

**CENTRAL BOARD OF SECONDARY EDUCATION  
2, COMMUNITY CENTRE, PREET VIHAR, DELHI**

**CBSE/ACAD/2009/**

**12/10/2009**

**Circular No. 42**

**All the Heads of CBSE  
Affiliated Independent Schools**

**SUBJECT: CCE IN CLASS IX FOR SECOND TERM (OCTOBER 2009 – MARCH 2010).**

**Dear Principal,**

The Central Board of Secondary Education vide Circular No 39 dated 20/09/2009 on Examination Reforms and Continuous and Comprehensive Evaluation (CCE) calls for holistic evaluation of learners by strengthening CCE in Class IX with effect from October 2009. The Class IX students will be assessed through CCE by the school itself. The strengthened CCE Scheme will be applicable for the second term (*October 2009- March 2010*) of the current Academic session in Class IX.

The **Weightage of Formative Assessment (FA) and Summative Assessment (SA)** shall be as follows:

<b>Term</b>	<b>Type of Assessment</b>	<b>Percentage of weightage in academic session</b>	<b>Term - wise weightage</b>	<b>Total</b>
FIRST TERM (April - Sept.)	Formative Assessment 1	10%	Formative Assessment- 1+2=20%	Formative = 40% Summative = 60% Total 100%
	Formative Assessment 2	10%		
	Summative Assessment 1	20%	Summative Assessment - 1=20%	
SECOND TERM (Oct. – March)	Formative Assessment 3	10%	Formative Assessment- 3+4=20%	
	Formative Assessment 4	10%		
	Summative Assessment 2	40%	Summative Assessment- 2=40%	

Note: As the scheme is being introduced from the Second Term for this year, one of the following options may be taken up in schools.

1. Weightage of each *Formative Assessment* shall be 20% and that of *Summative Assessment* shall be 60%.

2. Internal Assessment of First Term if done by the school may be reduced to 10% + 10% in case of Formative 1 and Formative 2. Half yearly if conducted may be reduced to 20% (S1 – 20%)
3. The details regarding Examination Structure for the Summative Assessment, the syllabus to be covered for the Second Term and Formative Assessment to be followed are being given in the **Annexures** for all the subjects.

This may be brought to the notice of all teachers and students involved in the teaching and learning for Classes IX & X.

Yours sincerely

  
(VINEET JOSHI)  
CHAIRMAN & SECRETARY

*Encl : Annexure I – V.*

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar- 791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Director, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the direction to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to host this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to All HODs, CBSE

  
CHAIRMAN & SECRETARY

**Annexure-IA**

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:**

**MARCH 2010**

**ENGLISH COMMUNICATIVE (CODE 101) : CLASS IX**

The Question Paper will be divided into four Sections:

Section A: Reading Comprehension - 20 marks

Section B: Writing - 20 marks

Section C: Grammar - 20 marks

Section D: Literature - 20 marks

**Scheme of Section and Weightage to content:**

<b>SECTION</b>		<b>TYPES OF QUESTIONS</b>	<b>NO. OF QUESTIONS</b>	<b>MARKS</b>
Section A	Four Passages Extract from Poetry/Poem Factual/Descriptive Passage Literary Passage Discursive Passage	MCQ	4	5x4=20  <b>Total=20</b>
Section B	Writing Skills <b>B1.</b> Formal Letter/Informal Letter/e-mail (Visual or verbal stimulus) <b>B2.</b> Diary Entry/Article/ Speech/ Declamation/Story writing/Composition (Visual or verbal stimulus) <b>B3.</b> Bio sketch/Data Interpretation dialogue completion	L. A. S. A.	2 1	1x8 1x8 1x4=20
Section C	Grammar	MCQ	5	5x4=20 <b>Total=20</b>
Section D	Literature	MCQ S.A. L.A. (Internal choice)	2 4 1or1	3+3=6 4x2=8 1x6=6 <b>Total=20</b>

**Syllabus for Summative Assessment  
Second Term (October 2009 - March 2010)**

**English (Communicative)  
Class IX  
Code: 101**

**TOPICS**

a) **Reading Section:** Comprehension passages (Literary- Prose and Poetry, Factual, Discursive and Descriptive)

b) **Writing Section:** Short Compositions ( Process Description, Dialogue Completion. Bio Sketch, Data Interpretation)

- MCB Units 3-7 : Long Compositions Letters, Articles, Speeches, Declamation, Story Writing (visual or verbal stimulus)

- Current issues

c) **Grammar Section:** Based on workbook

Integrated questions- (Editing, Omissions, Gap filling, Syntax, Dialogue completion, Reported speech, Passive Voice)

d) **Literature Section:**

Prose -1) The Necklace  
2) The Pendulum

Poetry-1) I Cannot Remember My Mother  
2) Lord Ullin's Daughter  
3) The Seven Ages  
4) The Road Not Taken

Drama-1) Meera Bai  
2) Bishop's Candlesticks

**Examination Structure  
English (Language & Literature) Code - 184  
March 2010  
Class IX**

**The Question paper will be divided into four sections :**

Section 'A' Reading (Comprehension)	- 15 Marks
Section 'B' Writing	- 15 Marks
Section 'C' Grammar	- 15 Marks
Section 'D' Text Book	- 35 Marks

Scheme of Section and Weightage to content :

Sections		Type of Questions	No. of Questions	Marks
Section 'A'	READING Three Unseen passage of total 500 words followed by M.C.Q.s including 3 marks for vocabulary	MCQ	03	3x5=15 Marks
Section 'B'	WRITING - One letter in not more than 100 words based on provided verbal stimulus types of letter Formal/ Informal - Article/Speech/Declamation Composition ( Visual or verbal stimulus) - Short Composition based on Dialogue Completion/Story Writing/Report Writing	L.A. S.A.	02 01	1x6 1x6 1x3 =15 Marks
Section 'C'	GRAMMAR	MCQ	05	5x3 =15 Marks
Section 'D'	TEXT BOOK -Two Comprehension Passages (Prose) -One comprehension Passage (Poetry) -Prose -Supplementary Reader -Poetry -Prose	MCQ MCQ L.A. L.A. S.A. S.A. S.A.	02 01 01 01 01 02 02	2x5=10 1x4=04 1x5=05 1x5=05 1x2=02 2x2=04 3+2=05

