہانی لکھنا کسی دلچسپ واقعے کا بیان یا حسب ضرورت دیگر سرگرمیوں پر توجہ دی جانی چاہیے۔ یہ سرگرمیاں ہوم ورک کا حصہ نہیں ہوں گی۔ تشکیلی جانچ کے دوران صحیح تلفظ، آواز اور آہنگ، مناسب لب و لہجہ اور موثر پیش کش پر خصوصی توجہ دی جائے گی۔ ان تمام سرگرمیوں کے لیے دس نمبر مختص ہیں۔ یہ ضروری نہیں ہے کہ سبھی سرگرمیوں کو ایک ساتھ تشکیلی جانچ کا حصہ بنایا جائے، بلکہ موقع و محل کے لحاظ سے مقررہ وقت کے اندر چند سرگرمیوں کے ذریعے ہی یہ کام انجام دیا جاسکتا ہے۔ عملی کام (Project Work) طلباء سے متحدہ طور پر اسکول میں کرایا جانا چاہیے۔ اساتذہ نمبروں کی تقسیم سرگرمیوں کی ترجیحات کے مطابق خود طے کرنے کے مجاز ہیں۔ پوری جانچ کے دوران طلباء سے ہمدردانہ رویہ اختیار کرنے کی ضرورت ہے کیوں کہ وہ ابھی سیکھنے کے عمل سے گزر رہے ہیں۔

سننے، بولنے، پڑھنے اور لکھنے کی مہارتوں کے متعلق سرگرمیاں:

سننا: کتاب پڑھنا، گفتگو، تقریر، بحث و مباحثہ، نظم خوانی، کہانی وغیرہ

مقاصد: ان کا مفہوم سمجھ کر تجزیہ کرنا اور انداز بیان کو سمجھنا۔

لب و لہجہ، اتار چڑھاؤ اور معانی سمجھنا۔

گفتگو اور بحث و مباحثہ کے دوران نظریاتی اختلاف ہونے کے باوجود دوسروں کی بات کو غور سے سننا اور اس کے نقطہ نظر کو سمجھنا۔

جانچ: جانچ کرتے وقت یہ دیکھا جائے کہ طلباء پڑھے ہوئے متن کو غور سے سن رہے ہیں۔

اس سے متعلق مشقیں طلباء کو دی جائیں۔ جیسے خالی جگہیں، صحیح غلط، صحیح جوڑے ملانا وغیرہ۔

بولنا: کونز، بیت بازی، بحث و مباحثہ، تقریر، ڈراما، کتاب پڑھنا، نظم خوانی، تمثیلی انداز سے غزل یا نظم یا کہانی کو مناسب لب و لہجہ کے

ساتھ پڑھنا یا اس کے علاوہ کسی واقعے کو بیان کرنا وغیرہ۔

مقاصد: طلباء میں خود اعتمادی پیدا ہوگی۔

پیش کش کا طریقہ سمجھ میں آئے گا۔

ان کا تلفظ ٹھیک ہوگا۔ الفاظ کا اتار چڑھاؤ سمجھ میں آئے گا۔

جانچ: بحث و مباحثہ یا تقریر کا موضوع طلباء کی ذہنی استعداد کے مطابق ہو۔

موضوع کا انتخاب روزمرہ کی زندگی سے کیا جائے گا۔

طلباء کے پاس اس سے متعلق کتنی معلومات ہے۔

اس دوران اساتذہ طلباء کا بغور جائزہ لیتے رہیں اور ان کی خود اعتمادی، تلفظ اور ادائیگی پر بطور خاص توجہ دیں

اس بات کا بھی خیال رکھا جائے کہ اس میں سبھی طلباء کی بھرپور نمائندگی ہو۔

لکھنا: کہانی لکھنا، مضمون نگاری، خطوط نگاری، منظر نگاری، پیغامات، کسی پروگرام کی رپورٹ تیار کرنا، کہانی کو مکالماتی انداز سے لکھنا، ادبی جلسوں اور پروگراموں کا دعوت نامہ تیار کرنا، نثری اور شعری ادب پاروں سے خلاصہ، تشریح، مرکزی خیال وغیرہ لکھوانا۔

مقاصد: خوشخط اور املا درست ہوگا۔

الفاظ کا صحیح استعمال اور لکھنے کا طریقہ سمجھ میں آئے گا۔

ذخیرۃ الفاظ میں اضافہ ہوگا۔

جانچ: موضوع کا انتخاب طلباء کی عمر اور کلاس کے حساب سے کرنا چاہیے۔ اگر موضوع روزمرہ کی زندگی سے متعلق ہو تو زیادہ بہتر ہوگا۔

جانچ کرتے وقت الفاظ کی بناوٹ، الفاظ کے درمیان فاصلہ، رموزِ اوقاف، صفائی، جے، پیرا گراف، ذخیرۃ الفاظ، استدلال کی خوبی، تنقیدی نظر، تحقیقی صلاحیت اور اسلوب بیان وغیرہ پر خاص توجہ دی جانی چاہیے۔

نوٹ: مندرجہ بالا تینوں صلاحیتوں کی جانچ کرنے سے پہلے طلباء کو تیاری کے لیے وقت دیا جانا چاہیے۔

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

6: periods a week

[illegible]

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT-I

CLASS - IX

FIRST TERM (APRIL 2015 - SEPTEMBER -2015)

Time: 3hrs.

