

Appendices

APPENDIX I

Questionnaire for Teachers

Name:

Subject taught:

Class in which you teach the subject:

This questionnaire is to gather information about the CCE practices carried out in the CBSE schools of Vadodara.

Kindly give the responses with respect to the CCE practices conducted in Class IX, only.

In some of the questions, if providing a hard copy of plan/document is possible then writing the response can be avoided.

1. How did you get introduced to the CCE?

- a. Through an orientation program
- b. Interacting with colleagues
- c. Reading teacher's manual
- d. Any other specify _____

2. If orientation was given, who gave the orientation? What were the components of the orientation program?

3. How many training programs you have attended?

4. Was the training subject specific or general training?

5. How has the training program helped you to improve your teaching strategies with respect to CCE?

If the training has not helped, suggest few points on which you would like to have training sessions which would help you to improve your teaching strategies?

If YES how has the training helped you to improve your teaching strategies?

6. How has the training program helped you in evaluating the scholastic and co-scholastic aspects of the students?

Scholastic aspects	Co scholastic aspects

If the training program has not helped you in proper assessment of scholastic and co-scholastic aspects, suggest few points that you would like to have in the training program.

Scholastic aspects	Co-scholastic aspects

7. Which aspects of the training program were useful for conducting evaluation of co-scholastic and scholastic aspects?

Scholastic aspects	Co-scholastic aspects

8 Please \sqrt the activities/practices conducted by you for this academic year for teaching your subject.

Mathematics

Problem solving in groups

Data handling and analysis

Investigative projects

Maths Laboratory activities

Models making

Presentation using IT/ without using IT

Research projects

Anyother _____

Social Science

Investigative projects
Research projects
Presentation on a topic
Informative projects
Model preparation
Chart making
Comparison and contrast assignments
Source based analysis
Anyother

Science

Planning and executing experiments
Group research
Group work
Investigative research work
Peer assignment
Presentation including IT

Science

Science quiz
Seminar
Symposium
Field trip
Model making
Anyother_____

Language

Listening activities
Comprehension
Giving speech Conversation/dialogue
Creative writing
Report writing
Newspaper article Writing
Diary Writing

Writing articles
Essay writing
Autobiography writing

Language

Poetry Writing
Debates
Recitation
Information gathering
Presentation using IT
Pair work
Peer assessment
Group work
Anyother _____

9. Are the students taken to the laboratory for your respective subject (Science lab, Maths lab, Social science lab, Language lab)? YES/NO

10. How many times are they taken to the laboratory in semester I and semester II for the subject you teach?

11. Which of the topics that you teach requires laboratory activity? Enlist.

Sr,no	Name of the topic	Name of the activity

12. How many activity based class do you conduct in a semester for your subject?

Enlist at least five of the activities ✓ above or other activities which would be conducted or has already been conducted, with the name of the topic for your subject.

(Please give the hard copy of the plan and assessment tools/techniques for the activities mentioned below, if possible)

Topic/Content	Activities	Assessment tools/techniques/criteria for evaluation

13. How many marks do you assign for questions in which the students can show their understanding about the concepts learnt in the class in FA1 and FA3 tests?

14. How many marks do you assign for questions in which the students can apply their knowledge of the concepts learnt in the class in FA1 and FA3 test?

If the questions are framed to test the application of taught concepts? Give examples (this semester/last semester)

Topic/content	Questions asked in the tests	Some Assignment Given to see the Application

15. Which are the different methods you use for teaching the different topics of your Subject? (write as per your lesson plans of this semester)

Sr.No.	Name of the Topic	Methods Used

16. With what approach do you teach your subject topics? (major part of your syllabus)

Learner centered approach

Teacher centered approach

17. Teaching with which of the above approaches provides, ease in execution of the lesson plan? Please specify the reason

If you are using learner-centered approach which methods do you use for different topics? Illustrate any five (any five planned for this semester)

Name of the Topic	Method Used

If teacher centered approach are used which methods do you use?

18. Which type of classroom environment is helpful to complete the syllabus?

19. Please ✓ the activities/practices conducted/planned by you in the last academic year / for this academic year for teaching your subject.

Psychomotor activities

Laboratory work	Sketching	Flower decoration
Drawing scientific diagrams	Making working models	Role plays
Making still models	Poster making	Salad making
Map marking using symbols	Collage making	Street play
Making best materials out of waste materials	Origami	making geometrical diagrams with geometrical box
Rally participation	Performance in sports activities	Garden work
Colouring technique	Sketching technique	Using of musical instruments
Any other		

20. Do you incorporate activities for developing psychomotor skills in the teaching learning process of your subject? YES/NO

If yes, enlist at least 3 activities which you planned for your subject which also aims at developing psychomotor skills.

Topic/content	Activities conducted	Assessment tools/ techniques/criteria for evaluation

21. How do you incorporate them while preparing your lesson plan?

22. Enlist the tools used to assess affective attributes? If tools are not used how are the affective attributes assessed

23. Do you deliberately plan (in your lesson plan) for the development of life skills, attitude and values in students through the teaching of various topics of your subject? YES/NO

If yes, what are the different activities that are conducted for life skills, attitudes and value development through you subject. Enlist a few (please attach such a lesson plan which you are going to execute this semester)

	Topic	Activities	Assessment
Life skills			
Attitudes			

Values			

If No, how do you teach of life skills, values and attitudes to the students?

24. When do you submit your log book?

25. At what time intervals/When do you submit your lesson plans to the supervisor or principal?

26. When do you write the log books, lesson plans and anecdotal records?

Is some specific time allotted for that in the school hours, if not when do you write?

27. Is there any format of writing anecdotal records? Yes /No

If Yes, Illustrate a record/provide a printed copy

If No, How do you write the anecdotal records?

28. Are you oriented for writing the anecdotal records? Yes/No

If Yes, What are the components of the orientation program?

29. Who writes the anecdotal records for class IX?

30. Enlist the tools used to assess affective attributes, if used in your school.

31. Which topics are taught by learner centered methods and how is the assessment done?

Topic	Learner-Centered Method Used	Assessment Done

32. Based on what criteria do you assess the attitude of the students towards your subject?

33. Exemplify the criteria list used to assess any one such activity in this semester/ provide a copy of it if possible.

Name of the activity: _____					
Criteria	1	2	3	4	5

34. How do you give feedback during the teaching learning process?

- I. Verbal feedback in the classroom
- II. Nonverbal feedback in the classroom
- III. Any other, please specify

35. Do you give regular feedback on the scholastic achievement (class work books and class tests, FA1 AND FA3, SA1 & SA2 tests) of the student to them? YES/NO

If Yes, which are the ways used to give feedback?

Feedback by writing comments in the notebooks

- i. Verbal feedback in the class
- ii. Feedback by writing comments in the answer sheets of the written tests.
- iii. Any other specify _____

36. How do you give feedback to the slow learners/low achievers in the class?
put the \checkmark wherever applicable

- i. usually positive feedback in front of the class
 - ii. usually positive feedback personally
 - iii. usually negative feedback in front of the class
 - iv. usually negative feedback personally
 - v. Any other _____
-

37. How much time do you give for the completion of projects/assignments/ other tasks related to FA2 and FA4 after providing the required instructions?

38. When do you give feedback for the tasks submitted by the students for FA2 and FA4 at the end of the semester / immediately? if any other specify_____

39. Do you give criteria based feedback or in some other way? If so please specify

40. When do you discuss errors committed by majority of the students in FA1 and FA3 tests?

41. What modification in the teaching strategies is done by you, based on the performance of the students in FA1 and FA3 test? Illustrate one instance

42. Give one instance where you have identified the learning difficulties of the students while teaching itself and based on that you have changed your teaching strategy.

43. How frequently you diagnose the learning difficulties of the students in a semester?

- a. After teaching every chapter
- b. After teaching more than one chapter related to each other.
- c. After teaching all the chapters planned for the semester
- d. While revising the content.
- e. Any other, please specify _____

44. How do you diagnose the learning difficulties of the students?

- a) Identifying difficulties based on the oral responses of the students
- b) While correcting the notebooks
- c) After correcting the exam papers.
- d) Based on the queries/doubts/questions raised by the students
- e) Any other, please specify

45. What do you do once a topic is diagnosed as a difficult one for students? (if more than one response then give the order as it is practiced, most used can be written as 1)

- a) Re-teach the topic if majority of the students have not understood
- b) Re-teach the topic even if only few slow learners have not understood it
- c) Further clarification and explanation is postponed till all other chapters in the syllabi are completed
- d) Plan for remedial teaching for the slow learners immediately
- e) Arrange for peer teaching

46. Do you conduct the remedial teaching after diagnosis? Yes/No

If yes, how do you conduct remedial class?

If No, why is the remedial teaching is not conducting?

47. How many periods are allotted in the timetable for remedial teaching in a week?

Exemplify the instances of the remedial classes conducted for your subject in the last semester/this semester

Number of periods allotted for remedial classes (weekly)	Number of periods taken by you	Topic for which remediation was given

48. What are the activities organised to inculcate scientific skills, literary skills, aesthetic skills and performing arts skills in the students in your school?

49. Enlist a few activities conducted for developing the following skills in your School (planned for this year)?

Name of the skills	Name of the Activities	Tools/criteria used for assessment of the activities
Scientific Skills		
Literary Skills		
Aesthetic Skills		
Performing Arts Skills		

50. Which clubs are made for co-scholastic and co-curricular activities in your school?

51. Enlist few activities conducted in these clubs planned for this year. (If possible, provide a copy of the assessment tool/ list of criteria)

Name of the Club	Name of activities Conducted	Assessment of these activities

52. How many classes are allotted for club activities in a week?

53. What tools/criteria are used for assessing these club activities?

If there are no tools/criteria for assessing the club activities how are they assessed?

54. If there are no clubs in your school, which are the co-scholastic activities and co-curricular activities conducted? How are they assessed?

55. Does the school organize counseling sessions for parents regarding the different aspects of CCE and its clarification? YES/NO

If YES, when are they oriented?

56. What are the aspects of the orientation program?

57. Where can the parents report against the school not following CCE in true spirits?

58. How are the parents continually informed of their child's performance and progress in scholastic aspects?

59. How are the parents informed about their child's performance in the co-scholastic aspects?

60. Does the school provide an approachable environment for the parents to come and share their child's problems or progress? YES/NO

61. Are the parents allowed to talk to you even if it is not a parent teacher meeting day? YES/NO

If Yes, how many parents turn up in a week? _____

If No, when are they allowed to visit?

62. How many parent teacher meetings are held in a year _____?

63. Describe the purpose of parent teacher meeting

Date of the Meeting	Purpose	Number of parents participated

64. Do you have the parent teacher association in your school? YES/NO

If YES, how many PTA meetings are held in an academic year-----

65. Enlist some of the agenda of the PTA meetings conducted last year (do not respond if a hard copy of the record can be provided)

66. What is your opinion about CCE with respect to the advantages and disadvantages to the students?

Advantages:

Disadvantages:

67. What is your opinion about CCE with respect to planning, organizing and transaction of the curriculum?

Advantages :

Disadvantages:

68. Is the teacher's manuals provided by CBSE resourceful enough to plan the activity based lessons? YES/NO

69. Does the teachers' manual support you in evaluating the scholastic and co-scholastics aspects of the students? YES/NO

If response for item 62 & 63 is NO, what inputs do you suggest for making the manual resourceful to conduct CCE in a better way?

70. Are the outlines given by the CBSE in the teachers' manual appropriate for the assessment of life skills, attitudes, values, work experience and other co-curricular aspects? Yes/No

Co scholastic aspects	Write Yes/No
Life skills	
Attitude	
Values	
Any other	

If No, what inputs are required in the teacher's manual for better assessment of life skills, values, attitudes, work experience and other co-curricular activities?

i) **Life skills**

ii) Attitudes

iii) Values

iv) Other Co-curricular Aspects

71. What are the problems /difficulties that you face with respect to implementation of CCE in class IX?

Problems related to teacher training/orientation	Problems related to co-scholastic assessment
Problems related to scholastic aspects (lesson planning, execution and assessment)	Problems related to documentation

Problems related to co-curricular aspects	Other aspects
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72. What is needed to make CCE implementation better with respect to the assessment of scholastic assessment, co-scholastic aspects, and co-curricular aspects?

APPENDIX II

Questionnaire for Principal

1. Do you participate in training programs? Yes/No
2. Enlist the objectives of the training programs you attended and name the agency which conducted the program

Sr No	Training program	Objectives of the training program	Name of the Agency

3. How the training programme was beneficial to you?

4. For which of the aspects you would like to get training further?

5. Does the school provide training/workshops for improving the teaching methodology and assessment? Yes/No

If yes, what were the components of the training program?

6. How frequently are the training programs conducted? _____

7. Are the teachers oriented about the Rubric Making? Yes/No

If Yes, what are the components of the orientation given?

8. What are the other orientations/trainings given to teachers for various aspects of CCE?

9. What were the subject specific training given to the teachers?

Name of the Subject	Components of the Training Program	Duration (Days/Hours)
Mathematics		
Social Science		
Hindi		
English		
Science		
Gujarati/ Sanskrit		
Physical Education		

10. Do you orient/train the teachers for incorporating values, attitudes and life skills in their lessons? Yes/No

If yes what are the components of the orientation/training program?

11. How do you promote learner centered activities in the classroom? Yes/No

How many learner centered activities did the teachers plan last year (2014-15) for the different subjects? (Give responses based on the classroom observations and the lesson plans that you've seen)

Subject	Learner-centered activities
Mathematics	
Science	
Social Science	
Hindi	
Sanskrit	
English	
Any other	

12. What are the resources provided by the school to the teachers to facilitate learner- centered activities?

13. How frequent are the observations done for each subject ?

None

Once in a semester

Once in two semester

Any other _____

14. Which aspects do you observe while observing the class?

ASPECTS	Observed (Put \checkmark if Yes)
Activities conducted	

Explanation	
Involvement of the students in the class	
Content knowledge of the teacher	
Teaching Methods used by the teacher	
Updated knowledge	
Classroom management	
Interest and Attitude of teachers towards	
Attitude of teacher towards students	
Inclusion of lifeskills & values during teaching process	
Any other	

15. What were the recent feedback provided by you to the teachers based on your observations?

Scholastic aspects

Co-scholastic aspects

Any other aspects

16. Which are the aspects included in the lesson plans made by the teachers?

17. Do you ask the teachers to include questions at different objective level namely, knowledge, understanding and application in the pen paper tests that they make for formative assessment ? Yes/No

If Yes, then how much weightage do you suggest on various levels of questions? (in %)

Level	% weightage
Knowledge level	
Understanding level	
Application level	

18. Does CBSE give any pattern for making the pen paper tests for formative assessment ? Yes/No

19. Do you emphasise on asking questions related to different objective levels in the formative assessment tests(written tests) for different subjects? Yes/No

If Yes what is the weightage suggested?

Subjects	Knowledge (weightage)	Understanding (weightage)	Application (weightage)
Mathematics			
Science			
Social science			
English			
Hindi			
Gujarati			
Sanskrit			
Any other			

20. What type of activities do you insist to be planned by the teacher, for Formative assessments?

21. Which types of activities were observed by you for FA2 and FA4 during this academic year in each of the following subjects?

	Name of activities
Mathematics	
English	
Science	
Social science	
Hindi	

Gujarati	
Sanskrit	
Any other	

22. Do you provide some time-frame to the teachers to complete the assessment of FA2 and FA4 tests? Yes/ No

If Yes, how much time is given for the assessment?

23. How do you ensure that the teachers provide feedback about the the formative assessment to the students regularly?

24. How do you ensure that the teachers are regularly maintaining the records of formative assessment and the summative assessment?

25. At what time intervals are the co-scholastic aspects assessed?

Once in a semester

Twice in a semester

Any other _____

26. What are the instructions/orientation provided to the teachers regarding co-scholastic assessment?

27. Which are the activities done this year you feel developed psychomotor skills? List few activities.

28. Which of the scholastic and co-curricular activities conducted this year developed the affective skills in the students?

Activities	Affective characteristics	Assessment criteria

29. How do you orient to the teachers in writing of anecdotal records?

30. Who maintains the anecdotal records for class IX?

I. All teachers teaching in the class

II. Only the class teacher

III Any other _____

31. 32. Is the school having some separate teacher for providing remedial teaching?

Yes/No

How are the teachers conducting the diagnostic and remedial practices in your school?

32. Do you discuss with teachers about the low achieving students? Yes/No

33 Are the teacher suggested to modify the teaching learning process accordingly?

Yes/No

If Yes, what were the recent suggestions given by you in this regard

34. When can the parents visit to discuss about the problems related to the scholastics and co-curricular aspect apart from the the PTMs?

35. What were the common issues and concerns that the parents discussed with you recently?

36. Give details about the last five Parent Teacher Meeting held in your school (last academic year)

Date of the Meeting	Purpose of the Meeting

37. What were the agendas discussed in PTA (in last academic year)?

38. What activities were organised this year for creating among students sensitivity towards social issues, desire for social improvement, respect for law, respect for public property, interact with the Community/Society?

Values	Name of the activities
Sensitivity towards social issues	
Desire for social Improvement	
Respect for Law	
Respect for Public Property	
Interaction with community/society	

39. Enlist the co-curricular /co-scholastic activities that your school provides to the IX class students

Course	Duration Weekly	Name of Activities Conducted	“√” if Separate teacher is teaching	“√” if it is a club
First aid				
Shramdaan				
Gardening				
NCC/NSS				
Yoga				
Gymnastics				
Basket ball				
Football				
Volley ball				
Badminton				
Table tennis				
swimming				
Any other				

40. Write the activities conducted for enhancing the following skills (during this academic year)

Skills	Name of the Activities
Scientific skills	
Aesthetic skills	
Literary skills	
Creative skills	

41. How is the assessment for the following skills conducted in your school? (for this year)

Skill	Assessment
Scientific skills	
Aesthetic skills	
Literary skills	
Creative skills	

42. What should be added to make the teacher's manual more resourceful for conducting CCE?

43. Do you think the objectives of CCE are fulfilled by the Curriculum provided by CBSE? Yes/No

If No, what are your suggestions regarding the curricular aspects to fulfill the objectives of CCE?

44. What are the other resources that should be provided by CBSE to make the CCE achieve its objectives in a better way?

45. What is your opinion about CCE with respect to its advantages and disadvantages to the students?

Advantages :

Disadvantages:

46. What is your opinion about CCE with respect to its advantages and disadvantages to the teachers?

47. Which aspects of CCE scheme do you feel are worthy and can improve the school system?

What do you suggest for improving the functioning of CCE scheme in terms of teacher training & CCE activities (Scholastic, co-scholastic and Co-Curricular activities)?

48. What are the challenges that you face with respect to administration, co-scholastic assessment, curricular and co-curricular aspects, documentation and

teacher training while implementing CCE?

Administrative Problems	Problems Related to Co-Scholastic Assessment
Problems Related to Curricular Aspects	Problems Related to Documentation
Problems Related to Co-Curricular Aspects	Problems Related to Teacher Training

APPENDIX III

Student Interview Schedule

1. What is the pattern of FA1, FA2 and FA3 in your school?

- i. One activity + one written test
 - ii. One individual activity+ one group activity + one pen paper test
 - iii. One group activity + one pen paper test
 - iv. Only one pen paper test
 - v. More than one pen paper test
 - vi. Anyother
-

2. How much is the weightage (marks) of the FA pen paper test?

3. If FA1 assessment was done based on assignments/ projects/individual activity/ group activity, which were those activities?

4. Were the parameters/criteria/rubric on which you'll be assessed told to you?
Yes/No

If Yes, can you give the name of the parameters for one of the activities mentioned above

5. How was the FA2 assessment conducted? (✓ wherever required)

- i. Written test
 - ii. Activities / assignment/ project etc...
 - iii. Both
-

6. Which were the activities that were conducted for FA in all the subjects? (last academic year/ his year) If the grades for the FA activities were given based on criteria then write them in the third column, if not then leave it blank

Subjects	Name of the activity /assignment / project (given for FA2 and FA3)	Parameters/criteria of assessment	Time given to complete the task
Mathematics			
Science			
Social Science			
English			
Hindi			
Any other			

7. Were the grades given for the above activities immediately? Yes/No
If No, When were they given?

8. How are you taught different subjects most of the times? (✓ wherever applicable, if possible rate them as 1, 2, 3..)

Subjects	Methods of teaching	Any other methods used please write	If these activities were evaluated (What were the criteria of evaluation?)
Mathematics	Problem solving Activities Discussion Puzzles Paper cutting and folding		
Science	Demonstration of experiments Discussions Debates Reading the text books Allowing you to perform the experiments		
Social Science	Role play Discussion Debates Quiz Teachers read the textbook and explain		
English	Role play Street play Discussion Teacher reads the text and explains Story telling		

Hindi	Role play Street play Discussion Teacher reads the text and explains Story telling		
Any other			

9. Which subjects you like to learn in the school? Why you like to study that/those subject/s in the school?

10. Which were the competitions held last year in your school?

11. Do you have clubs in the school? Yes/ No

If Yes, Which clubs are there in your school?

