

FOR REFERENCE ONLY

**SCHEME OF CONTINUOUS COMPREHENSIVE
EVALUATION FOR
NAVODAYA VIDYALAYAS**



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NAVODAYA VIDYALAYA SAMITI

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FOREWORD

Navodaya Vidyalayas as pace setting institutions were established for achieving the objectives of excellence coupled with equity and social justice. To achieve these two major objectives, Navodaya Vidyalayas are striving hard under the aegis of the Navodaya Vidyalaya Samiti. New programmes and innovative practices and activities are being organised as a part of curriculum transaction in these institutions for setting and maintaining higher standards of students' performance. To what extent these institutions are able to achieve these two objectives require a constant appraisal of students' learning as well as impact of instructional strategies to get the desired feedback about the pupils' achievement, and effectiveness of the instructional strategies. This is possible only when there is continuous comprehensive evaluation undertaken by teachers themselves as recommended in the National Policy on Education.

Introduction of the scheme of Continuous Comprehensive Evaluation is, therefore, the only alternative to de-emphasise the external examination. It emphasises the role of evaluation as a service component of teaching-learning process providing for continuous diagnosis of students inadequacies in learning followed by remedial action. The scheme is based on a deep conviction that purpose of evaluation is to provide feedback and guidance to the teachers in general and students in particular. The system of assessment recommended is dedicated to the fundamental needs of the learners and the teachers as well as those of curriculum designers and policy-makers.

I am happy that Navodaya Vidyalaya Samiti has taken lead in taking the right decision to introduce the scheme of Continuous Comprehensive Evaluation in all the Navodaya Vidyalayas. I am sure the scheme would go a long way in making more valid and reliable judgements about students' performance and provide good opportunities for teachers to self-evaluate and adapt their teaching learning strategies to improve students' achievement. I take this opportunity to express Council's profound sense of appreciation to Dr. Pritam Singh who was entrusted with the responsibility of working out this scheme with the help of a sub-committee.

Although attempt is made to make this scheme as realistic and workable as possible yet the fact remains that for effective implementation of the scheme, teachers of Navodaya Vidyalaya will have to be oriented to the new concepts and ideas introduced in this scheme. I am sure this scheme of assessment would be tried out in right earnest by teachers of Navodaya Vidyalayas to achieve the desired objectives of Continuous Comprehensive Evaluation.

January 23, 1989

P.L. MALHOTRA
Director

ACKNOWLEDGEMENT

Education is a unique investment and the accountability of each investment is possible only through a well planned mechanism of assessment with reference to its objectives. Examination in its traditional sense have failed to achieve the objectives of education and that is why National Policy on Education (1986) has conceived the idea of introducing evaluation as an integral part of teaching/ learning process and suggested to evolve the process of continuous comprehensive evaluation (CCE) to make testing effective by taking care of all the three domains—cognitive, affective and psychomotor for the integral development of personality of the learner.

Navodaya Vidyalayas are established to provide good quality modern education including a strong component of culture, inculcation of values, awareness of environment, adventure activities and physical education. In order to achieve these objectives of excellence coupled with equity, to promote national integration and provide opportunities to the talented children to develop their full potential, it is imperative on the part of the Navodaya Vidyalaya Samiti to evolve a process of all round development of the individuals.

As recommended by the Academic Advisory Committee, a committee was appointed under the chairmanship of Prof. Pritam Singh, Head of the NV Cell, N.C.E.R.T. to work out the whole scheme of Continuous Comprehensive Evaluation. I have all appreciation for Prof. Pritam Singh and his team for coming out with a brochure containing all theoretical discussion along with the proforma of the records to be maintained by the Vidyalayas and the teachers. I am confident that the Principals of Navodaya Vidyalayas will find the document comprehensive and functional for its effective utilization for diagnostic and remedial purposes in scholastic and non-scholastic areas and ultimately this scheme of Continuous Comprehensive Evaluation will, I hope, prove to be a source of quality control and device and also provide sufficient stimulation to the teachers and the students for self-evaluation.

K.S. SARMA
Director
Navodaya Vidyalaya Samiti

PREFACE

It is indeed a matter of great privilege and pride for the teacher community that once again their right to evaluate their pupils is recognised and faith in their competence to pass judgements on their achievement, is reposed in National Policy on Education (1986). As a sequel to this trust, system of Continuous Comprehensive Evaluation is recommended with a long range objective of replacing external examinations would be possible only when a sound system of internal assessment by classroom teachers is developed to maintain desired standards of pupils' performance. For this we have to visualise broad framework indicating the direction of pupils' development in terms of intended outcomes of learning, aspects of assessment, nature and quality of tools and techniques of evaluation, methodology of data collection, mode of interpretation and judgement-making, method of grading and mode of reporting. Besides, regular diagnosis of students' inadequacies in their learning followed by remedial action would be considered an on going process of integrated teaching and testing. All these factors were kept in view while developing this scheme of Continuous Comprehensive Evaluation for Navodaya Vidyalayas.

Two major key concepts that contribute to the philosophy underlying this scheme of evaluation, are the concern for excellence and belief in equality of learning opportunity. Accordingly, attempt is made to incorporate in this scheme such elements that contribute to these two key concepts.

Firstly; the focus of the scheme is on setting of performance standards and appraising students in terms of those standards which are laid in the form of Intended Learning Outcomes. That is why emphasis is laid on formulating instructional objectives for each of the subjects. Like-wise at the unit level also, formulation of unit-wise objectives in terms of intended outcomes of learning is emphasised to focus the attention of teachers on the indicators of success on the unit. Thus these learning objectives at the subject and unit levels set the expected standards of performance and become the basis for selecting and using appropriate teaching learning strategies.

Secondly; the stress is given in the scheme, on the use of criterion-referenced approach to testing. The scheme is based on the concern for integration of teaching and testing to emphasise that evaluation is an integral part of teaching learning process. Diagnostic function rather than judgemental function of evaluation is the main stay of this scheme. Evaluation as a feedback device for quality control in teaching and learning is stressed. Using evaluation for improving students' achievement as well as instructional strategies is the focus of the criterion-referenced approach. This approach aims at diagnosing learning deficiencies of students for providing remedial measures to bring most of the students upto the expected level of performance listed Intended Learning Outcomes.