Total: 90 Marks

6 (six) periods a week

Questions shall be distributed in the following section.

1.	Section A - Reading Comprehension	10
2.	Section B - Writing -i) Letter ii) Essay iii) Translation	5+10+5=20
3.	Section C - Grammar	25
4.	Section D - Literature	35

Arrangement of section and Weightage to content

S. No.	Section	Type of Questions	No. of Question	Marks
1	Reading (Non textual)	One sentence answer, One word answer	04	04
		Short Answer type questions (SA)	03	06
2	Writing	i) Letter Writing	01	05
		ii) Essay Writing (100 words)	01	10
		iii) Translation(English to Gurung)- U/S passage	01	05
3	Grammar མཁོ་སྒྲིག་པ་ལྟ་བུ་	Short Answer type questions (SA)	05	10
		Long Answer type questions (LA)	03	15
4	Literature- Prose མཁོ་སྒྲིག་པ་ལྟ་བུ་ རྒྱུ་ གླིང་།	Very Short Answer Type Questions (VSA)	04	04
		Short Answer Type Questions (SA)	04	08
		Long Answer Type Questions (LA)	02	10
	Poetry Section མཁོ་སྒྲིག་པ་ལྟ་བུ་ ལྷོ་མཁའ་	Word Meaning	03	03
		Long Answer question	02	10
Total			33	90

SYLLABUS FOR SUMMATIVE ASSESSMENT-II

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Total Marks: 90

6: periods a week

S.No.	Section	Lesson	Prescribed Book
1	Reading	-	
2	Writing Section Letter writing (འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་) Essay Writing (ཐོག་མཐུག་གྲྭ་མཁོ་སྒྲུབ་) Translation (ཀློང་སྐད་ཀྱི་ཐོ་སྒྲུབ་)	Personal Any English to Gurung (Unseen)	
3	Grammar (ཁྱེད་ཀྱི་སྐད་ཀྱི་ཐོ་སྒྲུབ་)	འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་, འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་, འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་ འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་	(འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་) Compiled, prepared and composed by Rup Raj Gurung Published by ASG(T)BA
4	Literature Prose section/Rapid Reader (འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་ཀྱི་ཐོ་སྒྲུབ་) Poetry Section (འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་)	འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་, འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་, འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་, འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་ འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་, འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་, འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་ འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་, འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་, འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་, འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་ འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་	(འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་ཀྱི་ཐོ་སྒྲུབ་) Compiled by Meg Raj Gurung and Padma Gurung Published by ASG(T)BA (འཁྲུག་གྲྭ་མཁོ་སྒྲུབ་) Compiled by Meg Raj Gurung and Padma Gurung Published by ASG(T)BA

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT-I

CLASS - IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3hrs.

Total: 90 Marks

6 (six) periods a week

Questions shall be distributed in the following section.

1. Section A	- Reading Comprehension	10
2. Section B	- Writing -i) Letter ii) Essay iii) Translation	5+10+5=20
3. Section C	- Grammar	25
4. Section D	- Literature	35

Arrangement of section and Weightage to content

S. No.	Section	Type of Questions	No. of Question	Marks
1	Reading (Non Textual)	One sentence answer , One word answer	04	04
		Short Answer type questions (SA)	03	06
2	Writing			
	Letter Writing	Personal/Official	01	05
	Essay Writing	Any	01	10
	Translation	English to Gurung (Unseen)	01	05
3	Grammar $\pi\pi$ $\pi\pi\pi\pi\pi\pi$	Short Answer type questions (SA)	05	10
		Long Answer type questions (LA)	03	15
4	Literature- Prose $\pi\pi$ $\pi\pi\pi\pi$ $\pi\pi$ $\pi\pi$	Very Short Answer Type Questions (VSA)	03	03
		Short Answer Type Questions (SA)	04	08
		Long Answer Type Questions (LA)	02	10
	Poetry Section $\pi\pi$ $\pi\pi\pi$	Short Answer Type Questions(SA)	02	04
		Lon g Answer Type Questions (LA)	02	10
Total			31	90

33. TAMANG (CODE NO. 133)

SYLLABUS FOR SUMMATIVE ASSESSMENT-I

CLASS IX

(APRIL 2015 - SEPTEMBER 2015)