**Syllabus for Summative Assessment  
Second Term (October 2009 –March 2010)**

**English (Language & Literature) Code 184**

**Class IX**

**Topics**

- a) Reading Section : Reading unseen Comprehension Passages- Factual, Literary, Discursive
- b) Writing Section : Short compositions- Dialogue completion, Story writing, Report writing

Long compositions- formal / informal letter, article, speech, declamation.(Based on verbal/ visual stimulus)

c) Grammar : Integrated questions based on tenses, modals, voice, narration, subject-verb concord. clauses, connectors, determiner, preposition etc.

d) Literature Section

1. **Moments:**

- a) The Happy Prince
- b) Weathering the Storm in Ersama
- c) The Last Leaf
- d) The Accidental Tourist
- e) The Beggar

2. **Beehive:** (Prose)

- a) My Childhood
- b) Packing
- c) Reach for the Top
- d) The Bond of Love
- e) Kathmandu
- f) If I were you (Play)

(Poetry)

- a) A Legend of the North Land
- b) No Men are Foreign
- c) The Duck and the Kangaroo
- d) On Killing a Tree
- e) A House is not a Home
- f) A Slumber did My Spirit Seal
- g) The Snake Trying

### **Formative Assessment for Second Term for Class IX - Englishes (Communicative & Language and Literature)**

**Formative 3**                      **10%**

**Formative 4**                      **10%**

**The Formative Assessment may be done for 3 & 4 for all of the following learning concepts.**

- Comprehension
- Grammar
- Literature Text – Writing skill:

1. Diary entry
2. Letters – Formal & Informal
3. Report
4. Articles
5. Declamation
6. Speech

**Comprehension Questions**

1. Reference to context
2. MCQ
3. Short answers
4. Long answers

• MCB – Skills

1. Diary entry
2. Letters – Formal & Informal
3. Report
4. Articles
5. Declamation
6. Speech

**NOTE:** F3 & F4 are for 10% each for the Second Term Number of Assessments/Class work/Home work/Tests/Quizzes/Role Plays/Debates/Other Activities may be taken up and reduce to 10%.

**PARAMETERS of ASSESSMET**

- Comprehension - Correct Response
- Grammar - Correct Response
- Literature

Writing Skills - 1) Content  
 2) Fluency  
 3) Accuracy

Comprehension Questions- 1) Correct Response  
 2) Textual knowledge  
 3) Accuracy of point discussed  
 4) Creativity

- MCB  
 Writing Skills- 1) Context  
 2) Fluency  
 3) Accuracy

<b>Suggested Activities for Formative Assessment</b>	<b>Mode of Assessment</b>
1) Dramatisation (group work)	1) Dramatisation:



<ul style="list-style-type: none"> <li>• Text Eg. Bishop's Candlesticks-Enact a scene</li> <li>• Change the scene</li> <li>• Change the end of the play</li> <li>• Creative eg. Market Scene</li> </ul>	<ul style="list-style-type: none"> <li>• Acting Skills</li> <li>• Dialogue Delivery</li> <li>• Diction</li> <li>• Understanding the text</li> <li>• Understanding the Character</li> </ul> <p>Confidence</p>
<p>2) Group discussion followed by class presentation</p> <ul style="list-style-type: none"> <li>• Each child presents one aspect of topic</li> <li>• Debate, declamation, speech-Activities</li> </ul>	<p>2) Group Discussion:</p> <ul style="list-style-type: none"> <li>• Understanding of topic</li> <li>• Conversational Skills</li> <li>• Confidence</li> <li>• Presentation</li> </ul>
<p>3) Spell check (spoken skills-group work)</p> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Meaning</li> <li>• Pronunciation</li> <li>• Sentence making</li> </ul>	<p>3) Spell Check</p> <ul style="list-style-type: none"> <li>• Memorisation of correct spelling</li> <li>• Correct sentence formation</li> <li>• Right usage of word</li> <li>• Part of speech used</li> </ul>
<p>4) Radio talk (listening comprehension)</p> <ul style="list-style-type: none"> <li>• Students will listen to a radio talk</li> <li>• Questionnaire to be given by Teacher (MCQ &amp; short answers)</li> <li>• Students will respond in writing</li> <li>• Peer correction</li> </ul>	<p>4) Radio Talk</p> <ul style="list-style-type: none"> <li>• Correct Response to questions</li> <li>• Application of instructions (as in a map)</li> </ul>
<p>5) Weaving a yarn (group activity)</p> <ul style="list-style-type: none"> <li>• Story line to be given by Teacher (beginning, end or middle)</li> <li>• Students will present it in the form of (a comic strip with illustrations, dialogues, dramatization or story)</li> </ul>	<p>5) Weaving a yarn</p> <ul style="list-style-type: none"> <li>• Imagination</li> <li>• Creativity</li> <li>• Connectivity / Fluency</li> </ul>
<p>6) The budding Poet or Author</p> <ul style="list-style-type: none"> <li>• Visual stimulus in the form of picture, cartoon, scene etc</li> <li>• Verbal stimulus (words, phrases, story or incidents)</li> <li>• Composing/changing the given Textual poem or text.</li> </ul>	<p>6) Budding poet or Author</p> <ul style="list-style-type: none"> <li>• Originality</li> <li>• Creativity</li> <li>• Fluency</li> <li>• Imagination</li> </ul>

