

SECONDARY SCHOOL CURRICULUM 2009

MAIN SUBJECTS

VOL-1



CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092

SECONDARY SCHOOL CURRICULUM 2009

Vol 1
Main Subjects

Effective from the academic session 2007-2008 of Class IX
and for the Board Examination (Class X) to be held in 2009



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2-Community Centre, Preet Vihar, Vikas Marg,
DELHI-110 092

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Curriculum updation is a continuous process and hence the Board brings out revised curricula every year. It is obligatory for the Schools and the students preparing for the Board's examination of a particular year to follow the syllabi, courses and the books prescribed by it for that year. No deviation from the ones prescribed is permissible. All concerned are, therefore, strongly advised to purchase the curriculum prescribed for the year concerned from the CBSE Headquarters or its Regional Offices for their information and use. Orders with the required price and postage can be placed with the Store Keeper (Publications) at the Headquarters or with the Regional Officer of the Zone as the case may be. Readers are also advised to refer to the details given at the end of this publication. The syllabi and courses in Regional and Foreign Languages have been provided in the Volume II printed separately which is also a priced publication.

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 और ² राष्ट्र की एकता
और अखण्डता सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

दृढसंकल्प 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 करें;
- (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 सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र 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।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**SOVEREIGN 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 the ² 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 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. ELIGIBILITY OF CANDIDATES

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

1. ADMISSION-GENERAL CONDITIONS

1.1 A student seeking admission to any class in a 'School' will be eligible for admission to that class only if he:-

- (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 him eligible for admission to that class;
- (iii) satisfies the requirements of age limits (minimum & maximum) as determined by the State/U.T. 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 Institution last attended and countersigned ;
 - (b) document(s) in support of his having passed the qualifying or equivalent qualifying examination, and
 - (c) The Date of Birth Certificate issued by the Registrar of Births and Deaths wherever existing as proof of date of birth.

Explanation:-

- (a) A person who has been studying in an institution, which is not recognised by this Board or by any other recognised Board of Secondary Education or by the State/U.T. Government 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 him 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.

- 1.2 No student migrating from a school in a foreign country other than the school affiliated to this Board shall be eligible for admission unless an eligibility certificate in respect of such a student has been obtained from this Board. For obtaining eligibility certificate from the Board, the Principal of the School to which admission is being sought will submit to the Board full details of the case and relevant documents with his own remarks/recommendations. The eligibility certificate will be issued by the Board only after the Board is satisfied that the course of study undergone and examination passed is equivalent to 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 he has completed the regular course of study of the class to which he was admitted at the beginning of the academic session and has passed the examination at the end of the concerned academic session qualifying him for promotion to the next higher class.
- 1.5 No student shall be admitted in Class IX and above in a school affiliated with the Board after 31st day of August of the year except with prior permission of the Chairman, CBSE/ Competent Authority as may have been defined in the State/Union Territory Education Acts. The application for permission to grant admission after 31st of August shall be routed through the Principal of the school specifying the reasons which are unavoidable. The candidate shall complete the required percentage of attendance (75%) for Class IX & X as per Examination Bye-Laws of the Board to make him/her eligible for the examinations. 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 such permission would not be required, provided the candidate applied for admission within a fortnight of the declaration of the result.

2. ADMISSION : SPECIFIC REQUIREMENTS

- 2.1 Admission upto Class VIII (i.e. class VIII and below) shall be regulated by the rules, regulations, orders of the State/U.T. Governments applicable to the place where the school is located.
- 2.2 Admission to class IX in a school shall be opened 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/U.T. in which such an institution is located.

ADMISSION TO CLASS X

- 2.3 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 and;
 - (b) has passed class IX examination from an institution affiliated to this Board.
 - (c) A student who has completed a regular course of study for Class IX and has passed Class IX examination from an institution recognised by/affiliated to any recognised Board in India, other than this Board, can be admitted to a school only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the student the mark sheet and the Transfer Certificate duly countersigned by the Educational Authorities of the Board concerned. In case of such admissions the schools would obtain post facto approval of the Board within one month of admission of the student.

3. ADMISSION PROCEDURE

- (i) 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.

- (ii) Successive numbers must be allotted to students on their admission and each student should retain this number throughout the whole of his career in the school. A student returning to the school after absence of any duration shall resume his original admission number.
- (iii) 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 Bye-Laws from his last school must be produced before his name can be entered in the Admission register.
- (iv) In no case shall a student be admitted into a class higher than that for which he is entitled according to the Transfer Certificate.
- (v) A student shall not be allowed to migrate from one “School” to another during the session after his name has been sent up for the examination of the Board. This condition may be waived only in special circumstances by the Chairman.
- (vi) A student leaving his school at the end of a session or who is permitted to leave school during the session shall on a 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 institution is satisfied that the original is lost but it shall always be so marked.
- (vii) 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 Bye-laws.
- (viii) If the statement made by the parent or guardian of a student or by the student himself/ herself if he/ she was major at the time of his/her admission to a school, is found to contain any wilful misrepresentation of facts regarding the student’s career, the head of the institution may punish him/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

No student who has been expelled or is under punishment or rustication or is debarred for appearing in or taking an examination for any reason whatsoever shall be admitted to any examination of the Board.

5. ACADEMIC QUALIFICATIONS FOR UNDERTAKING EXAMINATIONS :

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/ recognised school at least two years earlier than the year in which he would take Secondary School (Class X) Examination,
- (b) secured a grade higher than grade E in each of the subjects of internal assessment at the examination referred to at (a) above; and
- (c) passed the third language as per requirement laid down in the scheme of studies.

6. ADMISSION TO EXAMINATIONS : REGULAR CANDIDATES

All India/Delhi Secondary School Examination will be opened to such regular candidates who have submitted their duly completed application for admission to the concerned examination, and/or his 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 Institutions/School with the following duly certified by such Head :

- (i) that he possesses the academic qualifications as laid down in Examination Bye laws;
- (ii) that he has not passed equivalent or higher examination of any other Board or University;
- (iii) that he is on the active rolls of the School;
- (iv) that he has completed a “regular course of study” as defined and detailed in Examination Bye Laws in a school in the subjects in which he would appear in the examination;
- (v) that he bears a good moral character and is of good conduct; and
- (vi) that he satisfies all other provisions, applicable to him/her, of the Examination Bye laws 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 Bye-Laws of the Board in toto.
 - (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 Bye-laws means atleast 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 practicals 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 Institutions shall not allow a candidate who has offered subject(s) involving practicals to take the practical examination(s) unless the candidates fulfil the attendance requirements as given in this Rule.
 - (ii) The candidates who had failed in the same examination in the preceding year and who rejoins 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.
 - (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

- (i) No student from a School affiliated to the Board shall be eligible to take the examination unless he has completed 75% of attendance counted from the opening of class IX/X upto

the 1st of the month preceding the month in which the examination commences in the subjects of internal assessment.

- (ii) Exemption from W.E./ Art Education/P& HE may be granted to a candidate on medical grounds provided the application is supported by a certificate given by a Registered Medical Officer of the rank not below that of Asstt. Surgeon and forwarded by the Head of the School with his recommendations.
- (iii) The Chairman shall have powers to condone shortage of attendances in subjects of internal assessment.

8. RULES FOR CONDONATION OF SHORTAGE OF ATTENDANCE

- (i) If a candidate's attendance falls short of the prescribed percentage, the Head of the School may submit his name to the Board provisionally. If the candidate is still short of the required percentage of attendances within three weeks of the commencement of the examination, the Head of the institution shall report the case to the Regional Officer concerned immediately. If in the opinion of the Head of the institution, the candidate deserves special consideration, he may submit his 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 his 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 classes 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 & the percentage of attendance by such candidate during the aforesaid period.
- (ii) Shortage upto 15% only may be condoned by the Chairman. Case of candidates with attendance below 60% in Class-X 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, T.B. or any other disease or injury requiring long period of hospitalization.
- (iii) The Principal shall refer a case of shortage within the above prescribed limit of condonation to the Board, either with the recommendations or with valid reasons for not recommending the case.
- (iv) The following may be considered valid reasons for recommending the case of the candidate with attendance less than the prescribed percentage :-
 - (a) prolonged illness;
 - (b) loss of father/mother or some other such incident leading to his absence from the school and meriting special consideration; and
 - (c) any other reason of similar serious nature.

- (d) authorised participation in sponsored tournaments and Sports' meet of not less than inter school level and at NCC//NSS Camps including the days of journeys for such participation shall be counted as full attendance.

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 Bye-Laws.

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 at the Delhi Secondary School Examination of the Board;
- (b) teachers serving in educational institutions affiliated to the Board; 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.
- (d) Physically handicapped students on producing reasonable evidence of having difficulty to attend normal institutions in the subjects not involving practical training / examination.

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

- (i) A candidate who had failed at the All India Secondary School Examination of the Board will be eligible to reappear at the subsequent examination as a private candidate in the syllabi and text books as prescribed for the examination of the year in which he will reappear.
- (ii) Teachers serving in educational institutions affiliated to the Board.

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

- (i) The application forms for teachers shall be countersigned by the Director of Education of the State/U.T. concerned and those of others by a member of the Governing Body of the Board or by the Head of an institution affiliated to the Board.
- (ii) 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 (i) above.
- (iii) If the application of a private candidate is received after the prescribed date, he shall pay late fee as prescribed.
 - (iv) When a private candidate's application for admission to the examination is rejected, the examination fee including late fee, if any, paid by him less Rs. 10/- or the amount as decided by Chairman from time to time will be refunded to him 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.
 - (v) 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 Delhi Secondary School Examination of the Board as private candidates.
 - (vi) Every year in the beginning of the session, the heads 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 his//her father or guardian and the place of residence.
 - (vii) 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 the effect to the satisfaction of the Board. However, not withstanding this condition they can offer Home-Science with Practical without such a certificate.
 - (viii) 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.

