

CBSE CIRCULARS

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation under the Union Ministry of
Human Resource Development Govt. of India)

"SHIKSHA KENDRA", 2, COMMUNITY CENTRE, PREET VIHAR, DELHI – 110 301

CBSE/AFF/Circular No. 3/2009

Dated: 20.10.2009
Circular No. 3/2009

All the Heads of Institutions affiliated with the CBSE

Subject: Providing of Schoolwise Data for District Information System of Education (DISE) and Secondary Education Management and Information System (SEMIS).

Dear Sir/Madam,

The Government of India has launched Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan to spread education and to raise quality of schools in the country.

One of the major thrust areas in implementing the Sarva Shiksha Abhiyan (SSA) is collection of data for Educational Management Information System (EMIS). The EMIS covers, the District Information System for Education (DISE), household survey and child tracking system. The objective of the system is to analyse data collected through various sub-systems and highlights issues that needs to be addressed in the process of planning, implementation, evaluation, monitoring and mid-course correction for SSA. DISE is an annual exercise to collect school-wise data on enrollment, physical infrastructure, teacher and student performance etc. as on a uniform date of 30th September, 2009.

The scheme of Rashtriya Madhyamik Shiksha Abhiyan, also undertook an annual exercise of data collection through a programme of Comprehensive Secondary Education Management and Information System (SEMIS) for planning and identification of shortfall in secondary education in the country. SEMIS data is collected through survey conducted by the agencies of various State/U.T Governments. The data to be provided for this programme shall be updated up to 30th September, 2009.

The Ministry of Human Resource Development (MHRD), Government of India has made an observation that the data collected through District Information System of Education (DISE) for the above programmes does not figure the data pertains to the schools affiliated to Central Board of Secondary Education. It has also been brought to our notice that the CBSE affiliated schools are not providing data concerning their schools.

In this context your attention is invited to Rule 13.3 of Affiliation Bye-Laws of CBSE which prescribe that "the school shall supply information and returns called for by the Board/State or Central Government within



the prescribed time given for its furnishing to the authority concerned". Any non co-operation or default in timely submission of information asked by the State/Central Government Authorities can lead to invoking of provisions against school under rules of Affiliation Bye-Laws.

All the Heads of Institutions affiliated to CBSE are, therefore, requested to cooperate with various Government Agencies in the process of collection of information through District Information System of Education (DISE) and Secondary Education Management and Information System (SEMIS). They shall also ensure submission of data to the authorities of DISE and SEMIS within the stipulated time period.

With regards,

Yours faithfully,

(Joseph Emmanuel)
Deputy Secretary





CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation under the Union Ministry of Human Resource Development Govt. of India)
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CBSE/AFF/2009

25.11.2009
Circular No.04

CIRCULAR

Sub: Sale of stamps in the schools affiliated with CBSE for raising funds for the welfare and rehabilitation of AIDS affected children req.

Ref. Letter dated 05.08.09 of Sh. Abdul Wahab P.V Member of Parliament(Rajya Sabha), Chairperson, Global Kerala Initiative (Keraleeyam).

Global Kerala Initiative-Keraleeyam is an organization working for the rehabilitation of the neglected and orphan HIV Positive children in Kerala. The Chairperson, Keraleeyam has requested that the organization may be given permission to distribute stamps worth Rs. 5/- only in the schools affiliated to CBSE ***purely on voluntary basis.***

On the basis of the request of the Chairperson of Global Kerala Initiative-Keraleeyam, the Principals of the all the schools affiliated to CBSE in Kerala are requested to cooperate and participate in this noble endeavor by accepting the stamps which will be distributed to the schools by Keraleeyam. The collection period will be limited to the end of this academic year i.e. March 2010 and the sale of stamps will be only through the Principals of the schools concerned.

(Joseph Emmanuel)
Deputy Secretary

CC:-

1. All the Principals of Schools affiliated with the CBSE in the State of Kerala
2. Sh. Abdul Wahab P.V Member of Parliament(Rajya Sabha), Chairperson, Global Kerala Initiative (Keraleeyam).



CENTRAL BOARD OF SECONDARY EDUCATION

"Shiksha Kendra", 2, Community Center,
Preet Vihar, Delhi-110092

No. CBSE/EO (V&E)/NIO/A/2009/

October 8, 2009

Circular No. 41

To

**All Heads of Institutions
affiliated to the CBSE.**

Subject: National Informatics Olympiad 2009-10 - First Stage Examination

The Central Board of Secondary Education will be conducting the National Informatics Olympiad in collaboration with the Indian Association for Research in Computing Science (IARCS), Mumbai across the country and abroad. The examination for the same will be held in two stages. The examination will be open to all the students of classes VIII to XII studying in schools affiliated to CBSE as well as other Boards in the country.

The first stage examination consisting of the Zonal Informatics Olympiad will be held on Saturday, November 28, 2009 between 10.00 am and 1.00 pm. The examination will be a written examination to test the aptitude of the students, their logical competence, problem-solving skills, and critical thinking.

STAGE 2:

The candidates who qualify in the first stage examination as per the norms prescribed by the selection committee will appear in the **second stage examinations to be held on Sunday, January 24, 2010** which will be based on programming skills.

Selected candidates will be called for intensive training for the final selection of the candidates for the International Olympiad.

The Board is planning to conduct the examinations in about 40 centres across the country and abroad. Each of these centres will have a coordinator cum Centre Superintendent who will be responsible for the conduct of the examinations. **The list of centres is put up on the CBSE Website: www.cbse.nic.in as well as on the Olympiad website: www.iarcs.org.in. Please select the nearest examination centre from the list given and forward the list of candidates desirous of participating in the first stage examination to the coordinator along with the examination fee as per the enclosed proforma on or before November 13, 2009. (The list of participants and bank draft need not be sent to the CBSE as the centre will be forwarding the list to the CBSE subsequently) The fee for each participant will be Rs.100/- (Rupees hundred only). A consolidated demand draft for all the participants of your school may be drawn in favour of Secretary, CBSE, Delhi.**

Question papers from previous years and other training details are available at the Olympiad website; www.iarcs.org.in.



When the candidates go to the examination centre to write the examination, they should carry with them a bonafide certificate with their photograph attested by the principal of their school. Since no Roll Number will be allotted to candidates, they have to write their name, class, school's name with address and centre name in the answer sheet and information sheet provided to them in the examination. For any further information, you may contact Mr. P. V. Sai Ranga Rao, Education Officer (Voc. & Edusat) through e-mail at pvsairangarao@gmail.com or on telephone no. 011-22444845.

Please note that CBSE will not reimburse expenses incurred by the school on travel, accommodation etc. of the students to participate in the First Stage of the Olympiad.

Yours faithfully,

(P. V. SAI RANGA RAO)

Education Officer (VOC & EDUSAT)

Zonal Informatics Olympiad – 2009-10

Proforma for forwarding the list of participants to the specified centre

S.No	Name of the Candidate	Name of the Father/ Mother	Class	Sex	Date of Birth
1.					
2.					
3.					
4.					
5.					
6*.					

* You may extend this table as per your requirement.

1. Name of the school:

2. Address:

3. Tel No:(STD)..... FAX:.....

4. email:.....

5. Total number of candidates forwarded:

6. Total amount being remitted:

7. Name of the Bank:

8. Draft No:

Date:

Signature of the Principal



Note: Candidates should produce bonafide certificate with their photographs duly attested by the principal of the school at the examination centre.

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/ Navodya Vidyalaya Samiti, New Delhi
2. The Director of Education, Delhi/ Andaman and Nicobar Islands/ Sikkim/ Arunachal Pradesh/ Chandigarh/ NCERT/CTSA
3. All Regional Officers, CBSE

Education Officer (V&E)



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:

Term	Type of Assessment	Percentage of weightage in academic session	Term - wise weightage	Total	
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:

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



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

Annexure-1B

**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

Suggested Activities for Formative Assessment	Mode of Assessment
1) Dramatisation (group work)	1) Dramatisation:



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



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



<ul style="list-style-type: none"> What would have happened if ----- 	<ul style="list-style-type: none"> Imagination Originality Creativity Presentation Contemporary relevance
<p>12) In the hot seat</p> <ul style="list-style-type: none"> Interview of a textual character by journalists Justifying action by character 	<p>12) In the hot seat</p> <ul style="list-style-type: none"> Textual knowledge Imagination Creativity Confidence Formation of questions
<p>13) Just a minute</p> <ul style="list-style-type: none"> Textual General Topics <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"> Promptness Textual knowledge Imagination Presentation Fluency of Ideas Confidence Concise expression

Conversation Skills Assessment Scale

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



unfamiliar contexts;	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.

Annexure-2A

हिन्दी (पाठ्यक्रम-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)	$5 \times 4 = 20$	बहुवैकल्पिक प्रश्न	4
ख.	व्याकरण	$4 \times 5 = 20$	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. जाविर हुसैन	–	साँवले सपनों की याद
5. चपला देवी	–	नाना साहब की पुत्री देवी मैना को मरम कर दिया गया
6. हरि शंकर परसाई	–	प्रेमचंद के फटे जूते
7. महादेवी वर्मा	–	मेरे बचपन के दिन
8. खजारी प्रसाद द्विवेदी	–	एक कुत्ता और एक मैना

काव्य खंड

13. सुमित्रानंदन पंत	–	ग्राम श्री
14. कंदारनाथ अग्रवाल	–	चंद गहना से लौटती बेर
15. सर्वेश्वर दयाल सक्सेना	–	मेघा आए
16. चंद्रकांत देवताले	–	यमराम की दिशा
17. राजेश जोशी	–	बच्चे काम पर जा रहे हैं ।

कृतिका

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

(20)

व्यावहारिक व्याकरण

5(i) शब्द निर्माण

- (20)
- (उपसर्ग-प्रत्यय) वि लेशण, लिंग और वचन का विशेषण पर प्रभाव तथा परसर्ग 'ने' का क्रिया पर प्रभाव
 - संज्ञा, सर्वनाम तथा (लिंग, वचन, कारक) समास
 - वाक्य के अंग, अर्थ के अनुसार वाक्य के भेद
 - विलोम, श्रुतिसम मिन्नार्थक भाव

- (ii) वाक्य रचना
- (iii) पर्यायवाची

(फॉरमैटिव परीक्षा)

रचनात्मक अभिव्यक्ति

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

1. वाद-विवाद

विषय – मानव द्वारा पशुओं का पोषण या शोषण

आधार बिंदू – प्रेमचंद की दो बैलों की कथा

तथा

हजारी 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 शब्दों में देना तथा उसके विषय में जानकारी प्राप्त करना ।

आधार – महादेवी वर्मा – मेरे बचपन के दिन

जाकिर हुसैन – साँवले सपनों की याद

हरिशंकर 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 प्रभावशाली 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 शिष्यार्थी 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 घरा 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) आत्मविश्वास
- (ii) हाव भाव के साथ
- (iii) प्रभावशाली वाणी
- (iv) तार्किकता
- (v) स्पष्टता

विषय वस्तु

1

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

भाषा

1

शब्द चयन स्तर के अनुकूल, स्पष्टता, देशज या ग्राम्य शब्दों का अधिक प्रयोग न हो व अंग्रेजी शब्दों की भरमार न हो ।

उच्चारण

1

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



Annexure-2B

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)	$5 \times 4 = 20$	बहुवैकल्पिक प्रश्न	4
ख.	व्याकरण	$4 \times 5 = 20$	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 — नवी
कोर्स — ब
विषय — हिन्दी

द्वितीय — सत्र पाठ्यक्रम (अक्टूबर 2009, मार्च 2010)

पाठ्य — पुस्तक एवं पूरक पुस्तक

स्पर्श — भाग-1

संवयन — भाग-1

व्यावहारिक व्याकरण

खण्ड—क

- (i) अपठित गद्यांश (300 से 400 शब्दों का)
- (ii) अपठित काव्यांश (200 से 300 शब्दों का)

खण्ड—ख — रचना

- (i) पत्र-लेख (अनौपचारिक)
- (ii) अनुच्छेद लेखन — समसामयिक विषयों पर संकेत बिन्दुओं पर आधारित 80 से 100 शब्दों तक

खण्ड—ग — व्यावहारिक व्याकरण

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

स्पर्श — भाग (1)

गद्य—खण्ड

- | | |
|--------------------------|---------------------------|
| 1. भारद्वाज जोशी | — तुम कब जाओगे, अतिथि |
| 2. धीरंजन मालवे | — वैज्ञानिक चेतना के वाहक |
| 3. काका कालेलकर | — कीचड़ का काव्य |
| 4. गणेश भांकर विद्यार्थी | — धर्म की आड़ |
| 5. स्वामी आनंद | — शुकुतारे के समान |

काव्य खण्ड

- | | |
|----------------------|-----------------|
| 1. सियाराम शरण गुप्त | — एक फूल की चाह |
|----------------------|-----------------|



- | | |
|-----------------------|---|
| 2. रामधारी सिंह दिनकर | – गति – अतीति |
| 3. हरिवंशराय बच्चन | – अग्नि-पथ |
| 4. अरुण कमल | – नए इलाके में
खुशबू रचते हैं हाथ..... |

संचयन – भाग

(1)

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

मौखिक – अभिव्यक्ति – कौशल

- (i) माषण, 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

विषय – मानव द्वारा पशुओं का पोषण या शोषण

आधार बिंदू – प्रेमचंद की दो बैलों की कथा

तथा

हजारी 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 मन 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 शब्दों में देना तथा उसके विषय 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 प्रभावशाली 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 शृंखला 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 शिष्यार्थी 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 घरा 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) आत्मविश्वास
- (ii) हाव भाव के साथ
- (iii) प्रभावशाली वाणी
- (iv) तार्किकता
- (v) स्पष्टता

विषय वस्तु

1

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

भाषा

1

शब्द चयन स्तर के अनुकूल, स्पष्टता, देशज या ग्राम्य शब्दों का अधिक प्रयोग न हो व अंग्रेजी शब्दों की भरमार न हो ।

उच्चारण

1

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



Annexure III

**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.

Type of Questions	No. of Questions	Marks for Each Question	Total Marks
(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
Total number of Questions	25	Total Marks	80

**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

Sr.No.	Name of the Chapter
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.

Formative Assessment	Weightage of Marks	Suggested Duration
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



Annexure IV

**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, Namada, 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

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

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

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

- Interpreting pictures of Delhi and its layout in the colonial and contemporary period.*
- Studying the different types of traditional irrigation systems and relating them to the environment they are found in.*
- 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.¹

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

¹ <http://www.gyankosh.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.

CENTRAL BOARD OF SECONDARY EDUCATION
“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE,
PREET VIHAR, DELHI - 110092.

CBSE/ACAD/NUEPA/2009

October 15, 2009
 Circular No. 43

All Heads of Independent Schools
 Affiliated to the CBSE

Subject: 9th & 10th MDP for Principals, at NUEPA, New Delhi
from November 16-20, 2009; and January 18-22, 2010

Dear principal,

The Central Board of Secondary Education in its constant endeavor to empower the heads of institutions has been organizing training programmes for Principals in **“Leadership in Educational Administration”** in collaboration with the **National University of Educational Planning and Administration (NUEPA) New Delhi**. These programmes have been customized for better delivery on the basis of feedback received from the previous participants. The **9th & 10th such programmes for independent schools are scheduled to take place at NUEPA Campus, Sri Aurobindo Marg, New Delhi as per the following details :**

1. **9th MDP from November 16-20, 2009**
2. **10th MDP from January 18-22, 2010**

The five day programme will have the following objectives.

