BOARD OF SECONDARY EDUCATION, ODISHA

INTRODUCTION OF ASPIRATIONAL COMPONENTS
UNDER ASSESSMENT REFORMS FOR CLASS-IX & X

As per the Task Force Meeting on High School Transformation under 5T initiative held on 10/03/2022 under the chairpersonship of the Chief Secretary, Govt. of Odisha and in view of the Resolution No.- 24045, dtd.- 09/12/2021 of the Govt. of Odisha, S & ME Department; it has been decided to introduce Assessment Reforms by inclusion of Aspirational Components in the curriculum from the Academic Session, 2022-23. There will be four components carrying maximum of 25 marks each. The Head of the Institution will ensure award of marks in respect of Aspirational Components out of maximum of 100 marks. The said mark will be converted into corresponding grades and will be reflected in the certificate issued to the students of Class-IX & X in both HSC & Madhyama (Sanskrit) course.

The details of Aspirational Components and its final execution plan has been worked out which is explained here as under.

BOOK REVIEW

A book review is a descriptive and a critical evaluation of a book. It provides a summary of the content, assesses the value of the book and recommends it(or not) to other potential readers. A book report is an objective summary of the main ideas and arguments that the book's author has presented.

Parts of a Book Review:-

A successful Book Review includes a short summary of the book, background information about the author & topic and an evaluation of the content.

When covering the back ground of the book, research the topic, even if the book is a work of fiction. You will also want to include some information about the author which can help your reader understand the content, especially if it is a work of non-fiction.

Finally conclude the review with your evaluation of the book. This is not just your opinion. It is your assessment of the book's strength and weakness and how well it met its objectives. However book reviews can include personal opinions.

Four Stages of writing a book review:-

1.   Introducing the book. Outline the general topic
2.   Outline the content of the book.
3.   Highlight parts of the book. Select particular chapters or theme for evaluation.
4.   Evaluation of the book. Comment on aspects of the content.

What is a book review for students?

It is a summary of the book and is a chance for students to demonstrate that, they actually read the book.

Suggestion for selection of books:-

The books of the following author can be chosen by the students.

English Writers:-

1.   R. K. Narayan
2.   Chetan Bhagat
3.   Anita Desai
4.   Sudha Murthy
5.   Paulo Coelho
6.   Salman Rushdie
7.   J.K. Rowling
8.   Amish Tripathi
9.   Yann Martin
10.   The Diary of a Young Girl by Anne Frank
11.   Long walks to freedom by Nelson Mandela
12.   The invisible man by H G Wells.

Odia Writers:-

1. Fakir Mohan Senapati- ଛ' ମାଣ ଆଠ ଗୁଣ୍ଠ

2. Barister Govind Das- ଅମାବାସ୍ୟାର ଚନ୍ଦ୍ର

3. Jagdish Mohanty - ନିଜ ନିଜ ପାନିପଥ

4. Manoj Das- ଗୋଧୂଳିର ବାଘ

5. Gopinath Mohanty- ପରଜା

6. Kalandi Charan Panigrahi- ମାଟିର ମଣିଷ

7. Bibhuti Pattnaik

8. Pratibha Ray

9. Surendra Mohanty

10. Ganeswar Mishra

11. Kanhu Charan Mohanty

12. Kunja Bihari Das

13. Paramita Satapathy

14. Brajanath Rath

Following few Odial Novel books have been suggested for review by the students.

1. Shilapadma - Pratibha Ray

2. Yajnaseni - Pratibha Ray

3. Amruta Phala - Manoj Das

4. Aakashra Isara - Manoj Das

5. Mana Gahirara Chasa - Gopinath Mohanty

6. Parichaya - Pratibha Ray

7. Nila Saila - Surendra Mohanty

8. Barsa Basanta Baishakha - Pratibha Ray

Besides the books as mentioned above, the students are also free to make review of academic books of one class lower in different subjects and can also choose any book of his/ her choice provided the said book is approved by the guide teacher/ head of the institution.

How to write a book review?