Total Marks: 90

6 (Six) Periods a Week

Section	Topic	Lessons	Prescribed Book	Marks
A	Reading - Unseen Passage	-	-	10
B	Letter Writing	Personal	-	5
	Essay Writing	Any	-	10
	Translation	Unseen	-	5
C	Grammar	i) Kinchig ii) Mhoichig iii) Higjyon iv) Chigmafeg v) Taam	Tamang Tamsal then Chyom Dig Prepared by Tamang Language Development Board, STBA	25
D	Literature - Prose Section/Rapid Reader	Hwaidang Jinpa Gyagartenla Hrangwang Chhatpagadey	Brishyu Hoisher Prepared by Tamang Language Development Board, STBA	14
	Poetry Section	i) Hyang seba Kharanglasi ii) Barsey iii) Lopkhen Gade Khenba iv) Goila Kwan v) Dini Gaalji	Tamang Hwaishyu Hoisher Prepared by Tamang Language Development Board, STBA	15
E	Play			6
Total				90

SYLLABUS FOR SUMMATIVE ASSESSMENT-II

CLASS IX

(OCTOBER 2015 - MARCH 2016)

Total Marks: 90

6 (Six) Periods a Week

Section	Topic	Lessons	Prescribed Book	Marks
A	Reading - Unseen Passage	-	-	10
B	Letter Writing	Personal	-	5
	Essay Writing	Any	-	10
	Translation to Tamang	Unseen	-	5
C	Grammar	i) Hrenglan Tosa Ngyot ii) Hrenglan Tosa Ngyot Don Briba iii) Tunlan Tosa Ngyot iv) Tunlan Tosa Ngyot Don Briba	Tamsal Prepared by Tamang Language Development Board, STBA	25
D	Literature - Prose Section/Rapid Reader	i) Longpa ii) Dubthop Mila Repala Kai	Brishvu-Hoiser Prepared by Tamang Language Development Board, STBA	14
	Poetry Section	i) Ngala Gyot ii) Gyoj Jaja iii) Aai Khau iv) Khaduila Mhang	Hwaishyu Prepared by Tamang Language Development Board, STBA	15
E	Play			6
Total				90

34. SHEPRA (CODE NO. 134)

SYLLABUS FOR SUMMATIVE ASSESSMENT - I

CLASS IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Group	Topics	Marks
A	Reading Leu-tsen ne Tri-wa tiwai len Trikub. (Unseen Passage) Book not Prescribed.	10
B	Writing (i) Tri-Tsom (Essay Writing) Shey-rig Yon-Ten Gal-chen Kor Shyedpa Khor-yug Tsang-drak ki kor shyed-pa (ii) Taang-Yig (Letter Writing) Lob-chi chyog-la Nyin chig-ki Gong-shyu. Rangi dalja-la gong-mui shey-laktu dron shyu. (iii) Ked-Gyur (Translation) (Prescribed Book: "Sherpai Sumtag tang Trih-Tsom" <i>Published by : Sherpa Language Literary Development Committee, Gangtok.</i>)	08 07 05
C	Grammar (i) Ked-rhek, Yig-gi, Tseg-drub (ii) Taampey (iii) Shey-Sha (Prescribed Book: "Sherpai Sumtag tang Trih-Tsom" <i>Published by: Sherpa Language Literary Development Committee, Gangtok</i>)	15
D	Literature	
	Prose: Sherpai Ked-Dep (i) Pang Lha Sol (ii) Mila Gopai Yon-ten Sum (iii) Losar ki kor Shyed-pa (Prescribed Book: "Sherpai Ked- Dep" <i>Published by: ShLanguage Literary Development Committee, Gangtok.</i>)	20
	Poetry: Sherpai Leg-Shyed. (Tseg-ched 01 - 25 par sag (i) Tsig-ched ki derl-shey gya-kub (ii) Tsig-ched nang-ne tsig-ched chig tri-kub (iii) Daham-ni Tri-kub (Prescribed Book: "Sherpai Leg-Shyed" <i>Published by: Sherpa Language Literary Development Committee, Gangtok.</i>)	10
	Rapid Reader: Sherpai Mola Shey-pa. (Shyog-leb 01-19 par sag.)	15

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT - I

CLASS IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 Hours

Maximum Marks: 90

The Question Paper will be divided into four sections:

Section A	: Reading Comprehension	10 Marks
Section B	: Letter Writing	07 Marks
	Essay Writing	08 Marks
	Translation	05 Marks
Section C	: Applied Grammar	15 Marks
Section D	: Literature	45 Marks