1. to acquaint the participants with the emerging issues in school education such as **CCE and School Based Assessment in the wake of examination reforms mooted by CBSE.**
2. to build their capacities in leadership and in different aspects of managerial excellence, like conflict resolution, interpersonal relations and management of values and ethics.
3. to develop their capacities in aspects like teacher development, human resource management and financial management.
4. to sensitize the Principals about the school effectiveness by imparting modern management techniques
5. to develop the capacities of principals for linkages and inter-face with the community.



The fee for the training programme will be **Rs. 12,000/- per participant** which will include the training fee, boarding and lodging of the participants at the venue, stationery, reading materials, etc.

The principals interested in participating in the above mentioned training programmes may fill the attached registration form and send it to the undersigned on or before **October 31, 2009**. The registration form **should not** be accompanied by demand draft for the fee. The details of mode of payment of fee and reporting time will be conveyed to the selected participants.

Please note that Demand Draft for course fee should not be sent with the registration. The copy of the registration form may be e-mailed at sadhanap.cbse@nic.in or faxed at 011-23234324 and posted to:

Dr. Sadhana Parashar
Education Officer (L)
CBSE, "Shiksha Sadan", 17, Institutional Area,
Rouse Avenue, New Delhi-110002

Yours sincerely,

(DR.SADHANA PARASHAR)
EDUCATION OFFICER
Encl : Registration Form

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 Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request 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 put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to CE, CBSE
15. D.O./PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

Education Officer (L)

9th Management Development Programme for Principals at National University of Educational Planning and Administration, Delhi, from 16th -20th November, 2009

Registration Form

1. Name of the Principal _____
2. Name and address of the school with Pin Code: _____

3. Status of the School: _____ Secondary/ Senior Secondary
4. Phone No(s) with STD Code: _____
Office: _____
Residence: _____
Mobile: _____
5. Number of years spent working as Principal _____
6. No. of the years for which the school has been affiliated with the CBSE _____
7. Email Address: _____
8. Whether the Principal has already attended training programme conducted by CBSE at IIM, Ahmedabad, Bangalore and Lucknow or NUEPA New Delhi (if so when and where, Kindly mention Year) Yes/No _____
9. Whether the school has organized any programme sponsored by the CBSE, (if yes please give details) _____

10. Whether the school is a member of any Sahodaya Complex or not (if yes, please give details.) _____

11. Any contribution to the field of Education you would like to mention _____

12. Articles contributed to Cenbosesec /National/ International Journals. _____

13. Books published, if any (Separate list may be enclosed) _____

The last date for receiving the **registration form is October 31, 2009**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later. **The registration form should not be accompanied by the demand draft for the fee at this stage.** The Participants will be required to remit the course fee directly to NUEPA once the confirmation of the participants is conveyed to them.

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____

Please note that Demand Draft for course fee should not be sent with the registration. The hard copy of the registration form in the format given above may be e-mailed at sadhanap.cbse@nic.in and posted to:

Dr. Sadhana Parashar
Education Officer (I)
CBSE, "Shiksha Sadan", 17, Inst. Area,



10th Management Development Programme for Principals at National University of Educational Planning and Administration, Delhi, from 18th – 22nd January, 2010
Registration Form

1. Name of the Principal _____
2. Name and address of the school with Pin Code: _____

3. Status of the School: _____ Secondary/ Senior Secondary
4. Phone No(s) with STD Code: _____ Office: _____
Residence: _____
Mobile: _____
5. Number of years spent working as Principal _____
6. No. of the years for which the school has been affiliated with the CBSE _____
7. Email Address: _____
8. Whether the Principal has already attended training programme conducted by CBSE at IIM, Ahmedabad, Bangalore and Lucknow or NUEPA New Delhi (if so when and where, kindly mention Year) Yes/No _____
9. Whether the school has organized any programme sponsored by the CBSE, (if yes please give details) _____

10. Whether the school is a member of any Sahodaya Complex or not _____
(if yes, please give details.) _____
11. Any contribution to the field of Education you would like to mention _____

12. Articles contributed to Cenbosec /National/ International Journals. _____

13. Books published, if any (Separate list may be enclosed) _____

The last date for receiving the registration form is **October 31, 2009**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later. **The registration form should not be accompanied by the demand draft for the fee at this stage.** The Participants will be required to remit the course fee directly to NUEPA once the confirmation of the participants is conveyed to them.

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____

Please note that Demand Draft for course fee should not be sent with the registration. The hard copy of the registration form in the format given above may be e-mailed at sadhana.cbse@nic.in and posted to:

Dr. Sadhana Parashar
Education Officer (I)
CBSE, "Shiksha Sadan", 17, Inst. Area,
Rouse Avenue, New Delhi-110002

CENTRAL BOARD OF SECONDARY EDUCATION

*"Shiksha Kendra", 2, Community Center,
Preet Vihar, Delhi-110092*

F-15-1/EO (L)/IIMB-TRG/CBSE/2009

**October 15, 2009
Circular No. 44**

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

**SUBJECT: Revised Date for Strategic Leadership Programme for Principals
at IIM, Bangalore.**

Dear Principal,

In response to Board's **Circular no 07** dated **March 17, 2009** the Board received overwhelming response for the training programme (**Programme No. P7/B**) at IIM Bangalore which was scheduled to be held from 7th – 11th Dec., 2009

Due to unavoidable circumstances, the **Programme No. P7/B** has been rescheduled by the Indian Institute of Management, Bangalore and the revised dates of the programme are as under:

Revised Date : January 4, 2010 – January 8, 2010

The fee for the training programme will be Rs. 25000/- per participant which will include the training fee, boarding and lodging of the participants at the venue, stationery and reading materials. **This is a fully residential and intensive course and therefore requires commitment to learn .The Participants will be expected to stay on campus and participate in pre-dinner sessions also.**

Principals who are interested in participating in this training programme are again requested to complete the **Registration Form** given overleaf and send it to the following address:-

**Dr. Sadhana Parashar,
Education Officer (L), CBSE,
"Shiksha Sadan", 17, Institutional Area,
Rouse Avenue, Delhi- 110 002.**

Note : Those who had earlier registered for this programme (P7/B) will also need to re-register in the new dates.

The Registration form can also be emailed to: sadhanap.cbse@nic.in. Preference will be given to those who have never attended any IIM programme earlier.

The last date for receiving the **registration form is November 5, 2009**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later. **The registration form should not be accompanied by the demand draft for the fee at this stage** The Participants will be required to remit the course fee directly to IIM, Bangalore once the confirmation of the participants is conveyed to them.

Yours sincerely,

(DR. SADHANA PARASHAR)
EDUCATION OFFICER(L)



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 Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request 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 put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. E.O. to Chairman, CBSE
14. DO / PA to Secretary, CBSE
15. PA to CE, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

EDUCATION OFFICER(L)



IIM (B)

Programme for Principals in Strategic Leadership Skills at IIM, Bangalore
Registration Form - IIM (B)
Jan. 4 – Jan. 8, 2010

1. Name of the Principal _____
2. Name and address of the school _____
with Pin Code: _____
3. Status of the School: _____ Secondary/ Senior Secondary
4. Phone No(s) with STD Code: _____ Office: _____ Residence: _____
Mobile: _____
5. Number of years spent working as Principal _____
6. No. of the years for which the school _____
has been affiliated with the CBSE _____
7. Email Address: _____
8. Whether the Principal has already attended _____ Yes/No
training programme conducted by CBSE at _____
IIM, Ahmedabad or IIM, Lucknow or NUEPA, _____
New Delhi (if so when and where) _____
9. Whether the school has organized any _____
programme sponsored by the CBSE, (if _____
yes please give details) _____
10. Whether the school is a member of any _____
Sahodaya Complex or not (if yes, please _____
give details.) _____
11. Any contribution to the field of Education _____
you would like to mention _____
12. Articles contributed to Cenbossec /National/ _____
International Journals. _____
13. Books published, if any (Separate list _____
may be enclosed) _____

The last date for receiving the registration form is November 5, 2009. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later. **The registration form should not be accompanied by the demand draft for the fee at this stage.** The Participants will be required to remit the course fee directly to IIM, Bangalore once the confirmation of the participants is conveyed to them.

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____

Please note that Demand Draft for course fee should not be sent with the registration. The hard copy of the registration form in the format given above may be posted to:

Dr. Sadhana Parashar
Education Officer (I)
CBSE, "Shiksha Sadan" 17, Institutional Area,
Rouse Avenue, New Delhi-110002



CENTRAL BOARD OF SECONDARY EDUCATION

SHIKSHA SADAN, 17-ROUSE AVENUE, INSTITUTIONAL AREA
NEW DELHI-110 002

EO(COM.)/ACAD./2009/

22/10/2009
Circular No.45/09

All the Heads of CBSE Affiliated Schools

Sub.: Availability of reading material in Philosophy, Class XII.

Dear Principal,

Recently the Board has received feedback from the Philosophy teachers and students regarding certain difficulties they are facing in finding relevant materials on Part C, Applied Philosophy of the Philosophy syllabus for Class XII. Responding to their requests the Board has brought out supplementary e-learning material and posted it on its website at www.cbse.nic.in at URL http://www.cbse.nic.in/publications/Philosophy_oct_7_2009_xii.pdf. The teachers and students are advised to use this material in addition to the reference material for different copies of the syllabus suggested therein.

Kindly bring this to the notice of concerned teachers and students.

Yours faithfully,

(C. GURUMURTHY)
DIRECTOR (ACAD.)

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.
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8. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request 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 put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to CE, CBSE
15. PA to Secretary, CBSE
16. PA to HOD (AIEEE)
17. PA to HOD (Edusat)
18. PRO, CBSE

Director (Acad.)





CENTRAL BOARD OF SECONDARY EDUCATION

"Shiksha Kendra", 2, Community Center,
Preet Vihar, Delhi-110092

F-15-1/EO (L)/IIML-TRG/CBSE/2009

October 26, 2009
Circular No. 46

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

SUBJECT: Revised Date for Strategic Leadership Programme for Principals at IIM, Lucknow

Dear Principal,

In response to Board's **Circular no 07** dated **March 17, 2009** the Board received overwhelming response for the training programmes (**Programme Nos. P6/L**) at IIM Lucknow which was scheduled to be held from 1st – 5th Dec., 2009.

Due to unavoidable circumstances, the Programme Nos. P6/L has been rescheduled by the Indian Institute of Management, Lucknow and the revised dates of the programme are as under:

Revised Dates : January 11 – January 15, 2010

The fee for the training programme will be Rs. 25000/- per participant which will include the training fee, boarding and lodging of the participants at the venue, stationery and reading materials. **This is a fully residential and intensive course and therefore requires commitment to learn. The Participants will be expected to stay on campus and participate in pre-dinner sessions also.**

Principals who are interested in participating in this training programme are again requested to complete the **Registration Form** given overleaf and send it to the following address:-

**Dr. Sadhana Parashar,
Education Officer (L), CBSE,
"Shiksha Sadan", 17, Institutional Area,
Rouse Avenue, Delhi- 110 002.**

Note : Those who had earlier registered for this programme (P6/L) will also need to re-register in the new dates.

The Registration form can also be emailed to: sadhanap.cbse@nic.in. **Preference will be given to those who have never attended any IIM programme earlier.**

The last date for receiving the **registration form is November 30, 2009**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later. **The registration form should not be accompanied by the demand draft for the fee at this stage** The Participants will be required to remit the course fee directly to IIM, Lucknow once the confirmation of the participants is conveyed to them.

Yours sincerely,

(DR.SADHANA PARASHAR)
EDUCATION OFFICER(L)



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 Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request 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 put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. E.O. to Chairman, CBSE
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16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

EDUCATION OFFICER(L)



Programme for Principals in Strategic Leadership Skills at IIM, Lucknow
Registration Form - IIM (L)
Jan. 11 – Jan. 15, 2010

1. Name of the Principal _____
2. Name and address of the school
with Pin Code: _____

3. Status of the School: _____ Secondary/ Senior Secondary
4. Phone No(s) with STD Code: _____ Office: _____ Residence: _____
Mobile: _____
5. Number of years spent working as Principal _____
6. No. of the years for which the school
has been affiliated with the CBSE _____

7. Email Address: _____
8. Whether the Principal has already attended Yes/No
training programme conducted by CBSE at _____
IIM, Ahmedabad or IIM, Bangalore or NUEPA, _____
New Delhi (if so when and where) _____
9. Whether the school has organized any
programme sponsored by the CBSE, (if _____
yes please give details) _____
10. Whether the school is a member of any
Sahodaya Complex or not. (If yes, please _____
give details.) _____
11. Any contribution to the field of Education
you would like to mention _____
12. Articles contributed to Cenbosec /National/ _____
International Journals. _____

13. Books published, if any (Separate list
may be enclosed) _____

The last date for receiving the **registration form is November 30, 2009**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later. **The registration form should not be**



accompanied by the demand draft for the fee at this stage. The Participants will be required to remit the course fee directly to IIM, Lucknow **once the confirmation of the participants is conveyed to them.**

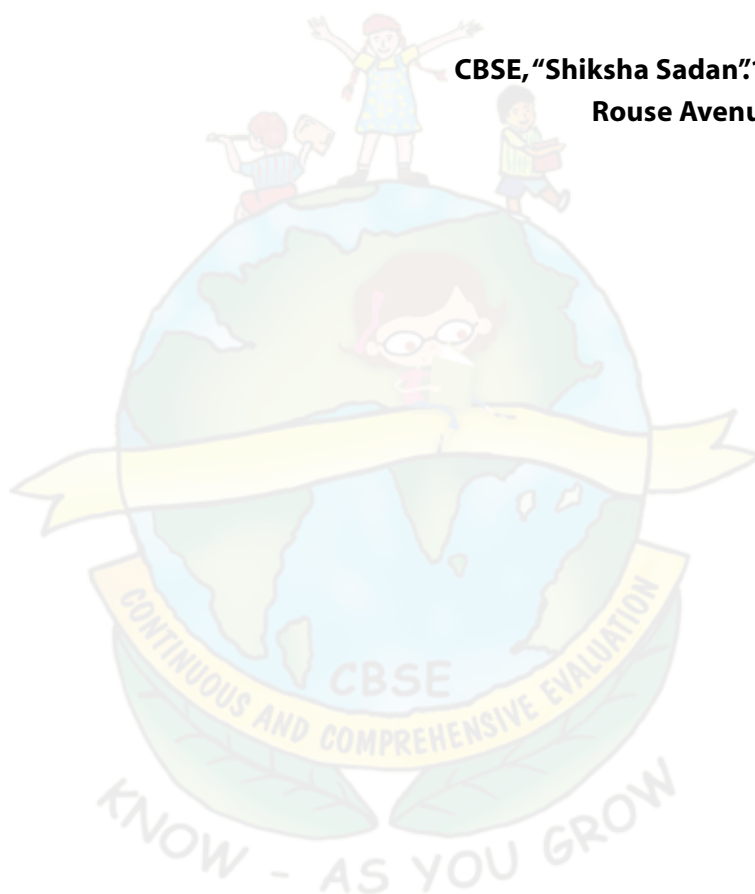
Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____

Please note that Demand Draft for course fee should not be sent with the registration. The hard copy of the registration form in the format given above may be posted to:

Dr. Sadhana Parashar
Education Officer (L)
CBSE, "Shiksha Sadan" 17, Institutional Area,
Rouse Avenue, New Delhi-110002





CENTRAL BOARD OF SECONDARY EDUCATION

"Shiksha Kendra", 2, Community Center,
Preet Vihar, Delhi-110092

CBSE/EO (L)/IIMC-TRG/2009

November 5, 2009

Circular No.47

All the Heads of Independent Schools Affiliated to the CBSE

SUBJECT: Training Programme for Principals at IIM Calcutta.