12. How is the club selected by the students? (✓ wherever applicable)

- Teachers assign the club to the students

- Students are given a list of clubs and they can select according to their wish
- There is a shuffling of students into different clubs after one semester
- Any other, please specify_____

13. Which were the activities conducted in the clubs that you chose?

14. Were the club activities assessed? Yes /No

If yes, what were the criteria of assessment for those activities?

15. Are your notebooks checked by the subject teachers? Yes /No

If Yes, (✓ wherever applicable)

- i. Teachers write comment for your incomplete work
- ii. Teachers write comments to improve you
- iii. If notebooks are incomplete the parents are called to inform.
- iv. You are given enough time / extra time to complete the note books
- v. You are asked to complete your notebooks when you are having zero period or free period.
- vi. Any other
specify_____

16. Do your teachers show you your exam papers once they are corrected? Yes /No

If Yes, (✓ wherever applicable)

- i. Teachers write comments for your improvement in the answer sheets
- ii. Teachers discuss the common mistakes in front of the class
- iii. Teachers call the students scoring less to separately and explain them their mistakes
- iv. The papers are sent home for the parents to see
- v. The papers are shown to the parents during the PTM.

vi. Any other, please specify

17. If you are unable to understand a topic in a subject what do you do ?(✓ wherever applicable) (Rate it as 1,2,3.... if you feel to do so)

- a. Take permission from your subject teacher to learn from her in the free period
- b. Learn it in the tuitions
- c. Ask your friend to help you
- d. Any other , specify _____

18. If a student is a low scorer in a subject? (✓ wherever applicable) (Rate it as 1,2,3....if you feel to do so)

- a. Teachers ask him/her to stay back after school to teach him/her
- b. Conduct some special class for such students
- c. Tell him/her to how to improve in the subject
- d. They are not taught again/ or their difficulties are not solved but they are given a chance to improve by taking re-test only.
- e. Any other please specify

19. What did you do in your life skill classes last year?

20. Do you have work experience period, life skills period in every week? Yes /No

If Yes, how many periods _____

If No, when do you have life skills period and work experience period.

21. What did you do in your life skill class last year?

22. Are you graded on the life skill activities? Yes /No

If yes, are the grades told to you after every activity? Yes /No

23. Are the work experience activities graded? Yes /No

If yes, are the grades told to you after every activity? Yes /No

24. Which system of studies do you like ((√ any one)

- i. Annual system
- ii. Semester system
- iii. Semester system with FAs and SAs
- iv. Annual system with FAs and SAs

Please express why you like the above selected option?

25. Do you have NCC/NSS? Yes /No

If yes, (√ wherever applicable)

- i. Once in a week
- ii. Once in a fortnight
- iii. Once in a month
- iv. Any other , please specify_____

26. Which are the games taught in the school?

- i. Football
- ii. Basket ball
- iii. Volley ball
- iv. Cricket
- v. Table tennis
- vi. Lawn tennis
- vii. Chess

viii. Any other, please specify _____

27. Do you have separate teacher for teaching each game? Yes /No

If yes, which teacher teaches what? (feedback given to students)

28. Teachers take you to which laboratories?

29. Are you allowed to perform individually? Yes /No

If yes, what have you performed in different labs?

30. Are you graded for your lab work? Yes /No

If Yes, what was the grade of the lab tasks you performed? (feedback given to students)

31. What were the activities organised for social awareness/ community participation by the school? (Write about the activity in which your class participated either this year or last year)

32. Were those activity/ies considered for grading? Yes/ No

If Yes, for which FA it was considered and what were the parameters/criteria on which you were assessed?

APPENDIX IV

Parent's Interview Schedule

1. Did the school give orientation about CCE? Yes/No

Does it give every year? Yes/No

If Yes, what are the components/ aspect of this orientation/s?

2. How is your child's progress communicated to you? Are only the marks and academics communicated or the co-scholastics also communicated?

3. Are you allowed to meet the teacher/ co-ordinator without prior appointment

Yes/No

When do the PTM take place?

4. Are the FA written test papers shown to you? Yes/No

5. How much time is given to the students to complete their assignments and projects usually?

6. When the students notebooks and answer papers are checked are the comments for improvement written in it? Yes/No

7. If your child has some difficulty in understanding a topic or he/she is weak in a subject how is it taken care by the school?

8. Are all the projects and assignments given to be done at home? YES/NO

What type of projects / assignments you have seen your child do at home?

9. Did your child ever require your help in completion of some research assignment or investigative projects ? Yes/No

If Yes, which were they?

10. Which are the competitions that you child participated during the last academic year?

11. Does the school send the students for some community participation programs/ social awareness programs? Yes/No

If Yes which were they?

12. Do you think the parameters/ criteria written for you in the report card is true about your child? Yes/No

13. Do you think CCE scheme of Evaluation has improved the child's learning? Yes/No

If Yes how?

If No Why/How?

10. CCE plan shows learning without burden for the children. Has the burden reduced? Yes/No

If Yes, How?

If No, How?

11. One of the objectives of CCE is to enhance life skills, attitudes and values. Do you really think the life skills \ attitudes and values enhanced? Yes/No

If Yes, how?

If No, Why/How?

12. Is the CCE system advantageous to the students? Yes/ No

If Yes, How /Why?

If No, Why?

13 Are you a part of PTA in the school? What are its functions?

APPENDIX_V

Self Assessment - Tool A (First Draft)

Name of the School:

Date

Class:

Div:

Name of the Student:

Instructions:

The following statements describe how you might think about certain things in your daily life. Put V that corresponds to how often you have done what is described in the last 30 days. For example, if you V "always" for a statement that means you regularly do what is described in the statement.

There are 107 items. Please do not take more than 5 seconds for giving one response

For each statement there are five responses **Never "N"** , **Rarely "R"** , **Sometimes "S"** , **Often "O"** and **Always "A"**. Give one response for each of the statements.

Sr. No	Statements	N	R	S	O	A
1.	I think of possible results before I take action.					
2.	I get ideas from other people when having a task to do.					
3.	I develop my ideas by gathering information.					
4.	When facing a problem, I identify options.					
5.	I can easily express my thoughts on a problem.					
6.	I am able to give reasons for my opinions.					
7.	It is important for me to get information to support my opinions.					
8.	I usually have more than one source of information before making a decision.					
9.	I plan from which sources to get information on a topic					
10.	I know how to get information on a topic.					
11.	I put my ideas in order by importance.					

12	I take my decision on the basis of the information I got.					
13	I listen to the ideas of others even if I disagree with them					
14	I compare ideas when thinking about a topic					
15	I keep my mind open to different ideas when planning to make a decision					
16	I am aware that sometimes there are no right or wrong answers to a question					
17	I develop a list to help me think about an issue					
18	I can easily tell what i did was right or wrong					
19	I am able to tell the best way of handling a problem.					
20	I make sure that I use correct information					

Sr. no	Statements	N	R	S	O	A
	When I Have a Decision to make ...					
1.	I easily identify my problem.					
2.	I think about the problem before I take action.					
3.	I look for information to help me understand the problem.					
4.	I ask others to help me identify my problem.					
5.	I think about ways of dealing with my problem.					
6.	I think before making a choice.					
7.	I discuss choices with my friends before making a decision.					
8.	I discuss choices with my parents before making a decision					
9.	I look for positive points of selected choices.					
10.	I look for negative points of selected choices.					
11.	I consider the risks of a choice before making a decision					

12	I consider the benefits of a choice before making a decision.					
13	I make decisions based on what my parents tell me.					
14	I make a decision by thinking about all the information I have about the different choices.					
15	I prioritize my choices before making a decision.					
16	I think about the past choices/decisions Before making a new decision .					
17	If I experience negative consequences, I change taiy decision the next time					
18	Decision making is easy for me.					

Sr. No	Statements	N	R	S	O	A
	When I have a problem					
1.	I first figure out exactly the problem is.					
2.	I try to get all the facts before trying to solve a problem					
3.	When I have a problem, I look at what is and what should be					
4.	I look ahead and try to prevent problems before they happen ^					
5.	When faced with a problem, I wait to see if it will go away					
6.	I look at a problem from many different viewpoints (my own, my friends', my parents', etc.)					
8.	When faced with a problem, I try to determine what caused it					
9.	While solving a problem, I apply the first idea that comes to my mind.					

10.	I look at the likely results for each possible solution					
11	When I have a problem, I do what I have done in the past to solve it.					
12	I try to look at the long term results of each possible solution					
13	When comparing solutions, I look how each solution will affect the people involved.					
14	When I am solving a problem, I choose the easiest solution					
15	I compare each possible solution with the others to find the best one to solve my problem.					
16	After putting my solution into action, I forget about it.					
17	After choosing a solution, I put it into action.					
18	I tend to doubt my decision after it has been made.					
19	If my solution is not working, I will try another solution					
20	Once I carry out a solution, I never look back.					
21	When a solution is not working, I try to figure out what is wrong.					
22	Once I have solved a problem, I step back to see how my solution is working.					

Sr. No	Statements	N	R	S	O	A
1.	I use my tone of voice to emphasize what I am trying to say					
2.	I don't hear everything a person is saying because I am thinking about what I want to say					

3.	When talking to someone, I try to maintain eye contact					
4.	My body language supports what I am trying to say.					
5.	I interrupt other people to say what I want to say before I forget it					
6.	I recognize when two people are trying to say the same thing but in different ways .					
7.	I observe people's body language to understand what they are trying to say.					
8.	I recognize when a person is listening to me, but not understanding what I am saying.					
9.	When my friend is in trouble, I speak about my own experiences in a similar condition.					
10.	When I am listening to someone , I try to understand what they are feeling					
11.	I try to look at a situation/problem from other person's point of view.					
12	I change the way I talk to someone based on my relationship with them(i.e. friend, parent, teacher etc)					
13	I try to respond to what someone is saying, rather than just reacting to their tone of voice.					
14	To help a person understand me, I change the way I speak based on how the other person is talking to me.					
15	I use my hands to illustrate what I am trying to say.					
16	I organise thoughts in my head before speaking					
17	I use body language to help reinforce what i want to say					
18	I make sure I understand what another person is saying before I respond					

19	I rephrase what another person said, to make sure that I understood them.					
20	When someone gets anxious/excited, I change my tone of voice to help calm them down					
21	I find ways to redirect the conversation when people talk continuously.					

Sr. No	Statements	N	R	S	O	A
1	I make friends easily					
2	I easily mingle with people irrespective of their difference of opinion with my view points.					
3	If my friends or parents don't agree to what I say, I try to explain to them without getting angry.					
4	I feel stressed while interacting with people who possess opposite view points to my opinions					
5	I know which habits of mine will help me to become a good student.					
6	I avoid the situations which will make me feel disturbed.					
7	I know my qualities, which helps me to improve myself					
8	If I get poor results , I own the responsibility.					
9	I put positive impression of myself on others.					
10	I try to show what really I am to others, rather than being a hypocrite					
11	I am aware when others are angry because of my behavior or habits					
12	I try to do things that make me happy					
13	I fear while attempting for tests, presentations,					

	etc					
14	I fear talking to my parents					
15	I am afraid of talking to my teachers.					
16	Showing my skills or talents gives me a sense of pride					
17	I understand my weakness in the academic subjects					
18	I understand my weakness in the co-curricular activities					
19	I know the subject in which I can perform well					
20	I know in which co-curricular activities, I can perform well					
21	My study habits and playing habits motivate others to do the same					
22	I encourage others to perform better in the co-curricular activities.					
23	I do my work even if my parents and teachers don't ask me to do so					
24	I like to be appreciated by others for good quality of work done by me					
25	I work hard with full concentration to get good grades					
26	If I give some idea, most of my friends like it.					

APPENDIX VI

Self Assessment - Tool A

Name of the School:

Date

Class:

Div:

Name of the Student:

Instructions:

The following statements describe how you might think about certain things in your daily life. Put \surd that corresponds to how often you have done what is described in the last 30 days. For example, if you \surd "always" for a statement that means you regularly do what is described in the statement.

There are 85 items take not more than 10 seconds for giving one response

For each statement there are five responses **Never "N"**, **Rarely "R"**, **Sometimes "S"**, **Often "O"** and **Always "A"**. Give one response for each of the statements.

Sr No	Statements	N	R	S	O	A
1.	I think of possible results before I take action.					
2.	I get ideas from other people when having a task to do.					
3.	I develop my ideas by gathering information.					
4.	When faced with a problem, I identify various options to solve it.					
5.	I can easily express my thoughts on a problem.					
6.	When I give my opinion/suggestion, I have reason for it					
7.	It is important for me to get information to support my opinions.					
8.	I look for many sources of information before making a decision.					
9.	I know how to get information on a topic.					
10	I take my decision on the basis of the					

	information I got.					
11	I listen to the ideas of others even if I disagree with them					
12	I compare ideas when thinking about a topic					
13	I consider different ideas while making a decision.					
14	I develop a list to help me think about an issue					
15	I can easily tell what i did was right or wrong					
16	I am able to tell the best way of handling a problem.					
17	I make sure that I use correct information while solving a problem or making a decision					
When I have a Decision to Make ...						
18	I easily identify my problem.					
19	I think about the problem before I take action.					
20	I look for information to help me understand the problem.					
21	I ask others to help me identify my problem.					
22	I think about ways of dealing with my problem.					
23	I discuss with my friends, about different options I have before making a decision.					
24	I discuss choices with my parents before making a decision					
25	I look at the positive points of the option/s selected by me while making a decision.					
26	I look for negative points of the option/s selected by me while making a decision.					
27	I make decisions based on what my parents tell me.					
28	I prioritize my choices before making a decision.					
29	I think about the past choices/decisions before making a new decision.					

30	If I get a negative result due to my decision, I change my decision the next time					
31	Decision making is easy for me.					
When I have a problem						
32	I find out the exact problem					
33	I look at all the details of the problem before solving it.					
34	I look ahead and try to prevent problems before they happen					
35	When faced with a problem, I wait to see if it will go away					
36	I look at a problem from many different viewpoints (my own, my friends', my parents', etc.)					
37	When faced with a problem, I try to determine what caused it					
38	While solving a problem, I apply the first idea that comes to my mind.					
39	When I have a problem, I do what I have done in the past to solve it.					
40	I try to look at the long term results of each possible solution					
41	When I am solving a problem, I choose the easiest solution					
42	I compare each possible solution with the others to find the best one to solve my problem.					
43	After putting my solution into action, I forget about it.					
44	After choosing a solution, I put it into action.					
45	I tend to doubt my decision after it has been made.					
46	If my solution is not working, I will try					

	another solution					
47	Once I carry out a solution, I never look back.					
48	When a solution is not working, I try to figure out what is wrong.					
49	My tone of voice gives emphasis to what I want to say					
50	I don't hear everything a person is saying because I am thinking about what I want to say					
51	When talking to someone, I try to maintain eye contact					
52	My body language supports what I am trying to say.					
53	I interrupt other people while they are speaking to say what I want to say.					
54	I recognize when two people are trying to say the same thing but in different ways.					
55	I observe people's body language to understand what they are trying to say.					
56	I make out when a person is listening to me, but not understanding what I am saying.					
57	I understand others feelings when I am listening to them					
58	I look at a problem from other person's point of view, while they are describing the problem					
59	I change the way I talk to someone based on my relationship with them (i.e. friend, parent, teacher etc)					
60	I try to respond to what someone is saying, rather than just reacting to their tone of voice.					
61	To help a person understand me, I change the way I speak based on how the other person is talking to me.					
62	I organize thoughts in my mind before speaking.					

63	I make sure I understand what another person is saying before I respond					
64	I rephrase what another person said, to make sure that I understood them.					
65	I redirect when the conversation is diverted.					
66	I mix with others even if, our thoughts/ideas are different.					
67	I get angry if my parents/friends do not understand my thought/ideas					
68	I know which habits of mine will help me to become a good student.					
69	I avoid the situations which may disturb me.					
70	I know my qualities, which helps me to improve myself					
71	If I get poor results, I own the responsibility.					
72	I try to show what really I am to others, rather than being a hypocrite					
73	I am aware when others are angry because of my behavior or habits					
74	I fear while attempting for tests, presentations, etc					
75	I fear talking to my parents about my wishes/ideas/thoughts.					
76	I am afraid of talking to my teachers.					
77	I feel proud to show my talents and skills					
78	I understand in which subjects I have to work hard to get a good grade					
79	I know I which co-curricular activities, I can perform well.					
80	My study habits and playing habits motivate others to do the same					
81	I encourage others to perform better in the co-					

	curricular activities.					
82	I do my work even if my parents and teachers don't ask me to do so					
83	I like to be appreciated by others for good quality of work done by me					
84	I work hard with full concentration to get good grades					
85	If I give some idea, most of my friends like it.					

APPENDIX_VII

Self Assessment - Tool B

Name of the school:

Date

Class:

Div:

Name of the Student:

Instructions:

The following statements describe how you might think about certain things in your daily life. Put \surd that corresponds to how often you have done what is described in the last 30 days. For example, if you \surd "always" for a statement that means you regularly do what is described in the statement.

There are 68 items take not more than 10 seconds for giving one response.

For each statement there are five responses **Never "N"**, **Rarely "R"**, **Sometimes "S"**, **Often "O"** and **Always "A"**. Give one response for each of the statements.

Sr. No	Statements	N	R	S	O	A
1	I believe I am good at imagining things being spoken and written					
2	I like to participate in extempore speaking.					
3	My ideas are realistic and can be implemented					
4	I find solutions for the problems spontaneously.					
5	I positively think about the different situations that come in my life.					
6	I participate in the competitive activities even if I know that I may not perform well					
7	I take risk only after thinking whether it is worth taking the risk or not					
8	I put efforts to fulfill my challenges					
9	I try to do new things in life.					
10	I do challenging activities just to prove to my friends that I can take up challenges.					

11	I like to take my decisions on my own, without the interference of my elders.					
12	I am ready to select a career which may be risky.					
13	I don't hesitate to take challenges in my life.					
14	I like to work with only like minded people					
15	I intentionally hide my feelings					
16	I feel the need to keep secrets from people who are close to					
17	I avoid asking people for help					
18	When there is a misunderstanding between me and my friends, I don't compromise.					
19	When there is an argument between me and my friends I repeatedly explain why I am right.					
20	If someone gives me comments or advice that I don't like, I do not accept it.					
21	I ask other people to tell me about their feelings and their Experiences with me					
22	Close relationships are important to me.					
23	To avoid misunderstanding /fight, I try to do what the other person wants me to do.					
24	I stay away from fights/quarrels under all circumstances					
25	I express my feelings at proper time and place					
26	People say that I talk too much about my feelings.					
27	The manner in which I express my feelings irritates other people.					
28	I feel bad for the people who are suffering					
29	I don't like to take advantage of others for my selfish					
30	I feel to do something for those affected by natural					
31	I empathize with friends or family members when they					
32	I think how bad my friend would feel if I speak in an insulting way to him/her.					
33	I am very careful, that I don't hurt others with my behavior.					

34	I feel bad when others are unhappy.					
35	I try to be with my friend when he/she is sad.					
36	I talk in a friendly manner with my classmates, when they are sad/disturbed					
37	If my teacher scolds a weak student, I feel sorry for him					
38	I am able to share joys and pains of people around me					
39	I am able to perceive other people's moods quickly					
40	I feel very happy when a dear person is successful					
41	I feel comfortable when I talk about my feelings to someone else.					
42	I look at something beautiful when I am feeling sad or					
43	When I am in a problem, I eat something I like to get					
44	I listen to songs or music when I am not happy.					
45	I try to smile when I am sad.					
46	I imagine something good to get relaxed, when I am disappointed and disturbed					
47	I start thinking about the good qualities of mine to overcome the negative feelings in my mind					
48	I do exercise or play some game to overcome the negative feelings that rise in my mind.					
49	I take adequate sleep to awake fresh next morning to overcome negative thoughts					
50	When I cannot help a friend I say no in a manner that he/she doesn't feel bad.					
51	I talk in a requesting manner when I have to fulfill my					
52	If I have to say 'No' to my elders, I say in a good tone so that they don't feel bad.					
53	I find something positive in what is happening					
54	I am ready to solve any problem even if I am					
55	When I am hurt I neglect my studies and other activities.					

56	I would like to change certain bad personal qualities of mine.					
57	I feel mentally tired by doing the different tasks at school					
58	I feel the people around me are demanding too much from					
59	I keep trying different ways to remove the stress.					
60	I hurt somebody or some object to feel better when I'm					
61	I put the blame on others for my stress					
62	When I am stressed I stay away from people to feel better					
63	I cry alone to feel better when I am stressed					
64	When I am stressed I pretend that there is no problem					
65	I like to talk to someone in order to feel better when I am stressed					
66	When I am in tension, I involve myself in some leisure					
67	I go to someone and seek help to resolve the reasons for					
68	I say sorry to others if some misunderstanding/ fight is caused because of me.					

APPENDIX_VIII

Self Assessment - Tool C

Name of the school:

Date

Class:

Div:

Name of the Student:

Instructions

The following statements describe how you might think about certain things in your daily life. Put \surd that corresponds to how often you have done, what is described in the last 30 days. For example, if you \surd "Strongly Agree" for a statement that means you always do what is described in the statement.

There are 60 items which may take not more than 10 seconds for giving one response

For each statement there are five responses **Strongly Disagree "SD"**, **Disagree "D"**, **Undecided "U"**, **Agree "A"** and **Strongly Agree "SA"**. Give one response for each of the statements.