Section	Topics	Types of Ques.	No. of Ques.	Marks
A1	Reading Comprehension Dhe-ljyong Lob pen chenpo padma jyung ne ki ngosu chyoni chyingi rlob pai sang bai neh behyul dhe mo ljyong di yamchen khed cho dang den pain eh khed par chen shig yin. Neh dihi nangla nangpai gonad mangpu jyal gyu hoyed. Behyul deh ljyong si ne ming tagpai dondag kang yin sheyna dowa semchen don la phen pai shing dhe nachok ked yope "Dhe" tang yul tham chyed yangpa kangri tang denpar shyong chen hotub tabki "ljyong" tang neh dhir Guruh samki mikhyabpai ter natsok ma hongpai dohi don tu behpe na "Beh Yul" yang yin. Jamling yongla nyendak hotub Kangchen Jed Nga Tagtse shedpa di Dhe Ljyong ki phula gyalwa rignga nangshyin neh hoyed. Jed Nga sikyahu di Tsahi jed, Ser tang Ngul ki jed, Chyo tang Nor ki jed, Koh tang Tsonki jed, Duh tang Menki jed nga di yul lha zibdak nam nehni dila sungkyob gye hotub yin. Dhe Ljyong di nangpa Sangay pai cholug tar khyab chig yin. Yin yang tingsang yul dihi nangla mirig natsok so soi ked tang rigjyung tang cholug kih chog bai rigthun chig drhil metog dhumra nang shyin choni hotub yin.	Short Answer	05	10
B2 (i)	Essay Writing (Dritsom) Sherig Yonten Galchen ki kor shyedpa Khor yug tsangdrak ki kor shyedpa Rangi Ked tang Rigjyung kor.	Write an Essay on any one Topic	01	08
(ii)	Letter Writing (Tangyig) Lobchyi chyog la nyin chigi gong shyu. Rangi Dalja la gongmu sedla drondu shyu bul.	Write an application	01	07

(iii)	Translation A visit to a village farm My friend, Tashi, lives in a village. His father is a farmer. He has a big farm. He grow vegetables and fruits in his farm. Last Sunday, Gelek took me to his village. We reached there early in the morning. We went to their farm. We saw trees laden with fruits. We also saw vegetables grown in the farm. There were tomatoes, brinjals, cucumbers and peas. We sat under a tree and took tea. It was a happy experience. I enjoyed the visit to the village farm very much.	English into Sherpa	01	05
C3	Grammar (Sumtag) a) Ked-rig- gi kor shedpa Yig-gi Namshyag shyed tsul. Tseg-drub b) Peytaam c) Sheysa	Short Ans. / V. Short Ans. / V. Short Ans.	04 03 02	10 03 02
D4 (i)	Literature Prose (Sherpai Ked-Deb) Pang Lha Sol. Mila Gohpai Yonten Sum. Losar ki Kor Shedpa Ravindra Nath Thagor	Short Ans. V. Short Answers.	03 05	15 05
(ii)	Poetry (Legshyed) Legshyed Tsigchyed 1 – 25 Sag. Tsigchyed ki Drelshy Gyaptang. Tsigchyed Nang-ne Tsig-chyed chyig Trikub. Dhamni Trikub	Explanation Write a poetry. M. C. Q.	01 01 02	04 04 02
(iii)	Supplementary Molwa / Mola Shyedpa – 01 – 19 Sag.	Short Answers	05	15

SYLLABUS FOR SUMMATIVE ASSESSMENT - II

CLASS IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Group	Topics	Marks
A	Reading Leu-tsen ne Tri-wa tiwai len Trikub. (Unseen Passage) Book not Prescribed.	10
B	Writing (i) Tri-Tsom (Essay Writing) Rang-gi Riggyung tang Chyo-lug, Ked-ki kor. Sa-yoh tang te-ne Sung-kyob ki kor. (ii) Taang-Yig (Letter Writing) Lob-chi chyog-la Nyin Nyi Ring-ki Gong-shyu. Rangi dalja-la Nyin-gung shey-lak tu dron shyob. (iii) Ked-Gyur (Translation) (Prescribed Book: "Sherpai Sumtag tang Trih-Tsom" <i>Published by : Sherpa Language Literary Development Committee, Gangtok.</i>)	08 07 05
C	Grammar (i) Theh Jyen-wang chen gyed, Nam-yeh gyed. (ii) Taampey (iii) Shey-Sha (Prescribed Book: "Sherpai Sumtag tang Trih-Tsom" <i>Published by: Sherpa Language Literary Development Committee, Gangtok</i>)	15
D	Literature	
	Prose: Sherpai Ked-Dep (i) Jubu Jyang-dhar ki kor (ii) Jik-ten Chyag-tsul Dhor-dhu shyed-pa (iii) Lha Babb Tuh-chen (Prescribed Book: "Sherpai Ked- Dep" <i>Published by: ShLanguage Literary Development Committee, Gangtok.</i>)	20
	Poetry: Sherpai Leg-Shyed. (Tseg-ched 26 - 51 par sag (i) Tsig-ched ki derl-shey gya-kub (ii) Tsig-ched nang-ne tsig-ched chig tri-kub (iii) Daham-ni Tri-kub (Prescribed Book: "Sherpai Leg-Shyed" <i>Published by: Sherpa Language Literary Development Committee, Gangtok.</i>)	10
	Rapid Reader: Sherpai Mola Shey-pa. (Shyog-leb 20-51 par sag.)	15

