

Interact with Chairman

Frequently Asked Questions

| S.NO. | QUERY | REPLY | KEY WORD |
|-------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 01 | Does CCE mean frequent tests and assignments? | The term continuous in CCE refers to periodicity and regularity in assessment. It does not mean that tests and assignments have to be conducted or given frequently. On the contrary, the scheme of CCE discourages mechanical testing. It envisages employment of variety of tools and techniques for assessment in informal and formal settings which are more interesting, relevant and meaningful and involve learners for greater participation and learning. | CCE Scheme |
| 02. | How would CCE help in reducing stress of students? | CCE helps in reducing stress of students by – <ul style="list-style-type: none">• Identifying learning progress of students at regular time intervals on small portions of content.• Employing a variety of remedial measures of teaching based on learning needs and potential of different students.• Desisting from using negative comments on the learner's performance.• Encouraging learning through employment of a variety of teaching aids and techniques.• Involving learners actively in the learning process.• Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas. | Stress Reduction |
| 03. | Is it all right for my child to spend more time on dance, music and doing project work than actually reading his textbooks? | Holistic education demands development of all aspects of individual's personality including cognitive, affective and psychomotor domains. It is unfortunate that not much attention and emphasis is given to the development of interests, hobbies and passions of learners. | Co-curricular activities |

| | | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| | | Focusing on excellence in academics alone undoubtedly results in lop-sided development of personality. It is thus essential that due importance be given to participation in co-curricular activities like music/ dance, art, dramatics and other areas of ones interests. This is likely to make life more fulfilling and enjoying. | |
| 04 | Is it necessary to mention ailments that my child is suffering on the CCE report card? | Healthy body is essential for the healthy growth of mind. Hence the schools are expected to get their students examined by qualified doctors twice in a session (July and January). In addition to this general information, physical disabilities and diseases such as defective vision, maintenance of teeth, deafness, long absence due to illness etc. should also be noted. The schools are being advised to bring any major observation to the notice of parents for proper medication and care of the child. | Physical Health |
| 05 | There are usually forty students in a section. Will it be possible for a single teacher to assess all the students meaningfully and objectively in a given time frame particularly in co - scholastic areas? | The Board has developed detailed guidelines for assessment in co-scholastic areas. Tools and techniques for assessment in these areas have been included in these guidelines. Besides, the Board is organizing series of training programmes in different parts of the country to familiarize teachers in related matters. However schools and teachers themselves also will have to design strategies to meet the emerging challenges. It has been suggested that assessment in co-scholastic areas may be done by a team of teachers in order to minimize subjectivity. | Assessment in co-scholastic areas |
| 06 | If a teacher has to maintain exhaustive records, how many number of teachers per class are required for this purpose? | Overall records will be maintained by the class teacher and subject wise records will be maintained by respective subject teachers as per past practice. However, all other teachers will be associated with assessment in scholastic and particularly in co-scholastic areas. A detailed strategy for keeping such records systematically will have to be | Assessment in co-scholastic areas |

| | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| | | worked out by individual schools. Some guidelines are given in Teachers' Manual. | |
| 07. | The concept of Board being made optional still not clear? | It is suggested to go through the recent circular no. 39 and 40 issued by the Board in this regard. These circulars explain the proposed examination reforms very clearly and include the details of the new scheme and the meaning of making Board's examination optional. The circulars are also available on CBSE website www.cbse.nic.in . | CCE Scheme |
| 08 | When there are so many co-curricular activities to be done during the year, will the existing syllabus in different subjects be reduced? | Not presently or immediately. The matter may be considered after the implementation of the scheme and getting feedback from the system. | Reduction in syllabus |
| 09 | How would CCE help in improvement of student's performance? | CCE helps in improving student's performance by identifying his/her learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance | CCE Scheme |
| 10 | Different schools follow different academic sessions. Will CCE allow enough flexibility to schools to plan their own academic sessions? | The scheme of continuous and comprehensive evaluation has inbuilt flexibility for schools to plan their own academic schedules as per specified guidelines on CCE. However, the schools may have to make slight modifications in existing schedule and procedures. | Activity Schedule |
| 11 | It is observed that sometimes the projects are bought from the market and submitted for assessment. Is there any check on such unfair practices? | What I hear, I forget. "What I see, I remember "What I do, I understand" - Kung Fu Tzu (Confucius) The purpose of Project Work is to enable the learners to apply and extend classroom learning to life outside the school. The Board is proposing and promoting group project work. Every individual is required to contribute to the completion of the project and may be awarded marks/ grades in proportion to their contribution. However, it is essential that in order to make project work meaningful and learning oriented, the identification and | Project Work |

| | | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| | | <p>selection of project work may be done with utmost care. Sufficient required guidance may be provided to the group or individual for carrying out the project effectively. Suitable timeframe may also be decided in advance for its completion. The subject teacher may ensure and certify that the project has been completed by the group or the individual as desired. Preferring group projects over individual projects will also promote social skills and lessen teacher's correction work load.</p> | |
| 12 | <p>With Class X Board examinations made optional, should I still buy more reference books for my child in Mathematics and Science and practice books in English? Should I hire tutors for him?</p> | <p>Making Class X Board Examination optional in no way means dilution of emphasis on Academics. In classes IX and X, the Board has prescribed NCERT/ CBSE textbooks in various subjects. Besides these textbooks, the teachers also give various kinds of assignments to students which require consulting additional materials given in reference books, articles, and internet websites etc. It is suggested to encourage your child to inculcate the habit of self learning with understanding. However, selection of additional learning material has to be done very carefully.</p> | Support Material |
| 13 | <p>Will CCE help my child to choose subjects of his choice in class XI?</p> | <p>The CBSE plans to offer an aptitude test for classes IX and X from 2010. The first test will be available by February 2010. By the time a student reaches Class XI, he/she would have undertaken the aptitude test twice once at the end of class IX and then at the end of class X. This together with academic performance and CCE would help students/ parents and teachers to judge students' level of understanding and aptitude in each subject and help them choose subjects for class XI. The schools have been advised to follow multi pronged approach for assigning subjects. Aptitude test, scholastic performance, co-scholastic achievements, all need to be given weight age. Students of the same school will be given preference over the students coming from any other school for admission in class XI.</p> | Choice of subjects in XI |
| 14 | <p>Different schools have</p> | <p>In order to maintain parity of</p> | |

| | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| | <p>varying academic standards. How will the Board be able to maintain parity of standards among its affiliated schools in urban and rural areas, or schools located in metro cities and those located in remote or backward parts of the country when school based assessment in Class x is introduced?</p> | <p>standards among its affiliated schools, the Board has initiated following steps:</p> <p>(a) Developing Question Banks in different subjects. These will be made available to all schools. Every school will be required to generate its own Question Paper selecting questions from the given question bank. This will be ensuring parity of standards.</p> <p>(b) Conducting intensive mass training programmes for Principals and teachers of its affiliated schools all across the country.</p> <p>(c) Developing and making available CCE guidelines and subject specific guidelines for schools.</p> | <p>Parity of standards</p> |
| 15 | <p>Will CCE help my child to get through competitive tests after Class XII?</p> | <p>Scheme of CCE is expected to help the child make informed choice of subjects in class XI based on his aptitude, interests, liking, and academic performance. With CCE aiming at all round development of the child's personality it is expected that a student will be able to take up competitive examinations in right earnest. It may be clearly understood that introduction of CCE does not mean less emphasis on academic attainment. Students will still be required to do well in studies. However due to acquisition of additional life skills, like thinking and emotional skills, they are expected to meet different life situations with greater maturity.</p> | <p>Competitive Examinations</p> |
| 16 | <p>a) When will the syllabus for Class IX summative and formative test be sent to the schools?</p> <p>(b) Is CBSE going to specify the period limit for each co-scholastic area?</p> | <p>(a) The syllabus for class IX for summative assessment for the ongoing session has been made available to schools through CBSE website. There is no separate syllabus for formative assessment. It has to be suitably decided by individual schools dividing the prescribed syllabus into parts as per convenience.</p> <p>(b) The schools will be required to decide the time needed for carrying out different activities related to co-scholastic areas as per the requirements of the report card and CCE card. Many of these co-curricular</p> | <p>Syllabus for SA and FA</p> |

| | | | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| | | activities are already being carried out in majority of schools. | |
| 17 | Will the Continuous and Comprehensive Evaluation card help me to get through Competitive examination after class XII? | Please understand clearly that participation in co- curricular activities and developing essential life – skills does not mean that you have not to put in your best for attainment in academics. In order to perform better in various competitive examination after class XII, one is required to have sound understanding and foundation of basic concepts learnt in class IX and X. Acquisition of life- skills like communication skills, thinking skills, social skills and emotional skills will certainly enhance your understanding and performance in competitive examination as well as in later life. | Competitive Examinations |
| 18 | Usually while appearing for the Board examinations, the students get a feel that they are doing something big. They get serious in preparing for the Boards, in solving sample question papers, or reading more books for reference. Will that seriousness remain if Class X Board examinations are made optional and CCE is introduced? | The Board has brought out subject specific detailed guidelines on formative and summative evaluation which will engage a student through out the academic session doing variety of meaningful, creative and relevant learning activities. The schools will be required to use question banks prepared by the Board for Summative Assessment. It will certainly include questions on testing of higher mental abilities of learners. This would necessitate using reference materials and making thorough preparations and getting immediate feedback on his performance through self assessment or by peers and teachers. | Learning Levels |
| 19 | If formative assessment helps teachers to identify learning difficulties of students then why should it form part of the student's evaluation when learning is still in formative stage? | The National Policy on Education (1986) emphasizes that at school level, evaluation should be formative or developmental in nature. At this stage, the child is in formative stage of learning. She/ he wants to discuss and clarify many doubts for better conceptual clarity. Unless we assess learner's efforts, performance, attitudes to learning and abilities to apply what is learned in every day situations, we may not be able to help him/ her in improving his/her learning. Hence through formative assessment, causes of poor performance are | Formative Assessment |

| | | | |
|----|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| | | diagnosed using diagnostic tests and promptly remediated by giving interventions followed by retesting. | |
| 20 | Will my child get CCE certificate even if he does not clear the examinations? | All those regular students of the Board's affiliated schools who have undergone a course of study in the 9 th and 10 th classes shall be issued this certificate with effect from March 2011 examination. | CCE result card |
| 21 | How much marks should a child score for being promoted to next higher class? Is there any provision for compartmental examination? | A student will be declared having passed in Class IX/ X, if he/ she get a grade higher than E1 in all the subjects of scholastic area. Existing provisions for improvement and compartment will continue to be followed. | Promotion Rules |
| 22 | When will a student be filling up self-awareness section in the CCE report card | This is the only section in CCE certificate that has to be filled in by a student towards the end of academic session of Class X. However, it is very important that a student realizes his goals and strengths right from the beginning. The teachers will be helping the students to understand the meaning and importance of this section. Ample opportunities are provided to him for realization of goals and understanding of self. | Self awareness report |
| 23 | What does percentile rank depict in the CCE card? | Students' achievement on scholastic aspects can be measured in terms of three levels: <input type="checkbox"/> With reference to current status of his progress by identifying learning gaps and improving performance through remediation. <input type="checkbox"/> With reference to the expected levels of learning. <input type="checkbox"/> With reference to his current status vis-à-vis peer groups (percentile rank). A percentile rank identifies the percentage of students/ peer group that a student score has surpassed. For example a student has a test score of 66 and a percentile rank of 70 in his class. That means that a score of 66 is higher than 70% of the students in one's class. | Percentile Rank |
| 24 | Students scoring 71, 75 or 79 marks will be awarded the same grade. Is it justified? In | Awarding of grades has number of advantages over awarding of numerical marks. It considerably reduces inter and intra examiner | Grading system |

| | | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| | what ways are grades better than marks? | variability in marking. It also takes care of imperfection of tools used for assessment. Statistical research in assessment techniques indicates that there is a possibility of variation of scores awarded to individuals to the extent of 5% to 15%. Putting students of similar potential in same ability bands (grades) automatically takes care of all these abbreviations in assessment techniques. Lastly, it will reduce undesired and unsound comparison of small difference of marks. | |
| 25 | For senior secondary schools, will the CBSE provide question papers for internal assessment in classes X and XI? | The scheme of internal assessment in Mathematics, Science and Social science is being reshaped into formative assessment form. The detailed guidelines are being made available to schools shortly. There is no such provision for internal assessment in class XI. | Internal Assessment |
| 26 | Are we going to handover the answer scripts of summative exam to the child? | Schools are advised to show the answer sheet to the students for their benefit and satisfaction. However, they may take it back for maintaining a record for sometime. | Answersheets |
| 27 | I guess there are going to be no marks in decimals i.e. 90.2, 90.6. etc. Where do we put such students? A core group must be formed to handle the CCE practical problems and someone must be easily accessible? | It is advisable not to award marks in decimals so that such technical problems in awarding grades do not arise. In case such a situation arises, usual accepted norms of rounding of the decimals may be applied i.e. counting upto 0.49 as 0 and from 0.5 to 0.99 as 1 will be allowed. Your suggestion in forming a core group to handle tricky and technical matters is quite good. A small core group has already been formed which is working on all matters related to CCE. The Board is also providing helpline to sort out queries and clarifications related to different aspects of effective implementation of the new scheme. | Awarding of Grades |
| 28 | Alongwith Formative and Summative evaluation, due importance is to be accorded to diagnostic evaluation too? | Formative assessment itself leads to identifying and diagnosing the areas of learning difficulties of students and providing remedial interventions. | Diagnostic evaluation |
| 29 | Percentile rank reflected in the CCE report card. Is it at the school level? | Yes, it is at the school level. Provision is also being made to provide percentile rank in the Board examination, on demand. | Percentile Rank |
| 30 | Some aspects of | The descriptive indicators for | Descriptive |

| | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| | descriptive indicators for co-scholastic areas? | assessment in co-scholastic areas have been included in Teacher's Manual which is being made available to all the schools. | indicators |
| 31 | Can the school make proficiency test compulsory for all the students? Do they need to pay extra for that? | It is advised that the parents should be made aware of having full faith in the quality and standard in school based assessment. There is no need of school making the proficiency test compulsory for the students. | Proficiency Test |
| 32 | The beauty of formative assessment is that it creates a scope for the learner to improve- that is basically the point of change? | It is a good observation. Formative Assessment is also meant for identifying areas of learning difficulty of students, providing remedial interventions resulting in the improvement in learning. | Formative Assessment |
| 33 | How to bridge the gap between school and Board pattern of marking of answer sheets? | The marking of answer sheets in Board examination is done in a systematic manner using a well design marking scheme which indicates the allocation of marks for different value points in an answer. In case of all summative assessments at school level, the marking scheme will be provided by the Board. | Marking of Answer sheets |
| 34 | Attitude towards teachers- the descriptive indicator of assessment for attitudes stating the desired behaviour of the student as 'most of the time' ? will that encourage psychofancy or genuine obedience? | Interpersonal relationships and behaviour of a person is an important soft skill which needs to be developed in the students during formative years. A very purpose of keeping the assessment of attitudes and values in the scheme of CCE is to help the students have an integrated and balanced personality. It is desired on the part of school to inculcate a genuine self discipline in the students by creating congenial conditions and conducive environment for the same | Descriptive Indicators |
| 35 | Uniform absolute grading for all the subjects does not take care of inter –disciplinary differences, for example – Mathematics and Languages etc. | It is easier to understand by all stakeholders. | Absolute Grading |
| 36 | What if a child falls sick during summative examination? Will he or she be tested again? | Yes, it is mandatory for the students to appear in the summative examination. However, the timings and procedure for re-assessment may be decided at school level. | Summative Assessment |
| 37 | Does summative assessment II include the syllabus for the | No, the syllabus for summative assessment II include only those topics which have been taught during | Syllabus |

| | | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| | whole year? | the term II i.e. the topics taught after summative assessment I. | |
| 38 | Teachers are generally observed to favour students who perform better in academics. Will it not result in such students getting better grade in co-scholastic areas also without having similar proficiency in the same. | Teachers will be required to mention descriptive indicators and give justification for having given a specific grade to any student. The tools and techniques for assessment in co-scholastic areas require team assessment instead of individual teacher assessing a student. This will minimize the subjectivity. The Board is also organizing training programme for teachers to discuss all related matters. | Objectivity in Assessment |
| 39 | Will the marking of answer sheets at school level be as objective and impartial as in Board's examination? | Your own school teachers have been marking the answer sheets of different examinations throughout your stay in the school. Why to doubt in their ability or integrity in marking of answer sheets in classes IX and X? In case of any doubt, you may ask the school authorities to show the answer sheets and its marking. In fact, it is an additional advantage in school based assessment. | Objectivity in Marking |
| 40 | When class X examinations going to be school based under CBSE pattern, will my performance or certificate be consider at par with certificate or marks issued by any other Board in the country? | Every school is required to generate a question paper using questions made available by CBSE through a question bank in every subject. The quality and standard of academic level of these assessment tools gets automatically taken care of. Moreover, the certificate issued by the school will be properly authenticated by the Board. Thus , there no reason why the marks or certificate issued by the school will not be considered comparable to similar document issued by any other Board. | Equivalence of certificates |
| 41 | During Board examinations, the teachers become serious teaching with more responsibility and accountability? Will that seriousness remain if Class X Board examinations are made optional and CCE is introduced ? | With the fear of external examinations, the teachers and students are under constant threat to cover syllabus. As a result many important aspects of learning such as conducting practical and organizing field trips and ways of learning such as reference work, project work and presentations are not fully utilized to the detriment of overall learning. Now with that pressure removed, the teachers will be able to design a wide range of creative activities for enrichment and extension of learning. They will prepare assignments that | Levels of Teaching |

| | | | |
|----|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| | | would not only help the child in better understanding of concepts but also promote higher levels of learning through logical and critical thinking and problem solving. The Board has also issued subject specific guidelines which will help teachers to design their own academic calendar encompassing all such activities. | |
| 42 | Do you think our teachers are professionally qualified and specially trained to take up life skills education? | Life Skills Education was introduced by the Board in classes VI to VIII with effect from 2003 in Class VI. It was then extended to next higher classes VII and VIII in the subsequent years. Thus it is not a totally new concept. The Board has now planned series of training programmes for teachers and principals all over the country to help them understand and implement the concept. | Life-skill education |
| 43 | How to address the student teacher ratio? | Yes, it is one of the challenges to be faced by all of us in relation to providing active learning experiences as well as assessing the students. However, suitable strategies can be designed by discussing the issue in advance at local level and finding out ways and means as to how best the desired objectives can be achieved within the given parameters and constraints. Promotion of group activities can be one of the methods of taking care of large numbers. | Class size |
| 44 | How to assess the validity and reliability of CCE report card of a new admission case? | The scheme of Continuous and Comprehensive Evaluation envisages greater autonomy as well as greater responsibility to the schools. It also demands greater objectivity in awarding marks and grades to the students. The Board will be making a question bank available to the schools for generating question paper in every subject. Marking scheme will also be provided by the Board. This will take care of quality and standard. Detailed guidelines are also being made available to schools for assessment in co-scholastic areas. There is no reason why the validity and reliability of CCE report card should be doubted under such conditions. | Validity of CCE card |
| 45 | What is the criteria for | The details for online examination are | |

| | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| | online examination? | being worked out and will be made available to schools shortly. It will depend on students choice and availability of infrastructure. | Online Examination |
| 46 | If my teacher takes a dislike to me, shall I be able to get good score or grade? | Teachers are well wishers of students. You should have full confidence in your potential and behaviour as well as in the attitude of teachers towards you. Connecting well to your class water as well as your teachers may be given due place in establishing social relationship. There is no reason why any teacher should dislike you. These matters related to objective school based assessment are also being discussed separately during training programme of teacher and Principals. | Objectivity in Assessment |
| 47 | Will I be continually informed of my child's performance and progress in studies? | Parents are active partners with schools in realizing the true potential of their children. Though formal reporting of students' performance is done twice during an academic session, CCE provides for regular interaction with parents through parents teachers meetings (PTMs) etc. | Reporting of performance |
| 48 | In my child's school, teachers select only those students for dance, music and arts competitions who have been participating in such competitions earlier and won prizes giving no chance to new students. My child never gets an opportunity to perform in all such activities. How will my child be ever rated in all those activities? | As specified in Chapter 3 of the CCE guidelines on 'Assessing Co Scholastic Areas', the scheme of CCE not only provides necessary feedback on the acquired levels of learning in scholastic areas, but also lays equal emphasis on proficiency of learners in the acquisition of essential life skills, attitudes and values, interests and achievement in various co-curricular activities. The schools have been directed to provide every student with ample opportunities to participate in various co-curricular programmes of their interests organized at various levels i.e. at the levels of section, class, house, school, and inter school, etc. | Essential Participation |
| 49 | In my child's school, the class teacher does not like my child. Will that affect my child's assessment? | Evaluating on scholastic and co-scholastic aspects is not done by a single teacher but by a team of teachers teaching students based on test scores, participation in different activities, observation findings etc. Hence chances of biased assessment are minimized. | Objectivity in assessment |
| 50 | Will that increase burden | Through a well designed scheme of | |

| | | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| | on my child to continuously show his performance in tests and activities. Would not that stifle his creativity and urge to be what he wants to be? | continuous and comprehensive evaluation, a student will get ample opportunities to improve his/her performance in scholastic and non-scholastic areas and to express his/her creativity in areas of own interest. By pursuing subjects of his/her choice and applying learning to daily life situations and pursuing hobbies of one's choice, his/her urge to identify and realize ones latent talents will be fulfilled and help him to be his true self. | CCE Scheme and Creativity |
| 51 | What does the Board expect from the parents so that it benefits their children to maximum extent? | The parents are expected to go through the philosophy of the scheme of CCE and support the teachers in all programmes and activities of the school for balanced personality development of their ward. Parents also need to encourage and motivate their students to take active part in different activities. | Parental awareness |
| 52 | Will there be any counseling sessions for parents also? | The CBSE has been holding interactive sessions with different stakeholders. The schools have been advised to hold counseling sessions for parents on different aspects of the scheme of CCE. Board has also provided a helpline for clarification on all related matters. | Parental awareness |
| 53 | Where can the parents report against the school not following CCE in true spirits? | The parents can write to the CBSE's concerned Regional Officer. They can also make use of the online facility available on the Board's website to interact with the Chairman on this matter. | Monitoring of CCE |
| 54 | CCE card includes variety of co-scholastic areas and activities. It will require significant percentage of school time schedule to organize activities. Will it not result in reduction of time for teaching different subjects? | Schools have already been organizing different activities to promote variety of skills in students within the given school time schedule. With the implementation of the scheme of CCE, they will simply have to redesign the existing models to meet the requirements with greater focus and attention to desired and specific areas. | Time Management |
| 55 | CCE card in class IX not given? | CCE card is a combined card meant for classes IX and X reflecting the performance and achievement of the learner in scholastic and co-scholastic areas. A copy of the Report Card of present class IX class has already | CCE Card |

| | | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| | | been given or being made available. Format of the card is also available on CBSE website. | |
| 56 | Schools where all the streams are not offered in class XI, like if a school doesn't have humanity stream, how a student wanting to offer these subjects can be helped? | Either the school can offer these additional subjects in class XI, or with the CCE Card the, students can take admission in any other CBSE affiliated school. | Class XI Admission |
| 57 | When a student goes from class IX to X from one region to another region, which regional officer/ principal will sign the cards? | Obviously class IX report card will be signed by the first school Principal. Class IX report card is not to be signed by the regional officer. However, class X CCE card will be signed by the regional officer of the region in which the second school is located. | Signing of Report Card |
| 58 | The child wants to stay in the same school but still wants to take his online examination? His parents have a transferable job. Which exam will he be taking? | It is advised for him to take school based examination which will be duly authenticated by the Board. Directives will be issued to affiliated schools to accept all such school based assessment certificates for all purposes including admission in another school. | Choice of Examination |
| 59 | Can the students access CBSE website for question bank? | A question paper bank in every subject is being designed. Sample question papers in every subject for class IX is available on CBSE website. | Question bank |
| 60 | In a Formative assessment in the form of paper-pencil test, the students are to be given their answer sheets after marking. Should these answer sheets indicate marks or grades? | Since the teachers will be using different tools and techniques for Formative assessment, it is advisable to award marks on the answer sheets initially. The marks given in the assessment through different techniques can be added and converted into grades. It may not be so easy to award grades for different assessments and calculate the average grade. | Marking of answersheets |
| 61 | Will the Board be providing stationery for class IX report cards? | Not for class IX. The Board has designed the sample report card which is being made available to all the schools for use at their end. It is also available on CBSE website. | Class IX Report Card |
| 62 | It is mentioned in the Circular that March 2011 Class X examination will be based on the syllabus published in 2011 Curriculum document. | In the light of recent changes introduced under CCE scheme, the termwise details of syllabus and question paper pattern for March 2011 are being worked out. Please wait for some time. | Question paper |

| | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| | But nothing has been mentioned about question paper pattern. Please clarify | | |
| 63. | If a candidate appearing in class-X Board Examination this year fails, will he/she have to appear in Board examination again or go alongwith the new scheme of optional Board examinations. | He/She will be dealt with under the existing Board Examination scheme only. | Promotion rule |
| 64. | Sir, I have failed in Class XII non-medical stream examination held this year. As a private candidate, I want to change Computer Science to some other subject. What is the procedure? | As per existing examination rules, change of subject, as desired by you, is not allowed. | Change of subject |
| 65. | My son is studying in class XII in commerce stream. He wants to offer Economics as an additional sixth subject. The school authorities are not agreeing. What to do? | A candidate must have studied a subject for two years. So, according to rules, he is not eligible to offer a new subject at this stage. | Change of subject |
| 66. | It is being claimed that removing Class-X Board examination will reduce tension. Will it not be better to prepare the students to face tension and become stronger citizens? | It is certainly not advisable to put the students to excessive tension due to examination, particularly during impressionable age and stage. There are other better methods to motivate them for academic excellence. One of these is to create challenging tasks and situations for brighter students. Better learning takes place in a supportive and friendly environment than in a threat situation. | Examination stress |
| 67. | Sir, Parents prefer to admit their wards to CBSE affiliated schools instead to Kerala State Board schools mainly due to strong Curriculum framework and examination pattern of CBSE. Introduction of grading system by Kerala Board was not appreciated by the | Please go through the circulars carefully. These are available on CBSE website www.cbse.nic.in . There will neither be reduction in syllabus nor dilution in standard of examinations. The question papers designed by the Board will be used by the schools, The curriculum is being re-organised but not diluted. Grading system is certainly more sound. | Grading system |

| | | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| | people. The new grading system introduced by CBSE may also meet the same fate. | | |
| 68. | Dear Sir, India is known for its tough but quality education. The recently introduced changes are likely to drastically lower the standard of education in India. Is it not a retrograde step? | The curriculum at Secondary stage has been re-organised but certainly not diluted. The pattern and standard of question papers will be decided by the Board. How will then the standard of education be lowered? Please remember that the role and functions of a school are distinctly different from a coaching centre. It is a step taken after lot of country-wide consultations and the new scheme focuses on holistic development of the learner. | CCE scheme |
| 69. | Being a parent, I have many apprehensions. Will the marking of answer sheets at school level not be subjective? Will the grading system not be demotivating for academically brilliant students? Should not the Board have obtained mandate from parents and students before introducing the Scheme? | The new scheme has been introduced after countrywide consultations and discussions and takes care of quality and standard of education. Don't you think that purpose of school education is not only to award marks or grades but to develop a well groomed personality? This has been strongly recommended by many educational experts in the past. In order to ensure objectivity in marking of answer sheets at school level, the board is also developing marking schemes and organize more training programmes for the teachers. | Objectivity in Assessment |
| 70. | The students getting 81 marks or 90 marks will be awarded same grade A2 How is it justified? | Using grading system for assessment of students is educationally more sound than awarding numerical scores. Grading system takes care of imperfections in the tools and techniques used in the assessment presently. | Grading |
| 71. | If Board examinations are made optional, there will be no pressure on students due to external examinations. Will it not result in lowering of their academic achievements? | There will still be examination based on Board's syllabus. The pattern and standard of question paper will also be decided by the Board. This will take care of levels of learning. There are other better methods of motivating and inspiring students to achieve more than pressure due to Board examination. | Lowering of standards |
| 72. | I am a class X student. The Board has introduced grading system from this year. Will it also be possible to | No. The statement of performance of every student will show only grades. | Grading |

| | | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| | know percentage marks of any student? | | |
| 73. | Will the Board be issuing any separate marks sheet to students appearing in March 2010 Class-X examination? | The Board will be issuing statement of performance of a student in terms of grades. A separate Class-X qualifying certificate will also be issued as per the past practice. | Grades |
| 74. | CBSE will be issuing only a statement of grades showing performance of a student in Class X examination this year. I wish to admit my son in another CBSE school in Class-XI should I ask for the numerical scores from the Board for this purpose? Or should he have to take the optional examination? | No, the admission will be based on the grades obtained by the student. All students, including students from the, second school, will be having grades as indicators of performance. | Admission in Class XI |
| 75 | I am a Class X student. I want to know whether there will be any overall grading including all subjects? Should a student aspire to score a maximum of about 91 or 92 percent marks since this will correspond to the highest grade A1. | No, there will be no overall grading. Remember, you should work hard for maximum learning and not only to get more marks or higher grades. A student getting 92 percent is not really worse than the one getting 100 percent marks. | Grading |
| 76 | For some entrance examinations, it is essential to indicate the marks obtained in Board examination as eligibility criterion. How will this be possible? | Entrance examination eligibility criterion generally requires marks obtained in class-XII Board examination. However, if any such situation arises, the actual marks obtained in Class-X examination can also be obtained from the Board through a separate request forwarded through the Principal of the School. In years to come, the eligibility criteria may also get modified in terms of grades. | Entrance Examination |
| 77 | Will the introduction of grading system not be demotivating for those students who aspire to compete of AIEEE, IIT-JEE, AIPMT or other competitive examinations? | Grading is being introduced at Class-X level and not at Class-XII level. Students aspiring for qualifying competitive examinations will have to prepare thoroughly right from lower classes and cannot afford to be casual at any stage. | Competitive Examinations |
| 78. | I am a school psychologist. Is it fair to assess a child in areas | As psychologist you will understand and appreciate that development of desired social skills and emotional | Life skills |

| | | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| | like social skills and emotional skills for which there are hardly any inputs? Moreover, environmental factors play an important role in acquisition of these skills for which students cannot be held responsible. | skills are very important in one's life. Once it has been made a part of assessment scheme, schools will certainly provide conducive environment and specific learning experiences to help the students acquire these skills. Schools are also being told about the same. | |
| 79 | I understand that the academic year has been divided into two terms. Will the topics covered in first term be included in the second term examination? | No | Syllabus |
| 80 | Sir, will the March,2010 examination for Class-IX include the entire syllabus or part of it. Will the termwise syllabus be made available to us in advance for Class-X of the academic session 2010-11? | March, 2010 Class-IX examination will include only part of the syllabus. The related information is already available on CBSE website. Term-wise syllabus for Class-X for the next academic session has also been finalised and will be made available to schools shortly. | Syllabus |
| 81 | Sir, According to the circulars, there will be two Formative Assessments in every term. Our school has already conducted two unit tests alongwith assignments and practicals. Will the assessment of these tests have weightage under the new scheme? | Yes, Please read circular number 42 and Teachers' manual. The formative assessments will include unit tests, project work, assignments, practical work etc. | Formative Assessment |
| 82 | My daughter is presently studying in Class-IX in a Senior Secondary School. Please let me know the assessment scheme to be followed in Class-X next year. Can she appear for the public examination in Class-X for self-interest? How can she choose her subjects in Class XI? | No, but she can take proficiency test if she wishes to assess herself externally. Class-X Assessment Scheme for her next year will be based on CCE Scheme which includes many facts of personality of the child without dilution in academic levels. Subjects in Class-XI can be chosen on the basis of CCE Card and aptitude test (if taken) | Class XI Admission |
| 83 | Ours is a Senior Secondary School in Ghaziabad, U.P. Every year, some students | No. All schools affiliated to CBSE will be honouring CCE Report Card issued by any other school for all purposes. Please remember that your | Class XI |

| | | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| | shift to other schools in Delhi in order to prepare better for competitive examinations. Can these students appear in class-X Board Examination which will facilitate their admission in the other schools? | admission in any other school will also depend on your actual academic brilliance than merely marks or grades. Other schools may also use aptitude test for admission purpose. | Admission |
| 84 | I am a parent and also a psychologist and interact with students and parents regularly. How can the Board ensure objectively in assessment in non-scholastic areas, particularly in case of personal biasing and partiality on the part of some teachers. | Assessment of students in co-scholastic areas will be done by a group of teachers and not by a single teacher. This will be taking care of your apprehensions. Moreover, parents can always approach the school Principal in case of any dissatisfaction. | Objectivity in Assessment |
| 85 | Sir, The Board is talking about reducing stress of Class X students of Senior Secondary schools by abolishing the Board examinations. What about the stress on Class-X students of Secondary Schools? Is it not mere discrimination? | The Board has taken first step and will consider your observation and suggestion. There may be further modifications in the scheme in years to come. | Examination stress |
| 86 | It is good to know that steps have been initiated by the Board to improve performance of weak students. But about bright students who aspire to excel in academics and get admission in best colleges or professional institutions? It is suggested that the Board may also indicate the total aggregate marks of a student in the grade card which will facilitate his/her admission in a college. | It may be clearly understood that the grading system has been introduced only at secondary stage. Admission in colleges or professional institutions is done after senior Secondary stage where direct numerical scores are awarded. The new scheme does not lead to dilution in academic attainments. The curriculum is simply being re-designed and the examination pattern and standard will be taken care of by the Board. | Admission in colleges |
| 87 | Many teachers are involved in individual coaching and tuitions to their own students. How can the new scheme | Marking of answersheets will be done following a given marking scheme. Formative Assessment will be based on two or three different tools and techniques. This should minimize | Objectivity in assessment |

| | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| | ensure that such teachers do not indulge in granting favours to such students? | possible favours. Moreover, the answersheets will be given back to the students who can always approach the Principal in case of any doubts. Assessment in co-scholastic areas will be done by a team of teachers instead of a single teacher. | |
| 88 | How can the Board ensure transparency in assessment of students in co-scholastic areas under the new scheme of CCE? Teachers, particularly those working in so called reputed or prestigious schools, will be pressurised to give higher grades, else they get different kinds of mental humiliation. | You suggestion for transparency is well taken and Board will initiate steps in that direction. Assessment in co-scholastic areas will be done by a team of teachers instead of a single teacher. Parents also need to be sensitised about the relative merits of objective assessment of their wards in co-scholastic areas. | Transparency in Assessment |
| 89 | Sir, as a parent I have many apprehensions about the newly introduced CCE scheme such as: a) Are all the teachers in schools professionally equipped to assess the student in co-scholastic areas in an unbiased and non-judgmental manner? b) Some schools change their teachers frequently. How can the parents trust the assessment in co-scholastic areas in such schools? c) Too much time of school calendar is consumed in teaching different topics in the syllabus. The teachers resort to giving assignments and projects to be done by the students after school hours in a mechanical manner. No time is devoted to discussions, debates, quizzes or | Thank you for raising genuine concerns. a) Efforts are on and will continue for organising desired teacher training programmes. b) It is hoped that schools will understand the requirements of new scheme. Directions will also be issued to schools to minimize such a situation. c) Many schools have been undertaking variety of desired activities successfully even before CCE scheme was introduced. They may have to re-design their schedule of activities to meet the requirements of CCE. Teachers will certainly have to think hard to plan curriculum in such a way that sufficient time is set aside for active and integrated learning experiences. Teacher Training programmes will address some of these issues. | Objectivity in Co-scholastic areas Objectivity in Co-scholastic areas Active learning experiences |

| | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| | providing additional inputs to weak or bright students. Even projects and assignment are done by the parents with the help of internet. How can this anomaly be taken care of. Please clarify? | | |
| 90 | I want to know the future of secondary schools. On what basis the students of these schools will get admission in other Boards? Will not the parents be little hesitant in putting their children in secondary schools? | Why should there be any apprehension about the future of secondary schools? Accordingly to the present scheme, there will be routine Board examination for students studying in these schools. Marks obtained by students in Board Examination will be used for admission in any other school. Besides, all schools will be honouring CCE cards. Even the other state Board's of Education are being pursued to issue necessary directions to schools in this regard. Your second apprehension does not appear to be true. | Class XI Admission |
| 91 | Will CCE be implemented only in Classes IX and X? Or in other classes also. | In all the classes upto Secondary Stage. The detailed guidelines for classes VI-VIII will be made available to all the schools shortly. | CCE in VI-VIII |
| 92. | Will Class X CCE cards be available from the Board? Will the same grading system be followed for classes VI-VIII also? | Yes, Class-X CCE Cards will be sent to schools by the Board. Grading in classes VI-VIII will be slightly different. The details have been finalized and will be made available to all the schools shortly. | CCE Card |
| 93. | What system of CCE will be followed for classes I to VIII? | The scheme for comprehensive evaluation of students in classes I-V was developed earlier and was made available to schools. The same will continue to be followed. The new scheme of CCE for classes VI-VIII has been developed and will be made available to all schools shortly. | CCE in lower classes |
| 94. | Are the examinations made optional or totally cancelled due to introduction of CCE scheme in classes IX-X or even lower classes? | Introduction of CCE in classes IX-X does not mean cancellation of examinations. Instead, the school-based examinations will be held at regular and periodic intervals. You may refer to details about the same in circular No.39 and 40 which are also | Examination |

| | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| | | available on CBSE website www.cbse.nic.in Similarly, in lower classes, School-based examinations will be conducted at periodic intervals. The new scheme for lower classes will be made available to schools very soon. | |
| 95. | Sir, I want to bring to your notice that the grading system can affect the future of children since majority of them will stop studying due to absence of fear of Board examinations. I request you not to introduce grading system. | Better learning takes place under friendly and supportive conditions. Students should study and learn due to love for learning and not because of fear of examinations. Remember that only those students perform exceptionally well in life who have liking for studies and self-learning. Moreover, getting higher grades in scholastic areas also demands scoring higher marks. Schools as well as parents need to make it clear to students that indepth understanding of concepts in lower classes will help them perform better at later stage. | Lowering of standard |
| 96 | Sir, the students are given the impression that with the introduction of grading system, no one is going of fail. Thus the standard of education will be eroded. Too much laxity in promotion rules will lower the levels of learning. Please clarify. | Introduction of the new scheme does not mean that the students will not be required to study. Rather they will be required to study throughout the year. Every student will be required to get a suitable grade alongwith achievement in co-scholastic areas for promotion to next class. The Promotion rules under the new scheme are in the process of being finalized and will be made available to schools shortly. | Promotion rules |
| 97. | What will be the parameters for formative assessment? | Formative assessment means assessment of students during teaching-learning processes. (Developmental stage) It should focus on identifying areas of learning difficulty of students and providing remedial interventions resulting in enhancement in their learning. Moreover, FA should not be confined to only paper-pencil tests but should include use of other tools and techniques such as project work, assignments, practical work etc. You may refer to circular No.42 on CBSE website for more details. | Formative Assessment |
| 98 | How many examinations should be conducted during one term for class IX? What is the marks distribution for each examination? How to | There will be two formative assessments and one summative assessment during each term. Every Formative Assessment will have a weightage of 10% whereas Summative Assessment I and | Weightage |