Respond to these statements keeping in mind the teachers who teach you different subjects. Give responses based on the behaviour of most of the teachers who teach you, do not respond by thinking about one teacher.

Sr No.	Statements	SD	D	U	A	SA
1.	My school is a safe place where I don't get punishments and beatings for my mistakes but I am explained how to improve.					
2.	My school has an interesting syllabus.					
3.	I like the co-curricular activities organised by my school.					
4.	I am comfortable with my school discipline.					

5.	In my school, teachers respect students' ideas and thoughts.					
6.	At my school, teachers are democratic towards all students.					
7.	In my school, non-teaching staff respect what students have to say.					
8.	My school provides opportunities to show my creativity in the classroom.					
9.	I feel dislike for the school when scolded by someone in the school.					
10.	My school provides ample opportunities for learning outside the classroom through various activities.					
11.	I enjoy the picnics/fieldtrips arranged by the school.					
12.	I feel good when my teachers teach some concepts in the laboratory.					
13.	The library in my school helps me to get information whenever I want.					
14.	My teachers are committed to teach well					
15.	My teachers appreciate the individual qualities of the students rather than labelling them.					
16.	My teachers make all my classmates comfortable to ask them any type of questions.					
17.	Teachers give real life examples while teaching the subject.					
18.	I don't like the teachers who scold me for my mistakes in front of the class.					
19.	I like teachers who communicate and interact with me.					

20	My teachers give me positive feedback about my assignments.					
21	I like teachers who are impartial while giving grades.					
22	My class teacher knows my performance in other subjects also.					
23	I feel my teachers are well organized to manage all activities of school.					
24	My teachers teach without understanding the subject matter.					
25	My teachers communicates clearly to the class					
26	I like my teachers even if they do not praise me for my good academic performance.					
27	I do not like those teachers who do not check our assignments in time.					
28	I like the teachers who allow active participation of the students.					
29	I like to learn from the teachers who explain very well & do not allow the students to participate.					
30	My teachers discuss with us before giving any assignment or project.					
31	The topics that I am taught are interesting and challenging					
32	I like teachers who complete the syllabus fast.					
33	I feel my efforts can solve environmental problems.					
34	Environmental problems make the future of the world look miserable					

35	Environmental problems can be solved by making small changes in our way of living					
36	Environmental problems should be left to the environmentalists.					
37	Animals should have the same right to life as humans					
38	Almost all human activity is damaging for environment					
39	I think each of us can make a significant contribution to environmental protection					
40	There is no need to worry about the environmental problems.					
41	Innovations in Science and technology can solve environmental problems					
42	The natural resources should be utilised carefully so that it is protected.					
43	I feel going to school by cycle helps in reducing the air pollution.					
44	I think planting new saplings will help in solving some of the environmental problems					
45	I like classmates, who care for me.					
46	I would like to be friendly with classmates who are good at studies, rather than being jealous of them.					
47	I appreciate classmates who are more creative than me in my class					
48	I like to discuss content points with dull classmates in my class, rather than avoiding them.					

49	My classmates are good at doing the work allotted by the teacher.					
50	I appreciate the classmate who thinks positively for others in the class.					
51	I like the classmate who asks more doubts /questions to the teacher while teaching.					
52	I like my classmates because they are calm and quiet during the lessons.					
53	I don't like the classmate, for whom the teacher gives more attention.					
54	I like to help the students who are not good at studies or any other activity in which I am good at.					
55	I don't like if my friend gets better grade than me.					
56	In our class we help each other in learning difficult subjects.					
57	I don't like to talk much with my classmates.					
58	I like to play games, which are played in groups					
59	I congratulate my classmate if they win in some competition.					
60	If my friends are not ready to participate in co-curricular activities I encourage him/her					

APPENDIX IX

Self Assessment - Tool D

Name of the School:

Date

Class:

Div:

Name of the Student:

Instructions: The following statements describe how you might think about certain things in your daily life. Put \surd that corresponds to how often you have done what is described in the last 30 days. For example, if you \surd "always" for a statement that means you regularly do what is described *m* the statement.

For each statement there are five responses **Never "N"**, **Rarely "R"**, **Sometimes "S"**, **Often "O"** and **Always "A"**. Give one response for each of the statements.

	Statements	N	R	S	O	A
1	I easily agree to play what my friends decide to play					
2	I try to study the way my friend is studying					
3	I don't like to go against my friend's decision					
4	If my classmate is good at drawing I also feel to learn to draw like him/her.					
5	I would like to sing/ play musical instruments like my classmates do.					
6	I want to dance like my friends who are good at it.					
7	Some of my friends are good at giving answers in an organized way I would also like to do the same.					
8	My friends complete their assignments in time, I would also like to follow them.					

Sr. No	Statements	N	R	S	O	A
1	I listen to others when they speak.					
2	I readily take the responsibilities for others					
3	I like to obey a person with good values.					
4	I fulfill my promise.					

5	I treat everyone the same whether I like them or not.					
6	I take the responsibility for my own action.					
7	I help other people.					
8	I listen clearly to everything a person is saying.					
9	I take risk to accomplish a goal.					
10	Failure stops me from trying new things.					
11	I am open to modify my old ideas					
12	I am willing to consider new ways of doing things					
13	I am confident about my ability to lead.					
14	I achieve anything I set out to do					
15	I know how to plan to complete a task(group activity, project, assignment, etc)					
16	I solve the quarrel/fight between friends or classmates					
17	I feel comfortable talking in front of groups.					

Sr. No	Statements	N	R	S	O	A
1	I actively participate in the celebration of different religious festivals at school.					
2	I accept dressing style of other religion/regions.					
3	I feel mixing of people from different cultures makes the cultures rich.					
4	I like only my cultural beliefs and customs.					
5	I believe that only my religious faiths are correct.					
6	I feel difficult to make a good opinion about other religions.					
7	I do not like people who follow other religions.					
8	I feel to discuss my beliefs and opinions about other cultures and religions					
9	I appreciate my friends who have better abilities than me to study and participate in the cultural and sports activities.					

10	In a group I listen to others opinions and beliefs and then express my views					
11	I accept the opinions of my classmates, other than my friends, if they are correct					
12	I like to listen to new ideas and opinions even if it is spoken by a classmate or teacher whom I dislike.					
13	I like to participate in group activities even if the group mates are unknown to me.					
14	Celebration of the festivals of my religion is fun giving than celebrating festivals of other religion					

Sr. No	Statements	N	R	S	O	A
1	I like to participate in NCC/NSS activities in the camps.					
2	I follow the traffic rules strictly.					
3	I like to contribute my pocket money for some good social cause					
4	I like to go out for a field trip where I can help the people in the society					
5	I maintain the cleanliness of the public parks whenever I visit them.					
6	I like to help orphan children.					
7	I like to keep the my surroundings clean.					
8	I play loud music at my home.					
9	I scream while playing a game on the street.					

Sr. No	Statements	N	R	S	O	A
1	I plan and use my time efficiently by making a time table for my daily activities.					
2	I utilize the free time available to complete my tasks.					
3	If I plan to study and I am not able to study due to some					

	reason, next day I study for extra time.					
4	I concentrate completely in the class while the teacher is explaining, so that I don't spend extra time understanding the same thing.					
5	I utilize my free time in doing something useful rather than chatting, watching non-educative television programs.					
6	I keep my bag ready previous day so that I don't get late school.					
7	I have a fixed time schedule to watch the television programs					
8	I complete my notebooks in time so that I don't get tensed when the teacher asks for them.					
9	I face scarcity of time for completing the assignments and homework of all the subjects.					

Sr. No	Statements	N	R	S	O	A
1	I spend maximum time at home reading different school subjects.					
2	I spend majority of my time in some sports activity at home and in school					
3	I feel co-curricular activities are equally important as studying academic subjects.					
4	I enjoy while performing cultural activities(folk dance, music, dancing)					
5	I like to perform the laboratory experiments					
6	I like to participate in club activities.					
7	I follow rules and regulation of the school.					
8	Remaining present in school is important to me.					
9	I attend school assembly/prayer session daily.					
10	Working for a project/assignment in any subject, makes me feel enthusiastic					

11	I show more interest in co-curricular activities than in academic subjects					
12	I carefully use the school property(books, benches, lab materials, playing materials)					

Sr. No	Statements	N	R	S	O	A
1	I feel there is nothing that I can do well					
2	I am not comfortable to speak my opinion in front of a group.					
3	I am worried about what other people think about me					
4	I have a pleasing physical appearance.					
5	I think I am a worthless individual					
6	I sincerely complete all my assignments and school tasks					
7	If I have to get good grades, I have to study hard.					
8	When the teacher criticizes me I feel bad.					
9	I am worried whether people will enjoy my company or not.					
10	I am confident while speaking in front of the class					
11	I feel shy to express my ideas or thoughts in the class					
12	I feel many good qualities.					
13	I perform well in co-curricular activities (singing/dance, etc)					
14	I feel confident about my abilities in studies(learning, explaining, writing, etc)					
15	I am confident about my performance in sports					
16	I am confident about my participation in co-curricular activities					
17	I am worried about my failure in a task					
18	I think that I have less capability to score good grades than my classmates.					

19	I feel that I have number of good qualities.					
----	--	--	--	--	--	--

Sr. No	Statements	N	R	S	O	A
1	I go to meet others at their convenient time or when they are free.					
2	I avoid hurting others by saying about their language, religion, caste, etc..					
3	I use "please" while requesting someone to do something for me.					
4	While solving a problem I take suggestion from all the group members.					
5	When talking with guests at home I keep the television on.					
6	I make an effort to make sure that other people are not embarrassed.					
7	I inform others about the inconvenience due to which I could not attend them					
8	When I participate in a conversation, I neither dominate nor avoid the interaction.					
9	I give the speaker cues to show that I'm listening and interested.					
10	I introduce people to the group if they are new to the group					
11	I avoid using terms unpleasant words while talking to others.					
12	I interrupt the speaker immediately, when I have points to say.					
13	I prefer to say 'excuse me,' rather than pushing someone to make my way in a crowd.					
14	I say 'thank you' when someone does a favour to me.					
15	I give respect to the elders by greeting (say good morning/ good afternoon, etc.) them.					

16	I take permission before taking the things from others.					
17	To express my thoughts I wait for my turn to come during a discussion.					

Sr. No	Statements	N	R	S	O	A
1	I interact equally with boys and girls during a group work.					
2	If student leader of opposite gender asks me to follow the rules of school, I feel bad.					
3	I appreciate the achievement of the friends of opposite gender equally as I do for the friends of my own gender					
4	I am cooperative in the classroom to both my male and female friends					
5	If I am asked to learn something from a friend of opposite gender, I feel discomfort.					
6	I believe that boys and girls have equal potential and should be respected equally in the society					
7	I hesitate to take help from a friend of opposite gender					
8	I feel that the peers of opposite gender are less intelligent compared to my own gender.					
9	I believe that there are many things that we have to learn from friends of opposite gender.					
10	I am happy when the teacher or principal scolds a classmate of opposite gender.					
11	I become conscious, when I have to speak or perform in front of students of opposite gender.					

Sr. No	Statements	N	R	S	O	A
1	I believe it is not wrong to copy one or two answers to get good grades in exams					
2	I allow my friend to pass by allowing them to copy few					

	answers from my answer paper.					
3	I give reasons for not completing the assignments in time.					
4	I copy an answer from others if it is a difficult one.					
5	If I get an opportunity to copy in an exam, I don't do it.					
6	I accept my mistake when caught doing something wrong.					
7	I explain the reason for my mistake after accepting it.					
8	I share other people's secrets easily.					
9	I commit to do things easily when my friends tell me to do.					
10	I think it is not wrong to take away something from my friends bag, if it is of my use					
11	I don't want to spoil my relation with friends, so I follow them even if they are wrong.					

Appendix XII- FA Test Papers

FORMATIVE ASSESSMENT I CLASS IX 2014-2015
 Name Saloni Class IX Division C Roll no _____

Q.1. "Workers of my homeland! I have faith in Chile and its future.....It will be a moral lesson to castigate felony, Cowardice and Treason" Who said this?
 a. General Augusto Pinochet b. General Alberto Baschelet
 c. Salvador Allende d. Michelle Baschelet

Q.2. When did the Military coup take place in Chile?
 a. 12th September 1973 b. 11th September 1973
 c. 12th September 1974 d. None of these

Q.3. When did Ghana become independent and from whom?
 a. 1956, Dutch b. 1957, France c. 1957, Britain d. 1958, Germany

Q.4. which organ of U.N is responsible for maintaining peace and security among the countries?
 a. General assembly b. Security Council
 c. International court of justice d. All of these

Q.5. Which party ruled Iraq since 1968?
 a. Baa'th Party b. Socialist Baa'th Party
 c. Arab Socialist Baa'th Party d. None of these

Q.6. Which of the African country was the first to gain independence in the 1950's?
 a. Ghana (gold coast) b. South Africa c. Both a & b d. Nigeria

Q.7. When was Democracy restored in Chile?
 a. 1988 b. 1981 c. 1957 d. 1973

Q.8. In which continent is Ghana situated?
 a. Latin America b. Africa c. North America d. Asia

Q.9. Universal Adult franchise was introduced in India in the year
 a. 1948 b. 1935 c. 1947 d. 1950

Q.10. Who was Lech Walesa?
 a. A freedom fighter b. A leader of Trade Union
 c. A great revolutionary d. A social reformer

Q.11. By 1900 which was the only country where every adult had voting rights?
 a. Argentina b. New Zealand c. Sri Lanka d. Japan

Q.12. Which country broke in 1991 and 15 independent countries emerged out of it?
 a. U.S.A b. U.A.E c. Soviet Union d. U.K

Q.13. Which country did Aung San Suu Kyi belonged to?
 a. Indonesia b. Sri Lanka c. Malaysia d. Myanmar

Q.14. Who was the founder leader of Socialist party in Chile?
 a. Allende b. Pinochet c. Baschelet d. Walesa

Q.15. During which period democracy expanded the most?
 a. in 18th century b. in 21st century c. in 19th century d. in 20th century

Q.16. Who was the first elected President of Poland?
 a. Jaruzelski b. Walesa c. Pinochet d. None of the above

Q.17. What is the new name of Burma?
 a. Poland b. Myanmar c. Ghana d. Cyclone

Q.18. Who imposed Martial Law in Poland in December 1981?
 a. Jaruzelski b. Walesa c. Pinochet d. Baschelet

Q.19. In which country was democracy replaced by military regime in 1960?
 a. Ghana b. Myanmar c. Poland d. Chile

Q.20. After independence, who became the first Prime Minister and then President of Ghana?
 a. Patric Lumamba b. Jana Kenyatta c. Sam Nujoma d. Kwame Nkrumah

FORMATIVE ASSESSMENT I CLASS IX 2014-2015
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Q.1. "Workers of my homeland! I have faith in Chile and its future.....It will be a moral lesson to castigate felony, Cowardice and Treason" Who said this?
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Std. IX
Date: 20/07/15

Mathematics
Set B

M.M.: 20
Time: 40 Min

1. Find the zeroes of the polynomial $f(x) = 5x - 3$. (1)
2. Check whether $(x+2)$ is a factor of $2x^3 + 6x^2 - 2x + 9$. (1)
3. Find the remainder when $f(x) = 9x^3 - 3x^2 + x - 5$ is divided by $g(x) = (x - \frac{2}{3})$. (2)
4. Factorise $y^3 - 2y^2 - y + 2$ by using factor theorem. (2)
5. Find the value of k if $(x - 1)$ is a factor of $4x^3 - 3x^2 - 4x + k$. (3)
6. Find the dimensions of a cuboid whose volume is $12ky^2 + 8ky - 20k$. (3)
7. If the polynomials $f(x) = px^3 + 4x^2 + 3x - 4$ and $g(x) = x^3 - 4x + p$ are divided by $(x - 3)$, then the remainder in each case is the same. Find the value of p . (4)
8. Find the other factors if $(2x + 3)$ is one of the factor of $4x^3 + 20x^2 + 33x + 18$. (4)

$$\frac{24x^3}{2x}$$

$$(2x)(x) + (2x)(10x) + (3)(18)$$

$$0x^2 + 20x + 18 +$$

$$(x+3)(2x^2 + 10x + 6)$$

CLASS: IX

NEW ERA SENIOR SECONDARY SCHOOL, NIZAMPURA

SUBJECT: SOCIAL SCIENCE
FORMATIVE ASSESSMENT 3

SET - A

DATE: 12/ 12/ 2014

Q .I. Answer the following questions.

- a. What is meant by elections? Why are elections needed in a democracy? (3 m)
- b. What are the details required from the candidates who wish to contest for elections? (3m)
- c. Describe the wide ranging powers of the election commission of India. (4 m)
- d. Why is the distribution of rainfall uneven in India? (4 m)
- e. Examine the interstate disparity in poverty seen in India. (3 m)
- f. Why do the coastal areas of Tamilnadu receive rainfall twice a year? (3 m)

3. a) Show that the line segment joining the mid-points of two sides of a triangle is parallel and half of the third side.
b) Draw the graph of $3 = 2x + y$. Find the points where the line represented by this equation cuts x -axis and y -axis.
4. If the point $(5, -3)$ lies on the graph of the equation $2x - my = 8$, find the value of m .

-----End-----

Q-3 Solve the followings:

(6 marks)

- (1) A vendor gets a profit in percentage equal to cost price of a flower pot, when he sells it for Rs.96, Find the cost price of flower pot and percentage of the profit.
- (2) The sides of the right angled triangle are consecutive positive integers find the Area of triangle.

Q-4 Solve the followings:

(6 marks)

- (1) For an A.P If $T_1=p, T_m=q, T_n=r$, Prove that $p(m-n) + q(n-l) + r(l-m) = 0$
- (2) Four numbers are in A.P and their sum is 72 and the largest of them is twice the smallest, find the four numbers in given A.P

Q-3 Solve the followings:

(6 marks)

- (3) A vendor gets a profit in percentage equal to cost price of a flower pot, when he sells it for Rs.96, Find the cost price of flower pot and percentage of the profit.
- (4) The sides of the right angled triangle are consecutive positive integers find the Area of triangle.

Q-4 Solve the followings:

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- (3) For an A.P If $T_1=p, T_m=q, T_n=r$, Prove that $p(m-n)+q(n-l)+r(l-m)=0$
- (4) Four numbers are in A.P and their sum is 72 and the largest of them is twice the smallest, find the four numbers in given A.P

2

3. a) Show that the line segment joining the mid-points of two sides of a triangle is parallel and half of the third side.
b) Draw the graph of $3 = 2x + y$. Find the points where the line represented by this equation cuts x -axis and y -axis.
4. If the point $(5, -3)$ lies on the graph of the equation $2x - my = 8$, find the value of m

-----End-----

Subject: Mathematics
Class: IX

M.M : 10
Time : 40 min

1. Fill in the blanks: (Rectangle, square, rhombus, parallelogram)

- a) If both pairs of opposite sides of a quadrilateral are equal, then it is necessarily a _____.
- b) If one angle of a parallelogram is a right angle, then it is necessarily a _____.
2. a) Two numbers are such that two times of one is same as five times of the other. Express this in the form of linear equation in two variables.
b) Give the equations of two lines passing through $(2, 5)$.
c) Express y in terms of x in the equation $2x - 3y = 12$.

Sub: Maths

CBSE-2014-15

Date :15/12/14

Q-1 Solve the followings:

(12 marks)

- (4) There are 15 conical heaps of the wheat, each of them having diameter 70 cm and height 24 cm. In the farm of Ramjibhai, to stock the wheat in a cylindrical container of the same radius, what should be its height?
- (5) A solid cylinder has T.S.A of 1386 cm^2 . Its C.S.A is one ninth of its T.S.A find the radius and height of cylinder
- (6) A vessel is composed of a cylinder with two conical ends on the both sides. The radius of the vessel is 4 cm and total height is 13cm. If each cone has height 3cm, find the volume of air contained in the vessel

Q-2 Solve the following Equations by the method of completing the square

(6 marks)

- (3) $X^2 + 6x + 7 = 0$
(4) $X^2 + (x+5)^2 = 625$

1

Appendix XIII-Lesson Plan

FA-2	SS
IX A	classmate Date: 9 Page: 9
ACTIVITY-02	
ACTIVITY:- Paragraph Writing (Geography)	
TOPIC:- Conservation of Natural Resources.	
MODE OF ACTIVITY:- Individual	
AIM:- To develop empathy towards environment, reasoning & analysing skills.	
OBJECTIVE:- Students will be able to understand the importance of Natural resources, will be able to develop empathy towards environment.	
TIME:- 30 Mins.	
MARKS:- 10	
DATE:- 23/6/15	
TYPE OF EVIDENCE:- Sheets.	

Name of the Lesson: Keeping It from Harold by P.G. Wodehouse

Class : IX

Time required : 8 periods

LEARNING OBJECTIVE

At the end of the chapter the students will be able to :-

- Students will be able to appreciate the qualities exhibited by Private Quelch and Corporal Turnbull.
- Answer factual evaluative and inferential question.
- Nothing is impossible if one is determined and diligent enough to achieve the same.
- Students will learn the disciplined way of life followed by the army personnel.