Dear Principal,

As you may be aware, CBSE has been conducting training programmes for principals in '**Strategic Leadership and Management**' in collaboration with the Indian Institute of Managements and NUEPA, New Delhi. The overwhelming response from the Principals of affiliated schools has made the Board explore other avenues for providing training to Heads of Institutions since the intake for these courses is hugely oversubscribed.

Hence the CBSE has approached all Indian Institute of Managements for strategic collaboration to provide empowerment to **Principals of Senior Secondary Schools** affiliated to CBSE. The Board is pleased to state that the Indian Institute of Management Calcutta has confirmed a **five day programme in the year 2009** with the following objectives:-

- Developing systematic strategies and processes for managing key functional areas in schools, such as financial management and resource mobilization, management of human resources and interpersonal relations and resolution of conflicts.
- Identifying and implementing suitable systems of appraisal and evaluation of feedback for teachers and staff.
- Place of value and culture in the present educational system: identifying options and evolving choices.
- Achieving personal growth (intellectual, emotional and social) and organisational development.
- Introducing and managing change within the school system in the context of rapid changes taking place in society.
- Role of technology in management of schools.

The fee for the training programme will be **Rs. 27,575/- (25000+2575 service tax @ 10.3%) per participant** which will include the training fee, boarding and lodging of the participants at the venue and reading materials. **This is a fully residential and intensive course and therefore requires commitment to learn. The participants will be expected to stay on campus and participate in pre dinner sessions also.**

The dates for the training programmes are as under:-

December 26 – December 30, 2009

Preference will be given to those who have never attended any IIM programme earlier, are active partners of various initiatives of the Board (hosting workshops, seminars etc.) are members of a Sahodaya cluster and contribute regularly to the Cenbosec, the quarterly journal of CBSE.

Principals who are interested in participating in this training programme are requested to complete the registration form given overleaf and send it to the following address:-

**Dr. Sadhana Parashar,
Education Officer (L), CBSE,
"Shiksha Sadan", 17, Institutional Area,
Rouse Avenue, Delhi- 110 002.**

The Registration form can also be emailed to: sadhanap.cbse@nic.in.

The registration form should not be accompanied by demand draft for the fee at this stage. The last date for receiving the registration form is **November 30, 2009**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.

Yours sincerely,

(VINEET JOSHI)
CHAIRMAN

Encl : Registration Form

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 Secretary, Central Tibetan School Administration, ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request 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 put this circular on the CBSE website.
12. The Library and Information Officer, CBSE



13. E.O. to Chairman, CBSE
14. DO / PA to Secretary, CBSE
15. PA to CE, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

CHAIRMAN



Programme for Principals in Strategic Leadership Skills at IIM, Lucknow
Registration Form - IIM (L)
Jan. 11 – Jan. 15, 2010

1. Name of the Principal _____
2. Name and address of the school
with Pin Code: _____

3. Status of the School: _____ Secondary/ Senior Secondary
4. Phone No(s) with STD Code: _____ Office: _____ Residence: _____
Mobile: _____
5. Number of years spent working as Principal _____
6. No. of the years for which the school
has been affiliated with the CBSE _____

7. Email Address: _____
8. Whether the Principal has already attended Yes/No
training programme conducted by CBSE at _____
IIM, Ahmedabad or IIM, Bangalore or NUEPA, _____
New Delhi (if so when and where) _____
9. Whether the school has organized any
programme sponsored by the CBSE, (if _____
yes please give details) _____
10. Whether the school is a member of any
Sahodaya Complex or not. (If yes, please _____
give details.) _____
11. Any contribution to the field of Education _____
you would like to mention _____
12. Articles contributed to Cenbosec /National/ _____
International Journals. _____

13. Books published, if any (Separate list
may be enclosed) _____

The last date for receiving the **registration form is November 30, 2009**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later. **The registration form should not be**



accompanied by the demand draft for the fee at this stage. The Participants will be required to remit the course fee directly to IIM, Lucknow **once the confirmation of the participants is conveyed to them.**

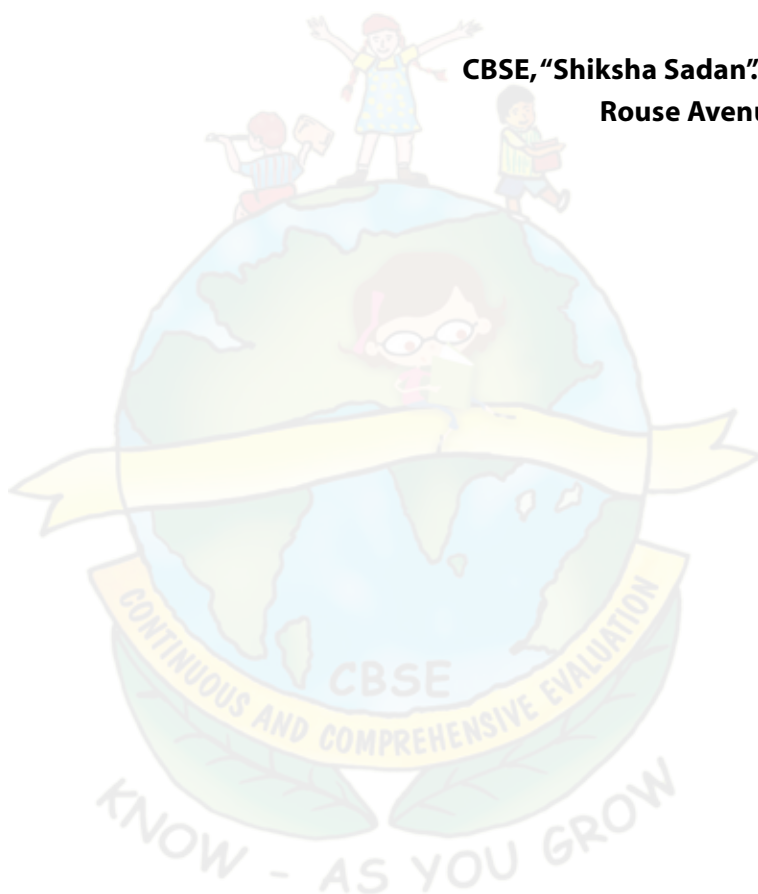
Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____

Please note that Demand Draft for course fee should not be sent with the registration. The hard copy of the registration form in the format given above may be posted to:

Dr. Sadhana Parashar
Education Officer (L)
CBSE, "Shiksha Sadan" 17, Institutional Area,
Rouse Avenue, New Delhi-110002



2, COMMUNITY CENTRE, PREET VIHAR, DELHI

06/11/2009
Circular No.48

Subject : Discrimination against Children Living with HIV.

The Central Board of Secondary Education as part of its Adolescence Education Programme for the last few years has been addressing the adolescent needs and concerns. The Adolescence Education Programme helps to create adolescents as agents of change in society as young people are a resource to be nurtured, trained and developed into productive citizens and leaders of tomorrow. The CBSE firmly believes that children have the right to a safe and supportive environment, to accurate and age appropriate information, to guidance in skills building and empowerment, to positive role models and friendly health services and counseling.

- To develop value enhanced Life-Skills for coping and managing concerns of Adolescence through Co-Curricular activities (CCA).
- To provide accurate knowledge to students about process of growing up, HIV/AIDS and Substance-Abuse.
- To develop healthy attitudes and responsible behaviour towards process of growing up, HIV/AIDS and Substance – Abuse.
- To enable them to deal with gender stereotypes and prejudices.

There have been recent incidents reported in Maharashtra, Andhra Pradesh, Karnataka, Kerala and elsewhere in India which have put the spotlight on educational setting and prejudices people harbour against HIV positive persons, especially children. In these incidents, when school authorities or NGOs made an effort to assimilate HIV infected or affected children into regular schools, parents objected and even withdrew their children from the schools on the grounds that HIV positive children would infect their children. Such instances violate the Constitutional Rights of Children. Children infected with HIV should be treated as other children are and have an equal right to be admitted in all schools affiliated to the CBSE.



Schools are advised to conduct parental advocacy workshops regarding issues of adolescence, to sensitize parents and create awareness regarding the need for Empathy and sensitive handling of people living with HIV to ensure that HIV positive people especially children are not stigmatized or victimized due to their infection.

While counseling parents and other stakeholders, a talk may be included about stigma and discrimination experienced by people living with HIV; and the need to avoid such behavior. Parents and other stakeholders should be counseled by trained professionals, doctors or psychologists to address the many myths and misconceptions about HIV positive people. Care should be taken to protect the identity and confidentiality of students studying in their schools in case they or their parents suffer from HIV AIDS.

Number of NGOs working on Child Rights have jointly compiled Citizens Report which is based on first person interaction with the concerned stakeholders at the state, district and village level. The Report analyses the perception of different stakeholders and response to the issue and comes up with certain recommendations.

Children living with HIV/AIDS have as much a right to study in schools as other children and they should be treated with the same love and kindness as other students are.

This may be ensured by all schools affiliated to CBSE in the larger context of Human Rights and Child Protection. In case of the need for more information on inclusion of HIV positive children in schools, the NAZ Foundation (India) Trust may be contacted at www.nazindia.org

All Heads of schools are advised to ensure equal rights to education to children living with HIV and also ensure that they are not discriminated against in the school on account of their condition.

Yours sincerely

(VINEET JOSHI)
CHAIRMAN & SECRETARY

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.
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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





CENTRAL BOARD OF SECONDARY EDUCATION

2, COMMUNITY CENTRE, PREET VIHAR, DELHI

CBSE/ACAD/EO TO CM/2009

06.11.2009
Circular No. 49

All the Heads of CBSE Affiliated Independent Schools

Subject : 16th National Annual Conference of Sahodaya School Complexes 2009 to be held from 9th – 11th December, 2009 at Gurgaon, Haryana.

Dear Principal,

The Central Board of Secondary School has launched a networking concept among its schools called **"SAHODAYA"** in the year 1986. Sahodaya, the concept is imbued with the spirit of **'caring & sharing'** and is meant to facilitate closer networking and collaboration among the schools of the CBSE family aimed at excellence in education.

The Sahodaya School Complexes is a group of neighborhood schools who voluntarily come together to share best practices and innovative strategies in various aspects of school education including curriculum design, evaluation and pedagogy and also in providing support to teachers by regular capacity building exercises. Some Sahodaya clusters also engage with parents and leaders in the community to build partnerships and network for a larger cause.

At present there are around 250 active Sahodaya School Cluster across the country with the networking of 4500 schools. In order to bring Sahodaya members on a common platform the Board conducts **National Annual Conference of Sahodaya School Complexes** every year on an identified theme of current educational relevance. Besides facilitating broad interactions among practitioners, it also serves as an effective channel of interaction between schools and the CBSE and thereby helps the Board in formulating its policies in a progressive and pragmatic manner. The deliberations on the issues arising out of the conference theme trigger meaningful thought processes which are then encapsulated in the form of Recommendations and disseminated to the other members of the Sahodaya.

The Board proposes to conduct the 16th National Annual Sahodaya Conference at Gurgaon, Haryana from 9th – 11th December 2009. The theme of the conference is **"Rethinking School Reforms – Opportunities and Challenges"**. The sub-themes for the conference may be the following:

1. CCE - Paradigm shift from 'Teaching to the Test' to 'Holistic Education'
2. Examination reforms and Continuous and Comprehensive Evaluation (CCE)
3. Assessment for learning
4. Objective assessment of learners for CCE
5. Holistic Assessment
6. Changing classroom assessment
7. Building capacity for enhancing classroom assessment



8. Contextualizing pedagogy to CCE
9. CCE and Societal Change
10. Engaging parents and community for CCE
11. Embedding technology in Assessment

The last date of submission of articles for the proposed Souvenir is 25th November 2009.

You are requested to kindly depute two or three principals from your Sahodaya School Complex to attend the proposed conference. In the event of more Principals from your Sahodaya School Complexes intending to attend, you may send the list to the undersigned marking a copy to the host Sahodaya before 15th November, 2009. The delegate would be required to report at the venue by 5.00 pm on the evening of 9th December, 2009 for registration so that they can attend the formal inauguration at 6.00 pm to be followed by pre conference dinner and leave only after the conclusion of the conference on 11th December, 2009.

The contact person for the conference is: Dr. Indu Khetarpal, Chairperson, Sahodaya School Complex/Principal, Salwan Public School, Sector-15-II, Gurgaon. Tel. No. 2333956, 2311421 and Ms. Nirmal Yadav, Secretary, Sahodaya School Complex/Principal, CCA School, Sector-4, Gurgaon. Tel. No. 2330098, 2331264 and Mobile No.: 09810543840. Please note that the travel expenditure and the boarding and lodging expenses have to be borne by the individual participant and the Board will not reimburse any expenditure.

The SSC Gurgaon will be sending you complete details of the conference in due course. A separate website is also being created so that you can make online registration. Details of the same will be communicated to you by SSC Gurgaon. The details will also be available on CBSE website www.cbse.nic.in shortly.

The Board looks forward to your active participation in the conference.

With regards,

Yours sincerely,

(VINEET JOSHI)
CHAIRMAN & SECRETARY

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.
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3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
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6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791111
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8. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
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18. PA to HOD (Edusat)
19. PRO, CBSE

CHAIRMAN & SECRETARY



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Sadan, 17, Institutional Area, Rouse Avenue, New Delhi -110002

Dated: 21.12.09

Circular.No: 50

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

Subject: Sample Question Paper for Class IX English (Communicative and Language & Literature) for Summative Test, Second Term (October 2009- March 2010)

Dear Principal,

In continuation of our Circular No 42 dated 12.10.09 regarding examination reforms and Continuous and Comprehensive Evaluation in Class IX for Second Term (October 2009- March 2010), **the Sample Question Papers reflecting the changes as per Continuous and Comprehensive Evaluation Scheme have also been prepared for English (Communicative) and (Language & Literature). (Annexure I A & I B)**

Details of Question Paper for Class IX English (Communicative) and (Language and Literature) are given below:

English (Communicative) Class IX – Code No. (101) 2009-2010.

The question paper will be of 80 marks (for wider coverage of syllabus).

There will be four sections

Section A	Reading Comprehension	20 Marks
Section B	Writing	20 Marks
Section C	Grammar	20 Marks
Section D	Text Books/Literature	20 Marks

Section A

This section will assess Reading Comprehension. The section will be of 20 Marks and comprise of 4 reading passages (Qs 1-4). Each question will be of 5 Marks and will have 5 sub parts, each of 1 Mark. All questions will be Multiple Choice Questions. The passages will be extracts from poems/ factual/ descriptive/ literary/ discursive passages. Questions will test inference, evaluation, comprehension and vocabulary. Each reading passage will be of 120-175 words. In case of an extract from a poem the word limit may vary, however the four passages will be of 480-700 words. There will be at least 04 marks for assessing vocabulary skills.