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT - II

CLASS IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 Hours

Maximum Marks: 90

The Question Paper will be divided into four sections:

Section A	: Reading Comprehension	10 Marks
Section B	: Letter Writing	07 Marks
	Essay Writing	08 Marks
	Translation	05 Marks
Section C	: Applied Grammar	15 Marks
Section D	: Literature	45 Marks

Section	Topics	Types of Ques.	No. of Ques.	Marks
A1	Reading Comprehension Tud-do Semchen ki Tsogpa Nyin chig nagtho chig gi nangla Tud-do semchen tiba dhuni ghaden chig tsogbu nok. Rang rang so soi chyam drel giyin ton med tamla yehni dhed. Ukku chig tingla khobrang rang rangi khyed chyo shyedpe ngagyal gyidrub goh tsug bu yinok. Gotangpo sengey yar langni "Nga di nags thruh nangi sem chen tob chenbu di yin. Nge tobshyugi nga khyebai gyalpo chyang thubu yin." Sir ne sikya nog. Tama Kib chyang chigi - "Nga tih teri nang ne sem chen chyang shyogpa yin. Nge chyu keh chi nok mi dug pai duh laying sama tsalni mi lu tsohi donla kochyed thub pu yin." Tama Mapchya chig pushyog yar langni - "Dinok pushyog jemu khyere namlang thong nyonga." "Nga teri nang ne tob chedak di yin. Nye chyeve gang thob dek thub senge laying pham thubar gyid ho." Ser ne langpu chiggi sanog. Dut-do semchen terki rang rangi khyed chyo tensingma Balba tikpe chiggi labsung. "Dakpu tiwa la chinog khyed chyo bompus hosinang shyenpai lagne thar gyu med." Serne Balchunyi sasingma Semchen tham chyed kha tsumni log song ngo.	Short Answer	05	10
B2 (i)	Essay Writing (Dritsom) Rang-gi Riggyung tang Chyolug tang Ked-Rhig-gi Kor. Sa-yoh tang tene Sungkyob kor.	Write an Essay on any one Topic.	01	08
(ii)	Letter Writing (Tangyig) Lobchyi chyog la Nyin Nyih ring-gi gong shyu yig-gi. Rangi Dalja la Nyin-Gong shyelak Drontu Shyuyig.	Write an application	01	07
(iii)	Translation	English	01	05

	KNOW YOUR VALUE Remember, no one is perfect, but every individual is unique ! So never compare yourself with anyone. God has given you much more than your requirement. Admire yourself at every step, feel great about what you are. This will guide you towards the real direction of your life. You are a treasure house of unique qualities.	into Sherpa		
C3	Grammar (Sumtag) a) Theh Jyen Wang-chen Gyed Nam-Yeh Gyed b) Taampey c) Sheysa.	Short Ans. / V.Short Ans. / V. Short Ans.	04 03 02	10 03 02
D4 (i)	Literature Prose (Sherpai Ked-Deb) Juhu Jyong-dhar ki skor. Jig-Ten Chyag-Tsul Dordhu Shyed-pa. Lha-Babb Tuh-Chyen ki Kohor.	Short Ans. V. Short Answers.	03 05	15 05
(ii)	Poetry (Legshyed) Legshyed Tsigchyed 26 – 51 Sag. Tsigchyed ki Drelshey Gyaptang. Tsigchyed Nang-ne Tsig-chyed chyig Trikub. Dhamni Trikub	Explanat ion Write a poetry. MCQ	01 01 02	04 04 02
(iii)	Supplementary Molwa / Mola Shyedpa. 20 – 51 Sag.	Short Answers	05	15

35. RAI (CODE NO. 131)

SYLLABUS FOR SUMMATIVE ASSESSMENT - I

CLASS IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Total Marks: 90

6 (six) periods a week

Section	Topics	Lessons	Prescribed book
A	Reading – unseen passage	-	-
B	Letter writing	Personal	-
	Essay writing	Any	-
	Translation	Unseen	-
C	Grammar –	i) Chhapbop, Chhaplabop ii)Risamchi iii) Sapwasinchi ii) Sinchungchi iii) Yangsiwa	“Yaya Sasengyang” – Published by AKRSS
D	Literature – Prose Section/Rapid Reader – Poetry Section –	Thhepthhey, Khokchaley, Nokchiya, Kaptan Ganju Lama, Sewwa Nakan Gurung Senuney. Aan Yamuyang. Chakwa. Di chongma aam sewada. Mama-o-chhuk. Henkhamang.	“Yangchhapchung” – Compiled by P.M.Rai - Published by AKRSS. “Yangchhamchung” - – Compiled by P.M. Rai – Published by AKRSS

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT - I

CLASS IX

FIRST TERM (APRIL 2015 - SEPTEMBER 2015)

Time: 3 hrs.