1.   Chose a book

2.   Read the book

3.   Write notes on story and the plot of the book

4.   Write notes on setting of the story

5.   Write notes on major characters of the story

6.   Write summary of the story

7.   Write your opinion about all the aspects given above

Format of Book Review:

First Page should be the cover page. Cover page should contain:-

1.   The title of the activity

2.   The name of the book you review

3.   The name of the author of the book you review

4.   Any picture related to the book or the story of the book you review

5.   Your name, class and roll number

6.   Don't forget to border the page

7.   You have to decorate the first page and make it look nice and attractive

Second page should be the Front Page. Front Page should contain:-

1.   No pictures or images

2.   The name of the book you review

3.   The name of the author of the book you review

4.   Your name, class and roll number

5.   Academic Year:_____

Third page should be the Index page. It should look as given below:-

INDEX

Sr. No.	Content	Page Number

Fourth page should be 'Introduction of the book'.

        Introduction shouldn't be more than 8 to 10 sentences. Introduction of the book should answer following questions:

1.   Which book are you going to review?

2.   Who is the writer of that book?

3.   What about the previous books of the same author?

4.   Why this book is worth reading?

5.   Is there something very unique about this book? What?

6.   What makes this book a best-seller?

Fifth page should be 'About the Writer'

It should be of 8 to 10 lines. Don't write down the entire biography of the writer. Be careful about the content you select about the writer. Also write about the writer's achievement and names of other books to his credit. Don't forget to include the picture of the author. Also, give your valuable comment about the author.

Sixth page should be of 'Summary of the story of the book'

Write the story of the book you are going to review in a summarized way. The summary shouldn't be more than a page or more than 250 words. Also mention about the central theme of the story, the central plot, the sub-plots, etc.

Seventh page should be of 'Character Portrayal'

Select any two major characters from the story. Write down the character sketch of those characters. While writing the character sketch, be careful about including following points:

1. Describe the physical features of the character
2. Name different characteristics of the characters
3. Give proofs in the form of a scene or a quote or a sentence from the book which helps the reader understand the nature of the character.
4. Write down the strong point about the character's personality.
5. Also mention the weakness (if there is any) about the character
6. Write your opinion about the characters

Eighth page should be the 'Setting'.

Write a short paragraph of eight to ten lines about the settings of the story. Setting should include:

1. The geographical characteristics of the area in which the story takes place
2. Mention quotes, dialogues or some sentences from the book which proves your point about the setting
3. Describe the scene or the settings
4. Include your comments about the setting
5. You can also add some pictures of the setting (maximum two pictures)

Ninth page should be the 'Conclusion'

Conclusion page should contain the answers of the following questions:

    First Paragraph :-

1. Is the story of the book good? Bad? Average?
2. Why do you think that the story of the book is good/bad/average?
3. What is so good about the story?
4. What is not so good about the story?
5. This story should have been better if …..

Second Paragraph :-

1. Is the setting of the story complementing the story? Why or why not?
2. Why do you think that the setting of the story is appropriate?
3. What is so good about the setting of the story?
4. What is not so good about the setting of the story?

Third paragraph :-

1. How many major characters are there?
2. Why do think that these are the major characters?
3. Are these characters' portrayals complementing the story and its development?
4. Which character is portrayed beautifully? Why?
5. Which character should have been portrayed nicely? Why do you think so?

Fourth paragraph :-

1. Do you like this book? Why or why not?
2. What part of this book you like the most? Why?
3. What part of this book you like the least? Why?
4. Will you recommend this book to anyone? Why or why not?
5. Why people should read this book or should not read this book?

Tenth page should be the 'Acknowledgement'

In this page you should acknowledge or thank the people who have helped you in doing this assignment. Don't forget to thank your teacher.

Arrangements at School:-

1. All teachers (TGT Arts & Science including Head Master) should be allotted with equal no students to whom they will guide.
2. Hindi, Classical & PET teachers may also be allotted with the work of guiding students for Book review in case they are interested and capable of doing so. In such case number of students allotted to these teachers may be reduced.
3. The Class Teacher will finalise allotment of book to students as per their choice and allotment of students to Guide teacher at the beginning of the Academic Session and get the same approved from the Head of the Institution.
4. The school has to display the name of the books, that it can provide to students for review. The students will choose among those books. However if a student select some other book as per his/ her choice, he/ she can be allotted with the said book, provided it is approved by the Head Master and a teacher who is willing to guide.

5.   Every year the school should add to the no of books that are being assigned to students. Same list must not be displayed each year. The list must be changed year after year.