2. SCHEME OF EXAMINATIONS AND PASS CRITERIA

2.1 GENERAL CONDITIONS

- (i) The Scheme of Examinations and Pass Criteria for All India//Delhi Secondary School Examinations conducted by the Board, shall be as laid down from time to time.
- (ii) Class IX examination shall be conducted internally by the schools themselves.
- (iii) In order to be declared as having passed class IX Examination a candidate shall obtain 33% in all the subjects. The pass marks in each subject of the examination shall be 33% . (Rule 41.1 (vi) of examination Byelaws)
- (iv) The Board will conduct the external examinations at the end of class X.
- (v) Class X examination shall be based on the Syllabi as prescribed by the Board for class X from time to time.
- (vi) Number of papers, duration of examination and marks for each subject/paper will be as specified in the curriculum for the year.
- (vii) The examination would be conducted in theory as well as in practicals, depending upon the nature of the subject(s) and the marks/grades allotted shall be as prescribed in the curriculum.
- (viii) Marks/grades shall be awarded for individual subjects and the aggregate marks shall not be given.

2.2 Grading

- (i) Assessment of theory/practical papers in external subjects shall be in numerical scores. In addition to numerical scores, the Board shall indicate grades in the mark sheets issued to the candidates in case of subjects of external examinations. In case of internal assessment subjects, only grades shall be shown.
- (ii) Letter grades on a nine-point scale shall be used for subjects of external examinations. However, for subjects of internal examination in Class X the assessment shall be made on a five point scale i.e. A,B,C,D and E.
- (iii) The grades shall be derived from scores in case of subjects of external examination. In case of subjects of internal assessment, they shall be awarded by the schools.
- (iv) The qualifying marks in each subject of external examination shall be 33% at Secondary School Examination.
- (v) For awarding the grades, the Board shall put all the passed students in a rank order and will award grades as follows :
 - A-1 Top 1/8th of the passed candidates
 - A-2 Next 1/8th of the passed candidates
 - B-1 Next 1/8th of the passed candidates
 - B-2 Next 1/8th of the passed candidates
 - C-1 Next 1/8th of the passed candidates
 - C-2 Next 1/8th of the passed candidates
 - D-1 Next 1/8th of the passed candidates
 - D-2 Next 1/8th of the passed candidates
 - E Failed candidates

Notes :-

- (a) Minor variations in proportion of candidates to adjust ties will be made.
- (b) In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.
- (c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- (d) In respect of subjects where total number of candidates passing a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

2.3 MERIT CERTIFICATES

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

2.4 SCHEME OF EXAMINATIONS

- (i) Assessment in the following subjects will be undertaken by the schools themselves in terms of grades on a five-point scale (i.e. A,B,C,D & E)
 - Work Experience
 - Art Education
 - Physical and Health Education
- (ii) The evaluation for subjects of internal assessment shall be based on cumulative record of the candidate during his/her continuous assessment in the school.
- (iii) 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. As per the notification of the Board, the schools shall issue the Certificate of School Based Evaluation at the end of class X.
- (iv) Rest of the subjects of study not mentioned under sub-clause (i) shall be externally examined by the Board. Details of question papers, marks and duration are given below :-

S.No.	Subject	No. of Question Papers	Max. Marks	Duration
1.	Language I	1	100	3 hours
2.	Language II	1	100	3 hours
3.	Mathematics	1	80**	3 hours
4.	Science	1 (Theory)*	60	2½ hours
5.	Science (Practical Skills)	1 (Multiple choice Type)	20	1½ hours
6.	Social Science	1	80**	3 hours
Additional Subjects				
(i)	Commerce (Elements of Business OR Elements of Book Keeping Accountancy OR Typewriting English OR Typewriting Hindi)	1	100/25*	3 hours
(ii)	Painting	1	100	3 hours
(iii)	Music	1 (Theory)*	25	2 hours
(iv)	Home Science	1 (Theory)*	75	3 hours
(v)	Introductory Information Technology	1 (Theory)*	40	3 hours

** 20(Twenty) Marks are assigned for internal assessment

Notes :

1. *Practicals in Science (20 marks), Music (75 marks), Home Science (25 marks), Introductory Information Technology (60 marks), Typewriting as one of the optional under Commerce (75 marks) will be conducted by the schools and marks will be reported to the Board. For further details about options available and breakup of marks please refer to the syllabi of the discipline concerned.
2. In social science & Mathematics twenty marks are assigned for internal assessment which will be carried out by the school as per guidelines given by the Board.

3. The candidates from recognised school having physical deformity or otherwise unable to take part in Work Education, Physical and Health Education and Art Education may be granted exemption by the Chairman of the Board on the recommendation of the Head of Institution on the merit of each case. Request for exemption should be supported by documentary evidence like Medical Certificate from a Medical Officer not below the rank of an Assistant Surgeon.
4. Private/PatracharVidyalaya and candidates sponsored by Adult School shall be exempted from the subject of internal assessment.
5. Heads of all affiliated institutions shall be required to issue “Certificate of School Based Evaluation” covering co-cognitive and other related areas of learning based on continuous and comprehensive evaluation of students who will be completing a course of study of ten years.

2.4.1 Pass Criteria

- (i) A candidate will be eligible to get the pass certificate of the Board, if he/she gets a grade higher than E in all subjects of internal assessment unless he/she is exempted. Failing this, the result of the external examination will be withheld but not for a period of more than one year.
- (ii) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. at least 33% marks) in all the five subjects of external examination in the main or at the compartmental examinations. The pass marks in each subject of external examination shall be 33%.
- (iii) No overall division/distinction/aggregate shall be awarded.
- (iv) In respect of a candidate offering an additional subject, the following norms shall be applied :-
 - (a) 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
 - (b) the replacement shall satisfy the conditions as laid down in the Scheme of Studies.
- (v) Candidates exempted from one or more subjects of internal examination shall be eligible for appearing in external examination and result shall be declared subject to fulfilment of other conditions laid down in the Pass Criteria.

2.4.2. Eligibility for Compartment

A Candidate failing in two of the five subjects of external examination shall be placed in compartment in those subjects provided he/she qualifies in all the subjects of internal assessment.

2.5 COMPARTMENT EXAMINATION

- (i) A candidate placed in compartment in Secondary School Examination may reappear in five (5) compartmental Chances i.e. first chance in the compartmental examination to be held in July/August the same year, second chance in March/April next year, third chance in July/August the next year and may further avail himself/herself of the fourth and fifth chances at the examinations to be held in March/April and July/August of another year. The candidate will be declared 'Pass' provided he/she qualifies the compartmental subject/subjects in which he/she had failed (Rule 42.1)
- (ii) A candidate who does not appear or fails at one or all the chances of compartment shall be

treated to have failed in the examination and shall be required to reappear in all the subjects at the subsequent annual examination of the Board as per syllabi and courses laid down for the examination concerned in order to pass the examination. The candidate practical marks/internal assessment marks obtained in the main examination will be carried over till the fifth chance compartmental examination

- (iii) Syllabi and Courses for the Compartmental Candidates in March Examination shall be the same as applicable to the candidates of full subjects appearing at the examination.
- (iv) A candidate placed in Compartment shall be eligible to appear at the first at the main examination held in March/April (to be held the same year)/(third to be held the next year) /fifth (to be held the year after) chances compartment examination to be held in July/August only in those subjects in which he/she has been placed in compartment. Rule 42(iv)
- (v) For subjects involving practical work, in case the candidate has passed in practical at the main examination he/she shall appear only in theory part and previous practical marks will be carried forward and accounted for. In case a candidate has failed in practical he / she shall have to appear in theory and practical both irrespective of the fact that he / she has already cleared the theory examination.

2.6 RETENTION OF PRACTICAL MARKS IN RESPECT OF FAILURE CANDIDATES

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

2.7 IMPROVEMENT OF PERFORMANCE

AMENDED RULE 44.2 (i) A candidate who has passed Secondary School Examination of the Board may reappear at the examination for improvement of performance in the main examination in succeeding year only, provided he/she has not pursued higher studies in the mean time. He/she shall appear as a private candidate. Those reappearing in the whole examination may appear as regular candidates also. The candidate(s) appearing for improvement of performance in the examination can appear in the subject(s) only in which they have been declared pass but not in the subject in which they have been declared fail.

- (ii) A candidate appearing for improvement in subject(s) involving practical shall appear only in theory and previous practical marks shall be carried forward and accounted for.
- (iii) A candidate appearing for improvement of performance in one or more subjects can not appear for additional subject simultaneously.

AMENDED RULE 44.2 (iv) Candidates who appear for improvement of performance will be issued only Statement of Marks reflecting the marks of the improvement examination.

2.8 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 Examinations from outside Delhi shall not be allowed to offer subjects involving practical work.

2.9 EXEMPTION TO SPASTIC, BLIND, DYSLEXIC AND PHYSICALLY HANDICAPPED CANDIDATES

Dyslexic, Spastic candidates and candidates with visual and hearing impairment have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of following subjects be offered :-

Mathematics, Science, Social Science, another language, Music, Painting, Home Science and Introductory Information Technology.

2.10 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.

3. SCHEME OF STUDIES

3.1 SUBJECT OF STUDIES

The learning areas will include :

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

Hindi, English, Assamese, Bengali, Gujrati, Kannada, Kashmiri, Marathi, Malayalam Manipuri, Oriya, Punjabi, Sindhi, Tamil, Telugu, Urdu, Lepcha, Limbu, Bhutia, Sanskrit Arabic, Persian, French, German, Portuguese, Russian, Spanish, Nepali, Tibetan and Mizo, (Please also refer to notes) (i), (ii) and (iii)

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

3.2 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 Introductory Information 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 text books 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 he/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.

3.3 INSTRUCTIONAL TIME

Assuming an academic week consisting of 45 periods of 40 minutes duration each, the broad distribution of periods per week will be as follows :

Subjects	Suggested periods for Class X
Language I	7
Language II	6
Mathematics	7
Science	9
Social Science	9
Work Education or Pre-Vocational Education (Please refer to the note on page 109)	3+3*/6
Art Education	2
Physical and Health Education	2

*Time Expected to be spent outside school hours.