Thirdly, the emphasis is given on assessment of the whole child, *vis-a-vis* total development. Assessment of both scholastic and non-scholastic aspects of pupils' development forms the basis for identifying criteria of assessment. Use of variety of tools and techniques of assessment are recommended for appraisal of different components of evaluation. Use of non-testing techniques like orals, and teacher's observations are given prominence to recognise teacher's right to assess and exercise his competence. Involvement of all teachers, peers, outside observers and teachers from other schools is another step taken for more co-operative and democratic assessment.

Fourthly; the scheme of grading recommended is based on the philosophy of equality of learning and the concern for up grading of students' achievement to the desired level of attainment (75% and above). In line with the N.P.E. system of letter grading is recommended in this scheme. Use of four-point scale is introduced for more objective grading and to avoid tendency of teachers to grade towards the middle of the scale. Moreover, prescribing A and B as the only acceptable level of performance provides the motivation for teachers and students to strive for higher level of achievement. Thus reducing the scale from 5 to 4-point for assessment and 2-point for acceptability level is a step towards more democratic mode of grading on the one hand an attempt to emphasise mastery learning strategies on the other.

Fifthly; the scheme emphasises the criterion-referenced mode of interpretation and judgement making. Teachers are advised to judge pupils performance in terms of criteria listed in the form of Intended Learning Outcomes rather than with reference to class i.e. norm-referenced. System of using 4-best grades on unit tests for reporting pupils' progress, separate reporting of performance on tests, assignments, practical work, orals and character building qualities, reporting on 4-point grading scale and use of individual profiles are some of the significant features introduced for better and more meaningful reporting to students and parents.

How-so-ever, good the system of assessment we may devise, ultimate success would depend on the efficiency and commitment of practising teachers and the effective monitoring by the Principals. It is, therefore, necessary that orientation of staff of Navodaya Vidyalaya be done for effective implementation of the scheme of evaluation.

In the development of this scheme, opinion of experts from NCERT and other education agencies was sought besides taking advantage of the latest literature in the field of evaluation. Some of the Navodaya Vidyalaya Principals actively took part in the discussion of the first draft of the scheme which was discussed through and redrafted. This final version of the scheme has three Sections. First Section deals with theoretical background of the scheme which all teachers and Principals must go through to understand the philosophy and the rationale underlying. Second Section deals with the operative part of the scheme in which modes of evaluation, tools and techniques of assessment, system of grading, promoting, monitoring etc., are described while the third Section includes various types of record cards, given in the appendices.

I must express my profound appreciation to Dr. A.S.N. Rao Sindhe, Asstt. Controller of Examination, Navodaya Vidyalaya Cell, who proffered his services in the development of this scheme, particularly the record cards. I take this opportunity to express my gratitude to Mr. K.S. Sarma, Director, Navodaya Vidyalaya Samiti for giving me this opportunity to work out the scheme of continuous comprehensive evaluation. Mr. M.P. Chayya, Mr. Subba Reddy, Miss Saroj Srivastava

and Dr. S.K. Narang of the Navodaya Vidyalaya Samiti collaborated in this venture very closely and gave me the benefit of their expertise. Every effort is made to make this scheme as functional as possible. It is hoped that after the scheme is in operation for a year or so it would be possible to get the needed feedback on the basis of which further improvement could be made for making it more realistic and practicable.

January 23rd, 1989.

PRITAM SINGH
Professor & Head

CHAPTER—I

NATURE PURPOSE AND SCOPE

1. N.P.E. and C.C.E.

National Policy on Education (N.P.E.) of 1986 emphasises assessment as an integral part of teaching-learning process. "As a part of sound educational strategy the examinations should be employed to bring about qualitative improvement in education" (8.23). It further says (8.24) that "objective is to make examination system a powerful instrument for improving teaching and learning. In functional terms this would mean among other things, continuous comprehensive evaluation (C.G.E.) that incorporates scholastic and non-scholastic aspects of education spread over the total span of instructional time. It further specifies that evaluation at the institutional level will be streamlined and pre-dominance of external examinations reduced."

1.1 The word 'continuous' refers to regularity in assessment, frequency of unit testing, timings of evaluation, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidences to teachers and students for their self-evaluation. Evaluation, therefore, has to be completely integrated with the process of teaching and learning to make it continuous.

1.2 The word 'comprehensive' refers to areas of assessment covering both scholastic and non-scholastic aspects, application of variety of tools and techniques (both testing and non-testing) to collect evidences, phases of evaluation (pre-instruction, during instruction and post-instruction), modes of evaluation (rational, formative and summative) and involvement of all personnel (teachers, peers, students, parents, etc.,) who watch the students to grow inside or outside the school. Comprehensive evaluation, therefore, demands coverage of whole range of experiences in an institution in the context of total school environment as depicted in Annexure—A.

1.3 Thus, the National Policy on Education emphasizes that evaluation system should bring qualitative improvement in the teaching learning process and lead to improvement in students' learning. This is possible only if we de-emphasize external examinations and adopt teacher-based system of continuous and comprehensive evaluation and for that evaluation has to be treated as a dynamic concept and a feedback device with a focus on improvement of students' achievement and the teaching learning strategies.

2. Concept of Evaluation

2.1 Evaluation is a process of collecting evidences on the basis of which judgements are formed which in turn, are used for making decisions. When applied to education evaluation refers to gathering of information about pupils' growth and development, forming judgements and using them for taking appropriate decisions. Thus, information gathering, judgement-making and decision-taking are three phases of evaluation. The first phase involves construction and application of tools and techniques of evaluation which must be reasonably valid, reliable and usable measures of students' growth. Since there are no gaps in growth there cannot be any gaps for appraising students' learning *vis-a-vis* growth. Evaluation, therefore, has to be a continuous process and that is possible only when it is made an integral part of teaching-learning process. Continuous evaluation helps to diagnose students' inadequacies and paves the way for remediation *vis-a-vis* improvement of their achievement. Evaluation should, therefore, be considered a *growth-oriented concept*.