Section B

This section will assess Writing Skills, and will comprise of **3 questions**, for **20 Marks**

Q 5# This will be a short answer question of up to **80 words** and **4 Marks** in the form of a **Biographical Sketch** (expansion of notes on an individual's life or achievements into a short paragraph)/**Data Interpretation or Dialogue completion**. The question will assess students' skill of expressing ideas in clear and grammatically correct English, presenting ideas coherently and concisely, writing a



clear description, a clear account of events, expanding notes into a piece of writing, or transcoding information from one form to another.

Q 6# This will be a long answer question of **8 Marks** and minimum **120 words** in the form of a formal letter/ informal letter or an email. The output would be a long piece of writing and assess the use of appropriate style, language and format.

Q 7# This will be a long answer question of **8 Marks** and minimum **150 words** in the form of a **diary entry, article, speech, story writing** (beginning or end provided). Students' skills in expression of ideas in clear and grammatically correct English, planning, organizing and presenting ideas coherently by introducing, developing and concluding a topic, comparing & contrasting ideas and arriving at a conclusion, presenting an argument with supporting examples, using an appropriate style and format and expanding notes into longer pieces of composition and creative expression of ideas will be assessed.

Section C

This section will assess **Grammar** items in context for **20 Marks**. There can be five questions in this section. Some questions can also have parts.

Q 8.-Q 12 These will test grammar items which have been dealt with in class IX. Different structures such as verb forms, sentence structure, connectors, determiners, pronouns, prepositions, clauses, phrases, etc., can be tested through formative assessment over a period of time. **As far as the summative assessment is concerned, it will recycle grammar items learnt over a period of time and will test in context through Multiple Choice Question format.**

Section D

This section will assess **Literature texts** and carry **20 Marks**.

Q 13Q 14 These will be MCQs based on reference to context based on prose, poetry or play of 3 Marks each. The questions will test inference and evaluation.

Q 15 This will have four short answer type questions based on prose, poetry and play of 2 marks each. The question will not test recall but inference and evaluation.

Q 16 This will be a long answer question of 6 marks and will be used to assess personal response to text by going beyond the text/poem/story or extract. Creativity, imagination and extrapolation beyond a text and across two texts will also be assessed.

English (Language & Literature) Class IX – Code No. (184) 2009-2010.

The question paper will be of 80 marks. It 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 Books/Literature	35 Marks

Section A

This section will assess **Reading Comprehension**.

(15 Marks)

Qs 1-3 These will be based on **3 unseen passages** of total 500 words followed by 15 marks MCQs of 1 mark each, Out of the 15 marks, **3 marks will be for vocabulary**. The questions will test comprehension, inference and evaluation. The passages may be extracts from poetry/factual/literary/discursive passages.

Section B

This section will assess **Writing Skills**.

(15 marks)

Q 4 This will be a **letter (formal/informal/email)** in not more than **100 words** based on verbal stimulus provided for **6 marks**. The question will assess students' skill of expressing ideas in clear and grammatically correct English, presenting ideas coherently and concisely, writing a clear description, a clear account of events, expanding notes into a piece of writing, or transcoding information from one form to another.

Q 5 This will be based on writing an **article, speech or composition** based on visual or verbal stimulus. It will be of **6 marks (minimum 120 words)**. Students' skills in expression of ideas in clear and grammatically correct English, planning, organising and presenting ideas coherently by introducing, developing and concluding a topic, comparing & contrasting ideas and arriving at a conclusion, presenting an argument with supporting examples, using an appropriate style and format and expanding notes into longer pieces of composition and creative expression of ideas will be assessed.

Q 6 This will entail writing a short composition in the form of **dialogue completion/story writing or report writing**. The question will carry **3 marks** and be of **60- 80 words**.

Section C

This section will assess **Grammar**.

(15 marks)

Qs 7-11. The section will carry **15 marks** and have **5 questions** of **3 marks** each. The number of sub-parts to a question may vary. All questions will be **multiple choice questions**. The questions will be based on a sample of grammar items taught in class IX.

Section D

This section will assess **Literature Text/Text books**.

(35 marks)

Q 12-13 These will be reference to context multiple choice question based on extract from the **Beehive** and carry **5 marks each**.



- Q 14** This will be a long answer question based on text from *Beehive* of 5 marks, to be answered in about 80 words
- Q 15** This will be a short answer type question to answer any **2 questions** out of 3 in **30- 40 words** for **2 marks** each. The questions will be based on prose lessons from '*Beehive*'.
- Q 16** This will be a reference to context question (MCQ) based on a poetry extract from *Beehive* for **4 marks**.
- Q 17** This will be a short answer question in 30-40 words for 2 marks, based on an extract from the poetry section.
- Q 18** This will be a long answer question to be answered in about 80 words for 5 marks; it will be based on text from 'Moments' (Supplementary Reader).
- Q 19** This will be a short answer question in about 40-50 words for 3 marks.
- Q 20** This will be a short answer question to be answered in about 30-40 words for 2 marks.

Questions 14, 15, 17, 18, 19 & 20 will have an internal choice.

NOTE: The Question Paper will be of 80 marks in both English (Communicative) and (Language & Literature), these marks are to be reduced to 40% weightage and the 20 marks are set aside for Conversation Skills which will be assessed in Formative Assessment (F3 and F4).

This may be brought to the notice of all teachers and students involved in the teaching and learning of English for class IX.

Yours sincerely

(Menaxi Jain)
Assistant Education Officer

Enclosures: Annexures I A & I B

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- 791111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request 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 put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. E.O. to Chairman, CBSE
14. DO / PA to Secretary, CBSE
15. PA to CE, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

(Menaxi Jain)





Annexure I A

**CLASS IX
SAMPLE PAPER
ENGLISH
(COMMUNICATIVE)**

MM: 80

Time 3 hrs.

The Question paper is 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

General instructions

- 1) All questions are compulsory.
- 2) You may attempt any section at a time.
- 3) All questions of that particular section must be attempted in the correct order.

**Section A
Reading – 20 marks**

Q.1 Read the given passage carefully: (5 marks)

My next pet was a pigeon, the most revolting bird to look at, with his feathers pushing through the wrinkled scarlet skin, mixed with the horrible yellow down that covers baby pigeons and makes them look as though they have been peroxidizing their hair. Because of his repulsive and obese appearance, we called him Quasimodo.

Since he had an unorthodox upbringing, without parents to teach him, Quasimodo became convinced that he was not a bird at all, and refused to fly. He walked everywhere. He was always eager to join us in anything we did. He would even try to come for walks with us. So you had to either carry him on your shoulder, which was risking an accident to your clothes, or else you let him walk behind. If you let him walk, then you had to slow down your own pace to suit his, for should you get too far ahead you would hear the most frantic and imploring coos and turn around to find Quasimodo running desperately after you.

Gerald Durrell: Adapted from *My Family and other animals*



Q1. Read the questions given below and write the option you consider the most appropriate in your answer sheet.

1. The narrator describes the pigeon as a 'revolting bird' because

- a) he could not fly
- b) he had to be carried everywhere
- c) he had wrinkled skin covered with yellow feathers
- d) he was fat

2. Quasimodo got his name because

- a) he was a fat and ugly
- b) he was attractive
- c) he could not fly
- d) he loved behaving like human beings

3. We know that Quasimodo was always eager to go on walks because

- a) he walked everywhere
- b) he did not know how to fly
- c) he complained loudly if he was not taken along
- d) he always copied whatever humans did

4. Quasimodo protested when he was

- a) left at home
- b) lifted on human shoulders
- c) taken for a walk
- d) left behind during walks

5. The phrase 'risking an accident to your clothes' means

- a) the bird pecked at their clothes
- b) there was a chance of the bird soiling their clothes
- c) the bird risked a fall
- d) the bird did not like their clothes

Q.2 Read the poem given below carefully

(5 marks)

LAW OF THE JUNGLE

I have heard

There is a law of the jungle

I have heard when the lion has eaten his fill

He never attacks

He goes to lie under dense shady trees

And when the rough gusts

Shake branches of trees



*The mynah leaving her own young
Covers the frail crow's eggs
With her protective wings.*

*I have heard
When any bird-young falls out of the nest
The entire jungle wakes to rescue.*

*I have heard
When the weaver bird's nest
Reflects on the lake
The silvery fishes adopt it as neighbour.
And if a rough storm breaks the foot-bridge.
Then on a wooden plank
Squirrel, snake, goat and cheetah walk in a file.*

*I have heard
There is a law of the jungle
O God. All Powerful. All Seeing. All Wise.
In this my city
Proclaim a law,
Even the law of the jungle*

Translated from the Urdu by Syeda Hameed

Read the questions given below and write the option you consider the most appropriate in your answer sheet

1) **The lines** '.....when the lion has eaten his fill

'He never attacks' means that the lion

- a) becomes lazy on a full stomach
- b) kills only to survive



- c) does not attack an easy prey
- d) likes to sleep under the shady tree

2) In case of a natural calamity, all the animals

- a) run helter-skelter
- b) create confusion
- c) protect/ safeguard each other
- d) take cover in other's home

3) "I have heard when the lion has eaten his fill, he never attacks"

The emotion conveyed through the above line is of

- a) contentment
- b) selflessness
- c) community feeling
- d) co-operation

4) 'Proclaim a law' means to

- a) make an announcement
- b) break a law
- c) change the law
- d) amend the city law

5) The poet prays to God for

- a) turning the city into a jungle
- b) making people more empathetic/ understanding
- c) killing all animals
- d) letting animals rule man

Q3. Read the passage given below carefully

(5 marks)

1. The Galapagos Islands in the Pacific Ocean are a rocky, lonely spot, but they are also one of the most unusual places in the world. The reason is that they are the home of some of the last giant tortoises left on earth.
2. Weighing hundreds of pounds, these tortoises wander slowly around the rocks and sand of the islands. Each of these islands has its own particular kinds of tortoise. There are seven different kinds of tortoises on the eight islands.



3. Hundreds of years ago, thousands of tortoises wandered around these islands. All that changed when people started landing there. When people first arrived, their ships had no refrigerators. This meant that fresh food was always a problem for the sailors on board. The giant tortoises provided a solution to this problem.
4. Ships would anchor off the islands, and crew would seize as many tortoises as they could. Once the animals were aboard the ship, the crew would roll the tortoises onto their backs and use them for soups and stews.

Read the questions given below and write the option you consider the most appropriate in your answer sheet

1) The author calls, the Galapagos Islands, an unusual place because

- a) they are in the pacific ocean
- b) the endangered giant tortoises are found there
- c) they are rocky and lonely spots
- d) they are located off the western coast of South America

2) Which statement is correct?

- a) There is one kind of tortoise found on the seven islands
- b) There are eight kinds of tortoise found on the eight islands
- c) There are seven kinds of tortoise found on the eight islands
- d) All the tortoises are on one island.

3) Explain: The giant tortoises provided a solution to the problem of not having refrigerators because

- a) the sailors went looking for refrigerators as they were starving
- b) fresh food was available in plenty as the sea was vast
- c) the fresh giant tortoise could be killed and eaten whenever the sailors were hungry
- d) the sailors seized the tortoise to store in refrigerators, incase they did not find food .

4) 'Ships would anchor off the islands' means

- a) Ships would go off
- b) Ships would be near the shore
- c) Ships would be off to another land
- d) Ships would go to another island

5) In paragraph 4 the word 'crew' means

- a) the new settlers
- b) men arriving on Galapagos islands
- c) men working on the ships
- d) men catching the tortoises



Q.4 Read the passage given below carefully

(5 marks)

The idea of euthanasia, of hastening the death of someone from motives of compassion, covers two main situations. The first is where someone is close to death and can be kept alive briefly, with intensive medical care. The official reason for the use of every possible technique on patients, for whom there seems no hope, is that we never know that there is no hope of at least a brief recovery.

The second situation, in which it is proposed to end the life of someone who is not expected to die at once from natural causes, is more morally doubtful. In so far as the suggestion may be based on the notion of the 'quality of life' experienced by the patient, this is an inadequate approach to human beings. At one extreme we may be dealing with a birth that cannot be called 'human' at all: such a being likely to live at the most for only a few hours. Many feel that during this time it ought to be given ordinary nursing care. Bringing to an end of the life of say, a spastic child, by the deliberate refusal of the fullest medical care seems morally indefensible.

Adapted from: MICHAEL KEELING: *Morals in a Free Society*

Read the questions given below and write the option you consider the most appropriate in your answer sheet:

1. Euthanasia means

- a) a place in Asia
- b) bringing about gentle and easy death
- c) enthusiasm
- d) the youth in Asia

2. One reason for trying all possible measures to save a person is

- a) death is horrifying
- b) there is possibility of recovery
- c) doctors need to be compassionate
- d) science may invent more sophisticated machines later

3. The people who argue for euthanasia advocate it saying

- a) the patient is not living a qualitative life
- b) we must not spend quality resources on a sick person
- c) we should not bother about the ailing
- d) it can be defended morally

4. The words '.....dealing with a birth that cannot be called 'human' at all' implies

- a) humans have no control over birth and death
- b) the person may survive only for a very brief period
- c) doctors are incapable of saving people
- d) the patient may want to die

5. The writer finds it unpardonable to

- a) end the life of someone who is not expected to die at once from natural causes.
- b) end the life of a spastic child
- c) end the life of an infant who is likely to live only for a few hours
- d) end the life of a human being



Section B
Writing - 20 Marks

Q5. Given below is a profile of Mr. Raj, the school gardener. Write a short bio sketch of Mr. Raj. You could take the help of the clues given below: (4 marks)

- age- around 50 years
- height/weight- six feet, solid built
- family- large _six children, four boys, two girls
- education- high school
- his likes/dislikes-plant, nursery, manure, organic
- why he is popular/unpopular- believes children are like young saplings....

Q6. You have just seen a girl walking in the rain. Last week you were also caught in a sudden shower of rain like her. Write an e-mail to your friend describing the experience (minimum 120 words). You could take help from the following points: (8 marks)

- unexpected rain
- no umbrella/raincoat
- completely drenched
- how you felt
- reactions of other passers-by
- condition of traffic/roads

Q7 Mrs. Ghosh your teacher has recently retired after forty years of service to the school. You have been asked to interview her for the school magazine (minimum 150 words). Write an article based on the interview on the points given below: (8 marks)

- pleasant memories of the school
- reaction to the changes that have come into the schools/students in the last forty years
- plans on how to spend your retirement
- message for the students

Section C
Grammar – 20 Marks

Q8. Choose the best word from the options given below to complete the following passage: (4 marks)

Most UFO sightings occur (a) _____ the night, either late in the evening or in the early hours of the morning. (b) _____ they take place on a dark moonless night when the person (c) _____ alone on a country road. This eerie atmosphere is perfect (d) _____ playing tricks on a person's imagination. Police and newspaper officers are often swamped (e) _____ calls when something strange is seen in the skies. (f) _____ an explanation is given, most people are happy to accept it. But (g) _____ people are hard to convince. However, with (h) _____ sightings, the interest is increasing.



a) (i) at	(ii) in	(iii) on	(iv) during
b) (i) as	(ii) while	(iii) when	(iv) often
c) (i) are	(ii) is	(iii) were	(iv) was
d) (i) of	(ii) for	(iii) off	(iv) on
e) (i) in	(ii) for	(iii) with	(iv) among
f) (i) how	(ii) then	(iii) once	(iv) before
g) (i) all	(ii) since	(iii) those	(iv) some
h) (i) few	(ii) many	(iii) each	(iv) some

Q9. Edit the letter given below by choosing from the appropriate options:

(4marks)

A 21 Chanakyapuri
New Delhi

21 August 2009

Dear Sanjay

Your school (a) is going to be closed for the summer vacation (b) for next Monday. (c) Thereafter you will have a lot of time at your (d) dispersal. I (e) hence invite you to spend some days with me. My mother will (f) happily see you. I am looking forward (g) towards it. Let me know. I will be there at the station (h) for receiving you.