Note : While designing the courses it has been presumed that, given margin for vacations, public holidays and other contingencies, a minimum of 30 weeks of teaching time will be available in each session for actual instructional transaction. Accordingly the distribution of periods over units and sub-units has been done which is only suggestive in character. The school, keeping the overall number of periods in each subject/area the same, may assign more or less number of periods to individual units according to their relative importance, if thought necessary. The distribution of marks over each unit (unit wise weightage), is however, prescriptive hence shall remain, unchanged.

3.4 SPECIAL ADULT LITERACY DRIVE (SALD)

In pursuance of the objectives of National Literacy Mission, Govt. of India, Special Adult Literacy programme has been taken up by the Board from the academic session 1991-92 beginning with classes IX & XI as 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 prescribed curriculum and incorporated in work-education as an essential component. Framework for SALD is given in Appendix 'A'.

3.5 SPECIAL PROVISIONS

3.5.1 Provision for the Patrachar Vidyalaya Candidates

- (a) The Patrachar Vidyalaya candidates are allowed to offer Home Science and Commerce in place of Mathematics and Science.
- (b) The Patrachar Vidyalaya Candidates from outside Delhi are, however, not allowed to offer subjects involving practical work.

3.5.2 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.

3.6 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 his subject of study after passing class IX as the case may be.
- (ii) No candidate shall offer a subject in class X which he has not studied and passed in class IX.
- (iii) Notwithstanding anything contained in the rules above, Chairman shall have the powers to allow a change in subject(s) to avoid undue hardship to the candidate provided such a request for change is made before 30th September.

ADDITIONAL SUBJECT(S)

- (i) A candidate who has passed the Secondary / Senior School Certificate Examination of the Board may offer an additional subject as a private candidate provided the additional subject is provided in the Scheme of Studies and is offered within SIX YEARS of passing the examination of the Board. No exemption from time limit will be given after six years. Facility to appear in additional subject will be available at the annual examination only.
- (ii) However, candidates appearing in six subjects at the Senior School Certificate Examination having been declared "Pass" by virtue of securing pass marks in five subjects as per Rule 40.1 (iv) may appear in the failing subject at the Compartment Examination to be held in July/August the same year.

हिंदी मातृभाषा

कक्षा IX-X

नवीं कक्षा में दाखिल होने वाले विद्यार्थी की भाषा शैली और विचार बोध का ऐसा आधार बन चुका होता है कि उसे उसके भाषिक दायरे के विस्तार और वैचारिक समृद्धि के लिए ज़रूरी संसाधन मुहैया कराए जाएँ। माध्यमिक स्तर तक आते-आते विद्यार्थी किशोर हो गया होता है और उसमें बोलने, पढ़ने, लिखने के साथ-साथ आलोचनात्मक दृष्टि विकसित होने लगती है। भाषा के सौंदर्यात्मक पक्ष, कथात्मकता / गीतात्मकता, अखबारी समझ, शब्द की दूसरी शक्तियों के बीच अंतर, राजनैतिक चेतना, सामाजिक चेतना का विकास, उसमें बच्चे की अपनी अस्मिता का संदर्भ और आवश्यकता के अनुसार उपयुक्त भाषा-प्रयोग, शब्दों के सुचिंतित इस्तेमाल, भाषा की नियमबद्ध प्रकृति आदि से विद्यार्थी परिचित हो जाता है। इतना ही नहीं वह विभिन्न विधाओं और अभिव्यक्ति की अनेक शैलियों से भी वाकिफ होता है। अब विद्यार्थी की पढ़ाई आस पड़ोस, राज्य-देश की सीमा को लांघते हुए वैश्विक क्षितिज तक फैल जाती है। इन बच्चों की दुनिया में समाचार, खेल, फिल्म तथा अन्य कलाओं के साथ-साथ पत्र-पत्रिकाएँ और अलग-अलग तरह की किताबें भी प्रवेश पा चुकी होती हैं।

इस स्तर पर मातृभाषा हिंदी का अध्ययन साहित्यिक, सांस्कृतिक और व्यावहारिक भाषा के रूप में कुछ इस तरह से हो कि उच्चतर माध्यमिक स्तर तक पहुँचते-पहुँचते यह विद्यार्थियों की पहचान, आत्मविश्वास और विमर्श की भाषा बन सके। प्रयास यह भी होगा कि विद्यार्थी भाषा के लिखित प्रयोग के साथ-साथ सहज और स्वाभाविक मौखिक अभिव्यक्ति में भी सक्षम हो सके।

इस पाठ्यक्रम के अध्ययन से

- (i) विद्यार्थी अगले स्तरों पर अपनी रुचि और आवश्यकता के अनुरूप हिंदी की पढ़ाई कर सकेंगे तथा हिंदी में बोलने और लिखने में सक्षम हो सकेंगे।
- (ii) अपनी भाषा दक्षता के चलते उच्चतर माध्यमिक स्तर पर विज्ञान, समाज विज्ञान और अन्य पाठ्यक्रमों के साथ सहज संबद्धता (अंतर्संबंध) स्थापित कर सकेंगे।
- (iii) दैनिक व्यवहार, आवेदन-पत्र लिखने, अलग-अलग किस्म के पत्र लिखने, तार (टेलिग्राम) लिखने, प्राथमिकी दर्ज कराने इत्यादि में सक्षम हो सकें।
- (iv) उच्चतर माध्यमिक स्तर पर पहुँचकर विभिन्न प्रयुक्तियों की भाषा के द्वारा उनमें वर्तमान अंतरसंबंध को समझ सकेंगे।
- (v) हिंदी में दक्षता को वे अन्य भाषा-संरचनाओं की समझ विकसित करने के लिए इस्तेमाल कर सकेंगे, स्थानांतरित कर सकेंगे।

कक्षा IX-X मातृभाषा के रूप में हिंदी शिक्षण के उद्देश्य :

- 1 कक्षा आठ तक अर्जित भाषिक कौशलों (सुनना, बोलना, पढ़ना, लिखना और चिंतन) का उत्तरोत्तर विकास।
- 1 सृजनात्मक साहित्य के आलोचनात्मक आस्वाद की क्षमता का विकास।
- 1 स्वतंत्र और मौखिक रूप से अपनी विचारों की अभिव्यक्ति का विकास।

- 1 ज्ञान के विभिन्न अनुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति एवं क्षमता का बोध कराना।
- 1 साहित्य की प्रभावकारी क्षमता का उपयोग करते हुए सभी प्रकार की विविधताओं (राष्ट्रीयताओं, धर्म, लिंग, भाषा) के प्रति सकारात्मक और संवेदनशील रवैये का विकास।
- 1 जाति, धर्म, लिंग, राष्ट्रीयताओं, क्षेत्र आदि से संबंधित पूर्वग्रहों के चलते बनी रूढ़ियों की भाषिक अभिव्यक्तियों के प्रति सजगता।
- 1 विदेशी भाषाओं समेत गैर हिंदी भाषाओं की संस्कृति की विविधता से परिचय।
- 1 व्यावहारिक और दैनिक जीवन में विविध किस्म की अभिव्यक्तियों की मौखिक व लिखित क्षमता का विकास।
- 1 संचार माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से अवगत कराना और नए-नए तरीके से प्रयोग करने की क्षमता से परिचय।
- 1 सघन विश्लेषण, स्वतंत्र अभिव्यक्ति और तर्क क्षमता का विकास।
- 1 अमूर्तन की पूर्व अर्जित क्षमताओं का उत्तरोत्तर विकास।
- 1 भाषा में मौजूद हिंसा की संरचनाओं की समझ का विकास।
- 1 मतभेद, विरोध और टकराव की परिस्थितियों में भी भाषा के संवेदनशील और तर्कपूर्ण इस्तेमाल से शांतिपूर्ण संवाद की क्षमता का विकास।
- 1 भाषा की समावेशी और बहुभाषिक प्रकृति के प्रति ऐतिहासिक नज़रिए का विकास।
- 1 शारीरिक और अन्य सभी प्रकार की चुनौतियों का सामना कर रहे बच्चों में भाषिक क्षमताओं के विकास की उनकी अपनी विशिष्ट गति और प्रतिभा की पहचान।

शिक्षण युक्तियाँ

माध्यमिक कक्षाओं में अध्यापक की भूमिका उचित वातावरण के निर्माण में सहायक की होनी चाहिए। भाषा और साहित्य की पढ़ाई में इस बात पर ध्यान देने की ज़रूरत होगी कि –

- 1 विद्यार्थी द्वारा की जा रही गलतियों को भाषा के विकास के अनिवार्य चरण के रूप में स्वीकार किया जाना चाहिए जिससे विद्यार्थी अबाध रूप से बिना झिझक लिखित और मौखिक अभिव्यक्ति करने में उत्साह का अनुभव करे। विद्यार्थियों पर शुद्धि का ऐसा दबाव नहीं होना चाहिए कि वे तनावग्रस्त माहौल में पड़ जाएँ। उन्हें भाषा के सहज, कारगर और रचनात्मक रूपों से इस तरह परिचित कराना उचित है कि वे स्वयं सहजरूप से भाषा का सृजन कर सकें।
- 1 गलत से सही दिशा की ओर पहुँचने का प्रयास हो। विद्यार्थी स्वतंत्र और अबाध रूप से लिखित और मौखिक अभिव्यक्ति करे। अगर कहीं भूल होती है तो अध्यापक को अपनी अध्यापन शैली में परिवर्तन की आवश्यकता होगी।