2.2 Pupil evaluation is conditioned by the school setting, inputs provided and the curriculum followed. Accordingly, appraisal of the school plant (infrastructure and other facilities), the personnel (staff and students) and the curriculum (objectives, content, teaching learning strategies and learning outcomes) is necessary for evaluating the whole instructional setting and the learning environment of the school. Passing judgements on pupils' performance cannot be thus isolated from the total institutional evaluation. Moreover, passing judgements about pupils' growth in all areas like curricular subjects, physical development, habits, interest, attitudes and character building, personal-social qualities is not possible without considering the total learning environment in the school. It is therefore, essential that evaluation should be considered a *total school concept* as depicted in Annexure—A.

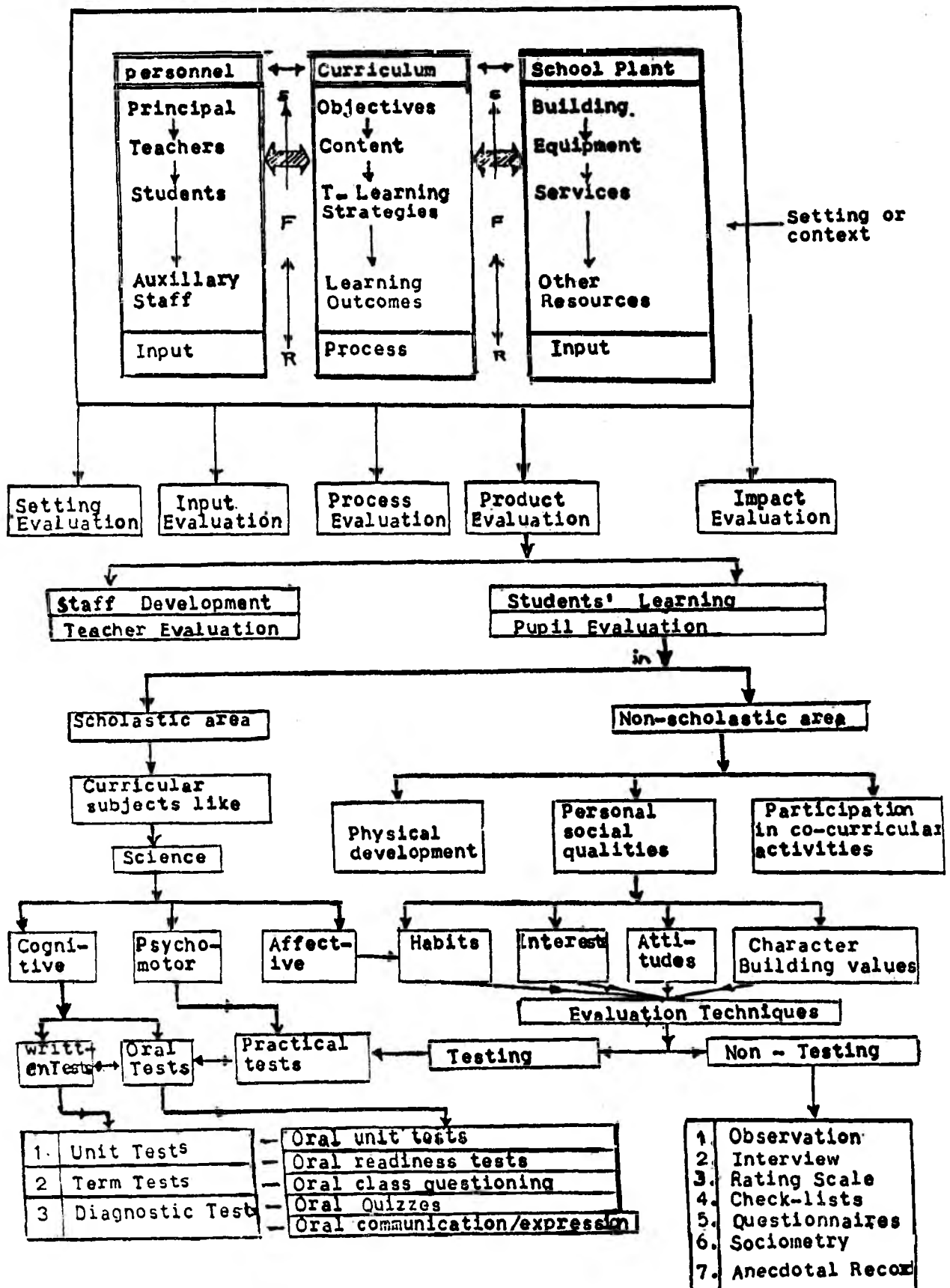
2.3 Forming judgements about pupils is intimately connected with the efficacy of instructional objectives, the relevance of content, effectiveness of teaching learning strategies and reliability of evidences collected. In fact evaluation as a feedback device engenders interaction among various components of teaching learning process. It validates the objectives, the content and the instructional strategies besides establishing a dynamic equilibrium among these components. Therefore, it aims at vitalizing the whole teaching-learning process by acting as a quality control device on the one hand and as a feedback device on the other. It is, in this context, that evaluation should be viewed as a dynamic or *ecological*, concept.

3. Objectives of C.C.E.

Long-range objective of de-emphasizing external examinations and consequently its replacement by a system of Continuous Comprehensive Evaluation by teachers, as recommended in N.P.E. is based on the growing belief and faith in teachers' assessments. Increasing concern for maintaining standards, and teachers' right to assess their wards. Moreover, there is growing demand for treating evaluation as a means of evaluating students' learning. Philosophy of continuous comprehensive evaluation reflects the increasing concern for recognition of teachers and their quality to assess their students. Following objectives are considered relevant for practice of C.C.E.