Total: 90 marks

6 (six) periods a week

The questions shall be of four sections as -

1. Section A – Reading comprehension 10
2. Section B – Writing – Letter, Essay, Translation 5+10+5 = 20
3. Section C – Grammar 25
4. Section D – Literature 35

Scheme of Section and weightage to content

Section	Topic / Section	Type of Questions	No. of Question	Marks
A	Reading comprehension (unseen passage)	Short answer type question	03	06
		Long answer type question	02	04
B	Letter writing	Personal	01	05
	Essay writing	Not more than 100 words	01	10
	Translation to Rai	From unseen passage	01	05
C	Grammar :	Long answer type of question	05	25
D	Literature : Prose /R.R. – Yangchhapchung –	Long answer type of question with multiple choices	05	15
		Substance writing	01	05
	Poetry – Yangchhamchung –	S.A. type question	02	04
		L.A. type question	02	06
		Substance writing	01	05
		Total	24	90

SYLLABUS FOR SUMMATIVE ASSESSMENT - I

CLASS IX

SECOND TERM (OCTOBER 2015 - MARCH 2016)

Total Marks: 90

6 (six) periods a week

Section	Topics	Lessons	Prescribed book
A	Reading – unseen passage	-	-
B	Letter writing Essay writing Translation	Personal Any Unseen	- - -
C	Grammar –	i) Yangsiwa-o-oli ii) Chepkhip iii) Kahan iv) Dumu	“Yaya Sasengyang” of P.M. Rai & team – Published by AKRSS
D	Literature – Prose Section/Rapid Reader – Poetry Section –	Sannosam Karamchan Gandhi, Kumkhaba, Induwaya, Ramchey Mangpa, Chakwa, Bakhaba nang Tayanirihang. Sawanam, Aan oda di manung ? Pangyee aankanka, Nakumang – 2, Aankan Hungsam. Anka busihang.	“Yangchhapchung” – Compiled by P.M.Rai – Published by AKRSS. “Yangchhamchung” Compiled by P.M. Rai – Published by AKRSS

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT - II

CLASS IX

SECNOD TERM (OCTOBER 2015 - MARCH 2016)

Time: 3 hrs.

Total: 90 marks

6 (six) periods a week

The questions shall be of four sections as -

1. Section A – Reading comprehension	10
2. Section B – Writing – Letter, Essay, Translation	5+10+5 = 20
3. Section C – Grammar	25
4. Section D – Literature	35

Scheme of Section and weightage to content

Section	Topics	Type of Questions	No. of Question	Marks
A	Unseen passages	Short answer type question	05	05
		Multiple Choice Questions	05	05
B	Writing Section	i) Letter writing	01	05
		ii) Essay writing – 100 words	01	10
		iii) Translation – u/s passage	01	05
C	Grammar	Long answer type questions	05	25
D	Literature – Prose Section	Short answer type question	05	10
		Long answer type question	03	06
		Multiple Choice Question	02	04
	Poetry Section	Substance writing	01	05
		Long answer type question	02	10
		Total	31	90

FORMATIVE ASSESSMENT - CLASS IX

There will be four Formative Assessments in total. Two formative assessments to be held during the first term and other two during the second term. Each formative assessments will be of 10 % of the full marks, i.e. the formative assessment before the end of each term will be of 20 % marks.

The Formative Assessment will include the following –

1. Quiz
2. Group discussion
3. Class work
4. Home work
5. Assignments
6. Project works
7. Debate
8. Drama
9. Recitation etc.

The Formative Assessment may be done for all of the following learning concepts.

1. Comprehension
2. Grammar
3. Literature – Writing skill –
 - i. Diary entry
 - ii. Letters – Formal and non-formal
 - iii. Report
 - iv. Articles
 - v. Declamation
 - vi. Speech

*Comprehension questions –

1. Reference to context
2. Multiple choice question
3. Short answers
4. Long answers

*Writing skill –

- i. Content
- ii. Fluency
- iii. Accuracy

*Dramatization (Group work)

1. Acting skill

2. Dialogue delivery
3. Diction
4. Understanding the text
5. Understanding the character confidence

*Group discussion –

1. Understanding of topic
2. Conversation skill
3. Confidence
4. Presentation, etc.

*Spell check –

1. Memorization of correct spelling
2. Correct sentence formation
3. Right usage of word
4. Parts of speech used.

*Reading a book (group or individual activity)-

- About the author
- Summary
- Characters
- Extrapolation
- Designing a Comic Book
- Simplify story for junior classes –
 - i. Simplifying the plot.
 - ii. Writing the script.
 - iii. Narrating the script.
 - iv. Enacting
 - v. Making CD.

For all these activities, teachers may use the text book or choose any book, story or play of the own choice.

PART - IV
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 Kakinanda 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.