- 1 ऐसे शिक्षण-बिंदुओं की पहचान की जाए जिससे कक्षा में विद्यार्थी निरंतर सक्रिय भागीदारी करे और अध्यापक भी इस प्रक्रिया में उनका साथी बने।
- 1 हर भाषा का अपना एक नियम और व्याकरण होता है। भाषा की इस प्रकृति की पहचान कराने में परिवेशगत और पाठगत संदर्भों का ही प्रयोग करना चाहिए। यह पूरी प्रक्रिया ऐसी होनी चाहिए कि विद्यार्थी स्वयं को शोधकर्ता समझे तथा अध्यापक इसमें केवल निर्देशन करें।
- 1 हिंदी में क्षेत्रीय प्रयोगों, अन्य भाषाओं के प्रयोगों के उदाहरण से यह बात स्पष्ट की जा सकती है कि भाषा अलगाव में नहीं बनती और उसका परिवेश अनिवार्य रूप से बहुभाषिक होता है।
- 1 शारीरिक बाधाग्रस्त विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- 1 कक्षा में अध्यापक को हर प्रकार की विभिन्नताओं (जेंडर, जाति, वर्ग, धर्म) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।
- 1 परंपरा से चले आ रहे मुहावरों, कहावतों (जैसे, रानी रूठेंगी तो अपना सुहाग लेंगी) आदि के ज़रिए विभिन्न प्रकार के पूर्वाग्रहों की समझ पैदा करनी चाहिए और उनके प्रयोग के प्रति आलोचनात्मक दृष्टि विकसित करनी चाहिए।
- 1 मध्य कालीन काव्य की भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की संगीतबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।
- 1 वृत्तचित्रों और फीचर फिल्मों को शिक्षण सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।
- 1 कक्षा में सिर्फ एक पाठ्यपुस्तक की भौतिक उपस्थिति से बेहतर यह है शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को विद्यार्थी देख सकें और शिक्षक उनका कक्षा में अलग-अलग मौकों पर इस्तेमाल कर सकें।
- 1 भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे अधिकतम अर्थ की खोज करने का अर्थ समझ जाएंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा, वे शब्दों के बारीक अंतर के प्रति और सजग हो जाएंगे।

व्याकरण बिंदु

विद्यार्थियों को मातृभाषा के संदर्भ में व्याकरण के विभिन्न पक्षों का परिचय कक्षा III से ही मिलने लगता है। हिंदी भाषा में इन पक्षों और हिंदी की अपनी भाषागत विशिष्टताओं की चर्चा पाठ्यपुस्तक और अन्य शिक्षण सामग्री के समृद्ध संदर्भ में की जानी चाहिए। नीचे कक्षा VI से X के लिए कुछ व्याकरणिक बिंदु दिए गए हैं जिन्हें कक्षा या विभिन्न चरणों के क्रम में नहीं रखा गया है।

संरचना और अर्थ के स्तर पर भाषा की विशिष्टताओं की परिधि इन व्याकरणिक बिंदुओं से कहीं अधिक विस्तृत है। वे बिंदु इन विशिष्टताओं का संकेत भर हैं जिनकी चर्चा पाठ के सहज संदर्भ में और बच्चों के आसपास उपलब्ध भाषायी परिवेश को ध्यान में रखते हुए की जानी चाहिए।

कक्षा VI से X तक के लिए कुछ व्याकरण बिन्दु

- 1 संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रियाविश्लेषण
- 1 लिंग, वचन, काल
- 1 पदबंध में लिंग और वचन का विशेषण पर प्रभाव
- 1 वाक्य में कर्ता और कर्म के लिंग और वचन का क्रिया पर प्रभाव
- 1 परसर्ग, 'ने' का क्रिया पर प्रभाव
- 1 अकर्मक, सकर्मक, द्विकर्मक, प्रेरणार्थक
- 1 सरल, संयुक्त, मिश्र वाक्य
- 1 कर्तृवाच्य, कर्मवाच्य
- 1 समुच्चयबोधक शब्द और अन्य-अविकारी शब्द
- 1 पर्यायवाची, विलोम, समास, अनेकार्थी, श्रुतिसमभिन्नार्थक शब्द, मुहावरे

1. हिंदी पाठ्यक्रम - 'ए'
(कोड सं. - 002)
कक्षा-9

एक प्रश्नपत्र :

समय - 3 घंटे

पूर्णांक 100

(क) अपठित गद्यांश	20
(ख) रचना	15
(ग) व्यावहारिक-व्याकरण	15
(घ) पाठ्य-पुस्तक : क्षितिज भाग-1	30
पूरक-पुस्तक : कृतिका भाग-1	10
(ङ) मौखिक-अभिव्यक्ति	10

खण्ड क - अपठित गद्यांश

20 अंक

1. दो गद्यांश : (i) साहित्यिक गद्यांश (300 से 400 शब्द) 12
2. (ii) वर्णनात्मक गद्यांश (250 से 300 शब्द) 8

उपर्युक्त गद्यांशों में से शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु / संरचना आदि पर अति लघूत्तरात्मक प्रश्न पूछे जाएँगे।

खण्ड ख - रचना

15 अंक

3. (i) संकेत बिंदुओं पर आधारित किसी एक आधुनिक विषय पर लगभग 200 शब्दों में निबंध-लेखन। 10
4. (ii) संवाद-लेखन / पत्र-लेखन 5

खण्ड ग - व्यावहारिक-व्याकरण

15

5. (i) शब्द-निर्माण (उपसर्ग-प्रत्यय) विशेषण, लिंग और वचन का विशेषण पर प्रभाव तथा परसर्ग 'ने' का क्रिया पर प्रभाव
संज्ञा, सर्वनाम तथा (लिंग, वचन, कारक)
समास (2 + 2 + 2) 6
6. (ii) वाक्य-रचना - वाक्य के अंग, अर्थ के अनुसार वाक्य-भेद 3
7. (iii) पर्यायवाची, विलोम, श्रुतिसमभिन्नार्थक शब्द 3
8. (iv) मुहावरे - वाक्य प्रयोग 3

पाठ्य-पुस्तक

40 अंक

क्षितिज (15+15)

30 अंक

9. (i) दो में से किसी एक काव्यांश पर अर्थ-ग्रहण संबंधी चार या पाँच प्रश्न 6
10. (ii) निर्धारित कविताओं में से चार बोधात्मक प्रश्नों में से तीन प्रश्न 3+3+3 = 9
11. (iii) दो में से किसी एक गद्यांश पर आधारित अर्थ-ग्रहण संबंधी चार या पाँच प्रश्न 6
12. (iv) गद्य पाठों पर आधारित चार में से तीन बोधात्मक प्रश्न 3+3+3 = 9

पूरक पुस्तक कृतिका भाग 1

10

13. (i) दो में से एक निबंधात्मक प्रश्न 4
14. (ii) चार में से तीन लघूत्तरात्मक प्रश्न 2+2+2 = 6

खंड (ड) मौखिक अभिव्यक्ति

10 अंक

ग-1 सुनना

- वर्णित या पठित सामग्री को सुनकर अर्थग्रहण करना वार्तालाप, वाद विवाद, भाषण, कविता पाठ आदि को सुनकर समझना, मूल्यांकन करना और अभिव्यक्ति के ढंग को जानना 5

ग-2 बोलना

5

- (i) भाषण, वाद-विवाद
- (ii) गति, लय, आरोह-अवरोह सहित सस्वर कविता-वाचन
- (iii) वार्तालाप और उसकी औपचारिकताएँ
- (iv) कार्यक्रम-प्रस्तुति
- (v) कथा-कहानी अथवा घटना सुनाना
- (vi) परिचय देना, परिचय प्राप्त करना
- (vii) भावानुकूल संवाद-वाचन

वार्तालाप की दक्षताएं

टिप्पणी : वार्तालाप की दक्षताओं का मूल्यांकन निरंतरता के आधार पर परीक्षा के समय होगा। निर्धारित 10 अंकों में से 5 श्रवण (सुनना) के मूल्यांकन के लिए और 5 वाचन (बोलना) के मूल्यांकन के लिए होंगे।

श्रवण (सुनना) का मूल्यांकन

परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 200 शब्दों का होना चाहिए। परीक्षक को सुनते-सुनते परीक्षार्थी अलग कागज़ पर दिए हुए श्रवण बोधन के अभ्यासों को हल कर सकेंगे। अभ्यास रिक्त स्थान पूर्ति, बहुविकल्पी अथवा सत्य/असत्य का चुनाव आदि विधाओं में हो सकते हैं। प्रत्येक आधे अंक के लिए 10 परीक्षण प्रश्न होंगे।

वाचन (बोलना) का परीक्षण

1. **चित्रों के क्रम पर आधारित वर्णन :** इस भाग में अपेक्षा की जाएगी कि परीक्षार्थी विवरणात्मक भाषा का प्रयोग करें।

2. किसी चित्र का वर्णन : (चित्र लोगों के या स्थानों के हो सकते हैं।)
3. किसी निर्धारित विषय पर बोलना जिससे वह अपने व्यक्तिगत अनुभव का प्रत्यास्मरण कर सके।
4. कोई कहानी सुनाना या किसी घटना का वर्णन करना।

टिप्पणी :

1. परीक्षण से पूर्व परीक्षार्थी को तैयारी के लिए कुछ समय दिया जाए।
2. विवरणात्मक भाषा में वर्तमान काल का प्रयोग अपेक्षित है।
3. निर्धारित विषय परीक्षार्थी के अनुभव संसार के हों जैसे : कोई चुटकुला या हास्य-प्रसंग सुनाना, हाल में पढ़ी पुस्तक या देखे गए सिनेमा की कहानी सुनाना।
4. जब परीक्षार्थी बोलना प्रारंभ कर दे तो परीक्षक कम से कम हस्तक्षेप करें।

कौशलों के अंतरण का मूल्यांकन

श्रवण (सुनना)

1. विद्यार्थी में परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है, किन्तु सुसंबद्ध आशय को नहीं समझ पाता।
3. छोटे संबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।
5. परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है। अशुद्धियाँ करता है जिससे प्रेषण में रूकावट आती है।
7. दीर्घ कथनों की श्रृंखला को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।
9. जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करता है, उद्देश्य के अनुकूल सुनने की कुशलता प्रदर्शित करता है।

वाचन (बोलना)