VALUE ENDORSED

Private Quelch was a dedicated, committed and focused man. He had set his heart on becoming an army officer and getting a stripe and he left no stone unturned to achieve his goal. He borrowed the training manuals and read it thoroughly, even staying up late at night to prepare himself for the classes to be held next day. He was very keen to acquaint himself with every aspect of army life and would badger his instructors with all sorts of questions till he got the answers.

INTRODUCTION

- The teacher will discuss the traits the army personnel possess.
- The qualities they would like to adopt like punctuality, sincerity and the hard work they do in their regular life despite harsh conditions.
- Further to the discussion the pupils will be asked about the special qualities observed in Private Quelch.

PRE READING TASK

- What are the traits of an army soldier that inspired you the most?
- How many of you would you like to join the Indian army?
- Discuss the qualities observed by pupils.

METHODOLOGY

Reading of lesson will commence in three ways:-

- Silent reading.

- Guided reading.
- Loud reading.

SILENT READING

- Initial five paragraphs will be read silently by each student. Care will be taken to guide the students not to use lip movement, pen pencil or finger movement. At the end of silent reading questions will be asked based on text read.

GUIDED READING

- In the second part teacher will put up the questions and answers of which the students will get only after reading that particular parts of the text.

LOUD READING

- Will be done towards the end of the lesson which will be followed by discussion of Questions and Answer for general understanding.
- Important words their meanings and phrases will be written on Black Board.
- Plot of the story and its development along the line will be discussed.

FINAL LEARNING OUTCOME

“The Man Who Knew Too Much” is a humorous story set in an army training camp. It highlights the attitude of one of the trainees at the camp. It highlights the attitude of one of the trainees at the camp, Private Quelch who has a habit of showing off his knowledge in an attempt to outshine the other trainees in his batch. Things come to a head when he meets Corporal Turnbull, a tough war veteran , who has to lecture them on the grenade. As usual Private Quelch starts off with his knowledge of grenades irritating the Corporal who asks him to take over the class. Finally he has to pay for his over enthusiasm by being sent to the cookhouse as punishment, much to the amusement and relief of his batch mates.

- They will understand the value of perseverance, endurance and confidence.

ACTIVITY (GROUP)

- Dramatization: The teacher will give the following instructions.
- Imagine the dialogues between and two privates when the professor was given the kitchen house duties.

CLASS/ HOME ASSIGNMENTS

- List down the traits of Private Quelch, explain them briefly.
- Find out the schedule of army cadets. And write it in the form of a paragraph.

PRACTICE PAPER

Collect students’ responses. The teaching will be deemed successful if the students respond successfully to the questions and in addition to it, if they are able to express themselves.

.....End.....

Unit Plan

Sub: Mathematics

Class : IX

Month: August

No. Of Periods: 8

Lesson: **Heron's Formula**

Topics to be covered:

- Introduction to areas of different figures.
- Area of a triangle – by Heron's Formula.
- Application of Heron's formula in finding area of quadrilaterals.
- Solve sums based on Heron's Formula.

Heads	Details
Specific Objectives	<ul style="list-style-type: none"> ➤ Students will be able to recollect the areas of different figures. ➤ Students will be able to understand the heron's formula. ➤ Students will be able to apply the heron's formula in finding area of quadrilaterals. ➤ Students will be able to solve sums based on heron's formula.
Teaching Methodology	➤ Interaction method
Project/ Activity	---
Content	Day 1 : <ul style="list-style-type: none"> ➤ Recalling areas of different figures. ➤ Area of a triangle --- by Heron's formula Examples to explain the above topics.
Class Work	
Content	Day 2: <ul style="list-style-type: none"> ➤ Area of a triangle – by Heron's formula. Examples to explain the above topics.
Class work	
Content	Day 3: <ul style="list-style-type: none"> ➤ Area of a triangle – by Heron's formula.
Class Work	Ex. 12.1 :- Q 1, 2, 3, 4
Home Work	Ex. 12.1:- Q 5, 6

Content	Day 4 :
Class Work	<ul style="list-style-type: none"> ➤ Applications of Heron's Formula in Finding Areas of Quadrilaterals. Examples to explain the above topics.
Content	Day 5:
Class Work	<ul style="list-style-type: none"> ➤ Applications of Heron's Formula in Finding Areas of Quadrilaterals. Ex.12.2 :- Q 1, 2, 3, 4
Home Work	Ex.12.2 :- Q 5, 6,
Content	Day 6:
Class Work	<ul style="list-style-type: none"> ➤ Continuation of the above topic. Ex. 12.2 :- Q 7, 8, 9
Home Work	Extra sums
Content	Day 7:
Content	Miscellaneous sums of higher order thinking skills.
Content	Day 8:
Content	Miscellaneous sums of higher order thinking skills.
Conclusion	Sums of different levels to be given
Formative Assessment	FA 1/3
Learning Outcomes	<ul style="list-style-type: none"> ➤ Students were able to apply the heron's formula in finding area of quadrilaterals. ➤ Students were able to solve sums based on heron's formula.
Reflection	

Signature of the HOD

Lesson	Chapter	Instructional Objective	Method,	Tools of assessment with specific questions	Parameters of assessment	Remediation
Literature	1. How I taught my grandmother to read 2. The Brook	To understand and appreciate the story & the poem	1. Reading 2.comprehension questions	1. Pen paper test 2. 3 sets of question paper attached	1. 1. How I taught my grandmother to read 4 X2 = 8 2.The Brook 2 X 2 = 4	Teacher will discuss the concepts
Grammar	1. Verb forms 2. Determiners	To develop the ability of students to choose the correct answer.	1. Work book		1. Edit omit – 5 m	
Writing	1. E – Mail 2. Diary entry	To develop organized writing skill	1. Class work 2. Home work		1. Diary entry – 4 Total – 20	
MCB : People	Group discussion -- news paper clippings- 'The face of elections' Whom do I vote for?.....	1. To sensitise the students on current issues 2. To enable the students to comprehend and express their opinion based on the article	1. Divide the class into groups of 5 to 6. 2. Students will discuss the candidates standing for election given 3. Each students will present their views on the topic individually		1. Group dynamics 2. Fluency 3. Presentation	Teacher will edit and rectify grammar informally
Grammar	Vocabulary Integrated grammar	1. Work sheet on – synonyms, antonyms, homophones, idoms, phrasal verbs etc. To encourage students to develop the use of good vocabulary	1) Students collect synonyms, antonyms, homophones, idoms, phrasal verbs etc 2) oral discussion	1. Work sheet		Teacher will informally help, edit and rectify

FORMATIVE ASSESSMENT 4 ENGLISH CLASS 10

Lesson	Lesson	Instructional Objective	Method, Entry, process, integration, exit	Tools of assessment with specific questions	Parameters of assessment	Remediation
Literature	1. Villa for sale. 2. Solitary reaper 3. Road not taken.	To develop the understanding and appreciation for poem and short the story	1. Reading 2. Discussion 3. Class work	1. Pen paper test 2. 3 sets of question paper attached	1. Villa for sale 2 X 2 = 4 2. Solitary reaper 2 X 2 = 4 3. Road not taken 2 X 2 = 4	Teacher will discuss the concepts that are not clear.
Grammar	1. The passive 2. Determiner 3. Reported speech	To develop the ability of students to choose the correct answer.	1. Work book	Edit, choose the correct	1. Integrated grammar = 8 marks Total = 20 marks	
MCB : People	Radio Show	Students will express, organize, present	1. Divide the class into groups of 4. 2. Teacher will provide topics 3. Each group will present. 4. Interview 5. Advertisement 6. School news 7. Current news 8. Sports 9. Book review	Radio Show	1. Content 2. creativity 3. Presentation	Teacher will edit and rectify grammar informally
Literature	Dog named Duke Solitary reaper Lord Ullin's daughter	1. To enable students to Read 2. To enable students to scan for information 3. To comprehend 4 To be able to write questions and answers	1. Divide the class in to groups of 4 2. The characters of the lesson are given 3. The students discuss and frame the questions and answers	1. The questions and answers of an interview are framed	Content Creativity Fluency Presentation Group dynamics	Teacher to discuss
Grammar	Tense The passive Reported speech	To enable students to write correct sentences	Work sheet			discussion

PROCEDURE: (Max. 25 min.)		
Teacher's Activity/Work	Students' Activity/Work	Expected time taken (in min.)
<p>Pair activity- Reading Comprehension</p> <p>The tr. asks the students to read the case studies of Chile and Poland and answer the questions suggested below:-</p> <p>Q. 1. What policy decision was taken by Allende to help the poor and the workers?</p> <p>Q. 2. How was Allende's government overthrown?</p> <p>Q. 3. How was democracy restored in Chile?</p> <p>Q. 4. What were the demands of striking workers of Poland?</p> <p>Q. 5. How was Jaruzelski's communist rule overthrown in Poland?</p> <p>Q. 6. The tr. also asks the students to refer to the exercise given on pg. 7 and asks the students to segregate the features under the different political heads.</p>	The students have to read the case studies of Chile and Poland and find answers to the questions that have been suggested.	20 min.
The tr. reviews the answer to the questions given by her.	The students discuss the answers that have been arrived after reading the case studies.	5 min.
CLOSURE: (Max. 5 min.)		
CLASS WORKSHEET/ASSIGNMENT		
The tr. puts up the following question for discussion :-		
1. State points of differences between Allende's rule and Pinochet's rule.		
<i>Student's expected answer:</i>		
	Allende's rule	Pinochet's rule
	He has taken many policy decisions to help the poor and the workers	Pinochet's government tortured and killed several thousand people
	Allende came to power through election.	Pinochet came to power through conspiracy and coup.

He did not permit foreign companies to take away the resources from Chile	He allowed USA to take away the resources because it helped him in military coup.
HOME WORKSHEET/ ASSIGNMENT:	
The tr. asks the students to find out examples of five countries that have a democratic form of government and two countries that do not have a democratic form of government.	

Lesson Plan – 1

Sub-Unit/Topic: Motion		
Subtopic: Describing Motion		
SPECIFIC OBJECTIVES/AIM:		
i) Distinguish between distance and displacement. ii) Explain that direction is required to describe displacement.		
PREVIOUS KNOWLEDGE:		
Students know about types of motion and distance measurement.		
TEACHING AIDS:		
ADDITIONAL RESOURCES:		
REFERENCE MATERIAL:		
NCERT Textbook Science for Grade-IX		
SET INDUCTION (Max. 5 min.):		
Teacher asks students which are the types of motion have you learnt in class 7? Students answer, linear motion, circular motion, spiral motion, periodic motion. Teacher then adds; Most of the motions are complex. Some may rotate and a few others may vibrate. There may be situations involving a combination of these. In this chapter, we shall first learn to describe the motion of objects along a straight line.		
PROCEDURE: (Max. 25 min.)		
Teacher's Activity/Work	Students' Activity/Work	Expected time taken (in min.)
Teacher informs about relative and non relative motion with examples of the motion of earth and indirect evidences of sunrise, sunset and changing of seasons. Teacher then asks students to give some examples when there is some indirect evidence of motion.	Students relate indirect evidence of motion with movement of trees from the moving train or bus, movement of stars in the sky etc.	5
Teacher briefs about uncontrolled and controlled motion by simple examples of tsunami, flood and hydro electric power station. Teacher tells the importance of study of such motion to control it and use positively.	Students observe and understand.	5
Teacher explains distance and displacement; says that; <i>an object is said to be displaced when the position of it is changed by time, displacement is shortest distance covered by an object. The total path length covered by the object is distance.</i> Teacher tells that the location of an object can be described by specifying a reference point. Teacher draws a straight line on the board with milestones and a reference point and	Students understand the difference between distance and displacement. Take part in the calculations.	10

destination point (Refer fig.8.1, Pg99 of the text book) and calculates the displacement and distance covered by an object. Teacher mentions that the symbols for distance is S and displacement is 'd' and the units will be the same cm or meter. Teacher shows negative displacement by choosing a reference point on the line and zero displacement and magnitude of distance on circumference explain the necessity of direction of displacement.	Students understand that direction is required to describe displacement
Teacher draws a circle on the board, shows zero displacement and magnitude of distance on circumference.	Students observe and understand. 5
CLOSURE: (Max. 5 min.)	
Teacher summarises by writing definition, unit and symbol for distance and displacement on the board. Teacher checks understanding of the students by asking a conceptual question. What was the displacement of Milkhasingh at the end of the 400meter race on a circular track? Expected answer is 0 meter.	
CLASS WORKSHEET/ASSIGNMENT:	
HOME WORKSHEET/ ASSIGNMENT:	

Fertilizers	Manures
1. Fertilizers are man-made inorganic salts or organic compounds	1. Manure is a natural substance obtained by the decay of animal wastes and plant residues.
2. Fertilizers are nutrient specific. They can provide specific nutrients to the soil.	2. Manure is not nutrient specific.
3. Fertilizers are very rich in inorganic nutrients like nitrogen, phosphorus and potassium.	3. Manure is not very rich in inorganic nutrients.
4. Fertilizers are readily absorbed by plants because they are soluble in water	4. Manure is not very soluble in water.
5. Fertilizers do not provide any humus to the soil.	5. Manure provides humus to the soil.
6. Fertilizers are prepared in factories	6. Manure is prepared in fields or rural homes
7. Fertilizers are easy to store, transport and use because they are compact and concentrated	7. Manure is not easy to store, transport and use because it is bulky
8. Excessive use of fertilizers cause pollution	8. Do not cause pollution as they are biodegradable and natural

CLASS WORKSHEET/ASSIGNMENT :

HOME WORKSHEET/ ASSIGNMENT: NCERT Textbook for Science, Grade-IX; Page 206, Q1 &2; Page 207, Q1;Page-214,Q2,

Lesson Plan – 3

Sub-Unit/Topic: Improvement in Food Resources
Subtopic: Crop Production Management- Irrigation and Cropping Patterns
SPECIFIC OBJECTIVES/AIM:
i) Explain the term irrigation. ii) Describe various methods of irrigation. iii) Describe cropping patterns to get maximum benefits iv) Describe the different cropping patterns (Mixed Cropping, Inter- cropping and crop rotation).
PREVIOUS KNOWLEDGE:
Students know: terms as crops; basic agricultural practices; water is essential for the growth of plants; Photoperiodism;
TEACHING AIDS:
PPT_ Irrigation and Cropping patterns _SE_CO , slides-1 to 18;
ADDITIONAL RESOURCES:
REFERENCE MATERIAL:
NCERT Textbook for Science, Grade-IX;
SET INDUCTION (Max. 5 min.):
Teacher asks the following questions: i) Apart from nutrients (fertilizer and manure) what else is needed by the plant for good growth? [Expected answer: Sunlight, water] ii) Why is sunlight and water necessary for growth of the plant? [Expected answer: Plants will not be able to carry out photosynthesis in the absence of sunlight and water] iii) What are the sources of irrigation? [Expected answer: Rivers, lakes, ponds, canals, etc.]

iv) Is the agriculture in India dependent on Monsoon?[Expected Answer: Yes] v) What will happen if India receives poor Monsoons? [Expected Answer: There will be crop failure] vi) What will happen if the crops are not irrigated properly at right stage? [Expected Answer: Crops will not grow properly and produce /yield will be very less.]									
The teacher states that irrigation is very important and for this reason more agricultural land are being brought under irrigation. Teacher will state they the will learn about irrigation and different cropping patterns and introduce the topic –Irrigation and Cropping patterns									
PROCEDURE: (Max. 25 min.)									
<table border="1"> <thead> <tr> <th>Teacher's Activity/Work</th> <th>Students' Activity/Work</th> <th>Expected time taken (in min.)</th> </tr> </thead> <tbody> <tr> <td>Teacher will discuss and explain various methods of irrigation like wells, canals, river lift systems and tanks, Traditional and modern methods of irrigation, rain water harvesting and watershed management which involves building check dams. PPT slides- 2 to 11; With the help of the PPT slides-12 to 17, teacher will explain different cropping patterns like Mixed cropping, inter cropping and crop rotation with examples and their advantages. Teacher will also discuss and explain the criteria on the basis of which the crops are selected for crop rotation. Teacher will explain the advantages of crop rotation. PPT slide-18;</td> <td>Students would listen and take part in the discussion done in the class.</td> <td>10</td> </tr> <tr> <td>With the help of the PPT slides-12 to 17, teacher will explain different cropping patterns like Mixed cropping, inter cropping and crop rotation with examples and their advantages. Teacher will also discuss and explain the criteria on the basis of which the crops are selected for crop rotation. Teacher will explain the advantages of crop rotation. PPT slide-18;</td> <td>Students would listen and take part in the discussion done in the class</td> <td>15</td> </tr> </tbody> </table>	Teacher's Activity/Work	Students' Activity/Work	Expected time taken (in min.)	Teacher will discuss and explain various methods of irrigation like wells, canals, river lift systems and tanks, Traditional and modern methods of irrigation, rain water harvesting and watershed management which involves building check dams. PPT slides- 2 to 11; With the help of the PPT slides-12 to 17, teacher will explain different cropping patterns like Mixed cropping, inter cropping and crop rotation with examples and their advantages. Teacher will also discuss and explain the criteria on the basis of which the crops are selected for crop rotation. Teacher will explain the advantages of crop rotation. PPT slide-18;	Students would listen and take part in the discussion done in the class.	10	With the help of the PPT slides-12 to 17, teacher will explain different cropping patterns like Mixed cropping, inter cropping and crop rotation with examples and their advantages. Teacher will also discuss and explain the criteria on the basis of which the crops are selected for crop rotation. Teacher will explain the advantages of crop rotation. PPT slide-18;	Students would listen and take part in the discussion done in the class	15
Teacher's Activity/Work	Students' Activity/Work	Expected time taken (in min.)							
Teacher will discuss and explain various methods of irrigation like wells, canals, river lift systems and tanks, Traditional and modern methods of irrigation, rain water harvesting and watershed management which involves building check dams. PPT slides- 2 to 11; With the help of the PPT slides-12 to 17, teacher will explain different cropping patterns like Mixed cropping, inter cropping and crop rotation with examples and their advantages. Teacher will also discuss and explain the criteria on the basis of which the crops are selected for crop rotation. Teacher will explain the advantages of crop rotation. PPT slide-18;	Students would listen and take part in the discussion done in the class.	10							
With the help of the PPT slides-12 to 17, teacher will explain different cropping patterns like Mixed cropping, inter cropping and crop rotation with examples and their advantages. Teacher will also discuss and explain the criteria on the basis of which the crops are selected for crop rotation. Teacher will explain the advantages of crop rotation. PPT slide-18;	Students would listen and take part in the discussion done in the class	15							
CLOSURE: (Max. 5 min.)									
Teacher will summarize the topic by conducting quiz: i) What is the basic objective in mixed cropping? ii) What are the advantages of mixed cropping? iii) How is intercropping different from the mixed cropping? iv) Give 2 examples of mixed and inter cropping. v) What is crop rotation? vi) List the criteria for crop rotation									
CLASS WORKSHEET/ASSIGNMENT :									
HOME WORKSHEET/ ASSIGNMENT: NCERT Textbook for Science, Grade-IX; Page 208, Q1;Page- 214, Q3;									

Lesson Plan – 4

Sub-Unit/Topic: Improvement in Food Resources
Subtopic: Crop Protection Management
SPECIFIC OBJECTIVES/AIM:
i) Explain how the crops are protected in the fields against weeds, insects and pests. ii) Name the common weeds iii) Learn the different control methods of pests and weeds iv) Describe the biotic and abiotic factors responsible for damages during storage of grains. v) State the ways by which grains are protected during storage against biotic and abiotic factors.
PREVIOUS KNOWLEDGE:
Students know about different cropping patterns; and different ways in which crop production can be improved