Yours affectionately
Mukesh

- a) 1) is closing
2) closed
3) will be closing
4) will be closed

- b) 1) from
2) at
3) by
4) since

- c) 1) because
2) hence
3) as
4) since

- d) 1) disposition
2) disapproval
3) disposal
4) deposit

- e) 1) therefore
2) must
3) shall
4) can

- f) 1) welcome you
2) be glad to see you
3) cheerfully see you
4) joyously see you

- g) 1) for
2) to
3) about
4) at

- h) 1) to receive
2) receiving
3) receive
4) to have received



Q10. Complete the headlines by choosing the correct answer from the options below : (4 marks)

1. Ban on Smoking

Smoking _____ in all public places.

- i) is banned
- ii) has been banned
- iii) was banned
- iv) will be banned

2. 12 injured as buses collide

About _____ at the K.N.P. junction here today.

- i) 12 persons were injured as two buses collided
- ii) 12 persons have been injured when two buses collided
- iii) 12 persons had been injured as two buses collided
- iv) 12 persons can be injured as two buses collided

3. Drive against Liquor Mafia launched.

The police _____ engaged in smuggling of liquor to the state.

- i) has launched a drive against the mafia who are
- ii) have launched a drive against the mafia that is
- iii) had launched a drive against mafia that will be
- iv) had launched a drive against mafia who were

4. China develops medical robot

A polytechnic university in China _____ that can conduct surgeries.

- i) have developed a medical robot
- ii) has developed a medical robot
- iii) is developing a medical robot
- iv) will be developing a medical robot

Q11. Complete the dialogue choosing the correct option:

(4 marks)

Manu: I am really thrilled about our trip to South India. I have heard it has some wonderful beaches. I don't know (a) _____ when I will find myself standing before the vast sea.

Arun: Yes, it is a wonderful experience to see the vast waves rising and striking the beach.

Manu: Tell me, (b) _____ Goa?

Arun: We shall reach within two days as we are going there first. Do you know (c) _____ since it's your first trip outside?

Manu: Oh my God! I forgot that completely. Actually I had (d) _____, but the excitement was so much that it escaped my mind completely.

- (A) 1) what to do
2) how I shall feel
3) what I will do
4) what will I do.

- (B) 1) when we shall reach
2) when we will reach
3) when shall we reach



4) when will we reach

(C) 1) where you will go

2) what you will do

3) what to carry

4) what you will carry

(D) 1) come to you to know that

2) come to tell you that

3) come to ask you that

4) come to ask that from you

Q12. Read the conversation between a patient and a receptionist at a doctor's clinic. Then complete the following in reported speech by choosing from the options given below: (4marks)

Patient: Can I have an appointment with the doctor this evening? I am very sick.

Receptionist: I'm sorry. There's a long waiting list. You will have to wait for at least two weeks.

Patient: But by then I could be dead.

Receptionist: No problem. If your wife informs me, I can cancel the appointment.

- 1) A patient went to his doctor's clinic and asked the receptionist _____
 - a) can I have an appointment with the doctor that evening?
 - b) whether I can have an appointment with the doctor that evening
 - c) whether he can have an appointment with the doctor that evening
 - d) whether he could have an appointment with the doctor that evening
- 2) The receptionist _____
 - a) said sorry, there's a long waiting list
 - b) apologized saying that there was a long waiting list
 - c) said sorry that there was a long waiting list
 - d) apologized me that there was a long waiting list
- 3) She further added that _____
 - a) you would have to wait for at least two weeks
 - b) he would be waiting for at least two weeks.
 - c) he would have to wait for at least two weeks.
 - d) he would be having to wait for at least two weeks
- 4) When the patient said that he could be dead by then, the receptionist calmly replied that _____
 - a) there is no problem, if my wife informs me, i can cancel the appointment.
 - b) there was no problem, if my wife informs me, she can cancel the appointment.
 - c) there was no problem, if his wife informed her, she could cancel the appointment.
 - d) there was no problem, if his wife informed him, she could cancel the appointment.



Section – D
Literature - 20 Marks

Q13. Read the following extract and answer the following questions by choosing the most appropriate alternative from those given below. (3 marks)

*All the world's a stage
And all the men and women merely players;
They have exits and their entrances;
And one man in his time plays many parts,
His act being seven ages.*

1. The poetic device used in these lines is

- a) Simile
- b) Irony
- c) Metaphor
- d) Alliteration

2. The term 'players' in line 2 means

- a) sportspeople in the world
- b) actors in a theater
- c) performers on the stage of life
- d) members of an opposing team

3. 'Exits and entrances' means

- a) death and birth
- b) in and out
- c) a passage
- d) back and forth

Q14. Read the extract and answer the following questions by writing the option you consider the most appropriate in your answer sheet: (3marks)

"Oh, Mon Dieu! It is hopeless. We shall have nothing left. His estate is sold, savings have gone. His furniture, everything. Were it not for my little dot we should starve! And now my beautiful salt cellars."

1. Who is speaking about whom?

- a) Marie about the Bishop.
- b) Bishop about Persome.
- c) Persome about the Bishop.
- d) Persome about Marie.

2. He has sold everything to

- a) help Marie.
- b) arrange for his sister's marriage.



c) pay Mere Gringoire's rent.

d) help the poor

3. The word 'dot' means:

a) a dress.

b) Persone's dowry.

c) a woman's income

d) the speaker's pocket money.

Q15. Answer any four of the following questions in 3-4 sentences each

(2X4=8marks)

- (i) What makes Robert Frost make the choice of the road 'less travelled by'?
- (ii) What were John Perkins's thoughts as he walked slowly towards his flat?
- (iii) How does Rabindranath Tagore use the three senses to remind the child of his mother?
- (iv) How did Lord Ullin feel standing at the fatal shore?
- (v) Why did the Rani get angry with Jaimal?

Q16. Answer any one of the following

(6 marks)

Compare and contrast the characters of Mr. John Perkins and Mr. Loisel, highlighting their role as a husband.

OR

You are Marie. You return home and write a letter to your friend describing the events of the day, highlighting the attitude of both your employers.



MARKING SCHEME

Section A - Reading – 20 Marks

Q1. (1x5=5)

1. it had wrinkled skin covered with yellow feathers
2. he was a fat and ugly
3. he complained loudly if he was not taken along
4. they walked too fast
5. there was a chance of the bird soiling their clothes

Q2 (1x5=5)

1. he kills only to survive
2. protect/ safeguard others
3. Contentment
4. make an announcement
5. making people more empathetic/ understanding

Q3 (1x5=5)

- 1.the endangered giant tortoises are found there
- 2.There are seven kinds of tortoise found on the eight islands
- 3.the fresh giant tortoise could be killed and eaten whenever the sailors were hungry
- 4.Ships would be near the shore
- 5.men working on the ships

Q4 (1x5=5)

1. bringing about gentle and easy death
2. there is possibility of a brief recovery



3. the patient is not living a qualitative life
4. the person may survive only for a very brief period
5. end the life of someone who is not expected to die at once from natural causes.

Section-B – Writing - 20 Words

Q5 (4 Marks)

Expression, fluency & accuracy must be taken into account

All given hints must be taken into account

Special emphasis on:

- His likes/dislikes
- why he is popular/unpopular

Q6 (8 Marks)

Expression, fluency & accuracy must be taken into account

All given hints must be taken into account

Special emphasis on:

- how you felt
- other passers-by
- condition of traffic/roads

Q7 (8 Marks)

Expression, fluency & accuracy must be taken into account

All given hints must be taken into account

Section -C – Grammar – 20 Marks

Q8 (1/2 x 8 = 4)

- a. during
- b. often
- c. is
- d. for
- e. with
- f. once
- g. all
- h. each



Q9 (1/2 x 8 = 4)

- a. will be closing
- b. from
- c. hence
- d. disposal
- e. therefore
- f. be glad to see
- g. to
- h. to receive

Q10 (1x4=4)

- a. has been banned
- b. 12 persons were injured as two buses collided.
- c. has launched a drive against the mafia who are
- d. has developed a medical robot

Q11 (1x4=4)

- a. what I will do
- b. when will we reach
- c. what to carry
- d. come to ask you that

Q12 (1x4=4)

- a. whether he could have an appointment with the doctor that evening
- b. apologized saying that there was a long waiting list
- c. he would have to wait for at least two weeks.
- d. there was no problem, if his wife informed her, she could cancel the appointment.

Section – D - Literature - 20 Marks

Q13 (1x3=3)

- a) Metaphor
- b) performers on the stage of life
- c) death and birth

Q14 (1x3=3)

- a. Persome about the Bishop
- b. Help the poor
- c. Persome's dowry



Q15 (2x4=8)

1. Robert Frost chooses the road less travelled as
 - He wanted the choice to be original, didn't wish to tread the path which is tried & tested.
 - He hopes that his success later in life could be attributed to the choice he made.
2. Any two
 - It would be the same routine, monotonous day
 - Katy would meet him at the door with a kiss flavoured with cold cream & butter-scotch
 - He would sit to dine on the usual pot roast, a salad, stewed rhubarb with strawberry marmalade
3. Rabindarnath uses the three senses in the following ways.
 - The sense of hearing is used when he can hear a play tune hover over his playthings.
 - On an autumn morning he can smell the scent of ~~his~~ flowers that his mother probably used while praying.
 - He sees the distant sky and compares it to his mother's loving gaze. He feels her presence.
4.
 - Filled with repentance
 - Sad and miserable/ Grief stricken
 - Helpless/ Heartbroken
6. Any two points
He was speaking in favour of Mirabai
 - She meant no harm
 - Even as a child she loved the image of Lord Krishna just as other children love their toys
 - She was far too gentle to defy the rani

Q16 (Any 3 points)

- Loisel is caring & considerate towards his wife where as Perkins takes her for granted
- Loisel knows that his wife is unhappy and tries to please her by getting the invitation to the Ministerial Ball. Perkins only thinks of his monotonous life & tries to seek entertainment
- Loisel works hard (overtime, making up tradesmen's accounts, copying manuscripts) to repay the debt they were under due to the frivolous nature of his wife. Perkins does not help his wife even with the routine housework.
- Loisel remains constant in his attitude. Perkins changes once things get back to normal

OR

- Persome thinks everyone wants to take advantage of her brother. The Bishop has a helpful nature (goes to visit Marie's mother as she is sick, sells the salt-cellars to help Mere Gringoire)
- Persome wants to call the police to get the convict arrested. The Bishop wants to help him (feed him, provides him a bed, give the candle sticks & shows him a safe path) in order to change him



- Persome is critical of Marie. The Bishop is caring & concerned (goes to visit her mother as she is sick, send her home to be with her mother, give his comforter to her as it is cold outside)



Annexure I B

**Class IX
Sample Paper
English
(Language and Literature)**

MLM. 80

Time 3:00 hrs

The Question paper is divided into four sections:

Section A:	Reading Comprehension	15 Marks
Section B:	Writing	15 Marks
Section C:	Grammar	15 Marks
Section D:	Literature/Text Books	35 Marks

All questions are compulsory.

Marks are indicated against each question.

**Section A
Reading – 15 Marks**

- 1. Read the passage given below and write the option that you consider the most appropriate in your answer sheets:**

(5 marks)

Many animals are able to communicate with each other very well – but none of them can talk as we do. That is, no animals use words.

Birds cry out and make sounds that other birds understand. Smells, movements, and sounds are used for communication by animals, through which they express joy or anger or fear.

Human speech is a very complicated process, which no animal can perform. One reason is that in a very special way we use a whole series of organs to produce the sounds we want to make when we utter words. The way our vocal cords are made to vibrate, the way the throat, mouth and nasal cavities are adjusted, the way the lips, teeth, lower jaw, tongue, and palate are moved – just to make vowel and consonant sounds, is something animals can't do. They cannot produce a whole series of words to make a sentence. And there is another, perhaps more important reason why animals can't talk. Words are only labels for objects, actions, feelings, expressions and ideas. For example, the word



'bird' is a label for a living, flying object. Other words describe its colour, shape, flying and singing. Still other words would be used to tell what the speaker thinks or feels about the bird or its actions.

For human beings, therefore, the use of words means the use of labels or symbols, and then organizing them in a certain way to communicate something. This requires a degree of intelligence and logical thinking that no animals have. So, they can't talk the way people do.

A. Communication in animals is made through

- a. smells, movements and sounds
- b. smells, setting and flying
- c. smells, sitting and running
- d. smells, sitting and eating

B. The emotions which are expressed by birds are

- a. joy, love, hate
- b. joy, jealousy or zeal
- c. joy, fear or anger
- d. joy, cry or anger

C. Animals cannot talk like us as human speech is a

- a. complete process
- b. easy process
- c. complex process
- d. confused process

D. For using words properly human beings require

- a. a degree of graduation
- b. intelligence and logical thinking
- c. logical thinking and vocal cords
- d. logical thinking and imagination

E. The noun form of 'communicate' is

- a. communicative
- b. communicated
- c. communication
- d. communicating

2. Read the passage given below and write the option that you consider the most appropriate in your answer sheets:

(5 marks)

Prafulla Chandra Ray was born on 2 August 1861 in the district of Jessore, now in Bangladesh, close to the birth place of Madhusudan Dutt, widely regarded as the Milton of Bengal. It was the best of times and the worst... The British had by now perfected their role as masters and British values permeated the Indian upper classes to the very last



detail like table manners. That of course, was not the worst of the British influence. What was far more demeaning to the educated Indians – and there were several – was the fact that senior government positions were closed to them. Being forfeited of one's right in one's land of birth would become the rallying point for the Indian intelligentsia in the years to come.

Ray's father Harish Chandra Ray, a man of learning and taste, was closely associated with the cultural and intellectual leaders of the time and exerted great influence on his son. Ray had his early schooling in the village school founded by his father but soon his father shifted to Calcutta and at the age of nine, little Prafulla set eyes for the first time, on the bustling city that would be his home for many years to come. He was filled with wonder at the ever-changing sights and sounds – the city seemed to change moods ever so often! His formal schooling was interrupted due to illness but that did not affect his education.

A. The British perfected their role as masters because

- a. they had enslaved Indians
- b. they showed that they were superior
- c. they were hated by the upper classes
- d. upper class Indians accepted them as role models

B. The educated Indians felt insulted by the fact that

- a. They had to follow British Customs
- b. They were not allowed to study in institutions of higher learning
- c. They were not promoted to senior government positions
- d. They were forced to speak only in English.

C. Prafulla Chandra Ray was greatly influenced by.....

- a. his brother
- b. his uncle
- c. his father
- d. his cousin

D. Prafulla Chandra's illness could not stop his

- a. schooling
- b. learning
- c. routine
- d. sportsman spirit

E. 'Intelligentsia' here means

- a. intelligent animals
- b. Intel television
- c. intelligent people
- d. a special detergent



3. Read the passage given below and write the option that you consider the most appropriate in your answer sheets

(5 marks)

Surrounded by the deep blue sea, the tiny hillock consisting of only 80 acres of land, known as Ross Island, was the paradise from which the Commissioner ruled the 293 big and small islands, 8,249 square kilometers in area.