1. शिक्षार्थी केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है किन्तु एक सुसंबद्ध स्तर पर नहीं बोल सकता।
3. परिचित संदर्भों में केवल छोटे संबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है।
5. अपेक्षाकृत दीर्घ भाषण में अधिक जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है; अभी भी कुछ अशुद्धियाँ करता है। जिससे प्रेषण में रूकावट आती है।
7. अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा प्रवाह रूप में प्रस्तुत कर सकता है ऐसी गलतियाँ करता है जिनसे प्रेषण में रूकावट नहीं आती।
9. उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है, केवल मामूली गलतियाँ करता है।

निर्धारित पुस्तकें :

1. क्षितिज-भाग 1 एन.सी.ई.आर.टी द्वारा प्रकाशित
2. कृतिका भाग 1 - एन.सी.ई.आर.टी. द्वारा प्रकाशित

हिन्दी पाठ्यक्रम - 'ए'
(कोड सं. - 002)
कक्षा - 10

एक प्रश्नपत्र :

समय - 3 घंटे

पूर्णांक 100

(क) अपठित गद्यांश	20
(ख) रचना	15
(ग) व्यावहारिक-व्याकरण	15
(घ) पाठ्य-पुस्तकें : क्षितिज भाग 2	40
पूरक-पुस्तक : कृतिका भाग 2	10

खण्ड क - अपठित गद्यांश 20

1. (i) साहित्यिक गद्यांश (300 से 400 शब्द) 12
2. (ii) वर्णनात्मक गद्यांश (250 से 300 शब्द) 8

उपर्युक्त दोनों में से गद्यांशों शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु / विशेषताओं आदि पर अति लघूत्तरात्मक प्रश्न पूछे जाएंगे।

खण्ड ख - रचना 15

3. (i) किसी आधुनिक विषय पर संकेत बिंदुओं पर आधारित निबंध-लेखन 10
4. (ii) पत्र-लेखन (औपचारिक / अनौपचारिक पत्र) 5

खण्ड ग - व्यावहारिक-व्याकरण 15

5. (i) क्रिया भेद : अकर्मक / सकर्मक, मुख्य क्रिया, सहायक क्रिया, संयुक्त क्रिया 2
- (ii) अव्यय : समुच्चयबोधक, क्रियाविशेषण और अन्य अविकारी शब्द 2
6. (iii) पद-परिचय 2
7. (iv) वाक्य-भेद : रचना के अनुसार, रचनान्तरण 3
8. (iv) वाच्य : कर्तृ, अकर्तृ वाच्य तथा वाच्य परिवर्तन 3
9. (v) अलंकार : अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा तथा मानवीकरण 3

खण्ड घ - पाठ्य-पुस्तक**50****I क्षितिज****20+20 40**

10. (i) दो में से किसी एक काव्यांश पर अर्थ-ग्रहण संबंधी तीन प्रश्न 6
11. (ii) कविताओं पर आधारित विषय-वस्तु संबंधी चार में से तीन प्रश्न $3+3+3 = 9$
12. (iii) कविताओं के संदेश/जीवन मूल्यों पर एक तथा सौंदर्य सराहना पर एक लघूत्तरात्मक प्रश्न $3+2 = 5$
13. (iv) दो में से एक गद्यांश पर अर्थ ग्रहण संबंधी तीन प्रश्न 6
14. (v) गद्य पाठों पर आधारित विषय-वस्तु संबंधी चार में से तीन प्रश्न $3+3+3 = 9$
15. (vi) गद्य पाठों के विचार / संदेश से संबंधित दो लघूत्तरात्मक प्रश्न $3+2 = 5$

I पूरक-पुस्तक : कृतिका**10**

16. (i) पाठों पर आधारित दो में से एक निबंधात्मक प्रश्न 4
17. (ii) पाठों पर आधारित चार में से तीन लघूत्तरात्मक प्रश्न $2+2+2 = 6$

निर्धारित पुस्तकें :

1. क्षितिज-भाग 2 एन.सी.ई.आर.टी द्वारा प्रकाशित
2. कृतिका भाग 2 - एन.सी.ई.आर.टी. द्वारा प्रकाशित

द्वितीय भाषा के रूप में हिंदी

कक्षा IX-X

भारत एक बहुभाषी देश है जिसमें बहुत सी क्षेत्रीय भाषाएँ रची-बसी हैं। भाषिक और सांस्कृतिक दृष्टि से भिन्न होने के बावजूद भारतीय परंपरा में बहुत कुछ ऐसा है जो एक दूसरे को जोड़ता है। यही कारण है कि मातृभाषा के रूप में अलग भाषा को पढ़ने वाला विद्यार्थी जब दूसरी भाषा के रूप में हिंदी का चुनाव करता है तो उसके पास अभिव्यक्ति का एक दृढ़ आधार पहली भाषा के रूप में पहले से ही मौजूद होता है। इसीलिए छठी से आठवीं कक्षा में सीखी हुई हिंदी का विकास भी वह तेजी से करने लगता है। आठवीं कक्षा तक वह हिंदी भाषा में सुनने, पढ़ने, लिखने और कुछ-कुछ बोलने का अभ्यास कर चुका होता है। हिंदी की बाल पत्रिकाएँ और छिटपुट रचनाएँ पढ़ना भी अब उसे आ गया है। इसीलिए जब वह नवीं, दसवीं कक्षा में हिंदी पढ़ेगा तो जहाँ एक ओर हिंदी भाषा के माध्यम से सारे देश से जुड़ेगा वहीं दूसरी ओर अपने क्षेत्र और परिवेश को हिंदी भाषा के माध्यम से जानने की कोशिश भी करेगा क्योंकि किशोर वय के इन बच्चों के मानसिक धरातल का विकास विश्व स्तर तक पहुँच चुका होता है।

शिक्षण उद्देश्य

- 1 दैनिक जीवन में हिंदी में समझने-बोलने के साथ-साथ लिखने की क्षमता का विकास करना।
- 1 हिंदी के किशोर-साहित्य, अखबार व पत्रिकाओं को पढ़कर समझ पाना और उसका आनंद उठाने की क्षमता का विकास करना।
- 1 औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास करना।
- 1 हिंदी के ज़रिये अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।
- 1 संचार के विभिन्न माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी के विभिन्न रूपों को समझने की योग्यता का विकास करना।
- 1 कक्षा में बहुभाषिक, बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- 1 अपनी मातृभाषा और परिवेशगत भाषा को साथ रखकर हिंदी की संरचनाओं की समझ बनाना।

शिक्षण युक्तियाँ :

- 1 द्वितीय भाषा के रूप में पढ़ाई जा रही हिंदी भाषा का स्तर पढ़ने और पढ़ाने दोनों ही दृष्टियों से मातृभाषा सीखने की तुलना में कुछ मंथर गति से चलेगा। यह गति धीरे-धीरे बढ़ सके, इसके लिए हिंदी अध्यापकों को बड़े धीरज से अपने अध्यापन कार्यक्रमों को नियोजित करना होगा। किसी भी द्वितीय भाषा में निपुणता प्राप्त करने-कराने का एक ही उपाय है- उस भाषा का लगातार रोचक अभ्यास करना-कराना। ये अभ्यास जितने अधिक रोचक, सक्रिय एवं प्रासंगिक होंगे विद्यार्थियों की भाषिक उपलब्धि भी उतनी ही तेजी से हो सकेगी। मुखर भाषिक अभ्यास के लिए वार्तालाप रोचक कहानी सुनना-सुनाना, घटना वर्णन, चित्र-वर्णन, संवाद, वाद-विवाद, अभिनय, भाषण प्रतियोगिताएँ, कविता पाठ और अंत्याक्षरी जैसी गतिविधियों का सहारा लिया जा सकता है।

- 1 मध्य कालीन काव्य की भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की संगीतबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएं। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।
- 1 वृत्तचित्रों और फीचर फिल्मों को शिक्षण सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।
- 1 कक्षा में सिर्फ एक पाठ्यपुस्तक की भौतिक उपस्थिति से बेहतर यह है शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को विद्यार्थी देख सकें और शिक्षक उनका कक्षा में अलग-अलग मौकों पर इस्तेमाल कर सकें।
- 1 भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे अधिकतम अर्थ की खोज करने का अर्थ समझ जाएंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा और उनमें संवेदनशीलता भी बढ़ेगी। वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएंगे।

व्याकरण के बिंदु

कक्षा IX

- 1 वर्ण-विच्छेद, वर्तनी : र के विभिन्न रूप, बिंदु-चंद्रबिंदु, अर्धचंद्राकार नुक्ता
- 1 तरह-तरह के पाठों के संदर्भ में शब्दों के अवलोकन द्वारा उपसर्ग, प्रत्यय और समास शब्दों की पहचान।
- 1 वाक्य के स्तर पर पर्यायवाची, विलोम और अनेकार्थी शब्दों का सुचिंतित प्रयोग
- 1 मुहावरों का वाक्यों में प्रयोग और उनके लिए उचित संदर्भ स्थितियों का वर्णन

कक्षा X

- 1 शब्द, पद और पदबंध में अंतर
- 1 मिश्र और संयुक्त वाक्यों की संरचना और अर्थ, वाक्य रूपांतरण
- 1 शब्दों के अवलोकन द्वारा संधि की पहचान, कुछ और उपसर्गों, प्रत्ययों और समास शब्दों की पहचान और उनके अर्थ का अनुमान
- 1 मुहावरों और लोकोक्तियों का अंतर और उनका प्रयोग
- 1 वाक्य के स्तर पर पर्यायवाची, विलोम और अनेकार्थी शब्दों का सुचिंतित प्रयोग

हिंदी पाठ्यक्रम - 'बी'
(कोड सं. - 085)
कक्षा - 9

एक प्रश्नपत्र :

समय - 3 घंटे

पूर्णांक 100

(क) अपठित गद्यांश	20
(ख) रचना	10
(ग) व्यावहारिक-व्याकरण	20
(घ) स्पर्श भाग-1	30
संचयन भाग-1	10
(ङ) मौखिक-अभिव्यक्ति	10