6.   Student can not choose same book in both the classes IX & X.

7.   Students shall be encouraged to choose book in Class- IX & X in alternate languages i.e. Odia & English.

Work Assigned to Different Quarters & Assessment Procedure :-

1st Quarter:-

1.   Selection of the Book.

2.   Reading of the Book in detail. The students should be able to read the book fluently before all students.

3.   Evaluation will be done at the end of 1st Quarter out of Maximum of 5 marks.

2nd Quarter:-

1.   Writing notes on story and plot of the book.

2.   Writing notes on setting of the story.

3.   Writing notes on major characters of the story.

4.   Create an essay outline which includes all of the main points you wish to summarise in the book analysis. Include information about the characters, details of the plot and some other important parts of your chosen book.

5.   The student has to present before the guide teacher on all the above points and evaluation will be done at the end of 2nd quarter out of 5 marks.

3rd Quarter:-

1.   Write summary of the story.

2.   Choose a specific chapter or scenario to summarise. Include about 3 quotes in the body. Create summaries of each quote in your own words.

3.   It is also encouraged to include your own-point of view and the way you interpret the quote. It is highly important to have one quote per paragraph.

4.   Write a summary of the summarised quotations and explanations included in the paragraphs. After doing so, finish book review with a concluding sentence to show the bigger picture of the book.

5.	The evaluation will be done by the guide teacher after submission of the draft report by the students out of 5 marks at the end of 3rd quarter.

4th Quarter:-

1. The student has to present his/ her book review work before all students and face questions that may be put forth by students/ other teachers.
2.	Work done on the Book review during three quarters as above should be reflected in the format of book review as stated above.
3.	Entire write ups regarding book review has to be submitted in presentable form with the Guide teacher during the 4th Quarter.
4.	The write up of all students shall be evaluated by the guide teacher during the 4th quarter out of maximum of 10 marks.
5.	The marks awarded to each student out of total of '25' marks will be submitted to the Class Teacher by the guide teacher before the end of 4th Quarter.

PROJECT WORK

Project work is a series of activities that allows the students to study, do research and act by themselves using their abilities, interests, personal experience and aptitudes. Project work provides students with opportunities to recycle known languages and skills in a relatively natural context. The project work progresses under the guidance and monitoring of a teacher and other advisor.

Ideas that Support Project Work:-

➢	It is student- centred and not syllabus centred.
➢	It is co-operative rather than competitive.
➢	It is skill based and not structure based.
➢	It allows student to learn from other student within the group.
➢	It is connected with reality.
➢	It allows students 'to learn through doing' and to learn how to learn, since they have to plan their own work and draw from their own personal skills.

Characteristics of Project Work:-

The project work must be ...

1. *Interesting*: - the topic, the teacher's approach and attitude.
2. *Productive* :- the final goal is a product of some way or other.
3. *Active* :- students do = students learn. It is also interactive and student centred. The students are an essential ingredient in the Project Work recipe.
4. *Coherent* :- For the students and for the school. It must be internally coherent and levelled with the students' knowledge.
5. Authentic :- in language, in context and interaction.
6. *Useful* :- For the student, for the teacher and for the school. Most final products can be used as stepping stones for future projects.
7. *Motivating* :- It has to be a challenge and get students involved.
8. *Flexible* :- Adaptable, it must allow for evaluation and modification in progress.

The Objectives of the project work are to enable learners to:-

1. Provide contacts with real world subject matter which require students to apply and adapt what they already know.
2. Demonstrate the application of critical and creative thinking skills and abilities to produce an independent and extended piece of work.
3. Follow up aspects in which learners have interest
4. Develop communication skills to argue logically.
5. Encourage students of different abilities to work cooperatively on tasks of equal importance. Those who are relatively weak with regard to their formal linguistic achievement may be able to use other talents which are as valuable to the success of the project.

Role of the Teacher:-

The teacher plays a critical role in developing thinking skills of the learners.

A teacher should:

1. Map learning outcomes to be achieved through the project and share the same with learners.
2. Help each learner select the topic after detailed discussions and deliberations of the topic.
3. Play the role of a facilitator to support and monitor the project work of the learner through periodic discussions.
4. Guide the research work in terms of sources for the relevant data.
5. Ensure that students understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same.
6. Ensure that the students are able to derive a conclusion from the content, cite the limitations faced during the research and give appropriate references used in doing the research work.
7. Prepare the learner for the presentation of the project work and
8. Arrange a presentation of the Project File.