Now the only permanent residents of the deserted Ross island were some deer and peacocks. They stamped over many a buried head, of convicts and their executioners, of those who gave orders and those who obeyed them, some good and some evil.

Silent trees spread their branches and shoots into the crumbling skeletons of once majestic mansions in a desperate bid to stop them from totally disappearing. A million leaves murmured against the violent gusts of wind trying to dislodge the fragments of the structures from their intricate embrace. Wave after wave pounded the islet from all sides. There was no other sound. Strangely, I never heard any chirping of birds.

A. Ross Island was

- a. the headquarters of the commissioner
- b. villa in which the commissioner lived
- c. a graveyard of the rulers
- d. just a tiny island.

B. On Ross island, housed deer, peacocks and

- a. remains of the rulers of the island.
- b. remains of the people who lived there.
- c. other animals and birds
- d. visiting tourists

C. The 'crumbling skeletons of once majestic mansions' are

- a. the beautiful houses that have now broken
- b. the people who have died in the houses
- c. the people living in the houses
- d. the palaces that are now forests

D. The only sounds heard on the island are of

- a. waves and leaves
- b. animals on the islands
- c. skeletons that are buried
- d. evil spirits

E. The noun form of 'trying'

- a. trying
- b. try
- c. trial
- d. tried



Section B
Writing-15 Marks

4. You are Sonali/Sohan of Class IX living in a hostel in Gwalior. Write a letter to your mother describing how you prepared a snack for yourself for the first time in your room. (100 words) **(6 marks)**

Or

You are Mohit/Mohini living in 28/1, Tilak Nagar, New Delhi. Write a letter to your aunt living in Mainpuri, Raj Mohalla, Uttar Pradesh telling her about separating garbage in two different dust bins for a healthy living.

5. Government has started the **ladli scheme** in the Government schools to encourage education of the girls. Write an article about the scheme and its benefits not only for the girls but also for the society. (120 words) **(6 marks)**
6. Tarun decided to write a story but after some time, he could not complete the story as he lost interest. Complete his story on the basis of the beginning given below. (60 words) **(3 marks)**
- “Once upon a time, the Lion, the king of the forest, was celebrating his son’s birthday. All the animals and birds of the forest were to participate in the grand function...”

Section – C
Grammar – 15 Marks

7. Choose the most appropriate option from the ones given below to complete the following passage. Write the answers in your answer sheet against the correct blank number. Do not copy the whole passage.

$\frac{1}{2} \times 6 = 3$

Since the beginning of human existence, people (a) _____ over the world have expressed their emotions and ideas (b) _____ the medium of dance. The word ‘folk’ means people. Folk dances express the moods and feelings of (c) _____ common people. Different regions (d) _____ India have their own dances. (e) _____ dance is accompanied by music and songs of the region to (f) _____ it belongs.

- a) (i) all
(ii) whole
(iii) much
(iv) more

- b). (i) in
(ii) into
(iii) through
(iv) of



- | | |
|--------------|--------------|
| c). (i). the | d). (i) at |
| (ii) a | (ii) of |
| (iii) an | (iii) for |
| (iv) some | (iv) from |
| e). (i) each | f). (i) what |
| (ii) all | (ii) which |
| (iii) whole | (iii) who |
| (iv) many | (iv) whose |

8. The underlined words in the following passage have not been used appropriately. Replace them by choosing the most appropriate option from the ones given below the passage. Write your answers in your answer-sheet with the correct number. Do not copy the whole passage.

$\frac{1}{2} \times 6 = 3$

Going up and down from one floor to another in a big mall can be (a) tired. To make things easier, most of the big malls have special stairs-stairs that move. These moving stairs are called (b) escalate. When you step on to a moving stair, the steps (c) magic appear from under the ground. They take you up to the top, then (d) disappeared again. Where do they go? The stairs are (e) actual part of a huge belt that winds around two wheels. The steps are upright when you (f) riding on them. But they flatten out when they go round the wheels.

- | | | | |
|-----------------------|----------------|------------------|-------------------|
| (a) (i) tire | (ii) tiring | (iii) tires | (iv) untired |
| (b) (i) escalation | (ii) escalated | (iii) escalating | (iv) escalators |
| (c) (i) magical | (ii) magician | (iii) magically | (iv) magics |
| (d) (i) disappearance | (ii) disappear | (iii) disappears | (iv) disappearing |
| (e) (i) actually | (ii) actual | (iii) action | (iv) actively |
| (f) (i) ridden | (ii) rides | (iii) rode | (iv) ride |

9. Read the following dialogue and then complete the report by choosing the correct option from the ones given below. Write your answers in your answer-sheet with correct blank number. Do not copy the dialogue and the report.

$1 \times 3 = 3$

Doctor : How are you feeling now?

Raghu : Much better, sir.

Doctor : Are you taking the medicines regularly?

Raghu : yes, sir.



The doctor asked Raghu (a) _____. Raghu replied that (b) _____ much better. The doctor further asked Raghu (c) _____ the medicines regularly. Raghu replied in the affirmative.

- (a) (i) that how he was feeling
(ii) how he was feeling .
(iii) how you are feeling .
(iv) how was he feeling.

- (b) (i) I am feeling
(ii) I was feeling
(iii) he is feeling
(iv) he was feeling

- (c) (i) if you are taking
(ii) if he is taking
(iii) that he was taking
(iv) if he was taking

10. Complete the following passage by choosing the correct passive forms of the verbs given in brackets from the alternatives given below the passage. Only write your answers in the answer-sheet against the correct blank number.

1 X 3=3

It (a) _____ (decide) to construct a number of flyovers at main intersections in the capital to ease the traffic flow. It (b) _____ (hope) that the problem of traffic jams at these intersections (c) _____ (solve) to a great extent.

- (a) (i) is decided
(ii) will be decided
(iii) has been decided
(iv) is being decided

- (b) (i) has been hoped
(ii) was hoped
(iii) will be hoped
(iv) is hoped

- (c) (i) has been solved
(ii) will be solved
(iii) was solved
(iv) had been solved



11. Complete the dialogue by choosing the correct alternative from those given below. Only write your answers in the answer-sheet against the correct blank number. (3 marks)

Neha: Your watch is exclusive. Please tell me (a) _____

Nidhi: I bought it from a showroom (b) _____

Neha: Will you tell me (c) _____

Nidhi: Only five hundred rupees.

- (a) (i) when you bought it?
(ii) why you bought it?
(iii) where did you buy it from?
(iv) where you bought it from?
- (b) (i) who is situated in kamla nagar
(ii) which is situated in kamla nagar
(iii) whom is situated in kamla nagar
(iv) where is situated in kamla nagar
- (c) (i) which it cost you?
(ii) how much did it cost you?
(iii) how many it cost you?
(iv) how much it cost you?

Section 'D'

Text Books-35 marks (Beehive)

12. Read the extract given below and answer the questions that follow by choosing the most appropriate alternative from those given below.

I rather pride myself on my packing. Packing is one of those many things that I feel I know more about than any other person living. (It surprises me myself, sometimes, how many such things there are). I impressed the fact upon George and Harris and told them that they had better leave the whole matter entirely to me. They fell in to the suggestion with a readiness that had something uncanny about it. George put on a pipe and spread himself over the easy chair, and Harris cocked his legs on the table and lit a cigar.

(1x5=5 marks)

1. The writer offered to

- (a) sit on an easy chair
(b) pack for all of them for the trip on his own
(c) light a pipe
(d) pack on his own



2. “The author’s friends fell in to the suggestion” Here “fell in” means

- (a) agreed to the author’s suggestion
- (b) fell down on the floor
- (c) started laughing
- (d) were happy at his suggestion

3. The word **uncanny** means

- (a) beautiful
- (b) lovely
- (c) strange
- (d) pretty

4. The author here is

- (a) sure of himself
- (b) arrogant
- (c) joking about his friends
- (d) happy about his trip

5. The lesson is about

- (a) the art of packing
- (b) a humorous story about three friends who are getting ready for a trip
- (c) three boatmen
- (d) a humorous story about three friends and a dog

13. Read the extract given below and answer the questions that follow by choosing the most appropriate alternative from those given below.

I was born into a middle-class Tamil family in the island town of Rameswaram in the erstwhile Madras State. My father, Jainulabdeen, had neither much formal education nor much wealth; despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit. He had an ideal helpmate in my mother, Ashiamma. I do not recall the exact number of people she fed every day, but I am quite certain that far more outsiders ate with us than all the members of our own family put together.

(1x5=5 marks)

1. ‘I’ here refers to:

- (a) A.P.J. Abdul Kalam
- (b) Bismillah Khan
- (c) M.F. Hussain
- (d) Salman Khan



2. **The names of the writer's parents are:**
 - (a) Jainulabdeen and Vallamma
 - (b) Ashiamma and Jalal
 - (c) Jainulabdeen and Ashiamma
 - (d) Ashiamma and Kamaal
3. **The writer's father was**
 - (a) wise and generous
 - (b) intelligent and wealthy
 - (c) brave and strong
 - (d) educated and spirited
4. **We know that the writer's mother was also very generous because**
 - (a) she helped her husband in his work
 - (b) she gave food to many outsiders
 - (c) she helped writer in his studies
 - (d) she gave donations to many people
5. **To be "large hearted" means**
 - (a) generous
 - (b) wise
 - (c) helpful
 - (d) wealthy

14. Answer the following question in about 80 words

Marks -05

Compare and contrast the atmosphere in and around the Baudhnath Shrine with the Pashupatinath temple.

OR

What makes you feel that the mother is more attached to Bruno than the other members of the family? Give reasons.

15. Answer any two of the following questions in 30 - 40 words

Marks 2 X2=4

- (i) What shows Santosh Yadav's concern for the environment?
- (ii) How did Gerrard manage to outwit the intruder?
- (iii) What qualities made Maria Sharapova a world famous player?



16. Read the extract given below and answer the questions that follow by choosing the most appropriate alternatives from those given below. (1x4=4 marks)

*'Now, you shall build as the birds do,
And shall get your scanty food
By boring and boring, and boring
All day in the hard, dry wood'.*

(i) Who composed the above lines?

- (a) Phoebe Cary
- (b) Coates Kinney
- (c) Robert Frost
- (d) William Wordsworth

(ii) Who is the speaker in this extract?

- (a) fat woman
- (b) St. Peter
- (c) the people of Northland
- (d) none of the above

(iii) The Father cursed the woman saying that she would have to

- (a) cook her own food
- (b) make a hole in the drywood
- (c) live in the forest
- (d) toil hard for her food

(iv) Scanty food means

- (a) very little quantity of food
- (b) food for spoiling
- (c) food for giving someone
- (d) food for giving to animals

17. Answer the following question in about 30 - 40 words

Marks -02

Why does the poet say that no lands are foreign?

Or

What does the poet wish for the snake?



Supplementary Reader (Moments)

18. Answer the following question in about 80 words

Marks -05

Describe how Prashant reached his village after the super cyclone

Or

In the lesson, "A House is Not a Home", the author thinks differently. But the actions of the school-mates change the author's understanding of life and people and comfort him emotionally. Mention at least two actions.

19. Answer the following questions in about 40 - 50 words.

Marks-03

Bring out the humour in the Butter episode when George and Harris packed.

Or

Though the people called the prince "The Happy Prince", it was crying. Why?

20. Answer the following question in about 30 - 40 words.

Marks-02

How did Behrman help Johnsy?

Or

If Lushkoff was not a willing worker then why did he agree to chop the wood for Sergei?

CLASS IX
MARKING SCHEME
LANGUAGE AND LITERATURE

SAMPLE PAPER
MAXIMUM MARKS – 80

SECTION – A

1. (i) a - smells, movements and sounds
(ii) c - joy, fear or anger
(iii) c - complex process
(iv) b - intelligence and logical thinking
(v) c - communication
2. (i) a - upper class Indians accepted them as role models
(ii) c - they were not promoted to senior government positions
(iii) c - his father
(iv) b - learning
(v) c - intelligent people
3. (i) a - the headquarters of the commissioner
(ii) b - remains of the people who lived there
(iii) a - the beautiful houses that have now broken
(iv) a - waves and leaves
(v) c - trial

SECTION B
WRITING

4. Letter Writing

Objectives

Letter Writing (Informal Letter)

Objective: To use an appropriate style. To write an informal letter to family and friends.

To plan, organize and present ideas coherently.

Marking: Marking should be in accordance with the following writing assessment scale.



Content: 4 marks
Fluency & accuracy: 2 marks
Total : 6 marks

Value points

- Name of the hostel
- When, why and where you prepared the snack
- Procedure
- Reaction of the fellow students

OR

- Arranging two different dustbins
- One for biodegradable and one for non-biodegradable garbage
- Reason for selecting
- Separating garbage at the source-level
- Uses of separate bins.

5. Article Writing

Value Points - The Ladli Scheme

- Relevant points related to the scheme (If not mentioned, marks not to be deducted)
- Benefits
 - Motivation to girls to attain higher education
 - Self-sufficiency
 - Employment opportunities
 - Equal treatment to the boys and girls.
 - Any other relevant points

6. Story Writing

Objectives: To develop a story,
To develop imagination and critical thinking

Marking: Marking should be in accordance with the following writing
assessment scale

Content: 1 marks
Coherent and Fluency: 2 marks
Total: 3 marks

Value Points

- They will develop the story on the basis of their own imagination.



SECTION-C

GRAMMAR

7. Objective: **To test the appropriate use of grammatical items like prepositions, determiners, connectors, modals etc.**
 Marking: $\frac{1}{2}$ mark for each correct answer $1/2 \times 6 = 3$
 (a) all
 (b) through
 (c) the
 (d) of
 (e) each
 (f) which
8. Objective: **To test the use of proper tense forms and to test the ability to form Words specifically nouns, verbs, adjectives, adverbs etc.**
 Marking: $\frac{1}{2}$ mark for each correct answer $1/2 \times 6 = 3$
 (a)- (ii) tiring
 (b)- (iv) escalators
 (c)- (iii) magically
 (d)- (ii) disappear
 (e)- (i) actually
 (f)- (iv) ride
9. Objective: **To test the use of reported speech**
 Marking: 1 marks for each correct answer
 (a)- (ii) how he was feeling then
 (b)- (iv) he was feeling
 (c)- (iv) if he was taking
10. Objective: **To test the appropriate use of passive forms of verbs**
 Marking: 1 marks for each correct answer $1 \times 3 = 3$
 (a)- (iii) has been decided
 (b)- (iv) is hoped
 (c)- (ii) will be solved
11. Objective: **To test the ability of using clauses in a conversation**
 Marking: 1 mark for each correct answer
 (a)- (iv) where you bought it from?
 (b)- (ii) which is situated in Kamla Nagar?
 (c)- (iv) how much it cost you?



SECTION-D

TEXT BOOK

Q. No.12 **One mark for each correct answer. (5X1=5)**

- (1) (b) pack for all of them for the trip on his own
- (2) (a) agreed to author's suggestion
- (3) (c) strange
- (4) (a) sure of himself
- (5) (b) a humorous story about three friends who are getting ready for a trip

Q. No. 13 **One mark for each correct answer. (5X1=5)**

- (1) (a) APJ Abdul Kalam
- (2) (c) Jainulabdeen and Ashiamma
- (3) (a) wise and generous
- (4) (b) she gave food to many outsiders
- (5) (a) generous

Q. No. 14 (5x1= 5) **Long Answer type Questions**

Value Points

Baudhnath Shrine

- No crowd/noise
- Calmness in atmosphere
- Small shops on outer road

- Pashupatinath

- Atmosphere of great confusion
- Noise & Crowd
- People running here & there
- dirty

OR

She looks after him,-feeds with a bottle,-trains him a lot of tricks,-inconsolable at Bruno's departure,-refuses to eat anything,-sits with him for hours.