<p>7) Reading a book (group or individual activity)</p> <ul style="list-style-type: none"> <li>• About the author</li> <li>• Summary</li> <li>• Characters</li> <li>• Extrapolation</li> <li>• Book Jacket</li> <li>• Designing a Comic Book</li> <li>• Simplify story for junior classes <ul style="list-style-type: none"> <li>1) Simplifying plot</li> <li>2) Writing the script</li> <li>3) Narrating</li> <li>4) Enacting</li> <li>5) Making a C.D.</li> </ul> </li> </ul> <p>Suggested books for this activity</p> <ul style="list-style-type: none"> <li>• Treasure Island</li> <li>• Tom Sawyer</li> <li>• Alice in Wonderland</li> <li>• Panchtantra Tales</li> <li>• Oliver Twist</li> <li>• Kidnapped</li> <li>• Shakespeare's Plays</li> </ul>	<p>7) Book Review</p> <ul style="list-style-type: none"> <li>• Knowledge of text</li> <li>• Analytical ability to evaluate plot character, writers style</li> <li>• Creativity / Imagination</li> <li>• Presentation</li> </ul>
<p>8) Quiz on Literature text</p> <ul style="list-style-type: none"> <li>▪ Author's life &amp; works</li> <li>▪ The text</li> <li>▪ Vocabulary/word formation – antonyms, synonyms</li> <li>▪ Poetic devices</li> <li>▪ Usage of words</li> </ul>	<p>8) Quiz</p> <ul style="list-style-type: none"> <li>• Textual knowledge</li> <li>• Vocabulary</li> <li>• About the author</li> </ul>
<p>9) Dumb charade (based on Literature text) (in groups) Member of one group to enact</p> <ul style="list-style-type: none"> <li>▪ Situation</li> <li>▪ Character</li> </ul> <p>The others to identify it</p>	<p>9) Dumb charade</p> <ul style="list-style-type: none"> <li>• Acting Skill</li> <li>• Textual Knowledge</li> <li>• Creativity</li> <li>• Understanding of nuances of character, theme etc</li> <li>• Recognition of character</li> </ul>
<p>10) Radio Show</p> <ul style="list-style-type: none"> <li>▪ Interview</li> <li>▪ Survey</li> <li>▪ Debate / talk</li> <li>▪ News Reading</li> </ul>	<p>10) Radio Show</p> <ul style="list-style-type: none"> <li>• Imagination</li> <li>• Creativity</li> <li>• Presentation</li> <li>• Originality</li> </ul>
<p>11) Rewriting history</p>	<p>11) Rewriting history</p>

<ul style="list-style-type: none"> <li>▪ What would have happened if -----</li> </ul>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Originality</li> <li>• Creativity</li> <li>• Presentation</li> <li>• Contemporary relevance</li> </ul>
<p>12) In the hot seat</p> <ul style="list-style-type: none"> <li>▪ Interview of a textual character by journalists</li> <li>▪ Justifying action by character</li> </ul>	<p>12) In the hot seat</p> <ul style="list-style-type: none"> <li>• Textual knowledge</li> <li>• Imagination</li> <li>• Creativity</li> <li>• Confidence</li> <li>• Formation of questions</li> </ul>
<p>13) Just a minute</p> <ul style="list-style-type: none"> <li>• Textual</li> <li>• General Topics</li> </ul> <p>Topics can be from the text or from life. In only a minute, student will speak on the given topic.</p>	<p>13) Just a minute</p> <ul style="list-style-type: none"> <li>• Promptness</li> <li>• Textual knowledge</li> <li>• Imagination</li> <li>• Presentation</li> <li>• Fluency of Ideas</li> <li>• Confidence</li> <li>• Concise expression</li> </ul>

### Conversation Skills Assessment Scale

Listening	Speaking
<p><b>1. The learner :</b> shows general ability to understand words and phrases in a familiar context but cannot follow connected speech;</p>	<p><b>1. The learner:</b> shows ability to use only isolated words and phrases but cannot operate at connected speech level;</p>
<p><b>3.</b> has ability to follow short connected utterances in a familiar context;</p>	<p><b>3.</b> in familiar situation, uses only short connected utterances with limited accuracy;</p>
<p><b>5.</b> has ability to understand explicitly stated information in both familiar and</p>	<p><b>5.</b> shows ability to use more complex utterances with some fluency in longer</p>

unfamiliar contexts;	discourse; still makes some errors which impede communication;
<b>7.</b> understands a range of longer spoken texts with reasonable accuracy, and is able to draw inferences;	<b>7.</b> organises and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication;
<b>9.</b> shows ability to interpret complex discourse in terms of points of view; adapts listening strategies to suit different purposes.	<b>9.</b> can spontaneously adopt style appropriate to purpose and audience; makes only negligible errors.

## हिन्दी (पाठयक्रम-अ)

## कक्षा नवम

प्रश्न पत्र निर्माण के लिए निर्देश

सामान्य –

- क. बोध
- ख. व्याकरण
- ग. पाठ्य पुस्तक
- घ. लेखन

लिखित परीक्षा के अंक 40 रहेंगे

80 अंक के प्रश्न पत्र को मूल्यांकन के पश्चात् 40 अंक में परिवर्तित कर लिया जायेगा

।

फॉरमेटिव परीक्षा के अंक 20 होंगे । फॉरमेटिव परीक्षा का विवरण संलग्न है ।

पार्ट	विभाग	अंक	प्रश्नों के प्रकार	प्रश्नों की संख्या
क.	पठन व बोध (अपठित)	5x4=20	बहुवैकल्पिक प्रश्न	4
ख.	व्याकरण	4x5=20	बहुवैकल्पिक प्रश्न	5
ग.	पाठ्य पुस्तक	10+05+05=20	लघु उत्तरीय प्रश्न, (10 अंक), दीर्घ उत्तरीय प्रश्न (5 अंक) तथा बहुवैकल्पिक प्रश्न (5 अंक)	3
घ.	लेखन	(05+05)+05+05=20	दीर्घ उत्तरीय प्रश्न (5+5 अंक) अति लघु उत्तरीय प्रश्न (5 अंक) तथा बहुवैकल्पिक प्रश्न (5 अंक)	4

कक्षा नवम – पाठ्यक्रम 'अ'

हिन्दी

द्वितीय – सत्र पाठ्यक्रम (अक्टूबर 2009 . मार्च 2010)

पाठ्य पुस्तकें

क्षितिज – भाग-1

कृतिका – भाग-1

(40)

क्षितिज

4. जाबिर हुसैन – साँवले सपनों की याद
5. चपला देवी – नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया
6. हरि इंकर परसाई – प्रेमचंद के फटे जूते
7. महादेवी वर्मा – मेरे बचपन के दिन
8. ळज़ारी प्रसाद द्विवेदी – एक कुत्ता और एक मैना

काव्य खंड

13. सुमित्रानंदन पंत – ग्राम श्री
14. केदारनाथ अग्रवाल – चंद गहना से लौटती बेर
15. सर्वे वर दयाल सक्सेना – मेघा आए
16. चंद्रकांत देवताले – यमराम की दि गा
17. राजेश जो पी – बच्चे काम पर जा रहे हैं ।