Appendix XIV-Rubric

CLASS :- IX SUBJECT:- English DATE:- 02.02.15

Roll No.	Regn. No.	Name of the Student	Activity-1			Activity-2			Activity-3			Total (10)	Best of Three	OUT OF 100	Grade
			P-1	P-2	P-3	P-1	P-2	P-3	P-1	P-2	P-3				
901	1864	NIRAVSINH T. CHAWDA	3	4	4	3	4	4	4	6					
902	1884	HITANSHU J. PATEL	1.5	3	2.5	7	1.2	1.2	1.4	3.8	3.8	5.7	9.5	9.5	
903	1932	SAURABH S. PATEL	1.5	1.5	2	5	2	3	3	8	3.7	5.8	9.5	9.5	
904	2003	KRUNALSINH P. SINDHA	2	3.5	3.5	9	2	3.5	3.7	9.2	3.5	4.5	8	7.2	
905	2009	YOGI P. PATEL	1	1.2	1	3.2	0.8	1	1	2.8	2.5	4	6.5	6.5	
906	2089	ISHAN S. SHETH	1	1.2	1	3.2	1	1.5	1.5	4	3.5	4.5	8	8	
907	2115	MANSI M. YADAV	1.5	3	3.5	8	2	3	3	2	7.2	3	5	8	8
908	2217	ABHISHEK I. LATHIYA	0.8	0.7	1	2.5	0.8	1.6	1.0	3.4	3	5	8	8	
909	2218	PRATHMESH T. PATEL	2	3.2	3	8.2	2	3.5	3	8.5	3	4	7	8.5	
910	2271	JIVA P. PATEL	2	2	2	6	2	2.5	2.5	7	3.5	5	8.5	8.5	
911	2276	RAJDEEP V. RAULJI	1.5	1.5	2	5	1	1.5	1.5	4	3	5	8	8	
912	2338	KRISHNAPALSINH G. ZALA	1.5	2	1.5	5	1	1.5	1.5	4	3.5	5	8.5	8.5	
913	2352	YAGNIK J. BHARADA	1.5	2.5	3.2	7.2	2	3	3.2	8.2	3	4	7	7.2	
914	2377	INDRESH PANDEY	2	3.5	4	9.5	2	3	3	8	3.5	6	9.5	9.5	
915	2446	MIHIR D. KAPADIA	1.2	1.8	2	5	1.5	1.8	1.7	5	3.5	6	9.5	9.5	
916	2563	VEDANT R. PATEL	1.2	2.2	2.5	6.2	2	2.5	2.7	7.2	2	3	5	7.2	
917	2598	HAMAZ S. SARDAR	1	2	1.2	4.2	1	1.7	1.5	4.2	2.5	4	6.5	6.5	
918	2625	PRACHI R. PATEL	1.2	3	3	7.2	1.2	2	2.2	5.4	2.5	3.5	6	7.2	
919	2626	JAY K. GANDHI	1.5	3.5	3	8	2.2	2.3	3	8.2	1.5	2.5	4	8.2	
920	2674	RASHI AGRAWAL	1.5	2.6	3	7.1	1	1.6	2	5.6	2	4.5	6.5	7.1	
921	2706	MADHAV H. GOJIYA	1	1.8	1.7	4.5	1.6	2	2.7	6.3	3	5.5	6.5	6.5	
922	2716	DHRUVIL J. NAGAR	0.8	1	1	2.8	1.9	3	2.5	7.6	2	4.5	6.5	7.4	
923	2736	PURVASHI POSHARIYAL	1	1.5	1.7	4.2	1.4	2	2	5.4	3.5	5.5	8	9	
924	2747	AARYARAJ SHARMA	1	1.8	1.7	4.5	1.2	2	2	5.2	3.5	4.5	8	8	
925	2763	SANSKAR B. TIRPATHI	1	1.5	1.8	4.3	1.2	1.8	2.2	5.4	3	5	8	8	
926	2796	JAIMIN PATEL	1.8	2.4	2.2	6.4	2.8	1.2	1.6	3.4	3	4	7	7	
927	2826	JOY H. PATEL	1	1.6	1.5	4.1	1	1.6	1.6	4.2	3	4.5	7.5	7.5	
928	2827	TRIPTI SENGAR	1.5	2	2	5.5	1	2.2	2.2	5.4	1.5	3.5	5	5.5	
929	2844	SAKSHI N. PATEL	1.5	1.9	2	5.4	2.2	3	3	8.2	2.5	5.5	8	8.2	
930	2849	APOORVA MEHTA	2.4	3	3	8.4	2.5	3.1	3.2	8.8	1	5.5	9.5	9.5	
931	2860	DEEPAK S. PATEL	1	1.2	1.2	3.4	1	2.2	2.2	5.4	2	5	7	7	
932	2864	BADAL MANDLOI	2	2.5	2.7	7.2	1.5	3	3	7.5	2	4	6	7.5	

P.T.O

- ACTIVITY -1: Active voice Rule chart
- Note:-
- ACTIVITY -2: Reported Speech Rule Chart
- Note:-
- ACTIVITY -3: Essay writing on Library week.
- Note:-


Class Teacher

Checker


Exam. I/C


Principal

CLASS :- IX

SUBJECT:- हिन्दी

DATE:- November to Dec: 14

Roll No.	Regn. No.	Name of the Student	Activity - 1			Activity - 2			Activity - 3			Best of Three	OUT OF 100	Grade		
			P-1 Thinking Language	P-2 Accuracy	P-3 Total (10)	P-1 Facts	P-2 Comprehension	P-3 Total (10)	P-1 Presentation	P-2 Facts	P-3 Accuracy				Total (10)	
901	1864	NIRAVSINH T. CHAWDA	3	3	4	10	3	3	3	9	3	3	3	9	10	
902	1884	HITANSHU J. PATEL	3	2	3	8	3	3	4	10	3	2	3	8	10	
903	1932	SAURABH S. PATEL	3	2	3	8	3	3	3	9	4	2	2	10	10	
904	2003	KRUNALSINH P. SINDHA	2	3	2	7	3	2	3	8	3	2	2	7	8	
905	2009	YOGI P. PATEL	2	2	3	7	2	2	3	7	3	2	3	8	8	
906	2089	ISHAN S. SHETH	2	3	3	8	2	2	3	7	3	2	3	8	8	
907	2115	MANSI'M. YADAV	3	3	3	9	3	2	3	8	4	2	3	10	10	
908	2217	ABHISHEK I. LATHIYA	2	2	4	7	3	2	3	8	3	3	2	8	8	
909	2218	PRATHMESH T. PATEL	3	3	3	9	3	3	3	9	3	3	3	9	9	
910	2271	JIYA P. PATEL	3	2	3	8	3	2	3	8	3	3	3	9	9	
911	2276	RAJDEEP V. RAULJI	3	2	3	8	3	2	3	8	3	3	3	9	9	
912	2338	KRISHNAPALSINH G. ZALA	2	3	3	8	3	3	3	9	3	2	2	8	9	
913	2352	YAGNIK J. BHARADA	3	2	3	8	2	2	3	7	3	2	2	7	8	
914	2377	INDRESH PANDEY	3	3	4	10	3	3	4	10	3	3	3	9	10	
915	2446	MIHIR D. KAPADIA	3	3	3	9	3	2	3	8	3	3	2	8	9	
916	2563	VEDANT R. PATEL	1	3	3	7	2	3	2	7	3	2	3	8	8	
917	2598	HAMAZ S. SARDAR	2	2	3	7	2	2	2	6	3	2	2	7	7	
918	2625	PRACHI R. PATEL	2	1	4	7	2	2	2	6	3	3	3	9	9	
919	2626	JAY K. GANDHI	2	2	3	7	2	2	3	7	3	2	3	8	8	
920	2674	RASHI AGRAWAL	2	2	4	8	2	3	3	8	4	3	3	10	10	
921	2706	MADHAV H. GOJIYA	2	3	3	8	3	2	3	8	3	2	2	7	8	
922	2716	DHRUVIL J. NAGAR	2	2	2	7	2	2	3	7	3	2	2	7	7	
923	2736	PURVASHI POSHARIYAL	2	2	3	7	3	2	3	8	3	2	3	8	8	
924	2747	AARYARAJ SHARMA	2	2	3	7	2	2	3	7	3	2	3	8	8	
925	2763	SANSKAR B. TIRPATHI	3	3	4	10	3	3	4	10	3	3	3	9	10	
926	2796	JAIMIN PATEL	2	2	3	7	2	2	3	7	3	2	3	8	8	
927	2826	JOY H. PATEL	2	2	3	7	2	2	2	6	3	2	3	8	8	
928	2827	TRIPTI SENGAR	2	2	3	7	2	3	3	8	3	2	3	8	8	
929	2844	SAKSHI N. PATEL	2	2	3	7	3	2	3	8	3	2	3	8	8	
930	2849	APOORVA MEHTA	3	3	4	10	2	3	3	8	3	3	2	8	10	
931	2860	DEEPAK S. PATEL	2	2	3	7	2	2	2	6	3	2	2	7	7	
932	2864	BADAL MANDLOI	2	2	3	7	2	2	3	7	2	3	3	8	8	

P.T.O

ACTIVITY - 1: - सोचकर लिखें → दिए गए विषयों पर अनुच्छेद
Note:- - विद्यार्थियों में समझ का विकास तथा अभिव्यक्ति का विकास।

ACTIVITY - 2: - संवाद बोलनी व लिखनी।

Note:- - संवाद कला का विकास।

ACTIVITY - 3: → चित्रापन प्रस्तुत करना। (प्रदर्शित चित्रापन)

Note:- → विद्यार्थियों में विभिन्न व्यावसायिक वस्तुओं तथा उत्पादों एवं गृहउद्योगों का ज्ञान एवं उनका स्तर तथा बाजार बनाने की कला का विकास।

Subteacher: 

Class Teacher

Checker

Exam. T/C

Principal

CLASS :- IX SUBJECT:- MATHEMATICS DATE:- 04/12/2014

ACTIVITY -1: To prepare a chess board .

Note:- This activity will create interest among the students and develop the learning skill of students.

ACTIVITY -2: To make a project on the use of geometry in daily life.

Note:- Through this activity students will come to know about the use of geometry (maths) in daily life.

ACTIVITY -3 Note the frequency of 2 wheelers ,3 wheelers and 4 wheelers going past in front of school gate and find its probability.

Note:- Through this activity students will get the knowledge of probability and it increases the conc.level of student also.

Roll No.	Regn. No.	Name of the Student	Activity -1			Activity -2			Activity -3			Total (10)	Best of Three	OUT OF 100	Grade	
			P-1	P-2	P-3	P-1	P-2	P-3	P-1	P-2	P-3					
901	1864	NIRAVSINH T. CHAWDA	3	3	4	10	3	3	4	10	3	3	4	10	100	A1
902	1884	HITANSHU J. PATEL	3	3	4	10	3	3	4	10	3	3	4	10	100	A1
903	1932	SAURABH S. PATEL	3	3	3	9	3	3	4	10	3	3	4	10	100	A1
904	2003	KRUNALSINH P. SINDHA	3	3	3	9	3	3	2	8	3	2	3	8	90	A2
905	2009	YOGI P. PATEL	3	3	3	9	3	3	2	8	3	2	2	7	90	A2
906	2089	ISHAN S. SHETH	3	3	3	9	3	3	2	8	3	2	2	7	90	A2
907	2115	MANSI M. YADAV	3	3	2	8	3	3	3	9	3	2	3	8	90	A2
908	2217	ABHISHEK I. LATHIYA	3	3	2	8	3	3	3	9	3	3	3	9	90	A2
909	2218	PRATHMESH T. PATEL	3	3	3	9	3	3	4	10	3	3	3	9	100	A1
910	2271	JIYA P. PATEL	3	3	3	9	3	3	3	9	3	3	4	10	100	A1
911	2276	RAJDEEP V. RAULJI	3	3	4	10	3	3	3	9	3	2	3	8	100	A1
912	2338	KRISHNAPALSINH G. ZALA	3	3	3	9	3	3	4	10	3	3	4	10	100	A1
913	2352	YAGNIK J. BHARADA	3	3	2	8	2	1	1	4	3	3	3	9	90	A2
914	2377	INDRESH PANDEY	3	3	4	10	3	3	4	10	3	3	4	10	100	A1
915	2446	MIHIR D. KAPADIA	3	3	4	10	3	3	4	10	3	3	4	10	100	A1
916	2563	VEDANT R. PATEL	3	3	4	10	3	3	4	10	3	3	3	9	100	A1
917	2598	HAMAZ S. SARDAR	3	3	2	8	3	2	2	7	3	3	3	9	90	A2
918	2625	PRACHI R. PATEL	3	3	2	8	3	3	3	9	3	3	3	9	90	A2
919	2626	JAY K. GANDHI	3	3	3	9	3	2	2	7	3	2	3	8	90	A2
920	2674	RASHI AGRAWAL	3	3	3	9	3	3	4	10	3	3	3	9	100	A1
921	2706	MADHAV H. GOJIYA	3	3	3	9	3	2	2	7	3	3	4	10	100	A1
922	2716	DHRUVIL J. NAGAR	3	3	2	8	3	3	2	8	3	2	3	8	80	B1
923	2736	PURVASHI POSHARIYAL	3	3	3	9	2	2	2	6	3	2	3	8	90	A2
924	2747	AARYARAJ SHARMA	3	2	2	7	3	2	2	7	3	3	4	10	100	A1
925	2763	SANSKAR B. TIRPATHI	3	3	2	8	3	3	4	10	3	2	3	8	100	A1
926	2796	JAIMIN PATEL	3	2	2	7	3	2	3	8	3	3	4	10	100	A1
927	2826	JOY H. PATEL	3	2	2	7	3	2	2	7	3	3	3	9	90	A2
928	2827	TRIPTI SENGAR	3	2	2	7	3	3	3	9	3	2	3	8	90	A2
929	2844	SAKSHI N. PATEL	3	2	2	7	3	3	3	9	3	2	3	8	90	A2
930	2849	APOORVA MEHTA	3	4	4	10	3	3	4	10	3	3	4	10	100	A1
931	2860	DEEPAK S. PATEL	3	3	2	8	2	2	2	6	3	3	3	9	90	A2
932	2864	BADAL MANDLOI	3	3	2	8	2	1	1	4	3	3	3	9	90	A2

S. Phana
Class Teacher
Subject

Checker

[Signature]
Exam. I/C

[Signature]
Principal

CLASS :- IX SUBJECT:- Social Science DATE:- 05/11/14

Roll No.	Regn. No.	Name of the Student	Activity -1			Activity -2			Activity -3			Total (10)	Best of Three	OUT OF 100	Grade	
			P-1	P-2	P-3	P-1	P-2	P-3	P-1	P-2	P-3					
901	1864	NIRAVSINH T. CHAWDA	5	4	9											
902	1884	HITANSHU J. PATEL	5	5	10											
903	1932	SAURABH S. PATEL	5	5	10											
904	2003	KRUNALSINH P. SINDHA	5	4	9											
905	2009	YOGI P. PATEL	5	4	9											
906	2089	ISHAN S. SHETH	5	4	9											
907	2115	MANSI M. YADAV	5	5	10											
908	2217	ABHISHEK I. LATHIYA	5	4	9											
909	2218	PRATHMESH T. PATEL	5	5	10											
910	2271	JIYA P. PATEL	5	5	10											
911	2276	RAJDEEP V. RAULJI	5	5	10											
912	2338	KRISHNAPALSINH G. ZALA	5	5	10											
913	2352	YAGNIK J. BHARADA	4	5	9											
914	2377	INDRESH PANDEY	5	5	10											
915	2446	MIHIR D. KAPADIA	5	4	9											
916	2563	VEDANT R. PATEL	5	5	10											
917	2598	HAMAZ S. SARDAR	4	5	9											
918	2625	PRACHI R. PATEL	5	5	10											
919	2626	JAY K. GANDHI	5	5	10											
920	2674	RASHI AGRAWAL	5	5	10											
921	2706	MADHAV H. GOJIYA	5	5	10											
922	2716	DHRUVIL J. NAGAR	5	4	9											
923	2736	PURVASHI POSHARIYAL	5	5	10											
924	2747	AARYARAJ SHARMA	4	5	9											
925	2763	SANSKAR B. TIRPATHI	4	5	9											
926	2796	JAIMIN PATEL	5	5	10											
927	2826	JOY H. PATEL	5	5	10											
928	2827	TRIPTI SENGAR	5	5	10											
929	2844	SAKSHI N. PATEL	5	5	10											
930	2849	APOORVA MEHTA	5	5	10											
931	2860	DEEPAK S. PATEL	5	5	10											
932	2864	BADAL MANDLOI	5	5	10											

[Signature]
05/11/14

P.T.O

- ACTIVITY -1: Group Activity : Prepared working and non-working models of
- Note:-
- ACTIVITY -2:
- Note:-
- ACTIVITY -3:
- Note:-
- ① Solar Cooker
 - ② Green Revolution
 - ③ Physical features of Northern India
 - ④ Republic Day Parade
 - ⑤ Multi-purpose River Project
 - ⑥ Volcano.

Class Teacher

Checker

Exam. I/C

Principal

- ii) Internet browsing, video games and other gizmos are a child's total entertainment nowadays . The positive and negative aspects are many. Write an email to the Editor of a newspaper about it in about 150 words.

C.1

LITERATURE

8 MARKS.

Answer the following questions :

[4]

- 1) What were the circumstances which made the grandmother realize the importance of education? Why had the grandmother not gone to school?
- 2) Describe the novel *Kashi Yatre* by Triveni. Why did the narrator identify herself with the novel?

C.2 Reference to context:

[4]

"Two roads diverged in a yellow wood,

And sorry I could not travel both

And be the one traveller , long I stood

And looked down one as far as I could..."

- a) Name the poem and the poet. What do the two roads indicate here?
- b) What was the poet's dilemma?
- c) What does 'yellow wood' mean?
- d) What is meaning of the words 'diverged' ?

ENGLISH

Grade: IX Max. Marks: 20
Date: 30/06/15 Time Allowed: 1 hour

Instructions:-

- All questions are compulsory

(SECTION A)

READING SKILL

[4]

A) Directions: Read the passage. Then answer the questions below:

Games, though essential, should not become the be-all the end all of student life. Generally the sportsmen waste too much time on them and fail in their examination. One must never devote more than an hour to sports and after that should not even think about them. Again, if a player plays a game rashly, there is every danger of his breaking a limb. If it is played without the spirit of sportsmanship, it can lead to bad blood and quarrels. In some of the colleges, there is a tradition that if the visiting team is winning a match, the home team plays foul, picks a quarrel and try to injure the visitors. If we acquire the qualities of true sportsmanship, there will be no narrow mindedness, no corruption and no injustice.

A.1) On the basis of your reading of the passage, answer the questions briefly:

- Why do sportsmen generally fail in the examination?
- What causes bad blood and quarrels in games?
- Why does the home team quarrel with the visitors?
- How can narrow mindedness be avoided?

B.

WRITING SKILL

[8]

- Your school is going to organize a medical check-up camp for all students from VI-VIII. You are the Secretary of the health club of your school. Write a notice in about 50-60 words giving all necessary details.

AND

FORMATIVE ASSESSMENT

2015 - 2016

Class - IX

Date : 18th June 2015

Time : 35 Minutes.

Total Marks : 20

Q1. Solve the following using identities :

(a) $(2x + 3y)(2x - 3y)$ [1]

(b) 103×97 [2]

(c) If $x^2 + \frac{1}{x^2} = 27$, find the values of the following:

(i) $x + \frac{1}{x}$ (ii) $x - \frac{1}{x}$ [4]

Q2. Write the following in expanded form : [4]

(a) $(-x + 2y + z)^2$

(b) $(-2x + 5y - 3z)^2$

Q3. If $a^2 + b^2 + c^2 = 250$ and $ab + bc + ca = 3$, find $(a+b+c)$. [3]

Q4. Write in the expanded form : [6]

(a) $(2x + 3y)^3$

(b) $(0.4x - 0.5y)^3$

Handwritten signature and date:
18/6

**Pen Paper Test
2015 – 2016
SCIENCE**

Grade: IX Max. Marks: 20
Date: 15/6/2015 Time Allowed: 1 hour

Instructions:-

- All Questions are compulsory.

1. A bus covers equal distance in equal interval of time.
What type of motion does the bus exhibit? [1]
2. What does the odometer of an automobile measure? [1]
3. Define acceleration and mention its SI unit. [1]
4. Convert the following temperature to Celsius scale: [1]
(a) 300 K (b) 573 K
5. Convert the following temperatures to Kelvin scale. [1]
(a) 25°C (b) 373°C
6. Suggest a method to liquefy atmospheric gases. [1]
7. Which organelle is the site for protein synthesis? [1]
8. How is diffusion different from osmosis? [1]
9. An object travels 16 m in 4 s and then another 16 m in 2 s.
What is the average speed of the object? [2]
10. What is a cell and who discovered it? [2]
11. Write two differences between Prokaryotic and Eukaryotic cell. [2]
12. Differentiate between speed and velocity by giving two points of difference. [2]
13. Give reason for the following observations. [4]
(a) Naphthalene balls disappear with time without leaving any solid.
(b) We can get the smell of perfume sitting several meters away.
(c) Why does our palm feel cold when we put some acetone or petrol or perfume on it?
(d) Why are we able to sip hot tea or milk faster from a saucer than a cup?

**FORMATIVE ASSESSMENT- I
2015 – 2016
Social Science**

Grade: IX Max. Marks: 20
Date: _____ Time Allowed: 1Hour

Q-I Choose the correct option: [10]

- 1.) What percentage of people is dependent on the farming activity in Palampur?
a.) 60 b.)75 c)80 d)90
- 2.) Which kharif crop is grown during the rainy season?
a.) jowar b.) rice c)millets d)sugar
- 3.) The mainland latitudinal extent of our country is _____ and _____.
b.) 8° 7' N and 37° 6' N b.) 8° 4' N and 37° 6' N
- 4.) The eastward extensions of the Peninsular Plateau are locally known as the _____.
b.) Banglakhand b.) Bundelkhand
- 5.) On 20th June the third estate assembled in the hall of an indoor tennis court in the grounds of _____.
a.) Versailles b.) Marseilles c.) Paris
- 6.) When did the storm of the Bastille take place?
a.) On 11 May 1788 b.) On 14 July 1789 c.) On 4 July 1789
- 7.) Maximilian Robespierre was the leader of _____ club.

- a) Workers' b.) Jacobin c.) womens'

8.) Direct tax was also known as _____

- a.) Livre b.) Taille c.) Tithe

9.) The mainland longitudinal extent of our country is _____ and _____.

- c.) $67^{\circ} 7'E$ and $97^{\circ} 35'E$ b.) $68^{\circ} 7'E$ and $97^{\circ} 25'E$

10.) The eastward extensions of the Peninsular Plateau are locally known as the _____.