Q. No. 15 **Any two questions (2x2= 4)**

- (i) She brought down 500 kilograms of garbage from the Everest to clean the environment
- (ii) Pushed him inside the cupboard & locked him with his presence of mind & intelligence
- (iii) Her talent, unwavering desire to succeed and readiness to sacrifice

Q. No. 16 **MCQ** (1x4= 4)

- (1) (a) Phoebe Cary
- (2) (b) St. Peter
- (3) (b) toil hard for her food
- (4) (a) very little quantity of food



Q. No. 17 **Any one question out of 2** (1x2=2 marks)

-As we all live on the same earth in the same way

OR

To save itself from the cruel hands, by slipping into reeds, water unhurt.

Q. No. 18 **Long Answer type Questions** (5x1= 5)

Took a long and strong stick, waded in water, had to swim, pushed dead bodies of human beings and animals, found no villagers, and could meet his brother and sister at the shelter.

OR

-They gave him school supplies; note books, clothes, sweat suits

-Introduced & invited him and made him feel happy

Q. No. 19 **Short Answer type Question** (3x1=3)

George stepped on the butter, -tried to put it in the kettle, --put it on the chair, -
Harris sat on it, -searched for the butter.

OR

To see the sorrows, miseries and grief of the people

Q. No. 20 **Short Answer type questions** (2x1= 2)

-Behrman painted a leaf for Johnsy to make her feel better

OR

Because of pride and shame, he had been trapped by his own words
because of telling lies in one way or the other.



Central Board of Secondary Education

(An autonomous Organisation under the Union Ministry of Human Resource Development, Govt. of India)
'Shiksha Sadan', 17-Rouse Avenue, New Delhi – 110 002

CBSE/EO(SD)/CIRCULAR/2009

09.11.2009
Circular No. 51

All Heads of Institutions Affiliated to the Board

Dear Principal,

In continuation to our earlier circular No. 42 dated 12.10.2009 regarding CCE in Class IX for IInd Term (Oct 2009 – March 2010), the syllabus and the design of the question papers for the subjects Home Science and Foundation of Information Technology has been finalized in consultation with the subject experts and Course Committee Members for the students of Class IX who will be appearing for the final examination in March 2010. The design and the syllabus are placed at Annexure I & II.

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

Yours faithfully,

(C. GURUMURTHY)
DIRECTOR(ACADEMIC)

Copy to :

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 Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request 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 put this circular on the CBSE website.
12. The Library and Information Officer, CBSE



13. EO to Chairman, CBSE
14. PA to CE, CBSE
15. PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

DIRECTOR(ACADEMIC)





ANNEXURE - I

**CLASS IX (HOME SCIENCE)
CODE NO. 064**

IInd Term (Oct 2009 – March 2010)

Summative Assessment II

Evaluation will be done from following topics :

- (i) Unit III : Food and its relations to health.
- (ii) Unit IV : Methods of cooking.
- (iii) Unit VI : Safety in the house.
- (iv) Unit VII : Fabrics available in the market.
- (v) Unit VIII : Selections of clothes.

Design of the Question Paper

Type of Questions	No. of Questions	Marks for Each Question	Total Marks
MCQs	10	1	10
Short Answer type I	9	2	18
Short Answer type II	4	3	12
	23 Questions		40 marks

There will be two formative and one summative assessment:

<u>Assessment</u>	<u>Weightage</u>	<u>Suggested Duration</u>
Formative III	10 %	Oct (2009) – Dec (2009)
Formative IV	10 %	Jan (2010) – Feb (2010)
Summative Assessment II	40 %	March 2010

Formative assessment will include :

- Class tests/unit tests/oral tests – based on theory.
- Assignments/Projects – based on theory.
- Practical work based on practicals suggested at the end of the curriculum. Assessment to be done on – maintenance of file, viva, conduction of practicals.
- Development of informative – leaflets, booklets, pamphlets and book marks on related topic in theory.
- Informative lecture sessions by experts on related topics – on safety, nutrition, apparels etc. Assessment to be done on basis of report writing.
- Field visits: To places as crafts mela, food processing units, industry visits etc. Assessment of filed visit to be done on the basis of report writing.
- Formation and display of information on Bulletin Boards.
- Conducting quiz on the related topic



Suggested projects for Formative Assessment

1. Prepare a First Aid Box
2. Collect samples of clothes from tailor and tabulate their appearance and texture.
3. Collect pamphlets on fire prevention and prepare report on fire safety measures in your school.
4. List method of cooking used at home and observe the changes in its colour and texture.
5. Identify fabric samples using burning tests.
6. Prepare a chart/posters on first aid to be provided to person suffering from cuts/burns/bites /falls/poisoning). Chart can be prepared on other topics and theory like - weaves, sanitation and nutritions .

Suggested topics of Quiz

1. Nutrition and health
2. Safety in the house
3. Apparel and their use



ANNEXURE - II

Foundation of Information Technology (Code: 165)
Class IX Summative Examination II (March 2010)

Topics

Unit I

- Computing Technology
- Communication Technology

Unit II

- Operating System - Basic Concepts
- Word Processing Tools
- Presentation Tools
- Spreadsheet Tools

Design for Summative II Question Paper

Maximum Marks : 80

Duration: 2 ½ Hours to 3 Hours

Sno	Type of Questions	No.of Questions	Marks for Each Question	Total Marks
1	MCQ (Practical Skills)	12 (Unit I - 5 Ques (Unit II 10 Ques)	2	24
2	Very Short Answer (Theory)	10 (Unit I - 2 Ques) (Unit II - 8 Ques)	1	10
3	Short Answer - Type I (Theory)	8 (Unit I - 2 Ques) (Unit II - 6 Ques)	2	16
4	Short Answer - Type I (Theory)	10 (Unit I - 2 Ques) (Unit II - 8 Ques)	3	30
		40		80

केन्द्रीय माध्यमिक शिक्षा बोर्ड
"शिक्षा सदन" १७, राजज एवेन्यू
नई दिल्ली - ११०००२

केमाशिबो/शैक्षणिक/सी सी ई/हिंदी/२००६

नवम्बर १०, २००६

परिपत्र संख्या ५२

के मा शि बो से सम्बन्ध सभी
विद्यालयों के प्राचार्यगण

विषय :- कक्षा नवीं में दूसरी छमाही (अक्टूबर से मार्च) से सतत व वृहद मूल्यांकन पद्धति के संदर्भ में हिन्दी कोर्स ए व बी की परीक्षा संरचना में परिवर्तन, पाठ्यक्रम विभाजन, तथा फॉर्मेटिव परीक्षा के लिए दिशा निर्देशों की उपलब्धता के सम्बन्ध में।

प्रिय प्राचार्य ,

जैसा आप सभी को ज्ञात है कि के मा शि बो ने सभी संबन्ध विद्यालयों की कक्षा नवीं में अक्टूबर २००६ (दूसरी छमाही) से उपरोक्त मूल्यांकन पद्धति लागू करने का निर्णय लिया है तथा इसकी सूचना परिपत्र संख्या ३६, ४० व ४२ द्वारा दी जा चुकी है।

परिपत्र संख्या ४२ में दी गयी हिन्दी कोर्स ए व बी की परीक्षा संरचना में आंशिक रूप से संशोधन किए गए हैं तथा परिवर्तित संरचना (वर्ष २०१० में किए गये विशेष परिवर्तनों के सम्पूर्ण व्यौरे सहित) इस परिपत्र के साथ संलग्न ('अ') है। परीक्षा संरचना में परिवर्तन की तुलनात्मक विवेचना संलग्नक 'ब' में दी गयी है। आगामी परीक्षा के लिए यही संरचना मान्य रहेगी।

विद्यालयों की सुविधा हेतु बोर्ड द्वारा आगामी मार्च २०१० में कक्षा नवीं के लिए नियत संकलित (Summative), परीक्षा हेतु पाठ्यक्रम का विभाजन तथा फॉर्मेटिव परीक्षा हेतु दिशा निर्देश भी उपलब्ध करवाए जा रहें हैं। (संलग्नक 'स')

प्रतिदर्श प्रश्न पत्र हिन्दी कोर्स ए का विस्तृत विवरण इस प्रकार है।

प्रश्न पत्र ८० अंक का बनेगा तथा मूल्यांकन पश्चात् इसे ४० अंक का कर लिया जाएगा तथा पक्षी छमाही के अंक जोड़ने के पश्चात् ग्रेड निश्चित कर लिए जाएंगे प्रश्न पत्र में चार खण्ड होंगे।

खण्ड 'क' - पठन व बोध (अपठित) - २० अंक

खण्ड 'ख' - व्याकरण - २० अंक

खण्ड 'ग' - निर्धारित पुस्तकें (भित्तिज-२५ + कृतिका-५) - ३० अंक

खण्ड 'घ' - लेखन - १० अंक



खण्ड क (२० अंक)

यह खण्ड विद्यार्थियों की पठन के आधार पर बोधात्मक क्षमता को परखने के लिए निर्धारित है। इस खण्ड के लिए निर्धारित अंक २० हैं तथा इसमें दो अपठित गद्यांश व दो अपठित काव्यांश होंगे। प्रत्येक अंश के अंक ५ रहेंगे तथा प्रत्येक गद्यांश व काव्यांश पर एक-एक अंक के पाँच बहुविकल्पी प्रश्न पूछे जाएंगे।

यह गद्यांश व काव्यांश साहित्यिक लेख, कविता आदि में से लिए जा सकते हैं। प्रश्न अनुमान लगाने की क्षमता, मूल्यांकन करने की क्षमता, शब्द ज्ञान व बोधात्मकता आदि कौशलों का मूल्यांकन करने हेतु होंगे।

(२०)

खण्ड ख (२० अंक)

प्रश्न (५-६) व्याकरण के लिए निर्धारित पाठ्यक्रम के आधार पर इस खण्ड में व्याकरण की परीक्षा होगी। (उपसर्ग-प्रत्यय) विशेषण, लिंग और वचन का विशेषण पर प्रभाव तथा परसर्ग 'ने' का क्रिया पर प्रभाव, संज्ञा, सर्वनाम, लिंग (लिंग वचन, कारक) समास वाक्य रचना व पर्यायवाची, विलोम शब्द आदि। प्रश्नों की संख्या पाँच होगी तथा इस खण्ड के सम्पूर्ण अंक २० होंगे। सभी प्रश्न बहुविकल्पी प्रकार के होंगे।

(२०)

खण्ड ग (३० अंक)

प्रश्न (१०-१४) यह खण्ड निर्धारित पुस्तकों क्षितिज व कृतिका पर आधारित होगा।

प्रश्न संख्या १० में पाठ्यपुस्तक क्षितिज में से दो अनुच्छेद दिए जाएंगे तथा दोनों पर एक एक अंक के पाँच बहुविकल्पी प्रश्न जो छात्रों की अनुमान लगाने की क्षमता, मूल्यांकन करने की क्षमता व बोध को परखने के लिए होंगे प्रतिदर्श प्रश्न पत्र में एक अनुच्छेद दिया गया है। प्रश्न पत्र में ऐसे दो अनुच्छेद होंगे तथा दो में से एक करना होगा।

(५)

प्रश्न संख्या ११ क्षितिज पुस्तक में पाठों के आधार पर २ अंक वाले पाँच लघुउत्तरीय प्रश्न पूछे जाएंगे प्रश्न छात्रों की समझ व व्यक्तिगत सूझ बूझ को परखने के लिए तैयार किए जाएंगे।

(१०)

प्रश्न संख्या १२. पाठ्यपुस्तक में दी गयी कविताओं में से कोई दो पद्यांश दिए जाएंगे। दो में से किसी एक पद्यांश को करना होगा। पद्यांश में कविता के बोध व शब्द ज्ञान को लेकर पाँच अतिउत्तरीय या तीन लघु उत्तरीय प्रश्न पूछे जाएंगे।

(५)

प्रश्न संख्या १३ कविताओं के तथ्यों पर आधारित तीन या चार लघुउत्तरीय प्रश्न पूछे जाएंगे।

(५)

प्रश्न संख्या १४ पूरक पाठ्य पुस्तक के आधार पर दो में से एक निबंधात्मक प्रश्न पूछा जाएगा जो छात्रों की सामाजिक जीवन से जुड़ी जीवंत समस्याओं के प्रति दृष्टिकोण व उच्च स्तरीय विचार कौशलों के परीक्षण हेतु बनाए जाएंगे।

(५)

खण्ड घ (१० अंक)



प्रश्न (१५-१६) यह खण्ड लेखन कौशल पर आधारित होगा तथा इसके अंक १० होंगे

प्रश्न संख्या १५ वास्तविक जीवन से संबंधित विषयों पर दो में से एक पत्र (५ अंक) का पूछा जाएगा। इसमें विचारों की प्रभावशाली अभिव्यक्ति, भाषा की सफाई आदि पर अंक निर्धारण किया जाएगा।

(५)

प्रश्न संख्या १६ समसामायिक विषयों पर दो में से एक निबन्ध (५ अंक) पूछा जाएगा। इसमें विचारों की प्रभावशाली अभिव्यक्ति, भाषा की सफाई आदि पर अंक निर्धारण किया जाएगा।

(५)

प्रतिदर्श प्रश्न पत्र हिन्दी कोर्स ब का विस्तृत विवरण इस प्रकार है।

प्रश्न पत्र ८० अंक का बनेगा तथा मूल्यांकन पश्चात् इसे ४० अंक का कर लिया जाएगा तथा पहली छमाही के अंक जोड़ने के पश्चात् ग्रेड निश्चित कर लिए जाएंगे प्रश्न पत्र में चार खण्ड होंगे

खण्ड 'क' - पठन व बोध (अपठित)

- २० अंक

खण्ड 'ख' - व्याकरण

- २० अंक

खण्ड 'ग' - निर्धारित पुस्तकें

(स्पर्श- भाग-१ (२५), संचयन - भाग-१ (५))

- ३० अंक

खण्ड 'घ' - लेखन

- १० अंक

खण्ड क (२० अंक)

प्रश्न संख्या (१-४) यह खण्ड विद्यार्थियों की पठन के आधार पर बोध्यत्मक क्षमता को परखने के लिए निर्धारित है। इस खण्ड के लिए निर्धारित अंक २० हैं तथा इसमें दो अपठित गद्यांश व दो अपठित काव्यांश होंगे। प्रत्येक अंश के अंक ५ रहेंगे प्रत्येक गद्यांश व काव्यांश पर एक-एक अंक के पाँच बहुविकल्पी प्रश्न पूछे जाएंगे। यह गद्यांश साहित्यिक लेख, कविता आदि में से लिए जा सकते हैं। प्रश्न अनुमान लगाने, मूल्यांकन करने, शब्द ज्ञान व बोध्यत्मकता आदि कौशलों का मूल्यांकन करने हेतु होंगे।

(२०)

खण्ड ख (२० अंक)

प्रश्न संख्या (५-६) इस खण्ड में व्याकरण के लिए निर्धारित पाठ्यक्रम की परीक्षा होगी।

वर्ण - विच्छेद, उपसर्ग, प्रत्यय से शब्द निर्माण, पर्यायवाची, विलोम अनेकार्थी शब्द, वाक्यांशों के लिए एक शब्द, वाक्य के अंग, सरल वाक्य, विराम, चिह्नों का प्रयोग, मुहावरे - वाक्य प्रयोग आदि।