Steps involved in the conduct of the project:-

Students may work upon the following lines as a suggested flow chart.

➢ Choose a topic
➢ Collect the research material/ data
➢ Organize material/ data
➢ Present material/ data
➢ Analyse the material/ data for conclusion
➢ Draw the relevant conclusion
➢ Presentation of the Project Work

The project work can be presented in the form of Power Point Presentation/ Exhibition/ Skit/ Albums/ Files/ Song and Dance or Culture show/ story telling/ Debate/ panel discussion/ Paper presentation and so on. Any of these activities which are suitable can be performed as per the choice of the student. Visually impaired/ differently- abled candidates can also take up any of these activities suitably.

Quarter wise Assessment of Project Work:-

➢ All students at the beginning of the academic session shall select topic for preparation of project work which has to be approved by the Class Teacher/ concerned Subject Teacher.

➢ The topic may be from any subject from the syllabus or from any other topic outside the syllabus, useful from the point of view of learning ability of the student or for the society at large.

➢ The topic approved for the students have to be allotted to the concerned subject teachers or to any other teacher who is capable of guiding the project.

➢ The guide teacher will guide their students allotted to him till completion of the project work and evaluation of the said work.

➢ The marks awarded to the students entered in the proforma (*at Annexure-I*) has to be submitted to the concerned Class Teacher who will in turn enter the mark of the students given by the guide teacher in the tabulation register (Annexure-II) which will be required for uploading of marks.

➢ Project work has broadly the following phases: Initiation, Data Collection, Data Analysis and interpretation & conclusion.

➢ The aspects of the project work to be covered by students can be assesses during four quarters of two terms of the academic session.

➢ 25 marks assigned for Project Work can be divided in to two terms in the following manner.

Term – I:-

The teacher will assess the progress of the project work in the Term-I in the following manner.

Month	Work	Assessment tools	Mark
1st Quarter (July-September)	Instructions about project guidelines, discussions on theme and selection of final topic, Initiation/ Synopsis. <u>Planning & Organisation:-</u> Forming an action plan, feasibility or base line study, updating / modifying the action plan, data collection	Introduction, Statement of purpose/ Need and objective of the study, hypothesis/ research questions, review of literature, presentation of evidence, Methodology, questionnaire and data collection.	5
		Significant and relevance of the topic : Challenges encountered while conducting the research.	
2nd Quarter (October-November)	Mid-term Assessment by Internal Examiner	Presentation of the Project and Viva.	5

Term – II:-

The teacher will assess the progress of the project work in the Term-II in the following manner.

Month	Work	Assessment tools	Mark
3rd Quarter (December-January)	Content/ Data Analysis & Interpretation. Conclusion, Limitations, Suggestions , Bibliography, Annexures and over all Presentation of the project	Content Analysis and it's relevant in the current Scenario Conclusion, limitations, Bibliography , Annexures and over all Presentation	5
4th Quarter (January-February)	Final Assessment and Viva by Both Internal & External Examiners	Viva by both External & Internal Examiners based on the Project	10

Viva- Voce:-

➢ At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner.

➢ Questions should be asked from the Research Work/ Project File of the learner.

➢ The internal Examiner should ensure that the study submitted by the learner is his/ her own original work.

➢ In case of any doubt, authenticity should be checked and verified.

The teacher in charge of the Project Work will hand over the marks of the students to the concerned class teacher in the proforma at Annexure-I.

CO-CURRICULAR ACTIVITIES

Broadly speaking co-curricular activities are those activities which are organised outside the classroom situation. These have indirect reference to actual instructional work that goes on in the classroom. Although no provision has been made for these activities in the syllabus but provision has been made for these in the curriculum.

Benefits of Co-Curricular Activities :-

Every activity in school life plays a significant role in development of students. Co curricular activities are an essential part of school life and helps in enhancing learning process of students at school. Co-Curricular activities are compulsory activities which is important for every student to participate. Co-curricular activities are designed and balanced with academic curriculum so that every student gets to learn beyond subjects. Co-curricular activities are meant to bring social skills, intellectual skills, moral values, personality progress and character appeal in students. It includes athletics, cultural events, Library activities, science lab activities, classroom activities, creative arts and meditation etc.