- c.) Banglakhand b.) Bundelkhand

Q-II Answer the following questions(any five)

[10]

1. What do you understand by the term Green Revolution?
2. What is the 'multiple cropping' system?
3. Explain any two major physiographic divisions of India.
4. The central location of India at the head of the Indian Ocean is considered of great significance. Why?
5. Describe the role of the philosophers during French revolution.
6. The period from 1793 to 1794 is referred to as the Reign of Terror. Explain.
7. Explain any two major physiographic divisions of India.
8. The sun rises two hours earlier in Arunachal Pradesh as compared to Gujarat in the west but the watches show the same time. How does this happen?

Page 2 of 2

FA-2

Chemistry class ix(set -1) Date:

- 1) During an experiment the students were asked to prepare 10% (mass by mass) solution of sugar in water. Ramesh dissolved 10g of sugar in 100 g of water while sarika prepared it by dissolving 10g of sugar in water to make 100g of the solution.
 - i) Are the two solutions of same concentration?
 - ii) Compare the mass % of two solutions.
- 2) Calculate the mass of Na_2SO_4 required to prepare its 20% (mass percent) solution in 100g of water?

NEW ERA SENIOR SECONDARY SCHOOL, NIZAMPURA

FA-2

Chemistry class ix (set-2) Date:

- 1) Arun has prepared 0.01% (by mass) solution of sodium chloride in water. Which of the following correctly represents composition of the solution. Show the calculations.
 - i) 1.00g of NaCl +100g of water
 - ii) 0.11g of NaCl +100g of water
 - iii) 0.01g of NaCl +99.99g of water
 - iv) 0.10g of NaCl +99.90g of water
- 2) a) What mass of KCl would be needed to form a saturated solution in 50 g of water at $313K$? Given the solubility of the salt is 40g/100g of water at this temperature.
b) What will happen if the solution at this temperature is cooled?

NEW ERA SENIOR SECONDARY SCHOOL, NIZAMPURA

FA-2(set-3)

Chemistry class ix Date:

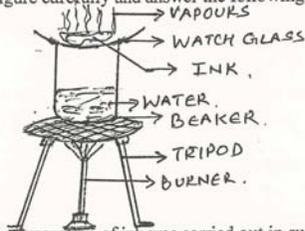
- 1) The teacher instructed three students A, B, and C respectively to prepare 50% (mass by vol) solution of NaOH. 'A' dissolved 50g of NaOH in 100ml of water, 'B' dissolved 50g of NaOH in 100g of water, and 'C' dissolved 50g of NaOH in water to make 100ml of the solution. Which of them has made the desired solution and why?
- 2) What volume of alcohol and what volume of water must be mixed together to prepare 250 ml of 60% volume by volume solution of alcohol in water?

Q-1 Identify the separation technique for the following mixtures and explain the principle behind it.

- Alcohol and water-
Ans:

- Pigments of flowers-
Ans:

Q-2 Observe the given figure carefully and answer the following questions:



- Why do you think evaporation of ink was carried out in such a way?
Ans:
- What has got evaporated from the watch glass?
Ans:
- Do you think ink is a single substance (pure) or is it a mixture? What is your interpretation?
Ans:
- Which principle is used for separating the components present in the ink?
Ans:

A) Choose the best word from the given options to complete the following passage :
A doctor had the habit of talking to the trees (a) along the roadside as he took his walks in the evening. He would bend (b) down to kiss the trees lovingly and whisper kind words to (c) them. This was (d) a very odd but beautiful sight. It was indeed (e) a noble act in this wicked world. One day he was very upset (f) to see one of his trees cut down. This nature lover was so upset that he collapsed on the spot surprising the passers by.

B) The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction in your answer sheet as given below. Remember to underline the word you have supplied.

The exhaust earth groaned
eg exhaust - exhausted
and quivered under a glare
(a) under in a glare - glares
of the sun. Spirals in heat of → in
(b) glare - the glare
rose from the ground on if
(c) on - as
from molten lava. The painting
(d) The - a
lizard crawl painfully over
(e) crawl - crawled
the hot rock on search
(f) on - in
of a shady crevice

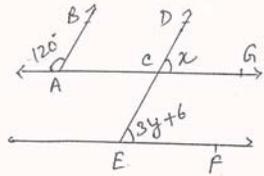
C) Rearrange the following words and phrases to form meaningful sentences.

- (a) the/ there/ numberless/ are/ sky/ stars/ in
There are numberless stars in the sky.
- (b) we can't/ do glow/ stars/ the day/ during/ but/ see them
Stars do glow during the day but we can't see them
- (c) too bright/ is because/ far/ this/ of the sun/ the light/ is
This is because the light of the sun is far too bright.

Name - Shreshth Verma

Roll no. - 30

- Using the properties of angles, find the values of the given angles.
- Write the answers only.

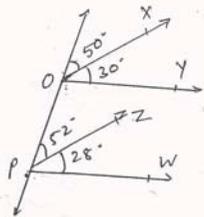


AB || DE
AG || EF

Find

① $x = 60^\circ$

② $y = 18^\circ$

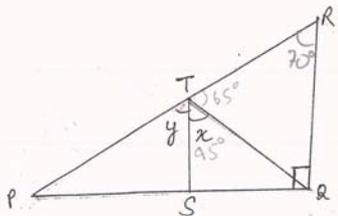


Which of the following is/are True (tick)

③ OX || PZ

OX || PW

~~OX || PW~~

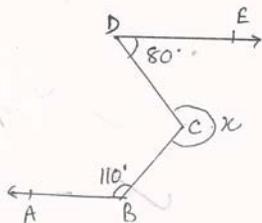


TS || RQ
RT bisects $\angle RQP$.

④ $x = 45^\circ$

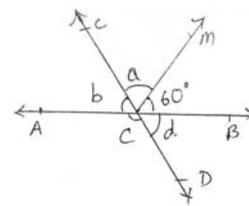
If $\angle PRQ = 70^\circ$

⑤ $y = 70^\circ$



DE || AB

⑥ $x = 210^\circ$

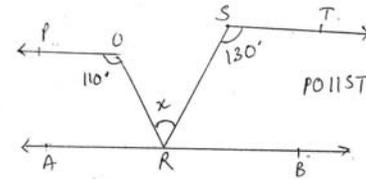


AB & CD are straight lines

$b:a = 7:5$

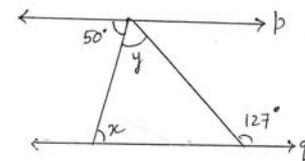
⑦ $x = 110^\circ$

⑧ $d = 70^\circ$



PO || ST || AB

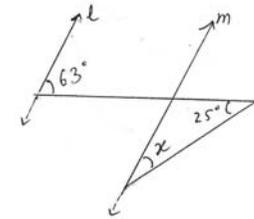
⑨ $x = 60^\circ$



p || q

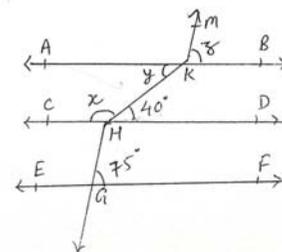
⑩ $x = 50^\circ$

⑪ $y = 77^\circ$



l || m

⑫ $x = 88^\circ$



AB || CD || EF
MK || HG

⑬ $x = 140^\circ$

⑭ $y = 40^\circ$

⑮ $8 = 75^\circ$

SECTION – A

Q.1 Read the given passage carefully and select the correct option in the questions given below:

The entire crew of *Laptaganj*, a TV Soap opera, --- Biji Pandey (Abbas) and Preeti Amin (Surili) planned a prank to scare Rohitash Gaur (Mukundi Lal). Gaur was called in late during the *Bhoot* episodes of *Lapataganj*. Abbas and Preeti were aware of this and they decided to pull a prank on him. They shared the plan with Sonal, who is playing a tantric in the show, and she dressed up in white and hid behind the peepal tree. By the time the shoot started, Rohitash was talking on the phone and was taking a stroll. As he reached the tree, Sonal, dressed in white with lots of make-up, jumped out at him and began making weird, loud noises. To add to the effect, a light beam was thrown on her face. He started screaming, "*Bhoot, bhoot bachao....* (Ghost! Help!)" and started running. Hearing his screams, the crew members rushed to his help. He realized he had been fooled so after. He was very disturbed and even stated that such pranks were no joke since they could be fatal for people with heart problems. He is soon planning to surprise Abbas, he winked.

- A. Laptaganj is the name of _____
 i) a popular area in the city of Lucknow ii) a film
 iii) a TV show iv) a detective novel
1
- B. It was easy to frighten Rohitash because
 i) he was talking on phone
 ii) he was nervous by nature
 iii) he knew nothing of the surroundings
 iv) he had joined the team late and did not know the crew well
1
- C. Sonal was _____
 i) a tantric ii) a real ghost
 iii) a member of the crew iv) the director
1
- D. When Rohitash discovered it was a prank he
 i) laughed at his own foolishness ii) left the place and went away
 iii) played another prank in retaliation iv) was not amused
1
- E. The word 'fatal' means
 i) helpful ii) leading to death
 iii) cause iv) against
1

Q.2 Read the poem given below carefully and completes the sentences that follow. 2.5

I dreamed I stood in a studio
 And watched two sculptors there,
 The clay they used was a young child's mind
 And they fashioned it with care.
 One was teacher:
 The tools she used were books and music and art;
 One was a parent
 With a guiding hand and gentle loving heart
 And when at last their work was done,
 They were proud of what they had wrought.
 For the things they had worked in to the child
 Could never be sold or brought!
 And each agreed she would have failed
 If she had worked alone
 For behind the parent stood the school,
 And behind the teacher stood the home!

1

- A. The two sculptors in the studio were _____ ½
 B. "They fashioned it with care." 'It' here refers to _____ ½
 C. "The things' means _____ ½
 D. The last two lines of the poem mean _____ ½
 E. A studio is _____ ½

SECTION – B

Q.1 Develop the following outline into a short story. 3.5

Rohan is a very kind boy ___ not only to people but also to animals ___ feeds stray dogs ___ gives his lunch to street children ___ one day gave his father's wallet to an old man ___ man recognized photograph on identity card ___ old school friend ___ called up Rohan's father ___ happy reunion ___ father both annoyed and happy with Rohan's action.

Q.2 You have appeared for your first job interview. Write to your elder brother/sister, describing how it went. Were you nervous? Were you able to answer all the questions confidently and correctly? Make special mention of the formidable panel and the questions they asked. 4

SECTION – C

Q.1 Complete the following by adding the appropriate passive verb from of the words given in the bracket 1

The bank _____ (rob) between 3 p.m. and 3.30 p.m.
 Haven't you _____ (tell) that the club does not allow casual wear?

Q.2 Choose the appropriate preposition from the options provided 1
 Himanshu hails (a) ___ a small town in Himachal Pradesh. From early childhood he had a deep yearning to see the world and achieve something (b) ___ life.

- a) i) in ii) from iii) on iv) at
 b) i) through ii) into iii) out iv) in

Q.3 Choose the correct form of the verb from the option provided 1

1. Jaya is on her way to Ranchi. She _____ for three hours now.
 (has driven, has been driving)
 2. A massive fire _____ out in J. J. Colony yesterday.
 (has broken, was broken)

Q.4 Rearrange the following to form meaningful sentences 2

1. Communications / not matter / were slow / it did / between different / when the / parts of the world
 2. Inventon / of a / natural / based / on / the / second solution / a synthetic language / language / was the

SECTION – D

Q.1 Answer the following questions in about 30-40 words

1. Why does Patol Babu walk away before he can be paid for his role? 2
 2. What for was Patol Babu wanted by the film production company? Why did Nishikanto Babu suggest his name? 2
 3. How does the Mariner describe the movement of the ship as it sails away from the land? 2
 4. How was the Ancient Mariner punished for his crime? 2
 5. Describe the passion that was stamped on the lifeless stone of the broken statue of Ozymandias. 2

SET B Name: Yug Patel

Date: 20th July 2014

A) Given are the questions based on analogy. Fill in the blanks with appropriate answers.

1. Colourless plastids : :: Green plastids : chloroplasts

2. Endocytosis : bulk transport :: Osmosis : solvent transport

3. Freely permeable : cell wall :: Selectively permeable : plasma membrane

4. Mitochondria : Powerhouse :: ATP : Ribosomes

B) Write two functions of the following:

1. Vacuoles:

Storage of food materials

Traps the sunlight

2. Lysosomes

It digests the cell.

It creates area for the new cell.

3. Nucleus

It controls the cell.

It secretes the DNA and proteins.

4. Endoplasmic reticulum

It helps in transport of materials from ^{nucleus} cell to cytoplasm.

• Tick the correct option.

1. Degree of a zero polynomial is _____.

(i) 0 (ii) 1 (iii) undefined

2. The expression $2x^3 - 3x^2 + \sqrt{x} - 1$ is a not a polynomial

(i) a cubic polynomial (ii) a trinomial (iii) not a polynomial

3. If $x+k$ is a factor of polynomial $f(x)$, then which of the following is true?

(i) $P(k) = 0$ (ii) $P(0) = k$ (iii) $P(-k) = 0$

4. If $2(a^2 + b^2) = (a + b)^2$ then which of the following is true?

(i) $a + b = 0$ (ii) $a = b$ (iii) $ab = 0$

5. If $a/b + b/a = -1$ then the value of $a^3 - b^3 =$ _____

(i) -1 (ii) 0 (iii) 1

• Fill in the blanks.

6. The polynomial $x^4 + 2x^3 - 13x^2 - 14x + 24$ has maximum four linear factors.

7. If $x-2$ is a factor of $kx^2 - x - 5$ then value of $k =$ 7/4

8. $(x-2)$ and $(x-1/2)$ are the factors of $x^2 + ax + b$ then $a =$ -7/2 & $b =$ -11

9. If $x^2 - 21x - 72$ represents the area of a rectangle then its dimensions are 24 & 3

10. If $4x^2 + y^2 = 40$ & $xy = 6$, then the value of $2x + y$ is 8

11. If $x + y = -2$ then $x^3 + y^3 + 8 =$ $(x+y+2)^3 - 6xy + 8y + 8x$

12. In the expansion of $(3x - 5)^3$, the numerical coefficients of x is +225 and of x^2 is -135

2. What was the author's purpose for writing this article?

- a. to share fictional stories about pigeons helping people
- b. to teach readers about the lives of wild pigeons
- c. to persuade readers into liking pigeons more
- d. to teach readers about real jobs held by carrier pigeons

3. How did the pigeons help our military during wartimes?

- a. They had to dodge bullets, poisonous gas, and bullies like hawks.
- b. They were like flying soldiers.
- c. The cameras tied to them enabled our military to see where the enemies were.
- d. All the above

4. Find out the word which means the same as 'wearable device that helps a person float in water' from the para 3:

- a. life jacket
- b. military
- c. a lifeguard
- d. hard-working mail carrier

B. Answer the following questions in 30-40 words:

- i) Why had the grandmother not gone to school?
- ii) What qualities of the grandmother inspire you?
- iii) Explain the lines "For men may come and men may go but I go on for ever."

C. Read the following passage and find out the incorrect words. Each line has an error. Write the incorrect word along with the correction.

	Error	Correction
i) Alka wanted to buy the present	_____	_____
ii) for his grandfather's birthday. Her grandfather was turning eighty next week .He	_____	_____
iii) used to like give gifts to everyone in the family on his birthdays in the	_____	_____
iv) past. This year he gave the wristwatch	_____	_____
to everyone. Everyone liked the gift. You will be	_____	_____
v) surprised to know that a eighty year old	_____	_____
vi) was dancing with the agile of a twenty -year old.	_____	_____

.....End.....

Pen and Paper

Class : IX

Subject : English

Marks :10

Time: 40 minutes

Read the passage carefully:

Bird Brains at Work

Next time you see a pigeon flying across the sky, look at it carefully! Is it holding a can or a camera? Or wearing a backpack? If it's a carrier pigeon, it just might be a working bird. You've probably heard of working dogs that help police officers, or horses that help farmers. Did you know that carrier pigeons can be trained to help people too? What kind of jobs do these birds perform?

Mailman

Carrier pigeons can be trained to carry messages to people. The note is placed into a small skinny can. The can is tied to the pigeon's leg. Then the pigeon flies off to deliver the note. Carrier pigeons are good messengers because they're fast and can fly long distances. They also have a good sense of direction. They can even reach places that people can't. More than 800 years ago, Genghis Khan, an Asian ruler set up pigeon post offices across his lands! As recently as 2010, Cuba used pigeons to send election results to its mountain people.

Lifeguard

From high up in the sky, specially trained pigeons can spot orange life jackets in the ocean. Sometimes it is difficult for humans to spot people lost at sea, especially when the weather is bad. However, pigeons can fly quickly over a large area of water in search of people.

Spy

Many years ago, carrier pigeons were used to help our country during wars. "Spy pigeons" had small cameras that were tied to their feet. As a pigeon flew over enemy land, the camera snapped photos of the land below. This would allow our military to see where the enemies were and what they were doing.

The pigeons have probably saved many soldiers' lives. These "spy" birds had a dangerous job. They had to dodge bullets, poisonous gas, and bullies like hawks. During World Wars 1 and 2, the USA and its allies even had huge pigeon armies. Thousands of pigeons served! They were like flying soldiers. A few even received medals for their brave work.

Scientist's Helper

In 2006, a group of scientists used pigeons to study air pollution in California. Special backpacks with miniature cellphones were strapped onto pigeons. As the pigeons flew, machines in the backpacks tested to see what gases were in the air. The cell phones sent information about the air to the scientists.

Bird Brains at Work

So next time you see a pigeon, stop and watch it closely. What might look like an ordinary bird to most people, might actually be a hard-working mail carrier, a scientist, a lifeguard, or even a spy!

Based on the above passage answer the following questions :

1. What did Genghis Kahn use pigeons for 800 years ago?

- a. He used pigeons to deliver election results.
- b. He used pigeons to find people lost at sea.
- c. He used pigeons to carry messages.
- d. He kept pigeons as pets.

Date: 09.08.2016	FA : II	Subject: English
Class : IX	Set - 2	Max. Marks: 20

Section – A: Reading

Q 1. Read the passage and answer the following questions : (5 marks)

We give undue importance to our health and the treatment of disease. A large number of medicines treat only the symptoms of the disease, and not the root cause. In fact, the the cause of many chronic ailments is still being researched. It is here the Yoga therapy comes to our assistance. Yoga emphasizes treatment of the root cause of an ailment. It works in a slow, subtle and miraculous manner.

Modern medicine can claim to save a life at a critical stage, but for complete recovery and regaining of normal health, one must believe in the efficiency of Yoga therapy. The Yogic way of life includes a code of ethics regulations, discipline and more, combined with prayer and meditation. Even a discussion of these subjects helps one relieve mental tensions and change attitudes. Simple Asanas help to stretch and relax the whole body and neutralize tensions. The sincere practice of Yoga postures benefits all level of experience. Through continued practice, Yoga postures can have a profound effect on the inner dimensions of life, establishing deep calm, concentration, emotional stability and confidence.

Man is a physical, mental and spiritual being; yoga helps promote a balanced development of all the three. Order forms of physical exercises, like aerobics, assure only physical well-being. They have little to do with the development of the spiritual or astral body.

- (a) What does the phrase "Chronic ailments" mean?
- (b) How is Yoga different from other treatments?
- (c) How does sincere practice of yoga posture benefit us?
- (d) How does Yoga therapy work?
- (e) Find out synonym for the word "Serious". (Para 2)

Section – B: Writing and Grammar

Q 2. A recent survey highlighted the increasing dependence of youth on cell phones. Taking tips from the suggestion given below, write an article to highlight the point that science should help in better living and not control man's life. (Word limit 120 to 150) (5 marks)

- Addiction to cell phones
- Little time for human interactions
- Engrossed with mobiles
- Science should enhance life; not make a slave

Q 3. Read the sentences given below and complete the paragraph that follows. Use the underlined verbs in passive voice. (3marks)

- Boil the milk and set aside to cool.
- Soak the almonds and other ingredients except saffron in half cup water for 20 min.
- Grind them in a blender. Pour the mixture in milk; add sugar and stir it well.
- Refrigerate for two hours.
- Garnish the drink with saffron strands and almond flakes and serve.

The milk is boiled and set aside to cool. Almonds and (a)..... in half a cup of water for 20 min. The ingredients (b) and the mixture is poured in milk, into which sugar is added and stirred well. Then it (c) The drink is garnished with saffron strands and almond flakes and served.

Section -C: Literature

Q 4. Read the following lines and answer the questions that follow: (3marks)

I listened motionless and still
 And as I mounted up the hill,
 The music in my heart I bore,
 Long after it was heard no more.

Questions:

1. Which music is referred to in the above lines?
2. What impression did the girl's song leave on the poet?
3. What do you mean by the word 'bore'?