खण्ड क - अपठित गद्यांश

20

1. (i) 300 से 400 शब्दों का एक गद्यांश
2. (ii) 200 से 300 शब्दों का एक गद्यांश

12

8

उपर्युक्त गद्यांशों में से शीर्षक का चुनाव, विषय-वस्तु का बोध और भाषिक बिंदुओं / विशेषताओं पर अति लघूत्तरात्मक प्रश्न पूछे जाएँगे।

खण्ड ख - रचना

10

3. (i) पत्र-लेखन (अनौपचारिक) माता-पिता, मित्र या संबंधी आदि को
4. (ii) अनुच्छेद-लेखन : सम-सामयिक विषयों पर संकेत बिंदुओं पर आधारित
80 से 100 शब्दों का एक अनुच्छेद

5

5

खण्ड ग - व्यावहारिक-व्याकरण

20

5. (i) वर्ण-विच्छेद, वर्तनी : 'र' के विभिन्न रूप, अनुस्वार, अनुनासिक नुक्ता (आगत ध्वनियाँ)
6. (ii) पाठों के संदर्भ में उपसर्ग, प्रत्यय से शब्द निर्माण
- (iii) पर्यायवाची, विलोम और अनेकार्थी शब्द, वाक्यांशों के लिए एक शब्द
7. (iv) वाक्य के अंग, सरल वाक्य
8. (v) विराम चिह्नों का प्रयोग
9. (vi) मुहावरे - वाक्य प्रयोग

4

3

4

3

3

3

खण्ड घ - पाठ्य-पुस्तकें (स्पर्श)**15+15 = 30**

10. (i) दो में से एक काव्यांश पर आधारित तीन / चार अर्थ-ग्रहण के प्रश्न 6
11. (ii) कविताओं के विषय-बोध और सराहना पर आधारित चार में से तीन प्रश्न 3+3+3 = 9
12. (iii) दो में से एक गद्यांश पर अर्थ-ग्रहण संबंधी तीन या चार प्रश्न 6
13. (iv) गद्य-पाठों के विषय-बोध पर आधारित चार में से तीन प्रश्न 3+3+3 = 9
- पूरक-पुस्तक : संचयन 10**
14. (v) दो में से एक निबंधात्मक प्रश्न 4
15. (vi) चार में से तीन लघूत्तरात्मक प्रश्न 2+2+2 = 6

खण्ड ङ - मौखिक-अभिव्यक्ति**10****1 सुनना****5**

वर्णित या पठित सामग्री को सुनकर अर्थग्रहण करना

वार्तालाप, वाद-विवाद, भाषण, कविता-पाठ आदि को सुनकर समझना, मूल्यांकन करना और अभिव्यक्ति के ढंग को जानना।

2 बोलना**5**

- (i) भाषण, वाद-विवाद
- (ii) गति, लय, आरोह अवरोह सहित सस्वर कविता-वाचन,
- (iii) वार्तालाप और उसकी औपचारिकताएँ
- (iv) कार्यक्रम-प्रस्तुति
- (v) कथा-कहानी अथवा घटना सुनाना
- (vi) परिचय देना, परिचय प्राप्त करना
- (vii) भावानुकूल संवाद-वाचन

वार्तालाप की दक्षताएँ

टिप्पणी : वार्तालाप की दक्षताओं का मूल्यांकन निरंतरता के आधार पर परीक्षा के समय होगा। निर्धारित 10 अंकों में 5 श्रवण (सुनना) के मूल्यांकन के लिए और 5 वाचन (बोलना) के मूल्यांकन के लिए होंगे।

श्रवण (सुनना) का मूल्यांकन

परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो

सकता है। अनुच्छेद लगभग 200 शब्दों का होना चाहिए। परीक्षक को सुनते-सुनते परीक्षार्थी अलग कागज पर दिए हुए श्रवण बोधन के अभ्यासों को हल कर सकेंगे। अभ्यास रिक्त स्थान-पूर्ति, बहुविकल्पी अथवा सत्य /असत्य का चुनाव आदि विधाओं में हो सकते हैं। प्रत्येक आधे अंक के 10 परीक्षण प्रश्न होंगे।

वाचन (बोलना) का परीक्षण

1. चित्रों के क्रम पर आधारित वर्णन : इस भाग में अपेक्षा की जाएगी कि परीक्षार्थी विवरणात्मक भाषा का प्रयोग करें।
2. किसी चित्र का वर्णन : (चित्र लोगों या स्थानों के हो सकते हैं)।
3. किसी निर्धारित विषय पर बोलना, जिससे वह अपने व्यक्तिगत अनुभव का प्रत्यास्मरण कर सके।
4. कोई कहानी सुनाना या किसी घटना का वर्णन करना।

टिप्पणी :

1. परीक्षण से पूर्व परीक्षार्थी को तैयारी के लिए कुछ समय दिया जाए।
2. विवरणात्मक भाषा में वर्तमान काल का प्रयोग अपेक्षित है।
3. निर्धारित विषय परीक्षार्थी के अनुभव संसार के हो जैसे : कोई चुटकुला या हास्य-प्रसंग सुनाना, हाल में पढ़ी पुस्तक या देखे गए सिनेमा की कहानी सुनाना।
4. जब परीक्षार्थी बोलना प्रारंभ कर दे तो परीक्षक कम से कम हस्तक्षेप करें।

कौशलों के अंतरण का मूल्यांकन

श्रवण (सुनना)

विद्यार्थी में

1. परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है, किन्तु सुसंबद्ध आशय को नहीं समझ पाता।
3. छोटे संबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।
5. परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है। अशुद्धियाँ करता है जिससे प्रेषण में रूकावट आती है।
7. दीर्घ कथनों की श्रृंखला को पर्याप्त शुद्धता को समझता है और निष्कर्ष निकाल सकता है।

वाचन (बोलना)

विद्यार्थी में

1. केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है किन्तु एक सुसंबद्ध स्तर पर नहीं बोल सकता।
3. परिचित संदर्भों में केवल छोटे संबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है।
5. अपेक्षाकृत दीर्घ भाषण में अधिक जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है; अभी भी कुछ अशुद्धियाँ करता है, जिससे प्रेषण में रूकावट आती है।
7. अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा-प्रवाह प्रस्तुत कर सकता है। ऐसी गलतियाँ करता है जिनसे प्रेषण में रूकावट नहीं आती।

9. जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करता है, उद्देश्य के अनुकूल सुनने की कुशलता प्रदर्शित करता है।

9. उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है, केवल मामूली गलतियाँ करता है।

निर्धारित पुस्तकें :

1. स्पर्श - भाग 1 एन.सी.ई.आर.टी द्वारा प्रकाशित
2. संचयन भाग 1 - एन.सी.ई.आर.टी. द्वारा प्रकाशित

हिंदी पाठ्यक्रम - 'बी'
(कोड सं. - 085)
कक्षा - 10

एक प्रश्नपत्र :

समय - 3 घंटे

पूर्णांक 100

(क)	अपठित गद्यांश	20
(ख)	रचना	10
(ग)	व्यावहारिक-व्याकरण	20
(घ)	पाठ्य-पुस्तक (स्पर्श भाग-2)	40
	पूरक-पुस्तक (संचयन भाग-2)	10

खंड क - अपठित गद्यांश 20

1. (i) लगभग 300 से 400 शब्दों का एक गद्यांश 12
2. (ii) लगभग 200 से 300 शब्दों का एक गद्यांश 8

उपर्युक्त गद्यांशों पर शीर्षकों का चुनाव, विषय-वस्तु का बोध और भाषिक विशेषताओं पर अति लघूत्तरात्मक प्रश्न पूछे जाएंगे।

खण्ड ख - रचना 10

3. (i) पत्र-लेखन (औपचारिक पत्र) 5
4. (ii) अनुच्छेद-लेखन : संकेत बिन्दुओं पर आधारित सम-सामयिक विषयों पर 80 से 100 शब्दों का एक अनुच्छेद 5

खण्ड ग - व्यावहारिक -व्याकरण 20

5. (i) शब्द, पद और पदबंध में अंतर, पद परिचय 4
6. (ii) मिश्र और संयुक्त वाक्यों की संरचना और वाक्य रूपांतरण 4
7. (iii) संधि, समास (2+2) 4
8. (iv) मुहावरों और लोकोक्तियों का प्रयोग (2+2) 4
9. (v) अशुद्ध वाक्यों का शोधन 4

खण्ड घ - पाठ्य-पुस्तक**50****(स्पर्श)****20 + 20 = 40**

- | | |
|---|-----------|
| 10. (i) दो में से एक काव्यांश पर आधारित तीन / चार अर्थ-ग्रहण के प्रश्न | 6 |
| 11. (ii) कविताओं के विषय-बोध और सराहना पर आधारित चार में से तीन प्रश्न | 3+3+3 = 9 |
| 12. (iii) कविता के प्रतिपाद्य / संदेश से संबंधित दो लघूत्तरात्मक प्रश्न | 3+2 = 5 |
| 13. (iv) दो में से एक गद्यांश पर अर्थ-ग्रहण संबंधी तीन या चार प्रश्न | 6 |
| 14. (v) गद्य-पाठों के विषय-बोध पर आधारित चार में से तीन प्रश्न | 3+3+3 = 9 |
| 15. (vi) गद्य पाठों के विचार / संदेश से संबंधित दो लघूत्तरात्मक प्रश्न | 3+2 = 5 |

पूरक - पुस्तक, संचयन भाग 2**10**

- | | |
|---|-----------|
| 16. (i) दो में से एक निबंधात्मक प्रश्न | 4 |
| 17. (ii) चार में से तीन लघूत्तरात्मक प्रश्न | 2+2+2 = 6 |

निर्धारित पुस्तकें :

1. स्पर्श - भाग 2 एन.सी.ई.आर.टी द्वारा प्रकाशित
2. पूरक पुस्तक, संचयन भाग 2 - एन.सी.ई.आर.टी. द्वारा प्रकाशित

2. ENGLISH-COMMUNICATIVE

(CODE NO. 101)

This is two-year syllabus for classes IX and X. The CBSE has prepared a package for this syllabus called Interact in English. It includes the following:

For Students

1. Main course book
2. Literature Reader
3. Work book

For teachers

1. Teacher's book
2. Audio cassettes

Interact in English has been designed to develop the student's communicative competence in English. Therefore, content selection is determined by the student's present and future academic, social and professional needs.