कृतिका

3. रीढ़ की हड्डी – जगदीश चन्द्र माथुर
4. माटी वाली – विद्या सागर नौटियाल
5. किस तरह आखिरकार मैं हिन्दी में आया – भाम रेर बहादुर सिंह

(20)

व्यावहारिक व्याकरण

- 5(i) भाब्द निर्माण – (उपसर्ग-प्रत्यय) वि लेशन, लिंग और वचन का वि ेशन पर प्रभाव तथा परसर्ग 'ने' का क्रिया पर प्रभाव  
संबा, सर्वनाम तथा (लिंग, वचन, कारक) समास
- (ii) वाक्य रचना – वाक्य के अंग, अर्थ के अनुसार वाक्य के भेद
- (iii) पर्यायवाची – विलोम, श्रुतिसम भिन्नार्थक भाब्द

(20)

## (फॉरमैटिव परीक्षा)

### रचनात्मक अभिव्यक्ति

- (i) वाचन या मौखिक अभिव्यक्ति
- (ii) लेखन या लिखित अभिव्यक्ति

#### 1. वाद-विवाद

विशय – मानव द्वारा पशुओं का पोषण या भोशण  
आधार बिंदू – प्रेमचंद की दो बैलों की कथा

तथा

हज़ारी प्रसाद द्विवेदी की कहानी – एक कुत्ता और मैना

- (i) – तार्किकता, भाषण कला, अपनी बात अधिकारपूर्वक कहना

#### 2. कवि सम्मेलन – पाठ्यपुस्तक में संकलित कविताओं के आधार पर कवि दरबार

या

मौलिक कविताओं की रचना कर कवि सम्मेलन

- (i) अभिव्यक्ति
- (ii) गति, लय, आरोह-अवरोह सहित कविता वाचन
- (iii) मंच पर बोलने का अभ्यास / या मंच भय से मुक्ति

#### 3. कहानी सुनाना / कहानी लिखना या घटना का वर्णन / लेखन

- (i) श्रवण कला का विकास
- (ii) संवाद – भावानुकूल, पात्रानुकूल
- (iii) घटनाओं का क्रमिक विवरण
- (iv) प्रस्तुतिकरण
- (v) उच्चारण

#### 4. परिचय देना और परिचय लेना

पाठ्य पुस्तक के पाठों से प्रेरणा लेते हुए आधुनिक तरीके से किसी नए मित्र से संवाद स्थापित करते हुए अपना परिचय सरल भाषा में देना तथा उसके विषय में जानकारी प्राप्त करना ।

आधार – महादेवी वर्मा – मेरे बचपन के दिन  
जाबिर हुसैन – साँवले सपनों की याद  
हरि इंकर परसाई – प्रेमचंद के फटे जूते

## 5. अभिनय कला –

पूरक पाठ्य पुस्तक – 'कृतिका' के सभी पाठों के आधार पर विद्यार्थी अपनी अभिनय प्रतिभा का प्रदर्शन कर भाषा में संवादों की अदायगी या भूमिका का प्रभाव वाली प्रयोग कर सकते हैं

यथा – पर्यावरण, वर्षा की कमी, बाढ़, आपदा प्रबंधन, खेलों की भूमिका इत्यादि विशयों पर छोटे-छोटे नाटक लिखे जा सकते हैं ।

नाटक एक सामूहिक क्रिया है । अतः नाटक के लेखन, निर्देशन संवाद, अभिनय, भाषा, उद्देश्य इत्यादि को देखते हुए शिक्षक स्वयं अंकों का निर्धारण कर सकता है ।

### 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 ।
- 2 छोटे संबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है ।
- 3 परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है । अशुद्धियाँ करता है जिससे प्रेषण में रुकावट आती है ।
- 4 दीर्घ कथनों की श्रृंखला को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है ।
- 5 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 ।
- 2 परिचित संदर्भों में केवल छोटे संबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है ।
- 3 अपेक्षाकृत दीर्घ भाषण में अधिक जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है अभी भी कुछ अशुद्धियाँ करता है । जिससे प्रेषण में रुकावट आती है ।
- 4 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 रुकावट नहीं आती ।
- 5 उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है, केवल मामूली गलतियाँ करता है ।



मूल्यांकन के संकेत बिंदुओं का विवरण  
प्रस्तुतिकरण

2

- (i) आत्मवि वास
- (ii) हाव भाव के साथ
- (iii) प्रभाव गाली वाणी
- (iv) तार्किकता
- (v) स्पष्टता

विशय वस्तु

1

- (i) विशय की सही अवधारणा
- (ii) तर्क सम्मत

भाशा

1

भाब्द चयन, स्तर के अनुकूल, स्पष्टता, दे राज या ग्राम्य भाब्दों का अधिक प्रयोग न हो व अंग्रेजी भाब्दों की भरभार न हों ।

उच्चारण

1

क्षेत्रीय प्रभाव से मुक्त, स्पष्ट उच्चारण, सही अनुतान, किस भाब्द पर अधिक बल देना चाहिए ।

**हिन्दी (पाठ्यक्रम-ब)**  
**कक्षा नवम**

प्रश्न पत्र निर्माण के लिए निर्देश

सामान्य –

- क. बोध
- ख. व्याकरण
- ग. पाठ्य पुस्तक
- घ. लेखन

लिखित परीक्षा के अंक 40 रहेंगे

80 अंक के प्रश्न पत्र को मूल्यांकन के पश्चात् 40 अंक में परिवर्तित कर लिया जायेगा

।

फॉरमेटिव परीक्षा के अंक 20 होंगे । फॉरमेटिव परीक्षा का विवरण संलग्न है ।

पार्ट	विभाग	अंक	प्रश्नों के प्रकार	प्रश्नों की संख्या
क.	पठन व बोध (अपठित)	5x4=20	बहुवैकल्पिक प्र न	4
ख.	व्याकरण	4x5=20	बहुवैकल्पिक प्र न	5
ग.	पाठ्य पुस्तक	10+05+05=20	लघु उत्तरीय प्र न, (10 अंक), दीर्घ उत्तरीय प्र न (5 अंक) तथा बहुवैकल्पिक प्र न (5 अंक)	3
घ.	लेखन	(05+05)+05+05=20	दीर्घ उत्तरीय प्र न (5+5 अंक) अति लघु उत्तरीय प्र न (5 अंक) तथा बहुवैकल्पिक प्र न (5 अंक)	4