Value based question:

Q 5. What is the message of the story "The Dog Named Duke"? Elaborate. (4marks)

Date: 16/08/16	FA-2	Set-2	Subject: Science
Class: IX	Name of the student: <i>Shreya Lakshmi</i>		Max. Marks: 20

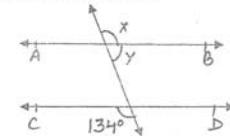
- Q1. Why fruits fall down from a tree, when its branches are shaken? (1)
- Q2. Classify each of the following as homogeneous or heterogeneous mixture (1)
 a) Air b) Brass c) Milk d) Soil
- Q3. Identify the type of tissue present between skin, muscles and around blood vessels. (1)
- Q4. Name a connective tissue which has a hard matrix. (1)
- Q5. A book of weight 20N is placed on a table. The force exerted by the surface of the table on the book will be (1)
 a) Zero b) 10N 20N d) 40N
- Q6. A solution contains 5ml of alcohol mixed with 75ml of water. Calculate the concentration of solution in terms of volume percent. (2)
- Q7. What are stomata? Give two functions of stomata. (2)
- Q8. A gun of mass M kg fires a shell of mass 1.5kg with a velocity of 150m/s and recoil with a velocity of 1.5m/s. Calculate the mass of the gun. (2)
- Q9. Differentiate with three points between Parenchyma and Collenchyma. (3)
- Q10. (a) Distinguish between suspension and true solution based on the following properties:
 (i) Stability (ii) Tyndall Effect
 (b) What is tincture of Iodine? Mention the solvent and solute in tincture of Iodine. (3)
- Q11. a) State Newton's third law of motion. Prove Newton's first and third law from Newton's second law of motion. (3)

Date: 23.08.16	FA - 2	Set - 2	Subject: Mathematics
Class: IX	Name of the student:		Max. Marks: 20

Section - A

[2 x 1 = 2]

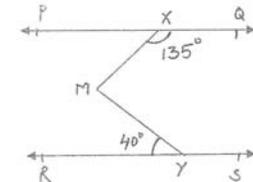
1. If $x - 2$ is a factor of the polynomial $2x^3 - 5x^2 + 3x - k$, then find the value of k .
2. In the given figure, $AB \parallel CD$. Find the values of x and y .



Section - B

[2 x 2 = 4]

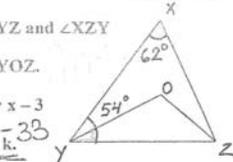
3. Factorise: $(x^2 - y^2)^3 + (y^2 - z^2)^3 + (z^2 - x^2)^3$
4. In the given figure, if $PQ \parallel RS$, $\angle MXQ = 135^\circ$ and $\angle MYR = 40^\circ$, find $\angle XMY$.



Section - C

[2 x 3 = 6]

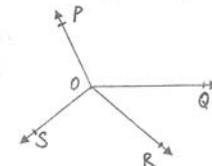
5. In the given figure, if YO and ZO are the bisectors of $\angle XYZ$ and $\angle XZY$ respectively of $\triangle XYZ$ and $\angle XYZ = 54^\circ$, find $\angle OZY$ and $\angle YOZ$.
6. Polynomials $2x^3 + kx - 6$ and $x^3 - 5x^2 + k$ when divided by $x - 3$ leaves the same remainder in each case. Find the value of k .



Section - D

[2 x 4 = 8]

7. In the given figure, OP , OQ , OR and OS are four rays. Prove that $\angle POQ + \angle QOR + \angle ROS + \angle SOP = 360^\circ$.



8. If $a + b + c = 8$ and $a^2 + b^2 + c^2 = 28$, find the value of $a^3 + b^3 + c^3 - 3abc$

1. Suppose a boy is enjoying a ride on a merry go round which is moving with constant speed of 10 m/s. It implies that the boy is
- At rest
 - Moving with no acceleration
 - In accelerated motion
 - Moving with uniform velocity

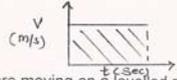
2. In which of the following cases of motion, the distance moved and the magnitude of displacement are equal?
- A car is moving on a straight road
 - A car is moving in a circular path
 - The pendulum is moving to and fro
 - The earth is revolving around the sun

3. Which of the following case depicts non uniform motion?
- A pendulum fixed at the ceiling
 - A freely falling object
 - A car moving on a straight road with uniform speed
 - An hour hand of the digital clock

4. Which of the following depicts acceleration of a body against the direction of motion
- When a train remains at its initial station
 - When a train moves with increasing velocity
 - When a train at rest starts moving
 - When a moving train applies brake

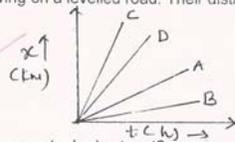
5. Which of the following depicts acceleration of a body in the direction of its motion?
- A boy sitting in the class room
 - Merry go round
 - Airplane on a run way
 - A car moving with 10 km/h

6. For a given graph, area under $v-t$ graph represents a physical quantity which has the unit
- m^2
 - m
 - m/s^2
 - m/s

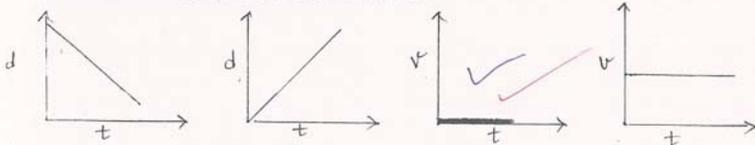


7. Four cars A, B, C and D are moving on a levelled road. Their distance versus time graph are shown. Choose the correct statement.

- A is faster than C
- B is the slowest
- D is faster than C
- C is the slowest



8. Which of the following graphs represent a body at rest?



9. An athlete takes 5 and a half round on the circular track of 200 m. The numerical ratio of displacement to distance for an athlete.
- Less than 1
 - Equal to 1
 - Greater than 1
 - Equal or less than 1

10. The motion of moon around earth is

- Uniform motion
- Accelerated motion
- Retarded motion
- Non uniform accelerated motion

11. If the displacement of an object is proportional to square of time, then the object moves with

- Uniform velocity
- Uniform acceleration
- Increasing acceleration
- Decreasing acceleration

12. An object may appear steady to one person and moving to the other. This statement is

- Always true
- Always false
- True for certain situation
- Need more detailed information

SET A Name: Jahnvi

Date: 5 Jul '14

Tick the correct answer from the given options

- A cell will swell up if the concentration of water molecules in the cell is:
a) higher than the concentration of water molecules in surrounding medium.
 b) lower than the concentration of water molecules in surrounding medium.
c) same as in the surrounding medium.
d) not concerned to the concentration of water molecules in surrounding medium.
- Osmosis is defined as
a) Movement of solute molecules from lower concentration to higher concentration of solution through a semipermeable membrane.
b) Movement of solvent molecules from higher concentration to lower concentration of solution through a permeable membrane.
c) Movement of solvent molecules from its higher concentration to lower concentration
 d) Movement of water molecules from a higher concentration to a region of lower concentration through a semipermeable membrane.
- The living substance of a cell which includes cytoplasm and nucleus is
a) cell organelles
 c) protoplasm
b) nucleoplasm
d) cell membrane
- Plasmolysis in a plant cell is defined as
a) breakdown (lysis) of plasma membrane in hypotonic medium
 b) shrinkage of cytoplasm in hypertonic medium
c) shrinkage of nucleoplasm
 d) expansion of cytoplasm in hypotonic medium
- The chromosomes are made of
a) DNA b) protein c) DNA and protein d) RNA
- Amoeba acquires its food through a process termed:
a) exocytosis b) endocytosis c) plasmolysis d) both exocytosis and endocytosis
- Which of these is not related to endoplasmic reticulum?
a) It behaves as transport channel for proteins between nucleus and cytoplasm.
b) It transports materials between various regions in cytoplasm.
c) It can be the site of energy generation.
 d) It can be the site for some biochemical activities of the cell.
- Living cells were discovered by
a) Robert Hooke b) Purkinje c) Leeuwenhoek d) Robert Brown
- Organelle without a cell membrane is
a) ribosome b) golgi apparatus c) chloroplast d) nucleus
- An example of a prokaryotic cell is:
 a) amoeba b) bacteria c) euglena d) yeast

Name: _____

Roll No.: _____

1. Choose the most correct answer

(2)

- Area below v-t graph is a measure of (
a) acceleration (b) displacement (c) speed (d) angular velocity
- In a uniformly accelerated motion,
A. v-t graph is a straight line not parallel to time or velocity axis
B. D-t graph is not a straight line
C. Slope of v-t graph varies
D. Slope of D-t graph is constant
 (a) only A is correct (b) only A and B are correct
(c) only A, B and C are correct (d) only B, C and D are correct
- If the v-t graph is a straight line approaching the time axis, then acceleration, 'a' is
(a) positive (b) negative (c) zero (d) positive or negative depending on the body
- A swimmer swims in a 90 m long pool. He covers 180 m in one minute going to and fro along a straight track in the pool. The average speed is
(a) zero (b) 30 m/s (c) 180 m/s (d) 3 m/s
- Answer the following in a word** (1)
 - What is the magnitude of the displacement of a body when it completes exactly half the circular path of radius 'x'?
 - What is the magnitude of the acceleration of a body whose v-t graph is parallel to the time axis.
- Define 'velocity'. State its SI unit. (2)
 - Give a difference between speed and velocity
- A car covers 30 km at a uniform speed of 60 km/h and the next 60 km at a uniform speed of 40 km/h. Calculate the average speed of the car for the entire journey. (2)

ANSWERS

Name: _____

Roll No.: _____

- Q1 A given substance 'X' has definite volume, no fixed shape and can diffuse easily. What is the physical state of the substance 'X'? (1)
- Q2 Write one main characteristic of solids which is similar to that of liquids. (1)
- Q3 Define : Diffusion (1)
- Q4 Give reasons: (3)
- a) The smell of hot sizzling food reaches you several metres away, but to get the smell from cold food you have to go close.
- b) A gas fills completely the vessel in which it is kept.

Date: 6/7/2015

Name: _____

Roll No.: _____

- Q.1 Why does the skin of your finger shrink when you wash clothes for a long time? [1]
- Q.2 "Cell is the structural and functional unit of life". Comment. [1]
- Q.3 How does water move in and out of the cell? [1]
- Q.4 What will happen if [2]
- a) Excess amount of fertilisers is added to a green lawn? —
- b) Salt is added to cut pieces of raw mango?
- Q.5 Guess me! I am a dense spherical body within the nucleus of a cell. Name me and State my function. [2]

Class – IX
Date – 22-06-2015

Max Marks: 20
Time : 40 Min.

Q1. Read the extract and answer the questions that follow:

So more than anybody else she was the one most interested in knowing what happened next in the story and used to insist that I read the serial out to her

- (a) Who is 'she' and 'I' in the above lines? (1)
(b) Why was she the most interested in knowing the next development in the story? (1)
(c) Why did she insist that the story be read out to her? (1)

Q2. Read the extract and answer the questions that follow:

I slip, I slide, I gloom, I glance

Among my skimming swallows:

I make the netted sunbeam dance

Against my sandy shallows

- (d) Why do swallows touch the surface of the brook? (1)
(e) Which two poetic devices have been used in the first two lines? (1)
(f) Explain 'I make the netted sunbeam dance' (1)

Q3. What is the theme of the story 'How I taught My grandmother to Read'? (3)

Q4. What different obstacles does the brook come across in the course of its journey and how does it overcome them? (3)

Q5. You like going to films but now that you are in class IX your mother feels you should not spend time in such pursuits. Write a diary on the burden of studies, parental pressure and your need to relax. Do not exceed 100 words. (5)

Q6 Fill in the gaps with one or two words.

(1/2x6=3)

To early travellers, earth (a) _____ to be a vast, flat world, and they feared what (b) _____ happen if they reached the edge. They believed that (c) _____ they sailed towards the south the sea would (d) _____ so hot that it would boil and life would be impossible. To the north they thought it must be (e) _____ cold for living things. Only 500 years ago, nearly all men believed this and when Portuguese sea captains (f) _____ to sail southwards along the coast of Africa, many sea-men refused to go further.

a) appeared / seemed

b) would

c) if

d) become / get

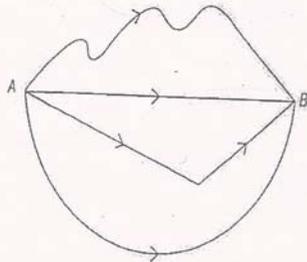
e) too / extremely

f) wanted / began / started.

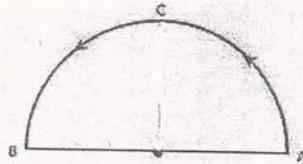
understanding

Q1. Label the displacement in the given diagram.

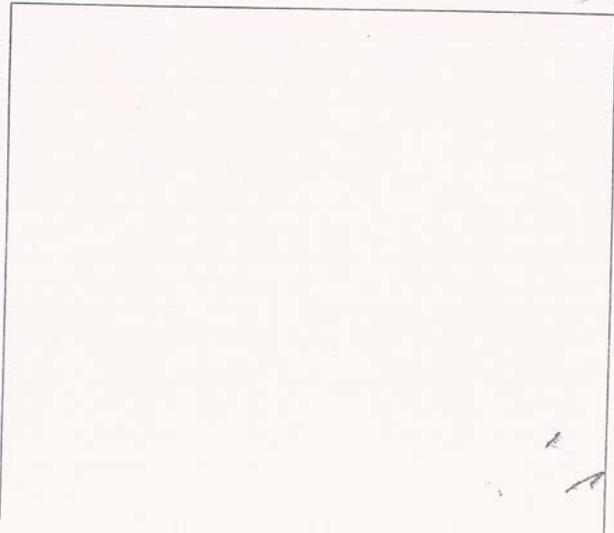
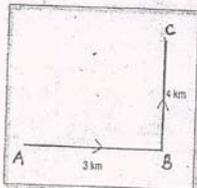
(a) A body moves from A to B through four different paths.



(b) A body moves from A to B through C.



Q2. Consider a person moving 3 km east of A. He then turns north and moves 4 km. Total time taken to move from A to C is 2 hours. Calculate the speed and velocity.



Q3. Fill in the blanks (greater than, equal to or smaller than)

(i) Distance is _____ displacement .



(ii) Displacement is _____ distance



(iii) Displacement is _____ distance



---End---

TIME: 55 MINUTES

SET - A

M.M: 20

1. What is "Tithe"? (1) *What is 'Tithe'?*
2. What does "Old Regime" mean? (1) *What does "Old Regime" mean?*
3. Longitudinally, India lies in which hemisphere? (1) *Longitude*
4. Which part of India is the oldest landmass? (1) *Deccan Plateau*
5. What is a "Coup"? (1) *take of power*
6. Describe the New Social Groups that emerged in the eighteenth century France. (3)
7. In which three ways France was different after the Revolt of 1789? (3)
8. Explain any three characteristics of the Peninsular Plateau. (3)
9. How was the Northern Plains formed? Explain. (3)
10. Explain the three characteristics that distinguish a Democratic government from a Non-democratic government. (3)

6. Explain how France was different after the Revolt of 1789.
7. 3 ways France was different after the revolution of 1789?
8. 3 characteristics of northern plain.
9. How were the Himalayas formed? Explain?
10. 3 arguments to prove international organisations do not function in democratic way.

Set - II
Class : IX A

Set - II

5.7.16
Marks : 20

Q. 1. Read the passage given below and answer the questions that follow :

(5 marks)

1. Mankind's fascination with gold is as old as civilization itself. The ancient Egyptians esteemed gold, which had religious significance to them and King Tutankhamun was buried in a solid gold coffin 3500 years ago. The wandering Israelites worshipped a golden calf and the legendary king Midas asked that everything he touched be turned into gold.
2. Not only is gold beautiful, but it is virtually indestructible. It will not rust or corrode ; gold coins and products fabricated from the metal have survived undamaged for centuries. Gold conducts electricity better than any other substance except copper and silver and it is particularly important in the modern electronic industry.
3. People have always longed to possess gold. Unfortunately, this longing has also brought out the worst in the human character. The Spanish conquistadores robbed palaces, temples and graves and killed thousands of Indians in their ruthless search for gold.
4. Great Britain was the first country to adopt the gold standard, when the Master of the Mint, Sir Issac Newton, established a fixed price for gold in 1717. One of the big gold-mining areas in the Soviet Union is the Kolyma River region, once in famous for its prison camp. Despite the current rush to buy gold, 75 percent of the metal goes into jewellery. Italy is the biggest user of gold for this purpose and money Italian Jewellers even tear up their woods floors and burn them to recover the tiny flecks of gold.

1. Which ancient countries and kings does the author refer to prove his statement "The fascination for gold is as old as civilization" ?
2. What are the two advantages of gold ?
3. How did the longing to possess gold bring out the worst in the human character? —
4. Which country is first to adopt the gold standard ?
5. Find a word from the passage which convey similar meaning as the following:
(a) Cruel
(b) Attracted

Q. 2. Rearrange the following words into the meaningful sentence.

(3 marks)

- (1) the/are/a/student/not/motivated
- (2) they/sky is/that/for/the/know/are/them
- (3) the spider/are/not/most of/dangerous

Q. 3. Your friend today helped you out of a difficult situation. Write a diary entry expressing your gratitude for your friend in 100-120 words.

(5 marks)

Q. 4. Explain with reference to the context :

(3 marks)

I come from haunts of coots and hern;
I make a sudden sally
And sparkle out among the fern,
To bicker down a valley

- (1) From where does the brook emerge ?
- (2) What is the meaning of 'bicker down' ?
- (3) What makes the brook 'sparkle' ?

Q. 5. Sudha Murthy's grandmother was a woman with a very enlightened attitude. Through her the story writer underscores the value of education. Discuss.

(4 marks)

(1)

Date: 12.7.16

SCIENCE

MM:20

Class: IX

SET-II

Time: 55min

1. What is the name of membrane surrounding vacuole? *Tono plast* (1)
2. A body is dropped vertically from a certain height. Draw velocity-time graph of the body. (1)
3. Convert the following temperatures to Kelvin scale. (1)
 - a) 25°C
 - b) 373°C
4. A particle is moving in a circular path of radius 5m. The displacement after half a circle would be
b) $5\pi\text{m}$ *b)* 10m c) $10\pi\text{m}$ d) zero (1)
5. Define latent heat of fusion. (1)
6. Draw a neat and labelled diagram to show the Animal Cell. (2)
7. A car acquires a velocity of 20m/s in 10 seconds starting from rest. Find the acceleration and the distance travelled in this time. (2)
8. Write 4 points of differences between boiling and evaporation. (2)
9. Describe the structure and function of Mitochondria. (3)
10. Derive the third equation of motion by graphical method. (3)
11. Give reason: (3)
 - a) Why do we sweat more in a humid day?
 - b) Why ice floats on water?
 - c) When sugar crystals dissolve in water, the level of water does not rise appreciably.

Date: 19.07.16	FA - 1	Set - 2	Subject: Mathematics
Class: IX	Name of the student:		Max. Marks: 20

Section - A

2x1=2

1. Find two irrational numbers between $\sqrt{2}$ and $\sqrt{3}$.
2. Find the area of an equilateral triangle each of whose sides is 3cm long.

Section - B

2x2=4

3. Simplify: $\left[\left\{ (81)^{-1/2} \right\}^{-1/4} \right]^2$
4. Express $0.4\bar{7}$ in the form of $\frac{p}{q}$ where p and q are integers and $q \neq 0$.

Section - C

2x3=6

5. The sides of a triangle are in the ratio of 12: 17: 25 and its perimeter is 540cm. Find its area.

6. Represent $\sqrt{7.4}$ on the number line and justify your construction.

Section - D

2x4=8

7. Mr. Sunder Singh has a piece of land which is in the shape of a rhombus. He wants his two sons to work on the land and produce different crops. He divides the land into two equal parts. The perimeter of the land is 400m and one of the diagonals is 160m.

(i) How much area will each of them get for their crops?

(ii) Comment on the behaviour of Mr. Sunder Singh as a father.

8. If a and b are rational numbers and $\frac{\sqrt{11}-\sqrt{7}}{\sqrt{11}+\sqrt{7}} = a - b\sqrt{77}$ then find the values of a and b.

Time allowed: 3 hours

General Instructions:

- (i) The Question paper has **19** questions in all.
- (ii) Marks are indicated against each question.
- (iii) Questions from serial number **1 to 10** are very short answer type questions. Each question carries **one mark**.
- (iv) Questions from serial number **11 to 17** are of **2 marks** questions. Answer of these questions must not exceed **30 words** each.
- (v) Questions from serial number **18 to 19** are **3 marks** questions. Answer of these questions must not exceed **50 words** each

- Q1. Which countries comprise Indo-China?
- Q2. Koderma in Jharkhand is the leading producer of which of the following mineral-
A. Bauxite B. Mica C. Iron-ore D. Copper
- Q3. In which year Nepal witnessed the emergence of an extraordinary popular movement?
- Q4. When did Indo-China gain her independence?
- Q5. Which of the following minerals is formed by decomposition of rocks leaving a residual mass of weathered material?
(a) coal (b) bauxite (c) gold (d) zinc
- Q6. How was Vietnam linked to the different Nations?
- Q7. What was the aim of the Nepalese Movement?
- Q8. Minerals are deposited and accumulated in the strata of which of the following rocks?
(a) Sedimentary rocks (b) Metamorphic rocks (c) Igneous rocks (d) All of the above.
- Q9. Who colonised Vietnam?
- Q10. Which one of the following minerals is contained in the Monazite Sand?
(a) oil (b) uranium (c) thorium (d) coal
- Q11. Who was Jean Dupuis?
- Q12. Name a mineral which is obtained from placer deposits?
- Q13. What is a Manifesto?
- Q14. Define Movements?
- Q15. What is Ordinance 10?
- Q16. What is mining?
- Q17. Who led the coup in South Vietnam?
- Q18. What is meant by FEDECOR?
- Q19. What were the objectives of "go east" movement? Write any three reasons

2014-15
FORMATIVE ASSESSMENT REPORT & DETAILS

FORMATIVE ASSESSMENT -2

CLASS: VIII

SUB: SCIENCE (PHYSICS)

Name: _____

Roll No. : _____

Date: -8-2014

Activity: Pen-Paper Test

10 marks

Assessment Technique

Multiple choice Question Based Conceptual Evaluation Worksheet

Objectives: To help the learners to know the meaning of scientific terms, to apply various units properly, to identify the laws of physics in daily use

Assessment parameters: Half mark for every correct answer.