Role & Importance of Co-Curricular Activities at School :-

Proper Education –   Since, co-curricular activities are merged with academics therefore, it ensures that students get to learn effectively. Science or Computer Lab practical, experiments and projects are part of co-curricular activities.

Cultural Values -   Students get to learn by cultural events including national events and traditional events from different faiths including Gandhi Jayanti, Indepedence Day, Republic Day, as well as Diwali, Eid, Baisaki, Onam, Raksha Bandhan, and many other cultural events. Students get to learn about these events through books as well as co-curricular activities based on different cultures organised by Schools.

Personality Development – Students perform co-curricular activities in schools, which help them sharpen their communication skills, expression skills, public speaking, participation and sense of belongingness through different activities like debates, recitation. Art and craft, creative art competitions, classroom activities like reading, group discussions etc.

It is therefore said that the co-curricular activities are to be given importance like the curricular activities. So co-curricular activities is accepted as an integral part of the entire curriculum.

Types of Co-Curricular Activities :-

Co-Curricular activities are categorised in the following heads:

1. Physical Development Activities:- These activities include- games, sports, athletics, yoga, swimming, mass drill, asana, judo etc.

2. Literacy Activities:- For developing literacy ability of students the activities like publication of school magazine, wall magazine, bulletin board, debates, news paper reading, essay and poem writing are undertaken.

3. Cultural Development Activities:- The activities like drawing, painting, music, dancing dramatics, folk song, fancy dress, variety show, community activities, exhibition, celebration of festivals, visit to cultural places having importance in local, state, national and international perspective come under this category.

4. Social Development Activities:- For bringing social development among students through developing social values resulting in social service, the following co-curricular activities are organised such as NSS, Red-Cross, NCC, Scouts, Guides, Social Service Camp, Mass Running, Village survey etc.

5. Citizenship Training Activities:- The activities like student counsel, student union, Visits to civic institutions like the Parliament, State legislatures, Municipalities, Organising Mock Parliament, Formation of Student Self-Govt are essential for providing useful and valuable civic training.

6. Leisure Time Activities:- These activities are otherwise known as hobbies of different students. These include activities like coin collection, album making, photography, stamp collection, gardening, candle making, binding, toy making, clay art, etc.

7. International and National Integration Development Activities:- Under this category Organisation of Camps, Educational Tours, Speech Programmes, Organisation & Celebration of National & International days are included.

Selection of Activities :-

1. School at the beginning of the academic session has to notify & display the name of activities that the school can undertake.

2. Teachers of the school have to be assigned with different activities so that they can guide the students for that activity.

3. Activities under physical Development shall be assigned to the PET of the school besides any other activities assigned to him.

4. Each student has to select at least one activity from *Physical Development Activities* because sports have been made compulsory and at least two activities from group 2 to 7. However these two activities can not be chosen from only one group 2 to 7.

5. Students who have participated at State/ National level sports activities are not required to choose two activities from other groups i.e. from 2 to 7. Marks for these candidates shall be awarded from total mark of '25' meant for Co-Curricular activities.

Assessment Procedure :-

1. The teachers in charge of co-curricular activities have to assess their performance at four stages that is at the end of each quarter.

2. Assessment do not confine to cognitive areas, it is important to observe how student participate in other learning environment i.e. debates, discussions, projects, seminars, field works, model making, lab activities, literary association meetings, club activities, games and sports, cultural activities, creative activities etc. These are all the activities which lead to all round development of the student.

3. No public exam shall be conducted in these subjects. However, these areas will be evaluated for four times in an academic year.

4. Assessment of Co-Curricular areas is different from curricular areas. Teacher should observe the level of participation, interests towards across curricular activities, skills and abilities by using different tools like observation, discussions, rating scales, socio grams, project works etc.

5. Schools should develop suggestive co curricular assessment tools to enable the teacher to develop and utilize tools in proper manner.

6. Part time teachers are to be appointed for co-curricular areas like dance, music, drawing, computers, work experience ete. Otherwise Head Master should allot the responsibility of conducting these co-curricular activities followed by assessment to the teachers. Initially,

choice may be given to the teachers to select the areas based on their interest. If it is not possible, the Head Master should allot co-curricular activities to the working part time teachers as suggested hereunder.