कक्षा – नवीं  
कोर्स – ब  
विशय – हिन्दी

द्वितीय – सत्र पाठ्यक्रम (अक्टूबर 2009 . मार्च 2010)

पाठ्य – पुस्तक एवं पूरक पुस्तक  
स्पर्धा – भाग-1  
संचयन – भाग-1  
व्यावहारिक व्याकरण

खण्ड-क (i) अपठित गद्यांश (300 से 400 भाब्डों का)  
(ii) अपठित काव्यांश (200 से 300 भाब्डों का)

खण्ड-ख – रचना

(i) पत्र-लेख (अनौपचारिक)  
(ii) अनुच्छेद लेखन – समसामयिक विशयों पर संकेत बिन्दुओं पर आधारित 80 से 100 भाब्डों तक

खण्ड-ग – व्यावहारिक व्याकरण

(i) वर्ण – विच्छेद  
(ii) उपसर्ग, प्रत्यय से भाब्ड निर्माण  
(iii) पर्यायवाची, विलोम, अनेकार्थी भाब्ड, वाक्यांशों के लिए एक भाब्ड  
(iv) वाक्य के अंग, सरल वाक्य  
(v) विराम, चिन्हों का प्रयोग  
(vi) मुहावरे – वाक्य प्रयोग

स्पर्धा – भाग (1)

गद्य-खण्ड

1. भारद्वाज जी	– तुम कब जाओगे, अतिथि
2. धीरंजन मालवे	– वैज्ञानिक चेतना के वाहक
3. काका कालेलकर	– कीचड़ का काव्य
4. गणेश भांडार विद्यार्थी	– धर्म की आड़
5. स्वामी आनंद	– भुक्तारे के समान

काव्य खण्ड

1. सियाराम शरण गुप्त	– एक फूल की चाह
----------------------	-----------------

- |    |                    |   |   |
|----|--------------------|---|---|
| 2. | रामधारी सिंह दिनकर | – | गीत – अतीत                              |
| 3. | हरिवंशराय बच्चन    | – | अग्नि–पथ                                |
| 4. | अरूण कमल           | – | नए इलाके में<br>खुाबू रचते हैं हाथ..... |

संचयन – भाग

(1)

1. मेरा छोटा सा निजी पुस्तकालय – धर्मवीर भारती
2. हामिद खां – एस.के. पोट्टेकाट
3. दिए जल उठे – मधुकर उपाध्याय

मौखिक – अभिव्यक्ति – कौाल

- (i) भाषण, वाद–विवाद
- (ii) कथा कहानी अथवा घटना सुजाना
- (iii) परिचय देना, परिचय प्राप्त करना
- (iv) सस्वर कविता वाचन (लय, गति, आरोह अवरोह सहित)

## (फॉरमैटिव परीक्षा)

### रचनात्मक अभिव्यक्ति

- (i) वाचन या मौखिक अभिव्यक्ति
- (ii) लेखन या लिखित अभिव्यक्ति

#### 1. वाद-विवाद

विशय – मानव द्वारा पशुओं का पोशण या भोशण

आधार बिंदू – प्रेमचंद की दो बहनों की कथा

तथा

हज़ारी प्रसाद द्विवेदी की कहानी – एक कुत्ता और मैना

(i) – तार्किकता, भाषण कला, अपनी बात अधिकारपूर्वक कहना

#### 2. कवि सम्मेलन – पाठ्यपुस्तक में संकलित कविताओं के आधार पर कवि दरबार

या

मौलिक कविताओं की रचना कर कवि सम्मेलन

- (i) अभिव्यक्ति
- (ii) गति, लय, आरोह-अवरोह सहित कविता वाचन
- (iii) मंच पर बोलने का अभ्यास / या मंच भय से मुक्ति

#### 3. कहानी सुनाना / कहानी लिखना या घटना का वर्णन / लेखन

- (i) श्रवण कला का विकास
- (ii) संवाद – भावानुकूल, पात्रानुकूल
- (iii) घटनाओं का क्रमिक विवरण
- (iv) प्रस्तुतिकरण
- (v) उच्चारण

#### 4. परिचय देना और परिचय लेना

पाठ्य पुस्तक के पाठों से प्रेरणा लेते हुए आधुनिक तरीके से किसी नए मित्र से संवाद स्थापित करते हुए अपना परिचय सरल भाषा में देना तथा उसके विशय में जानकारी प्राप्त करना ।

#### 5. अभिनय कला –

पूरक पाठ्य पुस्तक – ' संचयन' के सभी पाठों के आधार पर विद्यार्थी अपनी अभिनय प्रतिभा का प्रदर्शन कर भाषा में संवादों की अदायगी या भूमिका का प्रभावकारी प्रयोग कर सकते हैं

यथा – पर्यावरण, वर्षा की कमी, बाढ़, आपदा प्रबंधन, खेलों की भूमिका इत्यादि विषयों पर छोटे-छोटे नाटक लिखे जा सकते हैं ।

नाटक एक सामूहिक क्रिया है । अतः नाटक के लेखन, निर्देशन संवाद, अभिनय, भाषा, उद्देश्य इत्यादि को देखते हुए शिक्षक स्वयं अंकों का निर्धारण कर सकता है ।

### 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 ।
- 2 छोटे संबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है ।
- 3 परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है । अशुद्धियाँ करता है जिससे प्रेषण में रुकावट आती है ।
- 4 दीर्घ कथनों की श्रृंखला को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है ।
- 5 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 ।
- 2 परिचित संदर्भों में केवल छोटे संबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है ।
- 3 अपेक्षाकृत दीर्घ भाषण में अधिक जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है अभी भी कुछ अशुद्धियाँ करता है । जिससे प्रेषण में रुकावट आती है ।
- 4 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 रुकावट नहीं आती ।
- 5 उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है, केवल मामूली गलतियाँ करता है ।

मूल्यांकन के संकेत बिंदुओं का विवरण  
प्रस्तुतिकरण

2

- (i) आत्मवि वास
- (ii) हाव भाव के साथ
- (iii) प्रभाव ाली वाणी
- (iv) तार्किकता
- (v) स्पष्टता