The overall aims of the course are:

- (a) to enable the learner to communicate effectively and appropriately in real-life situations.
- (b) to use English effectively for study purpose across the curriculum.
- (c) to develop and integrate the use of the four language skills, i.e. listening, speaking, reading and writing.
- (d) to develop interest in and appreciation of literature.
- (e) to revise and reinforce structures already learnt.
- (f) to develop interest in the appreciation of literature.

Teachers may kindly keep the following in mind to develop these competencies:

- | | | |
|-----------------|---|--|
| Creativity | : | Students should be encouraged to think on their own and express their ideas using their experience, knowledge and imagination, rather than being text or teacher dependent. |
| Self-monitoring | : | Students should be encouraged to monitor their progress, space out their learning, so students should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values. |

Teaching/Testing Objectives

READING

By the end of the course, students should be able to :

1. read silently at varying speed depending on the purpose of reading;*
2. adopt different strategies for different types of text, both literary and non-literary;
3. recognise the organization of a text;
4. identify the main points of a text;
5. understand relations between different parts of a text through lexical and grammatical cohesion devices.

* Objectives which will not be tested in a formal examination

6. anticipate and predict what will come next in a text;*
7. deduce the meaning of unfamiliar lexical items in a given context;
8. consult a dictionary to obtain information on the meaning and use of lexical items;*
9. analyse, interpret, infer (and evaluate*) the ideas in the text;
10. select and extract from a text information required for a specific purpose (and record it in note form*)
11. transcode information from verbal to diagrammatic form;
12. retrieve and synthesise information from a range of reference material using study skills such as skimming and scanning;*
13. interpret texts by relating them to other material on the same theme (and to their own experience and knowledge*); and
14. read extensively on their own.

WRITING

By the end of the course, students should be able to :

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices;
2. write in a style appropriate for communicative purposes;
3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g. of a place, a person, an object or a system);
5. write a clear account of events (e.g. a process, a narrative, a trend or a cause-effect relationship);
6. compare and contrast ideas and arrive at conclusions;
7. present an argument, supporting it with appropriate examples;
8. use an appropriate style and format to write letters (formal and informal), postcards, telegrams, notices, messages, reports, articles and diary entries;
9. monitor, check and revise written work;
10. expand notes into a piece of writing;
11. summarise or make notes from a given text; and
12. recode information from one text type to another (e.g. diary entry to letter, advertisement to report, diagram to verbal form)

**LISTENING

By the end of the course, the students should be able to :

1. adopt different strategies according to the purpose of listening (e.g. for pleasure, for general interest, for specific information);
2. use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g. cohesion devices, key words, intonation, gesture, background noises);
3. listen to a talk or conversation and understand the topic and main points;
4. listen for information required for a specific purpose, e.g. in radio broadcast, commentaries, airport and

* Objectives which will not be tested in a formal examination

** These objectives will not be tested in a formal examination, but will be included for Continuous Assessment in Class IX.

railway station announcements;

5. distinguish main points from supporting details, and relevant from irrelevant information;
6. understand and interpret messages conveyed in person or by telephone;
7. understand and respond appropriately to directive language, e.g. instruction, advice, requests and warning; and
8. understand and interpret spontaneous spoken discourse in familiar social situations.

**SPEAKING

By the end of the course, students should be able to :

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns;
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions);
3. narrate incidents and events, real or imaginary in a logical sequence;
4. present oral reports or summaries; make announcements clearly and confidently;
5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas;
7. express and respond to personal feelings, opinions and attitudes;
8. convey messages effectively in person or by telephone;
9. frame questions so as to elicit the desired response, and respond appropriately to questions; and
10. participate in spontaneous spoken discourse in familiar social situations.

GRAMMAR

By the end of the course, students should be able to use the following accurately and appropriately in context

1. Verbs

Tenses:

present/past forms

simple/continuous forms

perfect forms.

future time reference

Modals

Active and Passive voice

Subject-verb concord

*non-finite verb forms (infinitives and participles)

2. Sentence Structure

Connectors

* Objective which will not be tested at Class IX level. They will, however, form the part of testing in Class X.

** These objectives will not be tested in a formal examination, but will be included for Continuous Assessment in Class IX.

Types of sentences:

affirmative/interrogative sentences

negation

exclamations

*Types of Phrases and Clauses

finite and non-finite subordinate clauses:

noun clauses and phrases

adjective clauses and phrases

adverb clauses and phrases

Indirect speech

*Comparison

* Nominalisation

3. Other Areas

Determiners

Pronouns

Prepositions

LITERATURE

By the end of the course, students should be able to understand, interpret, evaluate and respond to the following features in a literary text :

1. Character, as revealed through
appearance and distinguishing features,
socio-economic background
action/events,
expression of feelings,
speech and dialogues
2. Plot/Story/Theme, emerging through main events,
progression of events and links between them;
sequence of events denoting theme.
3. Setting, as seen through
time and place,
socio-economic and cultural background , people, beliefs and attitudes.
4. Form
rhyme
rhythm
simile
metaphor, alliteration
pun
repetition

EXAMINATION SPECIFICATIONS

English (Communicative)

(Code No. 101)

CLASS-IX

SEPARATE QUESTION PAPER AND ANSWER SHEET FORMAT REPLACES COMBINED BOOKLET FORMAT FROM MARCH, 2005 EXAMINATION.

One Paper	3 Hours	100 Marks
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SECTION A : READING	20 Marks	40 Periods
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Two unseen passages with a variety of comprehension questions including 04 marks for word-attack skills such as word formation and inferring meaning.

1 250-350 words in length – 08 marks

2 400-450 words in length – 12 marks

The total length of the two passages will be between 650 and 800 words.

1. Will have a factual passage (e.g., instruction, description, report etc.) or a literary passage (e.g., extract from fiction, drama, poetry, essay or biography).

2. Will have a factual passage or a discursive passage involving opinion, (argumentative, persuasive or interpretative text).

Only 2 will have questions on word-attack skills for 04 marks.

SECTION B : WRITING	30 Marks	63 Periods
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Four writing tasks as indicated below:

3 and 4 Short composition of not more than 50 words each - e.g., notice, message, telegram or postcard. 5 + 5 10

Important note on format and word limit :

Notice : Word limit : 50 words for body of the notice. Notice must be placed in a box. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Message: Word limit : 50 words for body of the message. Message must be placed in a box. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Postcard: Word limit : 50 words for body of the letter. Format of postcard has to be printed in the question paper for candidates to copy while writing the answer. 1 mark will be deducted if the student fails to copy the proper layout. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Telegram: Word limit : 25 words inclusive of receiver's name and address, sender's name and the word STOP/. However Sender's address, which is not to be telegraphed, will not be counted for deciding word limit. Format of telegraph form has to be printed in the question paper for candidates to copy while writing the answer. 1 mark will

be deducted if the student fails to copy the proper layout. If the candidate exceeds the word limit by one or two words ½ mark will be deducted. If he/she exceeds the word limit by three or more words 1 mark will be deducted.

5. Composition based on a verbal stimulus such as an advertisement, notice, newspaper clipping, tabular data, diary extract, notes, letter or other forms of correspondence.

Word limit : 150-175 words (For letter : 150 words only for body of the letter) 10

6. Composition based on a visual stimulus such as a diagram, picture, graph, map, cartoon or flow chart.

Word limit : 150-175 words 10

One of the longer (10 marks) compositions will draw on the thematic content of the Main Course book.

Note : 5. and 6. : If the candidate exceeds the word limit by 15 words or more 1 mark will be deducted. Word limit applies only to the body of the letter (150-175 words).

SECTION C : GRAMMAR

20 Marks

42 Periods

Question No. 7-11

A variety of short questions involving the use of particular structures within a context (i.e., not in isolated sentences). Test types used will include gap-filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, reordering word groups in sentences, editing, dialogue completion and sentence transformation.

The grammar syllabus will be sampled each year, with marks allotted for :

Verb forms

Sentence structures

Other areas

Note : Jumbled words in reordering exercise to test syntax will involve sentences in a context. Each sentence will be split into sense groups (not necessarily into single words) and jumbled up.

SECTION D : LITERATURE

30 Marks (Prose-12/Plays-8/Poetry-10)

65 Periods

12 and 13 : Two extracts out of three from different poems from the prescribed reader, each followed by two or three questions to test local and global comprehension of the set text. Each extract will carry 4 marks.

Word limit : one or two lines for each answer. 4+4 8

14. One out of two questions (with or without an extract) testing appreciation and local and global comprehension of a poem from the prescribed reader.

Word limit : 50-75 words 05

15. Two questions based on one of the drama texts from the prescribed reader to test local and global comprehension of the set text.

Word limit : one or two lines for each question if an extract is given. If an extract is not given, the word limit will be roughly 75 words.

16. One out of two questions from the drama texts based on the plot, theme, characters. 04
17. One out of two question based on one of the prose texts from the prescribed reader to test global comprehension and extrapolation beyond the set text.

Word limit : 50-75 words 04

18. One out of two questions based on the prose texts from the prescribed reader to test global comprehension and extrapolation beyond the set text.

Word limit : 150-175 words 08

Questions will test comprehension at different levels : literal, inferential and evaluative.

