

SCHEME OF STUDIES

Class IX and X is an integrated course. Students need to take only those subjects in class IX which they intend to continue in Class-X. The subjects can be selected as per scheme studies in class IX. They need to continue same subjects in class X also. Subjects can be offered as under:

Subjects		Names of the subjects	Group
Compulsory	Subject 1	Language I (Hindi Course A or Hindi Course B or English Language and Literature)	Group-L
	Subject 2	Language II (Any one from the Group of Languages (Group-L) other than Language chosen at Subject 1)	Group-L
	Subject 3	Mathematics - Basic (Students have the option of selecting Mathematics - Standard or Mathematics - Basic at AISSE (X Board examination) Syllabus shall remain the same. Refer Mathematics syllabus for details)	Group- A1
	Subject 4	Science	
	Subject 5	Social Science	
Optional	Subject 6	Skill subject	Group-S
	Subject 7	Language III /Any Academic subject other than opted above	Group-L/Group-A2
Subjects of Internal Assessment	Subject 8 and 9 Assessment and certification at school level	Art Education Health & Physical Education Work Experience*	

***Work experience is subsumed in Health and Physical Education**

Internal Assessment (20 Marks) One time year-end examination is complimented and supplemented with Internal Assessment (IA) that assesses students in diverse manner, at different times and also examines a broad range of curriculum objectives. IA, in effect school-based assessment, plays the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing teachers' of students' progress and therefore supporting classroom learning. It also informs the individual learner about his/ her progress over a period of time enabling them to develop strategies to improve learning.

Periodic Assessment

The main purpose of Periodic Assessment is to assess the learning progress of students. Such Assessment done at regular intervals provides feedback and insight to teachers regarding learners' needs and helps them to improve instruction, do remedial teaching and set curricular targets for a student or a group of students. The feedback also helps students to know their errors as well as strengths and weaknesses. The students, thus, are enabled for better learning and setting up realistic goals. In essence, this is assessment for, of and as learning. Periodic Assessment is further divided into the following:

Periodic Tests (05 marks):

As earlier, these would be restricted to 3 in each subject in an academic year and the average of best 2 would to be taken for final submission of marks. These tests tend to follow a pattern, which is quite similar to the final end of course examination, and have a gradually increasing portion of content. Hence, they also tend to prepare students for final summative exams in a more confident manner.

The weightage of this component, however, would be of 05 marks only.

Multiple Assessments (05 marks):

Multiple assessment strategies relevant to particular learning outcomes are advised over the period of curriculum transaction. The subject teachers would determine the type and frequency of these. This would make assessment more comprehensive and provide schools/teachers flexibility to use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organizers, visual representation etc. Hence, the schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment for and as learning, such as, quizzes, portfolio, project-work, Self and peer assessment, collaborative projects, experiments, classroom demonstrations, etc.

Caution must be observed that recording of such assessment is not cumbersome and can be easily translated into individual student scores. Thus, developing simple scoring criteria and rubrics becomes of equal importance when deciding to use a particular technique. In tune with purpose of periodic assessment, i.e., to provide feedback to improve teaching and learning, it becomes of equal importance to use follow-up measures in case students are found deficient in proficiency of relevant learning outcomes.

The weightage of this component would be of 05 marks.

Portfolio:

The creation of portfolios is suggested to broaden the scope of learning and achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed.

Assessment of Co-Scholastic Areas

Assessment of Co-scholastic Areas may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report Card of the children in the form of grades.

In the existing scheme of assessment, these activities will be graded on a 5- point grading scale (A to E) for classes IX-X and will have no descriptive indicators. The students shall be assessed on two areas i.e. Art Education, Health and Physical Education. Work Experience is subsumed in the Physical and Health Education. No up scaling of grades will be done.

The concerned teacher would make an objective assessment of the level of performance/ participation demonstrated by a student throughout the academic year and finally assign grades.

Parameters of Assessment

While the students are engaged in the co-scholastic areas, the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

Co-scholastic Areas	Product	Process
Health and Physical Education which includes Work Experience	Overall fitness	Participation, team spirit, commitment and honest effort.
Art Education	Expression, creativity and Aesthetic appeal	Participation, Creative process, material use, appreciation, reflection, effort, craftsmanship and completion