प्रश्नों की संख्या पाँच होगी तथा इस खण्ड के सम्पूर्ण अंक २० होंगे। सभी प्रश्न बहुविकल्पी प्रकार के होंगे।

खण्ड ग (३० अंक)

प्रश्न (१०-१६) यह खण्ड पाठ्य पुस्तक पर आधारित होगा।

प्रश्न संख्या १० इस प्रश्न में पाठ्यपुस्तक स्पर्श में से दो काव्यांश दिए जाएंगे तथा दोनों पर एक एक अंक के पाँच बहुविकल्पी प्रश्न जो छात्रों की अनुमान लगाने की क्षमता, मूल्यांकन करने की क्षमता व बोध को



परखने के लिए होंगे प्रतिदर्श प्रश्न पत्र में एक अनुच्छेद दिया गया है। प्रश्न पत्र में ऐसे दो काव्यांश होंगे तथा दो में से एक करना होगा। (५)

प्रश्न संख्या ११ स्पर्श पुस्तक में दिए गए पाठों के आधार पर **२.५ अंक** वाले **चार में से दो** लघुउत्तरीय प्रश्न करने होंगे प्रश्न छात्रों की समझ व व्यक्तिगत सूझ बूझ को परखने के लिए तैयार किये जाएंगे। (५)

प्रश्न संख्या १२ पाठ्यपुस्तक के आधार पर **दो** में से **एक** निबन्धात्मक प्रश्न करना होगा जो छात्रों की सामाजिक जीवन से जुड़ी जीवन्त समस्याओं के प्रति दृष्टिकोण व उच्च स्तरीय विचार कौशलों के परीक्षण हेतु बनाये जाएंगे। (५)

प्रश्न संख्या १३ दो में से एक गद्यांश पर अर्थग्रहण सम्बंधी तीन या चार लघुउत्तरीय प्रश्न जो छात्रों की कविताओं की बोधात्मक क्षमता को परखने के लिए बनाये जाएंगे। (५)

प्रश्न संख्या १४ पाठ्य पुस्तक में दी गयी कविताओं के विषय-बोध और सराहना पर आधारित लघुउत्तरीय दो या तीन प्रश्न। (५)

प्रश्न संख्या (१५-१६) पूरक पाठ्य पुस्तक के आधार पर **दो लघुउत्तरीय** प्रश्न पूछे जाएंगे जो छात्रों की सामाजिक जीवन से जुड़ी जीवन्त समस्याओं के प्रति दृष्टिकोण व उच्च स्तरीय विचार कौशलों के परीक्षण हेतु बनाये जाएंगे। (५)

खण्ड प (१० अंक)

प्रश्न (१७-१८) यह खण्ड लेखन कौशल पर आधारित होगा तथा इसके अंक १० होंगे

प्रश्न संख्या १७ दिए गए संकेत बिन्दुओं के आधार पर लगभग १०० शब्दों का तीन में से एक का अनुच्छेद पूछा जाएगा। इसमें विचारों की प्रभावशाली अभिव्यक्ति, भाषा की सफाई आदि पर अंक निर्धारण किया जाएगा। (५)

प्रश्न संख्या १८ वास्तविक जीवन से संबन्धित विषयों पर **दो** में से एक पत्र पूछा जाएगा। (५)

कृपया इसकी सूचना संबन्ध अध्यापकों व विद्यार्थियों की शीघ्रतम शीघ्र करवाएं।

भवदीय,

(अनिल हिस्ताल अहमद)
सहायक शिक्षा अधिकारी



प्रतिलिपि प्रेषित

- १ कमिशनर केन्द्रीय विद्यालय संगठन, १८, इन्स्टीट्यूशनल परिया, शाहीद जीत सिंह मार्ग, नई दिल्ली-११००१६
- २ कमिशनर, सर्वोदय विद्यालय समिति, ए-२८, कैलाश कॉलोनी, नई दिल्ली
- ३ शिक्षा-निदेशक, शिक्षा-निदेशालय, गवर्नमेंट ऑफ एन०सी०ई०आर०टी० दिल्ली, पुराना सचिवालय, दिल्ली-११००६४
- ४ निदेशक- पब्लिक इंस्ट्रक्शन्स स्कूल्स यूनिशन टेरीटरी सेक्रेट्रियेट, सैक्टर-८ चंडीगढ़-१६००१७१
- ५ शिक्षा-निदेशक, सिविकम सरकार गंगटोक, सिविकम-७३७१०१
- ६ विद्यालय-शिक्षा-निदेशक, अरुणाचल प्रदेश सरकार, इटानगर-७८११११
- ७ शिक्षा-निदेशक, ए और एन सरकार, आइरलैण्ड, पोर्टब्लेयर-७४४१२०१
- ८ सचिव, केन्द्रीय विद्यार्जन स्कूल, प्रभासन, सैक्टर-६, रोहिणी, दिल्ली-११००८६
- ९ केन्द्रीय माध्यमिक शिक्षा बोर्ड के सभी क्षेत्रीय अधिकारी।
- १० केन्द्रीय माध्यमिक शिक्षा बोर्ड के सभी शिक्षा अधिकारी।
- ११ केन्द्रीय माध्यमिक शिक्षा बोर्ड के सभी सह शिक्षा अधिकारी।
- १२ अध्यक्ष, केन्द्रीय माध्यमिक शिक्षा बोर्ड एवम् सभी कार्यकारी अधिकारी।
- १३ सचिव के निजी सहायक
- १४ विभागाध्यक्ष, एडमिनिस्ट्रेशन के निजी सहायक
- १५ परीक्षा नियंत्रक के निजी सहायक
- १६ शिक्षा निदेशक के निजी सहायक

सहायक शिक्षा अधिकारी



संलग्नक 'अ'

हिन्दी (पाठ्यक्रम-ब)
कक्षा नवम

प्रश्न पत्र निर्माण के लिए निर्देश

सामान्य -

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

लिखित परीक्षा का भार ४० प्रतिशत रहेगा

८० अंक के प्रश्न पत्र को मूल्यांकन के पश्चात् ४० अंक में परिवर्तित कर लिया जायेगा। तदोपरांत ग्रेड निर्धारण किया जायेगा।

खण्ड	विभाग	अंक	प्रश्नों के प्रकार	प्रश्नों की संख्या
क.	पठन व बोध (अपठित)	$5 \times 4 = 20$	बहुविकल्पी प्रश्न	४
ख.	व्याकरण	$4 \times 5 = 20$	बहुविकल्पी प्रश्न	५
ग.	पाठ्य पुस्तक व पूरक पाठ्य पुस्तक	$20 + 05 + 05 = 30$	लघु उत्तरीय प्रश्न (२० अंक), दीर्घ उत्तरीय प्रश्न (५ अंक) तथा बहुविकल्पी प्रश्न (५ अंक)	७
घ.	लेखन	$05 + 05 = 10$	दीर्घ उत्तरीय प्रश्न (५+५ अंक)	२

हिन्दी (पाठ्यक्रम-अ)

प्रश्न पत्र निर्माण के लिए निर्देश

सामान्य -

क. बोध

ख. व्याकरण

ग. पाठ्य पुस्तक

घ. लेखन

लिखित परीक्षा का भार ४० प्रतिशत रहेगा

८० अंक के प्रश्न पत्र को मूल्यांकन के पश्चात् ४० अंक में परिवर्तित कर लिया जायेगा। तदुपरांत ग्रेड निर्धारण किया जायेगा।

खण्ड	विभाग	अंक	प्रश्नों के प्रकार	प्रश्नों की संख्या
क.	पठन व बोध (अपठित)	5x4=20	बहुविकल्पी प्रश्न	४
ख.	व्याकरण	4x5=20	बहुविकल्पी प्रश्न	५
ग.	पाठ्यपुस्तक व पूरकपाठ्यपुस्तक	20+05+05= 30	लघु उत्तरीय प्रश्न (१० अंक), दीर्घ उत्तरीय प्रश्न (५ अंक) तथा बहुविकल्पी प्रश्न (५ अंक)	५
घ.	लेखन	05+05=10	दीर्घ उत्तरीय प्रश्न (५+५ अंक)	२



संलग्नक 'ब'

हिंदी नका नवी कोर्स अ

	नर्ष २००६	प्रत प्रकर	नर्ष २०१०	प्रत प्रकर	टिपणी
१	काण्ड क (१) टी अपठित गराश ३०० से ४०० शब्दों के (२) अपठित पगारा २०० से ३०० शब्दों का एक पगारा	लम्पु उत्तरीय प्रत २०	(१) १००-१५० शब्दों के टी अपठित गराश ४५२-१० (२) १०० शब्दों के टी अपठित पगारा ४५२-१०	बहु निमलीय प्रत २०	नेमल प्रतों के प्रकर में भिन्नता हे तथा बरलता हेतु नम शब्द सीमा नहल नार प्रत लिप गये हैं २००६ में अमिक शब्दों नहल टी प्रत हलें वे
२	काण्ड (क) रक्ता पत्र लेखन - (५) निर्गम लेखन - (१०)	निर्गमल्यक १५	काण्ड (क) पत्र लेखन - (५) निर्गम लेखन - (१०)	निर्गमल्यक १०	काण्डों के नम की ओडकर नोई भी परिमर्न नही हे
३	न्यामहरीक न्यामरण	अति लम्पु उत्तरीय, लम्पु उत्तरीय १५	काण्ड क	बहु निमलीय प्रत २०	प्रतों के प्रकर की ओडकर नोई भी परिमर्न नही किया गया हे न्यामरण तत पर अमिक तल लेव के लिप भार में आशिक वल्लेरी की गयी हे
४-	पट्य पुस्तक (क) ४०	लम्पु उत्तरीय प्रत निर्गमल्यक	काण्ड ग	बहु निमलीय प्रत लम्पु उत्तरीय, ३०	प्रतों के प्रकर की ओडकर नोई भी परिमर्न नही किया गया हे

हिंदी नका नवी कोर्स ब

	नर्ष २००६	प्रत प्रकर	नर्ष २०१०	प्रत प्रकर	टिपणी
१	काण्ड क (१) अपठित गराश ३०० से ४०० शब्दों का (२) अपठित पगारा २०० से ३०० शब्दों का एक पगारा	लम्पु उत्तरीय प्रत २०	(१) १००-१५० शब्दों के टी अपठित गराश ४५२-१० (२) १०० शब्दों के टी अपठित पगारा ४५२-१०	बहु निमलीय प्रत २०	नेमल प्रतों के प्रकर में भिन्नता हे तथा बरलता हेतु नम शब्द सीमा नहल नार प्रत लिप गये हैं २००६ में अमिक शब्दों नहल टी प्रत हलें वे
२	काण्ड (क) रक्ता पत्र लेखन-५ अनुलेख लेखन-५	निर्गमल्यक २०	काण्ड (क) पत्र लेखन-५ अनुलेख लेखन-५	निर्गमल्यक १०	काण्डों के नम की ओडकर नोई भी परिमर्न नही हे
३	न्यामहरीक न्यामरण	अति लम्पु उत्तरीय, लम्पु उत्तरीय २०	काण्ड क	बहु निमलीय प्रत २०	प्रतों के प्रकर की ओडकर नोई भी परिमर्न नही किया गया हे
४-	पट्य पुस्तक (क)	लम्पु उत्तरीय प्रत निर्गमल्यक ३०	काण्ड ग	बहु निमलीय प्रत लम्पु उत्तरीय, ३०	प्रतों के प्रकर की ओडकर नोई भी परिमर्न नही किया गया हे

संलग्नक 'स'

वर्षा - नवीं
कोर्स - ब
विषय - हिन्दी

पाठ्य - पुस्तक एवं पूरक पुस्तक
स्पर्श - भाग-9
संचयन - भाग-9
व्यावहारिक व्याकरण

द्वितीय - सत्र पाठ्यक्रम (अक्टूबर मार्च)

- खण्ड-क
- दो अपठित गद्यांश (900 से 950 शब्दों के)
 - दो अपठित काव्यांश (900 से 950 शब्दों के)

खण्ड-ख व्यावहारिक व्याकरण

- वर्ण - विच्छेद
- उपसर्ग, प्रत्यय से शब्द निर्माण
- पर्यायवाची, विलोम, अनेकार्थी शब्द, वाक्यांशों के लिए एक शब्द
- वाक्य के अंग, सरल वाक्य
- विराम, चिह्नों का प्रयोग
- मुहावरे - वाक्य प्रयोग

खण्ड-ग

स्पर्श - भाग (9)

गद्य-खण्ड

- | | | |
|-------------------------|---|-------------------------|
| १. शरद जोशी | - | तुम कब जाओगे, अतिथि |
| २. धीरंजन मालवे | - | वैज्ञानिक चेतना के वाहक |
| ३. कका काल्हेकर | - | कीचड़ का काव्य |
| ४. गणेश शंकर विद्यार्थी | - | धर्म की आड़ |
| ५. स्वामी आनंद | - | शुक्रतारे के समान |

काव्य खण्ड

- | | | |
|-------------------------|---|---------------|
| १. सियारामशरण गुप्त | - | एक फूल की चाह |
| २. रामधारी सिंह द्विनकर | - | गीत - अतीत |
| ३. हरिवंशराय बच्चन | - | अग्नि-पथ |
| ४. अरूण कमल | - | नए इलाके में |
- खुशबू रचते हैं हाथ.....

संचयन - भाग



१. मेरा छोटा सा निजी पुस्तकालय - धर्मवीर भारती
२. हामिद खाँ - एस.के. पोद्देकार
३. दिए जल उठे - मथुरा उपाध्याय

खण्ड-घ रचना

- (i) पत्र-लेख (अनौपचारिक)
- (ii) अनुच्छेद लेखन - समसामयिक विषयों पर संकेत बिन्दुओं पर आधारित ८० से १०० शब्दों तक

(फॉरमेटिव परीक्षा)

फॉरमेटिव परीक्षा के अंक २० होंगे।

रचनात्मक अभिव्यक्ति

- (i) वाचन या मौखिक अभिव्यक्ति
- (ii) लेखन या लिखित अभिव्यक्ति
१. वाद-व्याद
विषय - शिक्षक विषय का चुनाव स्वयं करें
आधार बिंदु
(i) - तार्किकता, भाषण कला, अपनी बात अधिकारपूर्वक कहना
२. कवि सम्मेलन - पाठ्यपुस्तक में संकलित कविताओं के आधार पर कविता पाठ या मौखिक कविताओं की रचना कर कवि सम्मेलन या अंत्यक्षरी
आधार बिंदु
(i) अभिव्यक्ति
(ii) गति, लय, आरोह-अवरोह सहित कविता वाचन
(iii) मंच पर बोलने का अभ्यास / या मंच भय से मुक्ति
३. कहानी सुनाना/कहानी लिखना या घटना का वर्णन / लेखन
(i) संवाद - भावानुकूल, पात्रानुकूल
(ii) घटनाओं का क्रमिक विवरण
(iii) प्रस्तुतिकरण
(iv) उच्चारण
४. 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 शब्दों में देना तथा उसके विषय में जानकारी प्राप्त करना।
- आधार - महादेवी वर्मा - मेरे बचपन के दिन
जबिर हुसैन - साँवले सपनों की याद
हरिशंकर परसाई - प्रेमचंद के फटे जूते
५. अभिनय कला -