7. Some of the following students learning outcomes on co curricular activities to be judged by the teachers at each quarter and award them marks out of maximum of 5 marks in 1st three quarters and out of 10 marks in last quarter.

Domain	Definition	Learning and Development Outcomes
Life Skills	Adaptive behaviour that allows individuals to manage the demands of everyday life	• Exhibit autonomy through personal responsibility and accountability • Manage time effectively • Employ critical thinking in problem solving • Effectively access and integrate information from diverse sources • Determine career interests and develop career management skills.
Holistic Development	Personal growth in mind, body and spirit that contributes to forming the whole person	• Engage in behaviours that promote health and wellness. • Acknowledge personal strengths and growth areas • Articulate and scrutinize personal values and beliefs • Use reflective thinking to expand self-knowledge, growth and maturity. • Apply unique elements of ignition spirituality to personal life. • Use self-Knowledge for vocational discernment
Social Development	The ability to form and manage healthy interpersonal relationships.	• Treat others with respect • Manage and resolve interpersonal conflicts • Communicate effectively in writing, speaking and artistic expression. • Work collaboratively with others • Lead others in commitment and action.

Intercultural Development	Skills and characteristics that support understanding and appropriate interaction in a variety of cultural contexts	• Articulate insights into own cultural and social identity and biases. • Display curiosity about other cultures • Analyze similarities and differences among cultures. • Describe the advantages and challenges of a diverse society • Exhibit behaviour that is respectful of other cultures. • Build relationships with individuals across different cultures
Social Justice	A commitment to service with and for others	• Demonstrate a habit of service to the community of which they are a part. • Demonstrate knowledge of root causes of social justice issues. • Demonstrate empathy and compassion for those they serve. • Apply knowledge and experience to addressing issues of social justice, locally and globally. • Implement sustainable solution to address social justice problems in the community.

INFORMATION TECHNOLOGY (IT) SKILLS

Basic IT skills will allow the students to feel more confident in using emerging technology and become faster in finishing tasks. IT skills will allow the students to save money and time as they will be able to solve technical issues independently.

Essential Computer Skills for High School Students

Typing Skills :- Using a keyboard is key to using a computer. Typing is one of the first computer skills a young child develops. A high school student should be able to type proficiently with two hands.

Using Web Browsers:-	The computer literate student must also know the typical programmes they will be operating through a keyboard and mouse. Make sure the student is familiar with the major browsers- Chrome, Fire fox, Edge and can add websites to "Bookmarks" or "Favourites". They should learn to clear browser history.
Working with MS-Office:-	The students should know their way around Microsoft Office a suite of computer programmes used throughout the academic and professional worlds. It includes:-
Microsoft Word:-	Perhaps the most popular word processing and document creator programme. The student should be able to:

- ➢ Create format, save & edit documents in word.
- ➢ Add tables and graphics to documents
- ➢ Adjust margins and spacing
- ➢ Check word counts
- ➢ Create headers and footers

Microsoft Excel :-	In this spreadsheet programme, students should know how to organize information in charts and graphs, write formulas, sort and filter data and use cell references.
Microsoft Power Point:-	Mastery of this slide programme will allow students to make effective presentations as part of reports for school and in their future workplaces. Student should be able to create basic presentations with text, pictures and objects.

1. <u>File Maintenance and Organisation:-</u>

   High School students need to know how to

   - ➢ Create and label folders
   - ➢ Understand that each folder may hold individual files or additional folders with sub folders within them.
   - ➢ Understand file suffixes, e.g., that a file ending in .docx will open in Microsoft Word and .xls will open in Microsoft Excel

2. <u>Email Etiquette</u>

3. <u>Using the Internet</u>

4. <u>Basic Computer Trouble shooting:-</u>

   Any one who uses a computer on a regular basis needs to understand the basics of how computers work and what to do when something goes wrong.

   When computer problems arise, the students should know to

   - ➢ Write down each step taken to correct the problem
   - ➢ Check to make sure that all cables are properly connected, all plugs are in and power strips are on.
   - ➢ Try restarting the programme and/ or the computer

<u>Evaluation :-</u>

1. Basic IT Skills of the students will be evaluated by IT knowing teachers.

2. The Head Master of the school will assign evaluation of IT skills to different teachers at the beginning of the Academic session.