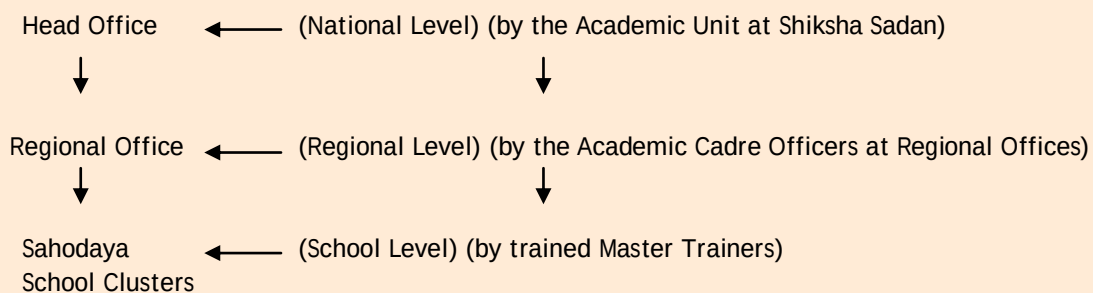
14. In-Service Teacher Education Models:

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:

- I. Face to Face Interaction Mode
- II. Online / Distance Mode
- III. 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
• 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.

Examination
and
completion
certificate.

(2) Every child completing his elementary education shall be awarded a certificate, in such form and in such manner. as may be prescribed.

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 crossed 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.

Frame Work for Special Adult Literacy Drive

1. It seeks involvement of students on a mass scale, as also of the schools, as committed and supportive systems, in the national cause of eradication of illiteracy among adults.
 2. SALD will form an essential component of Work-Experience. Accordingly, the area of Work-Experience has been restructured and assigned weightages looking to their relative significance in the curriculum, both at the Secondary & Senior Secondary stages, as under:

a) Essential Area: Which may include health, hygiene, food shelter, recreation etc. as outlined in the	20%
b) Special Adult Literacy Drive: as a separate and essential component	20%
c) Optional Activities: Any one to be chosen out of the many provided in guidelines issued by the Board	60%
 3. In the areas where 100% literacy has been achieved, the 20% weightage earmarked for SALD shall be merged with the component designated as Essential Area. Concomitantly, in such situations/areas the component of Essential Area will acquire 40% weightage (including 20% that of SALD) and the optional area with 60% weightage.
 4. In recognition of the useful work done by students under SALD, in consonance with 20% weightage assigned to it as part of Work-experience, the award of marks will be as under:
 - 4.1 Marking one adult literate (15-35 years) = 15 marks
 - 4.2 Marking two adults literate (15-30 years) = 20 marks
 5. The students, who make, more than two adults literate may be awarded extra credit in the same ratio, as suggested under para 4 above, i.e.:
 - 5.1 for 3 adults = Additional 15 marks
 - 5.2 for 4 adults = Additional 20 marks
 6. These additional 20 marks be drawn from the Essential Area of Work Experience which has been assigned 20% weightage in the scheme. For such students the maximum marks allocated for the Essential Area (20) and the SALD (20) will be clubbed together for assessment on this activity. These students will be awarded marks out of 40 instead of 20 as it would be in the normal cases under 4 above. The students making three or more adults literate in that case will not be required to offer any other activity under the Essential Area. They will be deemed to have utilised maximum 40 marks (20 under essential Area + 20 under SALD).
- In order to arrive at the overall grade in Work Experience it would be advisable that initially the assessment in done in terms in marks according to the weightages assigned to difference three components i.e. Essential Area, (SALD) and Optional Activities. Then the overall scores (total of three components) obtained by individual candidates be arranged in rank order (i.e. from highest to the lowest for the entire class. Those getting less than 33% will be treated as failed highest to the lowest for the entire class. Those getting less than 33% will be treated as failed and be given grade E of the remainder pass candidates i.e., those getting 33% marks or above in accordance with the criterion laid-down by the Board, the top one-eight (1/8) candidates be awarded A1 grade and the next one-eight (1/8) A2 grade and so on.
7. In those schools or in case of such students who are not familiar with the language of the region concerned where in the literacy programme has to be undertaken, the candidates may either be.