Prescribed Books/Materials

- | | | |
|--|-----------------|---------------------------|
| 1. Interact in English — IX Main Course Book | Revised edition | Published by
CBSE |
| 2. Interact in English—IX Literature Reader | Revised edition | Delhi-110092 |
| 3. Interact in English—IX Workbook | Revised edition | |
| 4. Interact in English—IX Audio Cassette | Revised edition | Produced by
CBSE Delhi |

Support Material :

5. Interact in English—Teacher's Book

OVERALL ASSESSMENT POLICY FOR CLASS IX

(including Continuous Assessment)

The English curriculum aims at the harmonious development of the four language skills, and thus of the learners' communicative capacity. Teaching/testing objectives have been set for each of these skills, indicating the level of achievement expected of the learners. However, although it is possible to assess these skills and sub-skills, it is not possible to test all of them through a formal, time-bound examination. It is, therefore, essential to measure the level of attainment in these skills through continuous assessment, in addition to the formal examination.

The overall pattern of the two modes of assessment at Class IX is as follows:

- | | |
|--------------------------|-----|
| 1. Continuous Assessment | 60% |
| (a) Conversation skills | 20% |
| (b) Assignments | 20% |
| (c) Formal testing | 20% |
| 2. Final Examination | 40% |

Promotion

In order to pass at Class IX level, a student must secure at least 33% marks in continuous assessment as well as in the final examination i.e. a student must secure at least 20 out of the 60 that represents continuous assessment, and at least 13 out of the 40 that represents the final examination. One has to pass in continuous assessment and final exam separately.

Continuous Assessment 60%

Continuous assessment is essential to measure students' progress in the acquisition of skills, particularly in listening and speaking. Unless listening and speaking skills are assessed, they will tend to be neglected. These skills should be brought under continuous assessment.

Continuous assessment refers to the assessment of student's achievement through-out the year, through a variety of activities carried out within each school. Such activities may be formal, but in order to assess listening and speaking skills, it is important that a large proportion of the marks allotted should be derived from informal procedures. It is, therefore, recommended that marks should be allotted as follows :

Conversation skills	20%
Assignments	20%
Formal testing	20%
Total	60%

Further details are given as under :

(a) Conversation Skills-20%

Conversation skills- both listening and speaking- Assessment in this area relates to the teaching/testing objectives for these two skills. In the skill-based approach to language learning, the importance of conversation skills cannot be underestimated.

20 marks have been allotted for conversation skills, which may be evaluated either through informal assesment (20 marks), or through a combination of informal assessment (10 marks) and formal assessment (interviews) (10 marks).

(i) Informal Assessment-20% or 10%

At the end of each term, the teacher should be able to assess the level of each student's conversation skills, based on observation of their participation in the English classes. Whenever in the coursework the students are required to discuss, role play; simulate, express a point of view etc., the teacher should monitor the activities and quietly observe each student's participation. It is important to stress that informal assessment for conversation skills should be a regular, ongoing activity throughout the term. A Conversation Skill Assessment Scale is given below. For each skill, students may be awarded marks from 0 to 10, but specifications are given only for bands 1,3,5,7 and 9. Using this scale, a teacher can place a student at a particular band; for example, a student falling between bands 3 and 5 would be awarded 4 marks, and particularly deserving students could be awarded 10 marks. Students should be informed at the beginning of the year that their class participation will be assessed in this way.

Conversation Skills Assessment Scale

Listening	Speaking
1. The learner : shows general ability to understand words and phrases in a familiar context but cannot follow connected speech;	1. The learner: shows ability to use only isolated words and phrases but cannot operate at connected speech level;
3. has ability to follow short connected utterances in a familiar context;	3. in familiar situation, uses only short connected utterances with limited accuracy;
5. has ability to understand explicitly stated information in both familiar and unfamiliar contexts;	5. shows ability to use more complex utterances with some fluency in longer discourse; still makes some errors which impede communication;
7. understands a range of longer spoken texts with reasonable accuracy, and is able to draw inferences;	7. organises and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do 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 adopt style appropriate to purpose and audience; makes only negligible errors.

(ii) Formal assessment (interview)-10%

Conversation skills may be assessed through informal assessment only, but each school may, if it wishes, reserve 10 of the 20 marks for formal assessment (interviews). These should be held towards the end of the year, and it is recommended that in order to allow for assessment of all the relevant skills, they should be conducted as group interviews. Students should be organised in groups of 4 or 5, and each group in turn should engage in a discussion on a topic notified to them only ten minutes before the interview takes place. This is to prevent rote learning of a speech by each student. During the discussion, the teacher (preferably together with a colleague) observes the student's performance and awards each one a mark out of 10 according to the assessment scale. A school may opt for individual interviews if the procedure suggested above is not feasible.

(b) Assignments

20%

During the year, students will engage in a variety of activities based on the course material. In many a case these will involve written work which may be carried out either in class or as homework. A number of these activities are

identified as suitable for continuous assessment assignments, where the student's performance is recorded and counts towards his final mark for the year. 20 marks have been allotted for these assignments.

The overall assessment policy for Class IX seeks to measure the four skills. Speaking has been covered under conversation skills, and is clearly not assessable through a written assignment. Listening and reading, however, can be assessed in this way, through coursebook activities which lead to a written product such as notes, a table or a summary. This type of assessment, however should not be a test of writing skills. Students should be awarded marks as objectively as possible according to the extent to which they have understood, whether through reading or through listening. They should not be penalised in such assignments for errors in punctuation, spelling or grammar. Marking of these assignments will be based on the content expected to demonstrate comprehension and for this reason assessment scales will not be necessary.

Other assignments, however, will focus on writing skills and involve extended writing. This takes place in writing skills activities in the Main Course Book, and in certain activities in the Literature Reader. Assessment of written work forms an important and integral part of the overall assessment of the student's ability in the use of the English language. It is in this area very often that subjectivity creeps in and mars the judgement in evaluation because of a lack of clear-cut guidelines for the teachers.

In the new curriculum for English, each student's written work has to be assessed throughout the year in an informal manner. For this, it becomes essential to provide a rating scale to help teachers to make continuous assessment objective and uniform.

It is recommended the 12 activities from the Main Course Book and Literature Reader should count as assignments towards continuous assessment. These should be four per term—one each reading, writing and listening; and from Literature (sustained writing activities). The chosen assignments should vary each year, and students should not be told—(before or after) that the marks of certain assignments will count towards continuous assessment.

Throughout the year, the teacher should keep a record of marks awarded for assignments carried out either in class or as homework, and these marks should be aggregated to provide each student's final marks out of 20 for this component of the continuous assessment.

Final Examination at the end Class IX carries 40% marks.

EXAMINATION SPECIFICATIONS

English (Communicative)

(Code No. 101)

CLASS-X

SEPARATE QUESTION PAPER AND ANSWER SHEET FORMAT REPLACES COMBINED BOOKLET FORMAT FROM MARCH, 2005 EXAMINATION.

One Paper	3 Hours	100 Marks
SECTION A : READING	20 Marks	40 Periods

Two unseen passages with a variety of comprehension questions including 04 marks for word-attack skills such as word formation and inferring meaning.

1 250-350 words in length – 08 marks

2 400-450 words in length – 12 marks

The total length of the two passages will be between 650 and 800 words.

1 will have a factual passage (e.g., instruction, description, report etc.) or a literary passage (e.g., extract from fiction, drama, poetry, essay or biography). In the case of a poetry extract, the text may be shorter than 150 words.

2 will have a factual passage or a discursive passage involving opinion, (argumentative, persuasive or interpretative text).

Only 2 will have questions on word-attack skills for 04 marks.

SECTION B : WRITING	30 Marks	63 Periods
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Four writing tasks as indicated below:

3 and 4 Short composition of not more than 50 words each - e.g., notice, message, telegram or postcard.	5 + 5	10
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Important note on format and word limit :

Notice : Word limit : 50 words for body of the notice. Notice must be placed in a box. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Message: Word limit : 50 words for body of the message. Message must be placed in a box. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Post Card: Word limit : 50 words for the body of the letter. Formt of postcard has to be printed in the question paper for candidates to copy while writing the answer. 1 Mark will be deducted if the student fails to copy the proper layout. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Telegram: Word limit : 25 words inclusive of receiver's name and address, sender's name and the word STOP/. However Sender's address, which is not to be telegraphed, will not be counted for deciding word limit. Format of

telegraph form has to be printed in the question paper for candidates to copy while writing the answer. 1 mark will be deducted if the student fails to copy the proper layout. If the candidate exceeds the word limit by one or two words ½ mark will be deducted. If he/she exceeds the word limit by three or more words 1 mark will be deducted.

- 5 Composition based on a verbal stimulus such as an advertisement, notice, newspaper clipping, tabular data, diary extract, notes, letter or other forms of correspondence.

Word limit : 150-175 words 10

- 6 Composition based on a visual stimulus such as a diagram, picture, graph, map, cartoon or flow chart.

Word limit : 150-175 words 10

One of the longer (10 marks) compositions will draw on the thematic content of the Main Course book.

Note : 5. and 6. : If the candidate exceeds the word limit by 15 words or more 1 mark will be deducted. Word limit applies only to the body of the letter (150-175 words)

SECTION C : GRAMMAR

20 Marks

42 Periods

Question No. 7-11

A variety of short questions involving the use of particular structures within a context (i.e., not in isolated sentences). Test types used will include gap-filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, reordering word groups in sentences, editing, dialogue completion and sentence transformation.

The grammar syllabus will be sampled each year, with marks allotted for :

Verb forms

Sentence structures

Other areas

Note : Jumbled words in reordering exercise to test syntax will involve sentences in a context. Each sentence will be split into sense groups (not necessarily into single words) and jumbled up.

SECTION D : LITERATURE

30 Marks

65 Periods

12 and 13 : Two extracts out of three from different poems from the prescribed reader, each followed by two or three questions to test local and global comprehension of the set text. Each extract will carry 3 marks.

Word limit : one or two lines for each answer. 3+3 6

- 14 One out of two questions (with or without an extract) testing appreciation of global or local comprehension of a poem from the prescribed reader.

Word limit : 50-75 words 04

- 15 Two questions based on one of the drama texts from the prescribed reader to test local and global comprehension of the set text. 04