3. All the IT knowing teachers will be allotted with equal no of students from both class IX & X.

4. These teachers will maintain a track record of students through out the academic session.

5. Formal evaluation will be done on quarterly basis and marks out of maximum of 5 marks will be awarded in each 1st three quarters and out of 10 marks in last quarter.

6. Marks will be awarded basing on the performance of the students on the following four topics.
    a) File structure, word, Internet
    b) Input, Processing, storage, Output
    c) Excel and Data Analysis
    d) Power point

7. Evaluation in Class- IX for basic IT skills will be conducted on topics at 6 'a' & 'b' above for 1st two quarters and all the four topics for rest two quarters.

8. Evaluation in Class- X will be conducted on all the four topics in all the four quarters.

9. The marks awarded in basic IT skills will be handed over to respective class teachers who will enter the mark in TR format (at Annexure-II) out of maximum of 25 marks.

ALTERNATIVE ARRANGEMENT FOR SCHOOLS HAVING NO COMPUTER FACILITY

Following alternative arrangements shall be under taken by schools not having Computer Facility:-

1. Schools having no computer facility shall implement aspirational components on Project Work, Co curricular Activity & Book review and not the IT Skills.

2. In lieu of IT skills component, the students of those schools can opt for one additional component out of the rest activities that is Project Work, Co curricular Activity & Book Review.

3. Principle & Procedures followed for the components shall also be followed for the additional component with certain conditions as below.

    [a] In case Project Work is chosen as additional component, the student has to do a project work from subject other than the subject chosen earlier.

    [b] In case co curricular activity is chosen as additional component, the student has to select items different to that has been chosen originally.

[c]   In case Book review is chosen as additional component, the student has to select book other than the book selected originally.

4.   The Headmaster has to clearly mention the additional component allotted to the student in the online enrolment application in Class IX.

ASSIGNING OF MARKS AND AWARD OF GRADES TO ASPIRATIONAL COMPONENTS

1. Aspirational components will carry 100 marks in total distributed among various components as below :-

    [a]   Book Review – 25 marks

    [b]   Project Work – 25 marks

    [c]   Co-Curricular Activities – 25 marks

    [d   Basic IT Skills – 25 marks

2. Total marks in HSC examination will be 600 as before for award of grades in curricular subjects. However aspirational components will carry maximum of 100 marks which will be converted into corresponding grades as below :-

% of Marks	Range of Marks	Corresponding Grades
$\geq$ 80%	$\geq$ 80	A
$\geq$ 60% < 80%	$\geq$ 60 < 80	B
$\geq$ 40% < 60%	$\geq$ 40 < 60	C
< 40%	$\geq$ 0 < 40	D

3. The grades awarded to aspirational components will be reflected in the HSC certificates to be issued to the students.

4. Along with the grade, the marks secured in different components will also be reflected in the certificate against the code of the aspirational components.

5. The code assigned to Aspirational Components will be as given below:-

    (i)   Book Review – BRW

    (ii)   Project Work- PRW

    (iii)   Co-Curricular Activities - CCA

    (iv)   Information Technology Skills - ITS

PROFORMA FOR SUBMISSION OF MARKS BY GUIDE TEACHERS ON ASPIRATIONAL COMPONENTS

Class-IX / X

Academic Session - _____

Aspirational Component - _____

UIN No./ Roll NO.	Name of the Candidates	Marks awarded in different quarters				Total Marks out of 25
		1st Qtr (Out of 5 marks)	2nd Qtr (Out of 5 marks)	3rd Qtr (Out of 5 marks)	4th Qtr (Out of 10 marks)	

TABULATION REGISTER FOR UPLOADING OF MARKS ON ASPIRATIONAL COMPONENTS

Class-IX / X   **Academic Session - _____**

UIN No./ Roll NO.	Name of the Candidates	Total Marks awarded in all the four quarters out of maximum of 25 marks				Total Marks out of 100
		Project Work	**Book Review**	**Co-curricular activities**	**IT Skill/ any other component chosen in lieu of IT skill**	

N.B.:-   1.   *Marks in Tabulation Register is to be entered by Class Teacher.*

2.   *Marks entered out of 100 marks shall be converted to grades to be reflected on the HSC Certificate which will be issued to students.*