विशय वस्तु

1

- (i) विशय की सही अवधारणा
- (ii) तर्क सम्मत

भाशा

1

भाब्द चयन, स्तर के अनुकूल, स्पष्टता, दे ाज या ग्राम्य भाब्दों का अधिक प्रयोग न हो व अंग्रेजी भाब्दों की भरभार न हों ।

उच्चारण

1

क्षेत्रीय प्रभाव से मुक्त, स्पष्ट उच्चारण, सही अनुतान, किस भाब्द पर अधिक बल देना चाहिए ।

**Examination Structure : Class IX  
Subject Science  
II Term (Oct 2009- March 2010)**

**Design of the Question Paper****Max. Marks – 80****Time – 3 to 3 ½ hrs.**

<b>Type of Questions</b>	<b>No. of Questions</b>	<b>Marks for Each Question</b>	<b>Total Marks</b>
(i) Very Short Answer Type (VSA)	08	01	08
(ii) Short Answer Type I (SA I)	09	02	18
(iii) Short Answer Type II (SA II)	03	03	09
(iv) Long Answer Type (LA)	03	05	15
(v) MCQ (Theory Based)	01(15 parts)	(1x15)	15
(vi) MCQ (Practical Skills)	01(15 parts)	(1x15)	15
<b>Total number of Questions</b>	<b>25</b>	<b>Total Marks</b>	<b>80</b>

**Syllabus for Summative Assessment in Science  
Second Term (October 2009 – March 2010)**

**Written Assessment**  
(pen-paper test)

**Weightage of marks**  
40

**to be held in**  
March 2010

**Content for Summative Assessment**

<b>Sr.No.</b>	<b>Name of the Chapter</b>
1.	Is matter around us pure
2.	Atoms and molecules
3.	Structure of the atom
4.	The fundamental unit of life
5.	Tissues
6.	Gravitation
7.	Sound
8.	Work and Energy
9.	Why do we fall ill
10.	Improvement in food resources



There will be two Formative Assessments and one Summative Assessment.

<b>Formative Assessment</b>	<b>Weightage of Marks</b>	<b>Suggested Duration</b>
Formative Assessment 3	10	Oct 09 - Dec 09
Formative Assessment 4	10	Dec 09 –Feb10

### **Formative Assessment for Second Term (October 2009 – March 2010)**

#### **for Class IX - Science**

Formative Assessment 3 and 4 will include the following:

- (i) Written Assessment based on Theory
- (ii) Practical Assessment based on CBSE curriculum 2009-2011
- (iii) Continuous Assessment in the following suggested areas:
  - (a) Home Assignments/ Class Assignments
  - (b) Class Response/oral assessment
  - (c) Seminar
  - (d) Symposium
  - (e) Group Discussion
  - (f) Group Activity preferably in groups of 4-5 students. Suggested areas
    - Investigatory/Experimental Projects
    - Action Plan
    - Survey
    - Assessment on worksheets based on field trips

**Examination Structure - Class IX : Mathematics  
Second Term (October 2009 to March 2010)**

**Design of the Question Paper for Summative Assessment-2**

Type of question marks	No. of Questions	Marks allotted to each question	Total
(i) M.C.Q.	{ 8 4	1 2	8 8 = 16
(ii) Short Answer Type-I	7	2	14
(iii) Short Answer Type-II	10	3	30
(iv) Long Answer Type	5	4	20
Total	<hr/> 34 <hr/>		<hr/> 80 <hr/>

**Syllabus for Summative Assessment – 2 :Mathematics  
Second Term (October 2009 – March 2010)**

1. Number Systems
2. Polynomials
3. Lines and angles
4. Triangles
5. Quadrilaterals
6. Areas of parallelograms and triangles
7. Circles
8. Surface areas and volumes
9. Statistics

## Formative Assessment Second Term (October 2009 – March 2010)

There will be two **formative tests** and a year end **summative test**. The weightages and time schedule will be as under:

Type of test	Weightage	Time Schedule
Formative 3	10 marks	Oct – Dec 2009
Formative 4	10 marks	Jan – Feb. 2010
Summative	40 marks	March 2010
Total	60 marks	

### Formative Assessment will include the following :

- (i) Unit test based on the content taught during the respective periods.
- (ii) Written test/oral test
- (iii) H.W/C.W.
- (iv) Worksheets / assignments
- (v) Quiz
- (vi) Group activity / discussion
- (vii) Mathematics projects in groups of 3 to 4 students. It may be presented in any of the following forms:
  - (a) Written project reports
  - (b) Charts/models
  - (c) Power point presentations
  - (d) Survey analysis etc.
- (viii) Mathematics activities (Hands-on) listed in CBSE Lab Activity Manual  
The student may be evaluated on the following:
  - (a) Performance of activity
  - (b) File record of the activities performed
  - (c) Viva

**ANNEXURE V****Examination Structure for Social Science - Class IX****Second Term October 2009 to March 2010**

Time allowed: 3 hours

Max. Marks: 80

**1. Weightage to form of questions:**

Form of questions	Marks for each question	No. of questions	Total marks
MCQ	1	16	16
Short answer (S.A.)	3	16	48
Long answer (L.A.)	4	3	12
Map question	4	1	4
Total		36	80

**2. Unit-wise Division of Questions**

Unit No. and titles/ subjects	Marks	1 mark Questions	3 marks questions	4 marks questions	Map question	Total
		No. of question	No. of questions	No. of questions	No. of questions	
I. India and the Contemporary World (History)	18	2	4	1	-	18(7)
II. India – Land and the People (Geography)	20	4	4	-	1	20(9)
III. Democratic Politics I (Political Science)	18	5	3	1	-	18(9)
IV. Understanding Economics	16	3	3	1	-	16(7)
V. Disaster Management	8	2	2	-	-	8(4)
Total	80	16	16	3	1	80(36)

Note: Figures within the brackets indicate number of questions and outside the bracket their total marks.

**3. Scheme of options:** Internal choice is provided in the map question only.

**Syllabus for Social Science - Class IX**  
**Second Term**  
**October 2009 to March 2010**

Please note that the entire syllabus prescribed during the current academic session is to be covered and tested in formative and summative mode. Given hereunder is the reduced syllabus for second term summative examination in 2010.