3.1 To make evaluation an integral part of teaching-learning process.

SCOPE OF CONTINUOUS COMPREHENSIVE EVALUATION



3.2 To use evaluation for improvement of students' achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instruction.

3.3 To make sound judgements and take timely decisions about the learner, learning process and the learning environment.

3.4 To maintain desired standard of performance using evaluation as a quality control device.

3.5 To provide scope for self-evaluation by teachers and students.

4. Key Concepts

Since different institutions have different social and educational setting, inputs, curriculum transactions and learning milieu, it is neither possible nor desirable to develop any scheme of assessment which is completely centralised and uniformly applicable. It is, therefore, necessary that certain key concepts which form the basic framework of C.C.E. may be identified and understood. Following key ideas would remain common to every system of continuous and comprehensive evaluation followed by teachers in different schools whatsoever may be the instructional setting and the learning environment.

4.1 Integration

Consider evaluation as an integral part of the teaching-learning process and not merely an end of the course activity.

4.2 Continuity

Undertake as frequent as possible, assessments of students' learning to remain in constant touch with development and growth of students.

4.3 Comprehensiveness

Include both scholastic as well as non-scholastic areas for assessment of total development of the pupils, using testing and non-testing techniques of evaluation.

4.4 Co-operativeness

Involve other teachers, students, peers, observers and even community members in assessment and judgement-making process for more dependable evidence.

4.5 Criterion-Referenced

Seek evidences in terms of mastery of pre-determined objectives stated in the form of Intended Learning Outcomes regarded as criteria of success.

4.6 Diagnostics

Analyse all evidences gathered about students to identify inadequacies in students' learning, to provide basis for remedial measures.

4.7 Feedback

Use test results and other evidenced for reinforcement and improvement of students' learning as well as the instructional strategies.

Focus of C.C.E. is thus more on improvement of students' achievement than on grading their attainments.

5. Basic Principles

5.1 Flexibility

Full freedom is given to the teachers to adapt his evaluation programme in accordance with his own teaching schedule, needs of his class, convenience to organise assessments, timing of assessments, and mode of assessment, diagnosis and remediation.

5.2 Economy

Except for term tests, all assessments whether through unit tests, assignments, orals, etc., are to be carried out in regular class periods. It is expected that not more than 20 to 25 per cent of the total time would be spent on those assessments which are used for grading students.

5.3 Functionality

Attempt is made to see that the scheme is neither too technical to be understood by the teachers nor too cumbersome to practise it. Besides it is developed by keeping in view the possible availability of resources and inputs.

5.4 Efficiency

The suggested scheme of evaluation provides ample scope for appraisal of all intended outcomes of learning (instructional objectives) stated in the curriculum as well as effectiveness of teaching learning strategies undertaken for attainment of those pre-determined learning outcomes (instructional objectives).

5.5 Staff Development

Suggested approach of criterion-referenced teaching and testing, emphasises diagnostic and formative evaluation while stress on objective-based teaching provides good scope for staff development.

5.6 Illuminative

Suggested scheme takes into cognizance all conditions, persons, processes and resources which throw light on pupils' learning. Thus stress is laid on descriptive and participative evaluation. Instructional setting and learning milieu of an institution are two key concepts on which stress is laid

while passing judgements and taking decisions about grading and certification of students' achievement.

5.7 Accountability

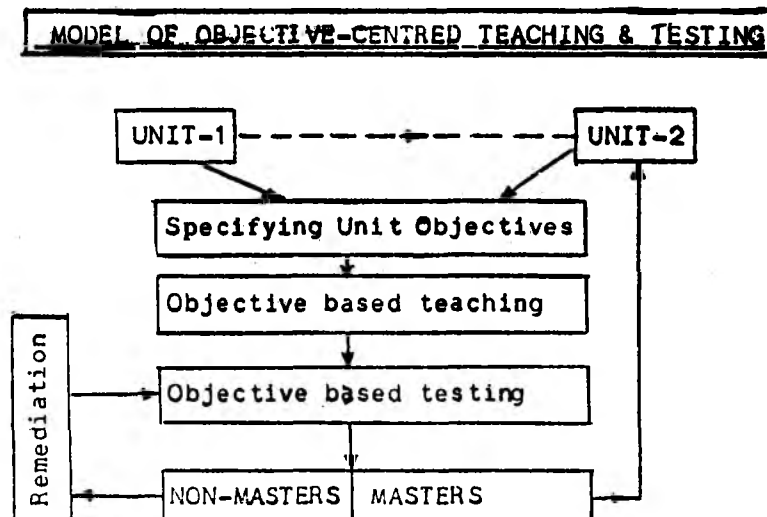
Mode of formative evaluation, emphasis on diagnosis followed by remediation, use of criterion-referenced approach to testing, type of graded system recommended, promotion policy, mode of reporting suggested and use of results for self-evaluations of teachers provide for inbuilt accountability of teachers. Comparison for intra-school and inter-school performance of students recommended in this context is another step for maintaining and setting standards of performance.

6. Use of Criterion-Referenced Approach for Evaluation

Two basic assumptions of this scheme are as under :

- (a) A good system of C.C.E. controls quality of the instructional process *vis-a-vis* maintenance of performance standards of students.
- (b) A good system of C.C.E. promotes better learning *vis-a-vis* improvement of standards of achievement.

To achieve the twin objective of setting and maintaining standards teachers are advised to follow the mastery learning approach to teaching and criterion referenced measures for testing as depicted in the following model recommended for integration of teaching and testing.



This approach highlights the need for unit teaching and testing comprising the following steps :

- 6.1 To specify the unit objectives in terms of Intended Learning Outcomes (I.L.Os.)
- 6.2 To undertake objective-based teaching in accordance with the I.L.Os.

- 6.3 To use objective-based (Criterion-referenced) testing to find adequacies and inadequacies in students' learning.
- 6.4 To identify masters (good performers) and non-masters (under achievers).
- 6.5 To provide remedial measures for under-achievers.
- 6.6 To retest (for mastery), those under achievers after remediation.
- 6.7 To proceed to the next unit when most of the students have achieved the desired level of mastery (performance).