| | | | |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| | assess the students in practical work? | Summative Assessment II will have a weight age of 20% card 40% respectively. For assessment in practical and activity work, please refer to circular No.42. | |
| 99 | I am a student of class IX. How many examinations shall we have in class IX and what will be the total marks for every examination? | In a term having a duration of six months, there will be two Formative Assessments and one Summative Assessment. During the one term, you will be assessed on the basis of unit tests, project work, assignments and practical work (Formative assessment). At the end of each term, you will be assessed on the basis of written test. Overall grades will be given based on your performance in the entire term. You may refer to circular No.42 on CBSE website for more details. | Class IX examinations |
| 100 | What is the duration of Paper-pencil tests for formative and summative assessments in class-IX? | The duration of written examination in formative assessment will depend upon the content coverage and may vary from 15 minutes to 45 minutes. The duration of Summative assessment in every subject will be about 3-3.5 hours. The sample question papers for Class IX March Examination (Summative Assessment) in all subjects are available on CBSE website. | Time Duration |
| 101. | Is the assessment in Science Practicals and MCQs under summative or formative assessment? | The hands-on practical examination is under formative assessment presently whereas MCQs in practical skills form a part of summative assessment in Science Question paper. | Science Practicals |
| 102 | Students will be taught in termwise pattern in class IX. In class X, they will again have to learn full syllabus for annual examination. Is it justified? | Termwise system will also be followed in Class-X from 2010-2011. The termwise syllabus for Class-X has been finalised and will soon be made available to schools shortly. | Termwise syllabus |
| 103 | Minimum 33% pass marks corresponding to grade D is required as qualifying condition. The total formative assessment weightage in an academic year is 40%. A student may fulfil qualifying condition even | No, Appearing in summative assessments is essential. Moreover, formative assessment does not mean that one will always score very high. It has to act as feedback on a students' performance and hence should be objective and realistic. | Mandatory Conditions |

| | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| | without appearing in any summative assessments. Is it allowed? | | |
| 104 | Will the marks and performance of 1 st term of present class IX students be entered in the new report card to be given to students? | Yes, but it should be reflected in the card in accordance with the given format. Please refer to circular no.42 for related details and two different options. | Class IX Report Card |
| 105 | Sir, it is feared that assessment of students in co-scholastic areas will be subjective and teachers' bias and personal opinion will affect the grades awarded to students. How are we going to address this important issue? | Assessment of students in co-scholastic areas will be done by a team of teachers. This will minimize subjectivity. Moreover, the grades will have to be justified with descriptive indicators. This will further help in enhancing the objectivity in assessment. | Objectivity in Assessment |
| 106 | Kindly inform whether the syllabus for class IX has been revised and whether the marking of answersheets for class IX will be done by the Board for the current academic session. | The Class IX syllabus in all subjects has been divided into two terms. March,2010 class IX examination will be based on term II syllabus. This is available on CBSE website. The Board will prepare the question paper and marking scheme for class-IX examination. However, the marking of answer sheets will be done at school level. | Marking of Answer Sheets |
| 107 | Please clarify whether apart from five compulsory subjects in class IX. Is it mandatory to have an additional subject such as computer science, home science etc. as mentioned in format of new report card. | No, additional subject is not mandatory. | Additional Subject |
| 108 | Sir, will the marking of answer- sheets be done in the same school or the answersheets be exchanged between schools or districts? Will the teachers be impartial in marking the answersheets of their own students? | The marking of answer sheets will be done in the same school using the marking scheme provided by the Board. This will improve objectivity. There will also be random verification of marking by the Board. Other methods such as exchanging teachers at school level or putting secret codes on answer sheets etc. may be adopted at school level to enhance objectivity. | Objectivity in Assessment |
| 109 | Sir, I am a journalist by | | |

| | | | |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| | <p>profession and trying to dissolve confusion in the minds of stakeholders. Please clarify the following:</p> <p>a) Where can one find the syllabus for Formative Assessment 1 and 2 separately?</p> <p>b) Why is Board insisting on number of class tests when we are already having two separate FAs?</p> <p>c) Can we introduce lateral thinking through formative assessment?</p> | <p>a) The Board has divided the syllabus in two terms. Some flexibility and autonomy needs to be given to schools. Thus the syllabus for each formative may vary slightly from one school to another.</p> <p>b) No, the Board is not insisting on number of class tests. It is suggested that different tools and techniques may be used for formative assessment. It is not necessary to use all the tools. A school may use any two or three suggestive tools for formative assessment.</p> <p>c) Thinking skills of students has been taken care of through life-skills component which is a compulsory domain of assessment. However, your suggestion is very good and every teacher needs to take care of promotion of thinking skills in learning by providing suitable learning experiences. This will be taken care of during training programmes.</p> | <p>Syllabus for FA</p> <p>Formative Assessment</p> <p>Thinking skills</p> |
| 110 | <p>Sir, With the introduction of grading system in class IX-X, is it still required to complete class IX syllabus before March and Start teaching Class X syllabus immediately as has been the practice in the past?</p> | <p>Certainly not, Entire time needs to be given to teach the syllabus meant for that term and organizing co-curricular activities. Rushing through the syllabus and completing it much before time is certainly educationally unsound.</p> | <p>Timeframe for syllabus</p> |
| 111. | <p>The CCE scheme has been introduced in Class-IX from IInd Term this year. Will the performance of students in term I will also be considered for overall grading?</p> | <p>You may refer to circular No.42 for clarifications. The schools have been given two different options in this regard. If the assessment has been done and recorded according to the desired parameters, the same may be reflected in the Report Card. Alternatively, the second option may be used.</p> <p>However, every school is required to issue the Class IX report card according to the format given by the Board.</p> | <p>Class IX Report Card</p> |
| 112 | <p>I am a parent and want</p> | <p>You will appreciate that a holistic</p> | |

| | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| | to know whether a student having only academic leanings with no interest or liking for co-curricular activities will be at a disadvantageous position after the introduction of the new scheme of CCE? Will outside coaching be required to promote interest and improve grades in co-scholastic areas for my child? | personality is certainly better than a unidimensional growth. The scheme of CCE aims at helping the students grow and develop in all major dimensions of their personality. It is suggested that you should motivate your child and create awareness in him/her about the significance of participation and achievement in co-curricular activities in one's life. There is no need for extra coaching in these areas. | Co-curricular activity |
| 113 | <p>Sir, I am the Principal of a Senior Secondary Indian School Al Seeb, Sultanate of Oman. I want to clarify the following apprehensions about the new scheme and proposed examination reforms:</p> <p>a) When Class-X examination becomes optional, there will be two categories of students in the same class in a school. Those who want to change the school will have to appear in the Board examination. Others who want to continue in the same school will opt out. Will it not create confusion and disparity?</p> <p>b) It is understood that the Board will send the CCE cards for Class-X to the schools and the schools will have to enter the grades and send it back to the Board for signatures. Will the entries be made manually or has it to be printed? How can it be ensured that there is no tampering of the entries in the card at a later stage?</p> <p>c) There are some</p> | <p>a) Those students who are studying in Senior Secondary Schools will not be taking Board examination. There is no choice.</p> <p>b) It can be printed also. A procedure is being evolved to ensure that there is no tampering of the entries in the card.</p> <p>c) In such extreme cases, marks can</p> | <p>Class optional X</p> <p>CCE card</p> <p>Scholarship</p> |

| | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| | <p>scholarships which are awarded currently on the basis of marks obtained in Class-X Board Examination. Will CBSE students lose out on that since they will be awarded only grades?</p> <p>d) Since the students studying in senior secondary schools will not have to appear in Board examination, it is possible that more students will prefer to study in Senior Secondary Schools and the strength of students studying in Secondary Schools will fall. How can this be kept under check?</p> | <p>be obtained from the Board.</p> <p>d) The apprehension appears to be hypothetical in character. It is too early to comment on it presently.</p> | <p>Class X optional</p> |
| 114 | <p>Sir, I am a student of Class-IX studying in CBSE affiliated school in Doha, Qatar. I want to know how much time will be required to complete my studies upto class-XII under new scheme.</p> | <p>It will take normal time as is being taken by any other student till now.</p> | <p>Timeframe</p> |
| 115 | <p>When will March, 2010 Class-X and Class-XII examination be conducted by the Board? Is there any change in the schedule due to commonwealth games?</p> | <p>There is no change in the schedule of conduct of March, 2010 Class X and Class-XII Examination. Both these examinations commence on March 3, 2010. The date sheets for the same have been notified.</p> | <p>Class X/XII examination</p> |
| 116 | <p>Will CBSE prepare a question bank for Summative Assessment I for Classes IX and X for the session 2010-2011?</p> | <p>Yes, the Board will prepare question paper bank.</p> | <p>Question paper Bank</p> |
| 117 | <p>Are the teachers allowed to add questions to the question papers made available to the schools for class IX summative Assessment?</p> | <p>The schools or teachers are not allowed to add questions to the question papers</p> | <p>Question paper</p> |
| 118 | <p>I am a parent of Class IX</p> | | |

| | | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| | <p>student I have the following queries. Please Clarify.</p> <p>a) Will Class IX March,2010 examination be based on the entire syllabus or part of syllabus?</p> <p>b) Will the termwise syllabus for class-X 2010-11session be made known to us in advance?</p> <p>c) Will the question paper bank be made available on CBSE website?</p> | <p>a)Class IX March,2010 Examination will be based on only Term II syllabus and not the entire syllabus. The same is available on CBSE website.</p> <p>b) Yes, the termwise syllabus for Class X for the academic session 2010-11 has been finalized and will be made known shortly.</p> <p>c) No, question paper bank will not be put on CBSE website. Only the sample question papers in every subject are available on CBSE website.</p> | <p>Class IX syllabus</p> <p>Class X syllabus</p> <p>Question paper bank</p> |
| 119 | <p>Sir, I am the Principal of a Private Education learning Centre. We teach students of Class-X. Please let us be known the proposed examination reforms, grading system and the revised syllabus for Class X in detail.</p> | <p>All the related details are available on CCE Corner of CBSE website www.cbse.nic.in You may refer to the same. Do write again for specific query, if any.</p> | <p>Complete scheme of CCE</p> |
| 120 | <p>Sir, I have read your circular dated 29th September, 2009. I want to know that if a student gets grades E1 or E2 in one or more subjects; will he/she sit in the same or next class?</p> <p>The Board has made provision for number of attempts for improvement and deserves appreciation for the pioneering step. But while utilizing this provision, a student may lose out on time and Class-XI syllabus. Please clarify.</p> | <p>If a student is unable to get qualifying grades even after availing improvement chances, he/she will sit in the same class.</p> <p>The promotion policy under new scheme is in the process of being finalized and will be made available to schools shortly.</p> | <p>Promotion rules</p> |
| 121 | <p>A student passes in four major subjects and additional subject in present Class-X examination but fails in</p> | <p>The student will be declared pass if you are referring to class X March, 2010 Examination.</p> | <p>Promotion rules</p> |

| | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| | theory paper in the fifth main subject. If the total of theory paper marks in this fifth paper and marks obtained in internal assessment in it equals 33%, will the student be declared as passed or failed? Please clarify. | | |
| 122 | If a student gets 90.5%, in which grade he/she will be put? | The percentage, when rounded off, will become 91. Hence the student will get A1 grade. | Grades |
| 123 | One of the students scores 82% marks and another 89% marks in the same subject and examination. According to the given scheme, both of them will get A2 grade. Is it justified? Should the answer sheets carrying numerical scores be returned to the students? | Grading system is considered to be better than numerical scores since it takes care of all types of imperfections in the tools and techniques of assessment. Yes, it is good to show the answer sheets carrying numerical scores. This is likely to enhance objectivity and accuracy in marking of answer sheets at school level. | Grading system |
| 124 | I am a parent. My child is presently studying in Class-IX. I wish to know whether he will have Board examination in Class-XII. If yes, without having appeared in class-X Board examination, will he not undergo greater stress and pressure while appearing in Class-XII Board examination since it will be his first Board Examination? | Yes, there will be normal Board Examination in Class-XII for your child. In the new scheme, the children are being helped to grow in different dimensions including intellect. If a child studies regularly and develops interest and liking for studies, there is no reason why he should undergo any stress or pressure while appearing in external examination for the first time at any stage. | Stress |
| 125 | Sir, will the students be given 0.01% achievement certificates even after introduction of grading system? | Yes, the merit certificates will be given on the basis of a new criterion which is in the process of getting evolved. | Merit Certificate |
| 126 | Sir, I would like to suggest that if you really want the students to enjoy studies, the subject of Social Science be made optional, particularly for | Your suggestion is will taken. But the subject of Social Science is a part of National Core curriculum. The Board shall consider the matter related to how this subject can be made interesting and enjoying. | Curriculum load |

| | | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| | those students who want to study Science subjects after X. Every student has to learn many facts through rote learning which makes the studies uninteresting. | | |
| 127 | Will there be Higher Order Thinking Skills Questions in every subject? | Yes. Inclusion of such questions in the Question papers will discourage rote-learning and strengthen teaching as well as learning processes. | HOTS |
| 128 | Will the schools have to develop their own question papers for class IX final examination or the Board will be sending these question papers to schools? | The Board will make these questions papers available to every school. | Question papers |
| 129 | Sir, please let us know the source from which Teacher's Manual on CCE developed by the Board and mentioned in the circular, be obtained. | Teachers' Manual on CCE developed by the Board is available on CCE Corner in CBSE website www.cbse.nic.in | Teachers' Manual |
| 130 | What is a percentile? | Percentile is the percentage of students getting score below the score of a particular student. For example, if there are 100 students in a class and 04 students are together at Percentile topmost (maximum) mark, then the percentile rank of each of these students will be 96. | Percentile |
| 131 | Sir, if the scores of two students are 87% and 83% in the same subject, would their percentile be same or different? | Percentile is the percentage of students getting score below the score of a particular student. It will be different in this case. | Percentile |