**UNIT 1 (History) India and the Contemporary World I**

**Section I: Events and Processes (ANY ONE OF THE FOLLOWING)**

1. The French Revolution
2. Socialism in Europe and the Russian Revolution
3. Nazism and the Rise of Hitler

**Section II: Livelihoods, Economies and Societies (ANY ONE OF THE FOLLOWING)**

4. Forest Society and Colonialism
5. Pastoralists in the Modern World
6. Peasants and Farmers.

**Section III: Every Day Life, Culture and Politics (ANY ONE OF THE FOLLOWING)**

7. History and Sports : The story of cricket
8. Clothing : A Social History

**UNIT II (GEOGRAPHY) CONTEMPORARY INDIA I**

Chapter 3 – Drainage

Chapter 4 – Climate

Chapter 5 – Natural Vegetation and Wildlife

Chapter 6 – Population

**Map Work – Based on the above chapters as per the list of map items provided herewith.**

**UNIT III – (POLITICAL SCIENCE) DEMOCRATIC POLITICS**

Chapter 3 - Constitutional Design

Chapter 4 – Electoral Politics

Chapter 5 – Working of Institutions

Chapter 6 – Democratic Rights

**UNIT IV – ECONOMICS**

Chapter 2 – People as Resource

Chapter 3 – Poverty as a challenge

Chapter 4 – Food Security in India

**UNIT V – (DISASTER MANAGEMENT) TOGETHER, TOWARDS A SAFER INDIA - II**

Chapter 2 – Specific Hazards and Mitigation

Chapter 3 - Preventing Common Human Induced Disasters

**LIST OF MAP ITEMS (GEOGRAPHY)**

**On Political Outline Map of India (Both for identification & locating and labeling)**

**Chapter 3 – (Drainage)**

**Rivers** : Ganga, Satluj, Brahmaputra, Narmada, Tapi, Mahanadi, Godavari, Krishna and Kaveri

**Lakes** : Chilka, Pulicat, Vembanad, Sambhar

**Mountain Ranges** : Karakoram, Zaskar, Shivalik, Aravali, Vindhya, Satpura, Western Ghats, Eastern Ghats

**Mountain Peaks** : K2, Kanchanjunga, Anaimudi

**Coastal Strips**: Coromandel, Konkan

#### **Chapter 4: \_ (Climate)**

**Cities** : Tiruvananthapuram, Chennai, Jodhpur, Jaipur, Bangalore, Mumbai, Kolkata, Leh, Shillong, Delhi, Nagpur

**Areas receiving rainfall over 400 cms.**

**Areas receiving rainfall less than 20 cms.**

#### **Chapter 5 : (Natural Vegetation & Wildlife)**

**Areas** : Evergreen forests, Tropical thorny forests, Mountain forests, Mangrove forests.

**National Parks** : Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha Kisli, Simlipal, Manas

**Bird Sanctuaries** : Bharatpur and Ranganathitto

**Wild Life Sanctuaries** : Sariska, Mudumalai, Rajaji, Dachigam

#### **Chapter 6 (Population)**

- The State having the highest density of population
- The State having the lowest density of population
- The State having the highest sex ratio
- The State having the lowest sex ratio
- The most populous State of India
- The least populous State of India

## FORMATIVE ASSESSMENT IN SOCIAL SCIENCE

### Second Term (October 2009 – March 2010)

#### A. FORMATIVE ASSESSMENT

In Social Science the Board has already prescribed 20 marks for internal assessment for class IX as per the following break up

<b>Part 1 Class tests, units test etc.</b>	<b>10 marks</b>
<b>Part 2 Assignments</b>	<b>5 marks</b>
<b>Part 3 Project Work</b>	<b>5 marks</b>
<b>Total</b>	<b>20 marks</b>

The Formative Assessment for the second term may include the above for FA3 and FA4.

#### Guidelines on Different components of Formative Assessment

##### 1. ASSIGNMENTS

The assignment is an effort to develop in the students the following faculties

- (a) Understanding the subject of Social Science better as a social scientist should.
- (b) Applying the different ideas learnt in the context of the world around us.
- (c) Developing scientific information processing skills like survey, literature study, data collection, interpretation and giving reasons and proposing alternatives.
- (d) Linking the study of the sciences and social sciences

The assignments could be on the areas which would not be tested in the Unit test or Summative tests as these are the options which are being considered by the Board, but form a part of the curriculum and syllabus particularly in History.

**Therefore the purpose of assignments is to enable the following:**

1. Interpretation of texts and giving of views.

1. *Examples:*

- a. *Interpreting pictures of Delhi and its layout in the colonial and contemporary period.*
- b. *Studying the different types of traditional irrigation systems and relating them to the environment they are found in.*
- c. *Tracing the evolution of coinage in India since the East India Company to today.*

2. Relating the textual information with extended reading of other text in the library or from other information sources like the Encyclopedia, Internet and CDs.

Examples:

- a. *Make a dictionary of terms in political science and economics.*
- b. *Biography and quotations from different moderates and extremists in India on the issue of Dominion status.*
- c. *Use of archives to reconstruct history*
- d. *Make an annotated atlas of India on mineral wealth, population, land use, cities, etc.*

3. Using the news, cartoons, pictures and related fiction and travelogues to deepen their understanding of History, Social and Political Life and Geography.

Examples:

- a. *Using travel writing from newspapers and magazines to understand the different areas of India.*
- b. *Preparing a review of Discovery of India, or any book on democracy. Travelogues or historical novels like Neel darpan, or Godan.*

4. Extension of the Classroom Lesson

During teaching, in most cases the lesson ends with an assignment, which is in a sense an extension of the lesson. It is a lesson carried on at home by the students in their leisure time according to the direction provided by the teacher. Thus it provides additional learning experience not possible in a brief class session. It may also provide additional practice of what has been done in the class and application in new situations, thereby clarifying the nature of the concept and enrichment of knowledge.

Examples:

- a. *Experiment based assignments like weather data interpretation*
- b. *The need to involve the first tribes by the Government in formulating forest conservation policies.*
- c. *Views of students in collectivization of agriculture as introduced by Stalin.*
- d. *Relevance of Mahatma Gandhi's ideas of spinning of Charkha by every household even today.*
- e. *Comparative Study of Lok Sabha and Rajya Sabha.*

5. Self-Evaluation

When some home work is given by the teacher on the application of topics already taught in the class, it provides a situation for self-evaluation by the students of how well s / he



comprehends the new concept taught in the school. These questions could be text based and those given as review.