This approach emphasises the need for integration of teaching and testing with a focus on improvement of students learning to bring most of the students upto a desired level of performance or achievement.

7. Process of Evaluation

In order to have a systematic evaluation of pupils following steps as depicted in Annexure—B are envisaged :—

7.1. Cognizance of Instructional Objectives

Keeping in view the objectives of C.C.E. it is necessary to formulate the Learning Objectives for each subject in the curriculum. List of objectives will be supplied by the Navodaya Vidyalaya Samiti. Each subject will include learning objectives in terms of (a) acquisition of knowledge, (b) understanding/comprehension, (c) application of knowledge, (d) development of skills and abilities (e) development of interests and attitudes, (f) character building qualities and values.

7.2 Aspects of Evaluation

Since focus of teaching is on total development of pupils' personality evaluation would include appraisal of (a) Scholastic achievements in all curricular subjects like Languages, Maths, Science, Social Studies etc. (b) Non-scholastic aspects covering physical health, co-curricular activities, habits, interests, attitudes, values and other personality traits.

7.3 Basis of Evaluation

(a) Scholastic Aspects

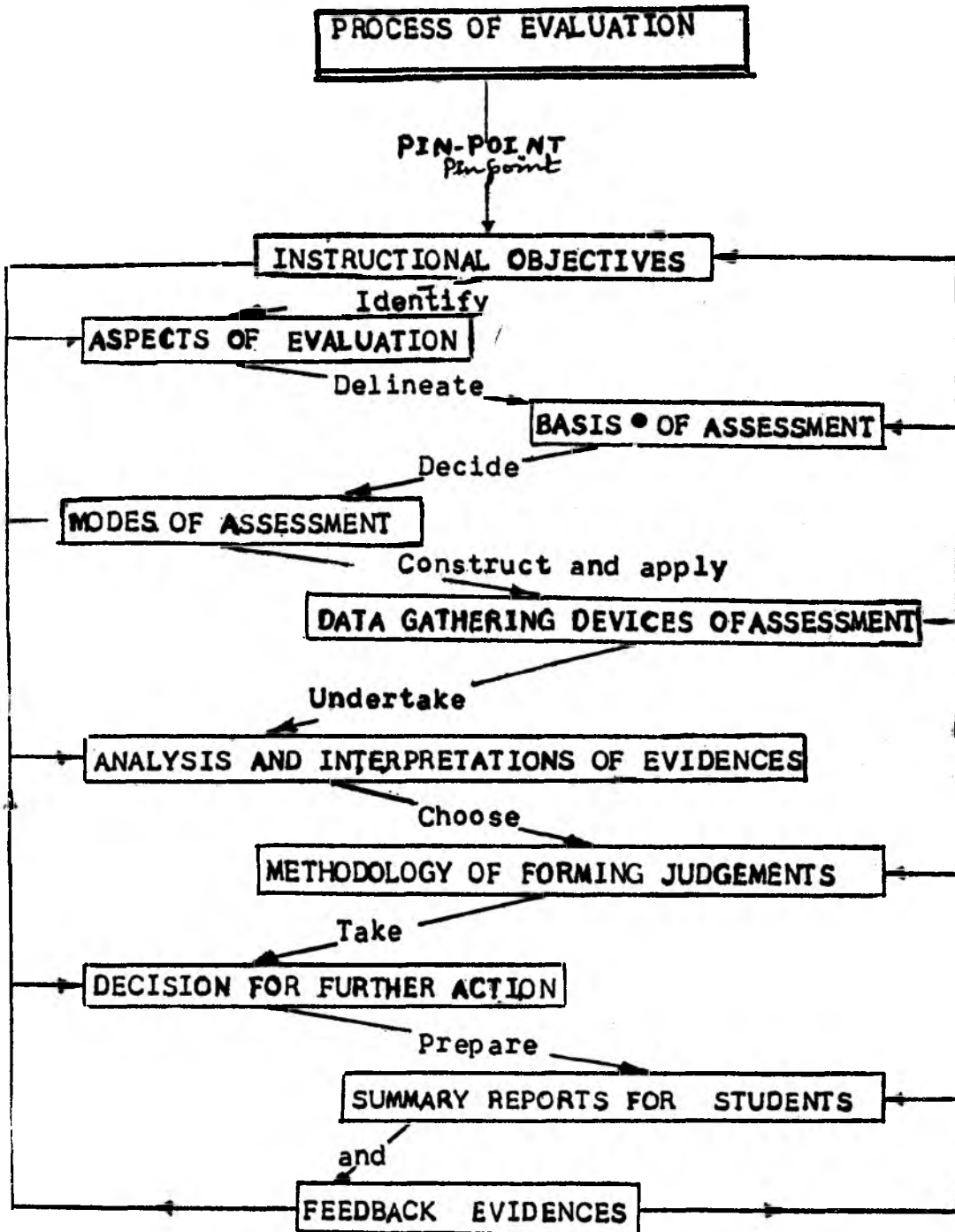
It includes assessment of performance in :

- (i) Curricular Subjects.
- (ii) Assignments.
- (iii) Projects/Practical Work.
- (iv) Orals/Quizzes.