Task : Individual

- 1 A push or pull on an object is called
a) Pressure b) Push-pull
c) Force d) All of the above
- 2 If two forces act in the opposite directions on an object, the net force acting on it is the
a) Sum of the two forces b) difference between the two forces
c) Multiplication of the two forces d) Division of the two forces
- 3 Which of the following is proper example(s) to explain that force on an object may change its shape
a) A ball of dough rolled into chapati b) Pressing a rubber ball kept on table
c) Making model using clay d) All of the above
- 4 A ball rolling on the ground slows down and finally stops. This is because of
a) Force b) Less force applied
c) Friction d) None of the above
- 5 Force of friction always acts on moving objects and its direction shall be ____
a) On any direction b) Along the direction of motion
c) Perpendicular to the direction of motion d) Opposite to the direction of motion
- 6 If in a tug-o-war, when two teams are pulling a rope, and the rope does not move towards any team, it implies that
a) Equal force is being applied in the same direction b) Equal Force is being applied in opposite direction
c) No force is applied in any direction d) Cannot be explained
- 7 An example of a non- contact force is
a) Force exerted by us to lift a bucket b) Push a stationary car
c) Force exerted by magnet d) Hit a cricket ball for a 6 run

- 8 Pressure =
- a) Area / force on which it acts b) force / area on which it acts
 c) Volume / force on which it acts d) Force / volume on which it acts
- 9 Gravity is
- a) Repulsive b) Attraction + Repulsive force
 c) Attractive force d) Not a force
- 10 A batsman hits the ball for a boundary past the bowler i.e. four runs. The batsman thus
- a) Changes the direction & speed of the ball b) Does not change the direction but speed only
 c) Does not change the speed but direction only d) Does not change either direction or speed
- 11 Sound is produced by
- a) Non-Vibrating objects only b) Vibrating and non-vibrating objects
 c) Vibration has no relation to sound d) Vibrating objects only
- 12 Sound cannot travel through
- a) vacuum b) air
 c) water d) solids
- 13 Vibration is also known as
- a) Vibratory motion b) Translatory motion
 c) Oscillatory motion d) None of these
- 14 Frequency is expressed in
- a) Kilometer b) Hertz
 c) gram d) Degree centigrade
- 15 The number of oscillations per second is called
- a) Amplitude of oscillation b) Pitch of oscillation
 c) Frequency of oscillation d) None of the above
- 16 Above _____ dB the sound becomes physically painful
- a) 60 b) 40
 c) 120 d) 80
- 17 When the amplitude of vibration is large, sound produced is
- a) No sound b) feeble
 c) loud d) No relation between amplitude and sound
- 18 Human can hear sound in the range of
- a) 200-2000 Hz b) 20-20,000 Hz
 c) 2-20000 Hz d) 2000-200000 Hz
- 19 An ultrasound equipment works at frequency
- a) Higher than 20,000 Hz b) Higher than 10,000 Hz
 c) Lower than 20,000 Hz d) Lower than 10,000 Hz
- 20 Voice of man is heavy compared to a woman because
- a) Female vocal cord is longer b) Male vocal cord is shorter
 c) Male vocal cord is longer d) The concept is not related

classmate 5.

Date _____
Page _____

Roll no	Name of the Students	(2) Creativity	(2) Comprehension	(2) Interpretation	(2) Clarity	(2) Presentation	Total
1.	Ashuv Ajaysh Patel						
2.	Ashuv Prakash Patel	1	1	1	1	2	6
3.	Het Belani	1	1	1	1	2	6
4.	Hill Patel	1	1	1	2	2	7
5.	Jay. K. Patel	2	1	2	2	2	9
6.	Teet Maniar	2	1	2	2	2	9
7.	Keval Kumar Chauhan	1	1	1	2	2	7
8.	Margiv Amin	2	1	2	2	2	9
9.	Mariam Mohammed	2	2	1	1	2	8
10.	Naznin Patel	2	2	1	1	2	8
11.	Prachi Desai	2	2	1	1	2	8
12.	Prishita Jaiswal	2	2	1	1	2	8
13.	Ravi Solanki	1	1	1	2	2	7
14.	Ricky Khatwa	1	1	1	2	2	7
15.	Rohan Patle	1	1	1	2	2	7
16.	Saloni Thakkar	2	2	1	1	2	8
17.	Shivam Patel	2	1	2	2	2	9
18.	Yash Shah	-	-	-	-	-	-
19.	Yash Tiriyas	1	1	1	1	2	6
20.	Yurraj Kuchwaha						

Year:2013-14		CLASS:IX		SECTION: C		2(A) LIFE SKILLS										2(A) LIFE SKILLS							
R NO	NAME	THINKING SKILL					SOCIAL SKILLS					EMOTIONAL SKILLS					Marks / 5	GRADE					
		Knows his/her strengths and weaknesses	Demonstrates internal/external locus of control	Knows his/her way of dealing with people, events and things	Recognizes and analyses a problem	Collects relevant information from reliable sources	Evaluates each alternative for advantageous and adverse consequences of each alternative solution	Chooses the best alternative ; Shows originality and innovation	Demonstrates fluency in ideas- gets lots of new ideas	Open to modification and flexibility in thinking	Demonstrates divergent (out-of-box) thinking	Helps Classmates in case of difficulties in academic and personal issues	Seeks feedback from teachers and peers for self improvement	Actively listens and pays attentions to others	Sees and appreciates other's points of view	Draws attention of others when speaking in the class, school assembly and other occasions			Explains and articulates a concept differently so that others can understand in simple language	Sensitive to the needs of differently abled students	Demonstrates Leadership Skills like responsibility, initiative etc.	Demonstrates awareness of norms and social conducts and follows them	Helps develop skills and competencies in others insted of making them dependent
1	Aayushi Chaudhuri	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	5	A
2	Abhishek Agarwal	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	5	A
3	Aboli Amol Vaze	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	5	A
4	Akhilesh Rakshit	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	5	A
5	Anushree Rabadia	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	4	B
6	Anushree Sen	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	5	A
7	Drashti Shah	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	5	A
8	Geetika Jain	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	5	A

5TD-X B

Formative Assessment-2

SUBJECT-MATHEMATICS

STUDENT'S NAME	Activity			Project			MARKS	GRADE
	Good understanding	Precision, neatness and accuracy	Think logically & Submissio on time	Material	Methodology	Interpretation		
1	AAYUSH S SHARMA	/	/	/	/	/	10	A1
2	ADITYA K. PATEL	/	/	/	/	/	09	A2
3	AKUL VIJAY AGARWAL	/	/	/	/	/	09	A2
4	ANAND PARMAR	/	/	/	/	/	09	A2
5	ANJALI SINGH	/	/	/	/	/	10	A1
6	ANJU SHARMA	/	/	/	/	/	10	A1
7	ASHISH LAL	/	/	/	/	/	09	A2
8	ATUL J. PRAJAPATI	X	/	/	/	/	10	A1
9	BHATT UNNATI VIPULBHAI	/	/	/	/	/	09	A2
10	BOSCO R. PEREIRA	/	/	X	/	/	09	A2
11	DIPEN VIMAL PATEL	/	/	/	/	/	09	A2
12	JAYRAJ M. PANDYA	/	/	/	/	/	09	A2
13	JIJUSVA BHATNAGAR	/	X	/	/	/	09	A2
14	PAL AGRAWAL	/	/	/	/	/	10	A1
15	PARMAR UJWAL	/	/	/	/	/	09	A2
16	PATEL DEEPSURYAKANT	/	/	/	/	X	09	A2
17	PATEL HARSH R.	/	/	/	/	/	09	A2
18	PATEL MAULIN J.	/	/	/	/	/	09	A2
19	PATEL YASH YOGESH	/	/	/	/	/	09	A2
20	POOJA SHAG	/	/	/	/	X	09	A2

classmate
Date _____
Page 10

FA-2

Sl. No	Name	(4)		(3)		(3)		(10)	
		Correctness of Information	Analysis	Originality	Presentation	Total			
1.	Akash. Patel	3		2		3		8	
2.	Anushi. Patel	2		3		2		7	
3.	Aryan. Kulkarni	4		3		2		9	
4.	Ayush. Patel	4		2		2		8	
5.	Chintan Amin	3		2		2		7	
6.	Devansh. Savani	3		3		2		8	
7.	Dhavnee Dave	3		2		3		8	
8.	Dixit. Patel	3		2		3		8	
9.	Dixita Tarapde	3		2		2		7	
10.	Harsh. Changela	2		3		2		7	
11.	Harsh. Postaria	3		2		3		8	
12.	Japsharan. Singh								
13.	Jay. Patil	2		3		2		7	
14.	Kosha. Shah	3		2		3		8	
15.	Panth. Patel	3		3		3		9	
16.	Parth. Rajput	4		3		2		9	
17.	Raj. Suthar	2		2		2		6	
18.	Ritika Nandwan	2		3		2		7	
19.	Ritu. Ashar	3		2		2		7	
20.	Riya. Patel	2		2		2		6	
21.	Shivansh. Bhardwaj	3		2		2		7	
22.	Tulsi. Patel	3		2		2		7	
23.	vedant. Patel	3		3		3		9	
24.	Vivek. Verma	4		2		1		7	
25.	Y. Prakash	3		2		2		7	
26.	Rushita								

S. No	STUDENT'S NAME	MARKS	GRADE
21	PRAGYA MISHRA	09	A-
22	PREETI H. PATEL	09	A-
23	PREYA GANDHI	09	A-
24	RAI HIRAJAL SONKAR	09	A-
25	RAI KAMLESH VASANI	09	A-
26	RAVINDRA MEHUL VADODARIA	10	A
27	RICHA MISHRA	10	A
28	ROHIT NAIR	10	A
29	SONDIA SOJANVA KHANBHAPATI	10	A
30	TEJAS MOJHE	09	A-
31	VARUN L. SAHNI	10	A
32	VARUN SANGANI	09	A-
33	VISHESH SAXENA	10	A
34	BHARGAVI T. MISTRY (NEW)	09	A-
35	ASTIK DIPEN P. (NEW)	10	A
36	SHIVANGI SAXENA (NEW)	10	A
37	GIJANAK PEARL SACHIN	10	A
38	MATRJI MITEESH OZA (NEW)	10	A
39			
40			

Subject Teacher's sign- _____

Principal's sign- _____

Roll No.	Name of the student	Lab Ethics(3)			Lab Record Books(5)				Performance of Activity					Total	
		Brought material for activity	Listens attentively and takes interest.	Takes care of property in maths lab	Brought lab record book	Index is written	date, act. No. & objective is written	Neatness & presentation	Submitted work	Viva (2)	Completes activity independently (5)	Needs help to complete activity (4)	Works independently but not able to complete(3)		Tries to make effort but incomplete task(2)
1	Dhiruv Piyush Patel	1	1	1	1	1	1	1	1	2	5				15
2	Dhiruv Prakash Patel	1	1	1	1	1	1	1	1	1	4				12
3	Het Belani	1	1	1	1	1	1	1	1	1	4				12
4	Hill Patel	1	1	1	1	1	1	1	1	1	4	3			11
5	Jay K Patel	1	1	1	1	1	1	1	1	1	4				12
6	Jeet Maniar	1	1	1	1	1	1	1	1	2	4				14
7	Kevalkumar Chauhan	1	1	1	1	1	1	1	1	2	4				14
8	Mangy Arhin	1	1	1	1	1	1	1	1	5					15
9	Mariam Mohammed	1	1	1	1	1	1	1	1	2		3			12
10	Nazrin Patel	1	1	1	1	1	1	1	1	1		3			12
11	Prachi Desai	1	1	1	1	1	1	1	1	1		3			12
12	Prishita Jaiswal	1	1	1	1	1	1	1	1	1		3			12
13	Ravi Solanki	1	1	1	1	1	1	1	1	1		3			12
14	Ricky Khawwa	1	1	1	1	1	1	1	1	1	4				13
15	Rohan Patle	1	1	1	1	1	1	1	1	1		3			12
16	Saloni Thakkar											3			11
17	Shivam Patel														11
18	Yash Shah	1	1	1	1	1	1	1	1		4				13
19	Yash Tiriyar	1	1	1	1	1	1	1	1		4				13
20	Yuvraj Kushwaha	1	1	1	1	1	1	1	1			3			12

Class 7/1/2019 - 2019/

Noted

Appendix XII- FA Test Papers

FORMATIVE ASSESSMENT I CLASS IX 2014-2015
 Name Saloni Class IX Division C Roll no _____

Q.1. "Workers of my homeland! I have faith in Chile and its future.....It will be a moral lesson to castigate felony, Cowardice and Treason" Who said this?
 a. General Augusto Pinochet b. General Alberto Baschelet
 c. Salvador Allende d. Michelle Baschelet

Q.2. When did the Military coup take place in Chile?
 a. 12th September 1973 b. 11th September 1973
 c. 12th September 1974 d. None of these

Q.3. When did Ghana become independent and from whom?
 a. 1956, Dutch b. 1957, France c. 1957, Britain d. 1958, Germany

Q.4. Which organ of U.N is responsible for maintaining peace and security among the countries?
 a. General assembly b. Security Council
 c. International court of justice d. All of these

Q.5. Which party ruled Iraq since 1968?
 a. Baa'th Party b. Socialist Baa'th Party
 c. Arab Socialist Baa'th Party d. None of these

Q.6. Which of the African country was the first to gain independence in the 1950's?
 a. Ghana (gold coast) b. South Africa c. Both a & b d. Nigeria

Q.7. When was Democracy restored in Chile?
 a. 1988 b. 1981 c. 1957 d. 1973

Q.8. In which continent is Ghana situated?
 a. Latin America b. Africa c. North America d. Asia

Q.9. Universal Adult franchise was introduced in India in the year
 a. 1948 b. 1935 c. 1947 d. 1950

Q.10. Who was Lech Walesa?
 a. A freedom fighter b. A leader of Trade Union
 c. A great revolutionary d. A social reformer

Q.11. By 1900 which was the only country where every adult had voting rights?
 a. Argentina b. New Zealand c. Sri Lanka d. Japan

Q.12. Which country broke in 1991 and 15 independent countries emerged out of it?
 a. U.S.A b. U.A.E c. Soviet Union d. U.K

Q.13. Which country did Aung San Suu Kyi belonged to?
 a. Indonesia b. Sri Lanka c. Malaysia d. Myanmar

Q.14. Who was the founder leader of Socialist party in Chile?
 a. Allende b. Pinochet c. Baschelet d. Walesa

Q.15. During which period democracy expanded the most?
 a. in 18th century b. in 21st century c. in 19th century d. in 20th century

Q.16. Who was the first elected President of Poland?
 a. Jaruzelski b. Walesa c. Pinochet d. None of the above

Q.17. What is the new name of Burma?
 a. Poland b. Myanmar c. Ghana d. Cyclone

Q.18. Who imposed Martial Law in Poland in December 1981?
 a. Jaruzelski b. Walesa c. Pinochet d. Baschelet

Q.19. In which country was democracy replaced by military regime in 1960?
 a. Ghana b. Myanmar c. Poland d. Chile

Q.20. After independence, who became the first Prime Minister and then President of Ghana?
 a. Patric Lumamba b. Jana Kenyatta c. Sam Nujoma d. Kwame Nkrumah

FORMATIVE ASSESSMENT I CLASS IX 2014-2015
 Name Saloni Class IX Division C Roll no _____

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Std. IX
Date: 20/07/15

Mathematics
Set B

M.M.: 20
Time: 40 Min

1. Find the zeroes of the polynomial $f(x) = 5x - 3$. (1)
2. Check whether $(x+2)$ is a factor of $2x^3 + 6x^2 - 2x + 9$. (1)
3. Find the remainder when $f(x) = 9x^3 - 3x^2 + x - 5$ is divided by $g(x) = (x - \frac{2}{3})$. (2)
4. Factorise $y^3 - 2y^2 - y + 2$ by using factor theorem. (2)
5. Find the value of k if $(x - 1)$ is a factor of $4x^3 - 3x^2 - 4x + k$. (3)
6. Find the dimensions of a cuboid whose volume is $12ky^2 + 8ky - 20k$. (3)
7. If the polynomials $f(x) = px^3 + 4x^2 + 3x - 4$ and $g(x) = x^3 - 4x + p$ are divided by $(x - 3)$, then the remainder in each case is the same. Find the value of p . (4)
8. Find the other factors if $(2x + 3)$ is one of the factor of $4x^3 + 20x^2 + 33x + 18$. (4)

$$\frac{24x^3}{2x}$$

$$(2x)(x) + (2x)(10x) + (3)(18)$$

$$0x^2 + 20x + 18 +$$

$$(x+3)(2x^2 + 14x + 6)$$

CLASS: IX

NEW ERA SENIOR SECONDARY SCHOOL, NIZAMPURA

SUBJECT: SOCIAL SCIENCE
FORMATIVE ASSESSMENT 3

SET - A

DATE: 12/ 12/ 2014

Q .I. Answer the following questions.

- a. What is meant by elections? Why are elections needed in a democracy? (3 m)
- b. What are the details required from the candidates who wish to contest for elections? (3m)
- c. Describe the wide ranging powers of the election commission of India. (4 m)
- d. Why is the distribution of rainfall uneven in India? (4 m)
- e. Examine the interstate disparity in poverty seen in India. (3 m)
- f. Why do the coastal areas of Tamilnadu receive rainfall twice a year? (3 m)

3. a) Show that the line segment joining the mid-points of two sides of a triangle is parallel and half of the third side.
b) Draw the graph of $3 = 2x + y$. Find the points where the line represented by this equation cuts x -axis and y -axis.
4. If the point $(5, -3)$ lies on the graph of the equation $2x - my = 8$, find the value of m .

-----End-----

Q-3 Solve the followings:

(6 marks)

- (1) A vendor gets a profit in percentage equal to cost price of a flower pot, when he sells it for Rs.96, Find the cost price of flower pot and percentage of the profit.
- (2) The sides of the right angled triangle are consecutive positive integers find the Area of triangle.

Q-4 Solve the followings:

(6 marks)

- (1) For an A.P If $T_1=p, T_m=q, T_n=r$, Prove that $p(m-n) + q(n-l) + r(l-m) = 0$
- (2) Four numbers are in A.P and their sum is 72 and the largest of them is twice the smallest, find the four numbers in given A.P

Q-3 Solve the followings:

(6 marks)

- (3) A vendor gets a profit in percentage equal to cost price of a flower pot, when he sells it for Rs.96, Find the cost price of flower pot and percentage of the profit.
- (4) The sides of the right angled triangle are consecutive positive integers find the Area of triangle.

Q-4 Solve the followings:

(6 marks)

- (3) For an A.P If $T_1=p, T_m=q, T_n=r$, Prove that $p(m-n)+q(n-l)+r(l-m)=0$
- (4) Four numbers are in A.P and their sum is 72 and the largest of them is twice the smallest, find the four numbers in given A.P

2

3. a) Show that the line segment joining the mid-points of two sides of a triangle is parallel and half of the third side.
b) Draw the graph of $3 = 2x + y$. Find the points where the line represented by this equation cuts x -axis and y -axis.
4. If the point $(5, -3)$ lies on the graph of the equation $2x - my = 8$, find the value of m

-----End-----

Subject: Mathematics

Class: IX

M.M : 10

Time : 40 min

1. Fill in the blanks: (Rectangle, square, rhombus, parallelogram)

- a) If both pairs of opposite sides of a quadrilateral are equal, then it is necessarily a _____.
- b) If one angle of a parallelogram is a right angle, then it is necessarily a _____.

2.

- a) Two numbers are such that two times of one is same as five times of the other. Express this in the form of linear equation in two variables.
- b) Give the equations of two lines passing through $(2, 5)$.
- c) Express y in terms of x in the equation $2x - 3y = 12$.

Sub: Maths

CBSE-2014-15

Date :15/12/14

Q-1 Solve the followings:

(12 marks)

- (4) There are 15 conical heaps of the wheat, each of them having diameter 70 cm and height 24 cm. In the farm of Ramjibhai, to stock the wheat in a cylindrical container of the same radius, what should be its height?
- (5) A solid cylinder has T.S.A of 1386 cm^2 . Its C.S.A is one ninth of its T.S.A find the radius and height of cylinder
- (6) A vessel is composed of a cylinder with two conical ends on the both sides. The radius of the vessel is 4 cm and total height is 13cm. If each cone has height 3cm, find the volume of air contained in the vessel

Q-2 Solve the following Equations by the method of completing the square

(6 marks)

- (3) $X^2 + 6x + 7 = 0$
- (4) $X^2 + (x+5)^2 = 625$

1