#### *Examples*

- a. Writing a summary essay on Agriculture in India, or Energy development, Climate change and Developing countries, Changes in the game of Cricket from past to the present.*
- b. Students' interpretation of Citizenship.*
- c. Definition of Citizenship by French Revolutionaries and followers of Nazism.*
- d. The need for constitution.*

#### 6. Detailed Study of Specific Topics

In most cases, assignments related to a specific topic are given to the students, where a student is asked to write a report on the important aspect of the topic. It may require reading of relevant references, synthesis of relevant knowledge, observations and personal experiences related to the topic. The students are expected to organize all the related information in some order.

Examples:

- a. Prepare a quiz, chart, poster, resource kit, power point presentation, games, crossword puzzles on different topics*
- b. Design a poster on harmful effects of opium on human body.*
- c. Study of model code of conduct prescribed by Election Commission.*
- d. Chart on different slogans on various issues used by different political parties during elections.*
- e. Tracing the development of the Indian constitution by looking into the features of the constitution of other countries.*

## **2. Project Work**

Sometimes the Project may be based on some observations, measurements on collection of some material. Afterwards arranging or tabulating it and finding if any pattern exist. In this the students are asked to report the methodology followed presentation of data or information, its analysis and the important outcomes of the assignment.

It may be further suggested that the report prepared by a student or group of students is presented to the whole class or school by the students. Discussions are to be held. The teacher and other students may ask questions based on the Project Whenever there is

some problem in answering the questions by the student, the teacher explains and illustrates with examples.

The project topics which are designed by the Board of Secondary Education in Social Science for class 9 and 10 need to be detailed and well focused so that the children can understand the same easily. The project should be easy to do for all kinds of learners and in all kinds of environments. The time spent on data collection and enquiry must not be a burden or be undertaken during school hours.

Examples:

- a. *Interviewing an MLA of ones area on the progress made in his constituency during his tenure.*
- b. *Interviewing people in their neighborhood belonging to various Class and occupation on how far the people are satisfied on the performance of their MLA.*
- c. *Role of 'Special Economic Zones in India'.*
- d. *Proud to be a responsible Indian- A project on awareness for fundamental duties.*
- e. *Promoting Sporting talents in India.*

**Evaluation of Assignments and Project work is an important aspect.** When an assignment is given, it must have some basis in relation with the instructional objectives. The assignment should be evaluated keeping in view those objectives and the extent to which objectives have been achieved. The assignment should be evaluated and grading should be given. The assignment grade should also be included in the final assessment. It may also be noted that the assignments cannot always be made interesting but they can always be made meaningful.<sup>1</sup>

### 3. Tests

A test provides a situation or series of situations to students to perform to a given question or situation to demonstrate their attainment and abilities. We may be testing their achievement in scholastic. Such a test is a teacher-made test. We use several types of tests like Unit test, Diagnostic test, Oral test, Annual test. Many a time the question is of how can we know whether the child has learned anything at all or whether what s/he has learnt is right or there is need for more reinforcement for this we have to be able to infer her/ his learning through the test . This can be done with the help of periodic tests.

#### **Periodic Tests / Weekly Class Tests**

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<sup>1</sup> <http://www.egyankosh.ac.in/bitstream/123456789/25735/1/Unit11.pdf>

When a teacher wants to assess whether the students have learnt what they have been taught in a lesson or a unit and what difficulties they still face, periodic or unit tests are best used. When periodical tests are conducted after each topic / units, teachers get a clear picture of where the pupil is and of how s/he is progressing. This knowledge of strength and weakness of a pupil is helpful in planning effective teaching by teachers and in effective learning by the pupil. The continuous evaluation is done by periodical testing.

Sometimes when authorities insist on reporting the pupils progress to parents, at specified intervals, periodical tests are conducted mechanically so as to observe the formality of communicating the test-results to parents. In cases such as these, there may occur the possibility of directing the classroom activities towards writing the tests, rather than the modification of pupils' behavior. Such practices of teaching merely for testing should be discouraged. In general the child should understand how the results of evaluation are to be used. If s/he does not know, he may develop a kind of anxiety or fear of tests and other forms of evaluation.

### **Performance on Periodical Tests**

The performance on Periodical tests should be systematically recorded. It is best if the feedback the learner is given is both qualitative and quantitative and the corrections of errors are also insisted upon. After opportunity to improve Individual's performance on these unit tests should be given due credit along with annual test performance for final assessment. However their formative role must not be forgotten.

## **B. SUMMATIVE ASSESSMENT: March 2010**

Whether there is sufficient knowledge about any area of study is usually known by conducting a Summative test at the end of the session. This test covers a sample of the entire course and is divided into difficult and easy questions. The test could have 20% Higher Order Thinking Skills questions, and 40% Understanding based questions. Questions could also be on interpretation of maps, diagrammes etc and factual recall type questions (with minimum emphasis). The test would also have a positive discrimination index and the result is meant to be used for ranking, awarding division, granting scholarships, and promotion and less for guidance. As the summative test is conducted at the end of the Terms, the results of this test are not useful for effective planning of classroom teaching or for improvement of learning by pupil.

### **Format of Summative Test**

- The summative assessment/final examination will be **out of 80 marks to be reduced to 40 marks.**
- This assessment will comprise of 40% of the total marks in CCE
- The **unit –wise weightage of marks remains the same** as prescribed in the syllabus for Social Science in the Secondary School Curriculum 2010.
- The design and the unit wise division of questions are given.
- The chapters of the prescribed NCERT textbooks **to be examined** in the summative assessment of March 2010 have been specified.
- The Question Paper will comprise of 36 Questions including one map question of 4 marks on specified list of items for map work.
- **Multiple Choice Questions** are to be introduced in Social Science Question Paper for the first time.
- There will be **16 MCQs from all the five units** in Social Science.
- There will be **a separate paper** containing MCQs only to be attempted in the first **30 minutes**. The answer scripts to be collected at the end of this 30 minutes period.
- Immediately after the MCQ paper, the students will get 2 hours and 30 minutes to answer the main paper.