(b) Non-scholastic Aspects

It includes assessment of :

- (i) Physical Development



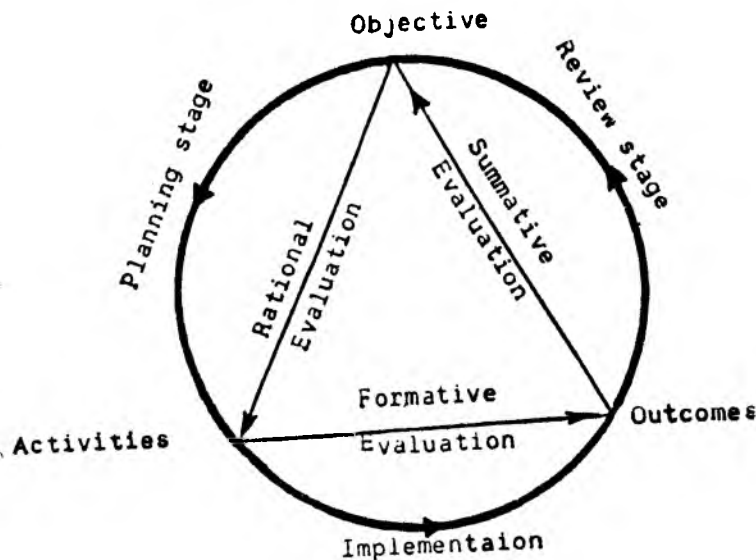
- (ii) Habits, Interests and Attitudes
- (iii) Participation in School Activities.
- (iv) Character Building Qualities/Values.

7.4 Modes of Evaluation

Three modes of evaluation are recommended for use, viz. (a) Rational or logical evaluation ; (b) Formative or diagnostic evaluation and (c) Summative or judgemental evaluation.

Each of the above mentioned modes of evaluation can be used depending upon the stage at which assessment is made. Appraisal of every educational activity or task is necessary at the planning, implementation and review stage. At the first stage, logical evaluation, at the second stage formative evaluation and at the last stage summative evaluation can be undertaken. Evaluation at the first stage is logical in nature, at the second stage it is diagnostic and developmental in nature while at the third stage it is judgemental in nature. Nevertheless, all the three types of evaluation cannot be treated in isolation of each other but are to be visualised as inter-related and inter-dependent as indicated in the following diagram :

INTER-RELATIONSHIP AMONG THE THREE MODES OF EVALUATION



7.5 Collection of Evidences about Students

Major techniques of assessment which can be used to collect evidences about different aspects of pupils' development listed under scholastic and non-scholastic aspects are techniques of testing, observation, analysis and inquiry. Testing takes the form of written or oral test like the unit tests, diagnostic tests, the term tests, and annual examinations. Technique of observation can be profitably

used for assessment of almost all the components listed under non-scholastic aspects. Technique of analysis refers to the appraisal through logical review of documents, plans, test records etc. Content analysis is an example of this technique. This can also be used to appraise syllabi, teaching plans, school time-tables, unit tests etc. Inquiry techniques help to assess an individual by making inquiries from different personnel through different means like oral questions, written questions, interviews, socio-metric devices etc. Details of various tools of assessment are given in the next Chapter.

7.6 Analysis and Interpretation of Evidences

Analysis and interpretation may be done with reference to individual student, the whole class or the criteria listed earlier in the form of intended learning outcomes. Each has its own advantages. In the first case diagnosis of inadequacies of the learner and his day-to-day progress is considered important. In the second case the performance of a student in comparison to the class is considered more important for judgement making while in the third case, learning objectives (intended learning outcomes) are considered more important for analysis and interpretation of students' performance. First approach is useful for the teacher to identify the poor performers on the basis of which he can plan his remedial instruction for poor performers. Second approach is useful for comparing inter-class (section) and intra-class performance of students. Third approach is the most appropriate one in which intended outcomes of learning formulated in advance are considered as indicators of expected performance (Success) which forms the basis of assessment and interpretation.

7.7 Judgement Forming and Decision-Taking

Based on the analysis one can form three types of judgements in accordance with the referent (basis) used. We may have self-referenced judgements, norm-referenced judgements and criterion-referenced judgements. Self-referenced judgements are useful for students to know their rate of progress and learning gaps which help them to improve their achievement. Norm-referenced judgements are useful for teachers and administrators to make intra-school or inter-school comparisons of students besides providing basis for students to compare their own performance in terms of class performance. The criterion-referenced judgements are, however, most appropriate as these are made in terms of learning objectives (intended learning outcomes) regarded as the indicators of success, on the basis of which appropriate decisions can be taken as to whether the students have attained the desired level of mastery or not. If yes, his performance can be summarised and reported upon otherwise remedial measures are taken to bring him upto the desired level and again tested. In certain cases it may be necessary to do further diagnosis by using special diagnostic tests on particular hard spots of learning followed by applying needed correctives and then testing them again to judge whether they have now attained the desired level of performance.