- 7.1 exempted from this activity (in that case they will be assessed under the Essential Area for 40% weightage instead of 20% weightage in normal circumstances).
- 7.2 or such candidates may engaged in other related activities of the SALD rather than direct teaching of adults and may be awarded marks suitable for the work done by them.
8. In order to give due recognition to the work done by students, indication will also be made on the certificates issued by the Board, at the end of Secondary and Senior Secondary stages regarding participation of SALD and number of adults made literate during the block period.
 9. The good work done by the institutions will also be encouraged. It is expected that under the special drive, the schools would be able to make two persons literate for each student they send every year to Board's examination at the Secondary and Senior stages.
 10. Each student's volunteer who wants to make use of incentive marks would be required to devote at least 100 hours in each academic session. The activity may have flexible schedule to be organised during regular school hours or after school hours or during holidays or summer vacation since the entire programme is learner based. This schedule may differ from individual also. Adult literate will have to be certified by the School on the basis of resting done under the norms laid down by NLM and Board.
 11. The special driver (SALD) being a part of the national movement, should not be treated as an activity to be taken up by the student alone at their individual levels but the entire school, as a system, under the leadership of the Head of the Institution should involve itself wholly so as to include all the teachers playing their roles effectively in planning, supporting and extending this activity. Involvement of parents is also necessary for the success of the drive. Suitable incentives may also be worked out by the schools and PTA.
 12. The school should make this activity time-bound and also area specific. They may adopt nearby villages or communities as the case may be and declare them literate within a specific period of time i.e. two or three years. Thus the target is obligatory not only for the students but also for the schools to be attained within a specific period of time. In metropolitan cities if such localities cannot be identified in the nearby areas, the students and teacher may adopt families and declare within the specified period.
 13. The SALD shall be monitored by the board regularly. For the purpose, it may set up State - Wise/Region - Wise Monitoring Committees to review the progress of the Programme in their designated States/Regions with reference to supply of materials, academic inputs, general coordination and overall effectiveness of the programme in the state/region concerned.
 14. These Monitoring Committees will also pay surprise visits to the affiliated institutions any time during the months of February to April every year to examine the activities and all the related aspects of the programme and to into records of the adult learners maintained by the schools, from the standpoint of:
 - 14.1 ascertaining that proper evaluation procedures have been followed by the school while awarding the certificated to the adult learners;
 - 14.2 verify that the students volunteers have made literate the number of adults as has been claimed in the Performance Reports submitted to the Board by Schools for that year.
 15. The monitoring in respect of Kendriya Vidyalays, Navodaya Vidyalayas, Govt. and Govt. aided institution will be done by the respective organisations controlling them. The Board may, however direct its Monitoring Committees to inspect these institutions also, as and when necessary for required verification.
 16. For purpose of monitoring, the schools are expected to do the following:

- 16.1 To maintain student volunteers Achievement Record as per Appendix - 1, given for purpose of award of incentive marks to student volunteers.
- 16.2 To keep record of adult learners in readiness which may include the test administered by the schools, of exercise books of the adults and the diaries maintained by the student volunteers.
- 16.3 To have complete addresses and particulars of the adults made literate for verification by the Monitoring Committee. The Monitoring Committee may also like to meet the adults, the sessions with whom could be arranged on the following days or visits could be organised to their desired by the Committee.
- 16.4 To send Annual Performance Reports to the Board in proforma SALD-2 given at Appendix-B every year by the end of February.

Central Board of Secondary Education, Delhi
Special Adult Literacy Drive: Student Volunteer Achievement Record

School Code: _____ School Name: _____ Examination _____

Note: To be submitted in duplicate by the end of February every year to the Regional Office. In case the Achievement Records do not reach the Board's office by February, no further request will be entertained. All entries to be made in Capital letters only.

S. No.	Roll No.	Name of the Examinee made Literate	Number of Adults made Literate	Name of the Adults	Address of the Literates	Remarks
				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	_____ _____ _____ _____ _____	
				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	_____ _____ _____ _____ _____	
				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	_____ _____ _____ _____ _____	
				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	_____ _____ _____ _____ _____	

					1. 2. 3. 4. 5.				
					1. 2. 3. 4. 5.				
					1. 2. 3. 4. 5.				
					1. 2. 3. 4. 5.				
					1. 2. 3. 4. 5.				
					1. 2. 3. 4. 5.				

*Mention other aspects of the literacy programme in which participated in lieu of actual teaching due to lack of knowledge of local language.

CENTRAL BOARD OF SECONDARY EDUCATION, DELHI
SPECIAL ADULT LITERACY DRIVE
Proforma for the Annual Performance Report

(To be sent in Duplicate to the Regional office latest by the last week of February every year along with Student Volunteers Achievement record-SALD-1)

School : _____

Exam year _____

No. of Examinees :

No. of Adults Made Literate by the school

Secondary _____

Sr. Secondary _____

1. A descriptive account of the programme with reference to the area/community selected, total population, part of the population covered, duration of the drive, quantum of achievement, reasons for shortfall, if any, tasks yet to be achieved, approach and strategies followed, problems faced, their solutions, resources generated, unique aspects of the programme. The narration may be done pointwise to facilitate analysis.
2. Observations and Suggestions:
 - 2.1 For the school
 - 2.2 For the Board
 - 2.3 Other Liaising Agencies

Signature
School's Stamp
(with address)

NB: More sheets may be added if the space is not adequate.

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Kalakhetra Panjabari, Guwahati - 781037
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Central Board of Secondary Education
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Ajmer (Raj.)-305030
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CENTRAL BOARD OF SECONDARY EDUCATION

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