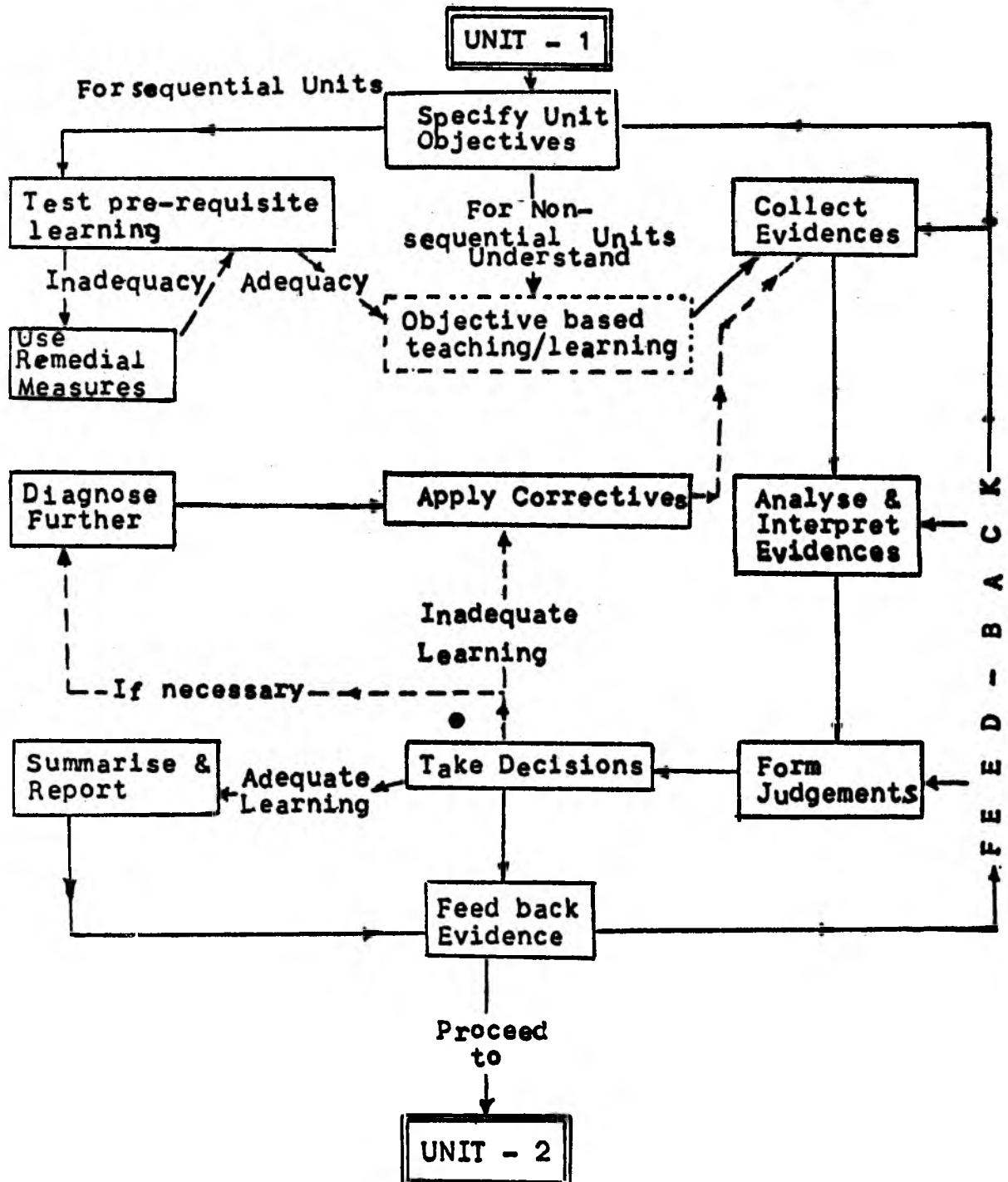
7.8 Summarisation, Reporting and Feedback

Judgements formed about students have to be summarised in such a way that it clearly indicates the information used for forming the judgements on the basis of which appropriate decisions were taken. Reporting to students and parents is necessary to feedback the adequacies about students' learning. A record has to be kept of their progress for which a record card is recommended. Summarisation must provide a clear picture in form of student's profile indicating his performance on various aspects included under scholastic and non-scholastic aspects. A class profile can then be

developed on the basis of individual profiles. Class profile provides an overall inspectional measure for the teacher to take advantage for identifying under-achievers for remedial action.

All the above mentioned steps involved in the assessment of students' performance on a given unit of learning are depicted in the form of an integrative model of formative evaluation given here-in-after (Annexure-C) to indicate that evaluation is an integral part of teaching process and can be used as a feedback device to improve students' learning.

AN INTEGRATIVE MODEL OF FORMATIVE EVALUATION



CHAPTER—II
ASSESSMENT OF SCHOLASTIC ASPECTS

1. Performance on Tests

1.1 Readiness Test (Pre-test)

Before taking up the first unit for teaching in the first term, it is expected that immediately after admission to class VI students would be tested for readiness by means of a pre-test. This test would be based on basic concepts of previous classes (III to V) regarded as pre-requisite learning necessary to benefit from instruction in class VI. Analysis of students' performance on this test would definitely reveal some inadequacies in their entry behaviours for which two to three weeks' remedial instruction to the whole class would be necessary at this pre-instructional stage. Actual teaching for Term-I will be undertaken thereafter for the first learning unit followed by unit testing.

1.2 Unit Tests

A Unit Test is a formal or informal, written or oral test based on specific content elements of a learning unit used for testing students' achievement on pre-determined intended learning outcomes of that unit with a view to diagnose students' adequacies or inadequacies in learning. Therefore, focus of unit testing is on diagnosis and improvement of students' learning. For convenience, the whole syllabus in a subject may be divided into 10-15 well knit learning units for instructional purpose. Each learning unit should be so formulated that it is teachable in one to two weeks' time depending upon the nature and scope of each unit. Following steps may be followed for unit testing :

- (a) Test (T) the students using unit test after the learning unit is taught.
- (b) Diagnose (D) learning inadequacies of students by analysing test results.
- (c) Undertake remedial teaching (R) for making up students' deficiencies.
- (d) Grade (G) the students on a 4-point scale-A,B,C,D.
- (e) Feedback (F) the results immediately to the students.

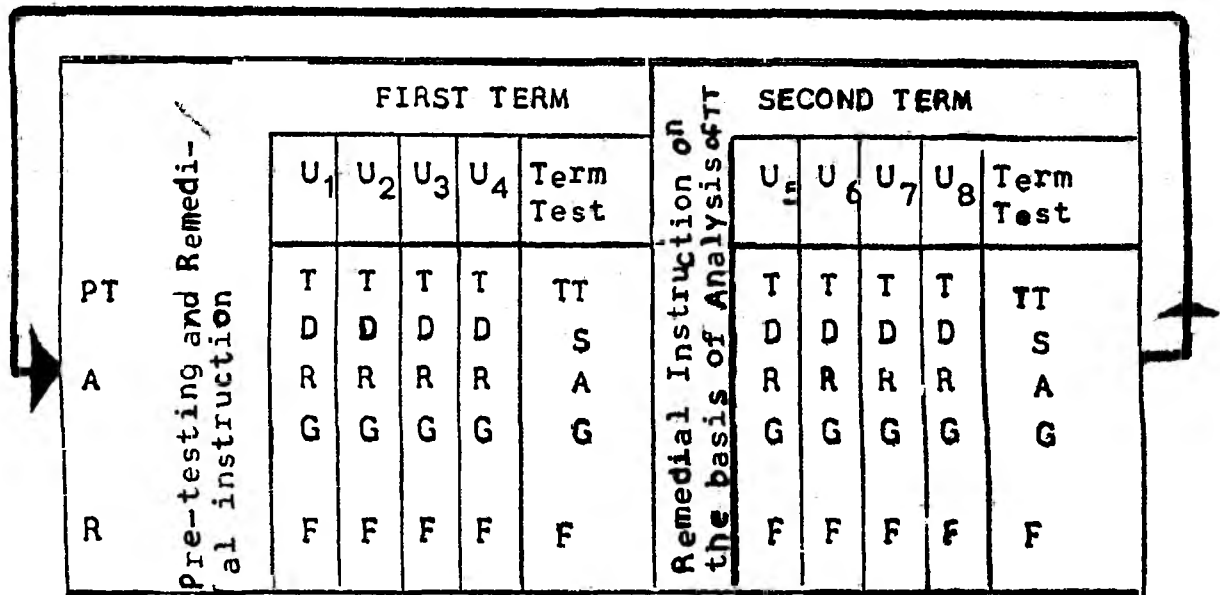
Same procedure may be followed for each of the subsequent learning units. Each unit test may be of 25 marks with a time limit of one teaching period.

Besides the written unit tests some may be even oral unit tests. Oral unit tests are more useful and efficient from the point of view of economy of time, quick review, on the spot diagnosis followed by immediate feedback and for applying correctives. An oral test can be used in 5-10 minutes time in contrast to a written unit test which usually takes one period of 30-40 minutes. An oral unit test can be based on an experiment, a diagram, a table, a chart or even on a single concept or a theme. A set of about 10-20 well structured sequential oral questions can be used for testing different abilities.

1.3 Term Tests

When the first term is over we may have one term test of about 2-hours duration to test students on the syllabus covered during the first term. This may carry 50 marks. This test serves two purposes. Firstly, it gives practice to students to sit for a longer examination thereby preparing them for board examination. Secondly, the term test takes care of major concepts and themes which run through more than one unit. Precaution may, however, be taken that this test samples will all major concepts covered in all the previous learning units. All such concepts *vis-a-vis* intended learning outcomes must be the basis (criteria) of framing questions so that this term test acts as a criterion-referenced test, results of which can be analysed and interpreted later in terms of intended learning outcomes. This would help the teacher to identify the learning gaps on the basis of which remedial action may be taken before taking up the instruction for the next term. The same procedure could be followed in the second term covering the learning units of the second term.

Following pattern of unit testing and term tests is visualised in this scheme.



A—Analyse, D—Diagnose, F—Feedback, G—Grade, R—Remediation, T—Test, PT—Pre-Test, RT—Re-Test, TT—Term-Test, S—Score

1.4 Diagnostic Tests and Remediation

Diagnostic tests are specialised tests based on hard spot of learning identified through unit test administered at the end of each unit or after completion of a term. Such tests can be developed on certain specific areas found too difficult to follow by students. These tests are useful in diagnosing the nature of errors the students make and the causes of poor performance on the basis of which remedial teaching or other correctives may be applied. Therefore, remediation is recommended at the following stages :

- (a) At the entry point to class VI before taking up the instruction for the first term.
- (b) After teaching each unit of learning and its testing.
- (c) After completion of the first term and before starting instruction for the second term.
- (d) After completion the second term and before starting the instruction for the next class. Thus, teaching and testing must go hand-in-hand. Teach, test, diagnose, remedy, re-test, feedback and then proceed to the next unit. Each and every learning unit has to be tested either by a written or oral unit test. However, record of only four written unit tests have to be kept for each term.

2. Performance on Assignments

2.1 Nature of Assignments

Home assignments and class assignments are useful for acquiring knowledge, reviewing what is taught, re-inforcing what is learnt and developing the ability to use what is learnt. Accordingly, we may have the following types of assignments :—

- (a) Knowledge assignments for acquisition of knowledge.
- (b) Review assignments for revision of a lesson or a unit of learning.
- (c) Re-inforcing assignments for practice of concepts and skills learnt in a unit.
- (d) Transfer assignments for giving practice in application of concepts and skills learnt.

Depending upon the nature of learning material and the purpose teacher may use a particular type of assignment. All the four types of assignments may be used in every subject. However, use of a particular type of assignment would depend on the purpose and scope of the unit concerned.

2.2 Purpose of Assignments

Since ultimate purpose of assignment is to improve students' learning these assignments should be carefully developed. Assignments provide good feedback to teachers about students' learning besides providing the basis for teachers to apply the needed correctives. Properly developed assignments supplement the tests (as a testing device) as well as the instruction (as a teaching device). It is expected that one assignment would be given on each learning unit; record of only four may be kept in each term for grading purpose. Each assignment may carry 25 marks.

3. Performance on Practical Work/Projects

3.1 Two Types of Projects

A project is a problematic act or an educational task carried-out to completion in its natural setting requiring, proper planning, efficient implementation and scientific evaluation to achieve the intended objectives. Projects can be individual or group projects. Individual projects can even be treated as one of the assignments and graded accordingly. In case of group/class projects the main purpose is to provide opportunity to students for working together. Projects involve solving problem by developing a plan of action, identifying tasks and activities, assigning roles to students, deciding method of recording evidences, interpreting and reporting of outcomes. It is recommended that one group/class project may be undertaken in each term and its record be kept. As for individual projects teachers are free to assign as many projects as they like depending upon the nature and scope of the subject concerned.

3.2 Purpose

Projects are used to develop basic understanding, social and practical skills, wholesome interests, and positive attitudes and values among students. The projects can be used for grading students on many personal and social qualities like leadership, Co-operation, resourcefulness, perseverance, manipulative skills, communication skills, organisational skills, etc.

3.3 Mode of Recording

Students' performance on projects/practical work may be recorded in teacher's diary during the implementation of project and later on it can be referred to, for grading students on different personal social qualities and values. Grading of students on projects is neither essential nor desirable, the purpose being development of students rather than their appraisal; yet the fact remains that unless their place in the evaluation system is recognised the students as well as teachers are likely to overlook their importance in students' learning and growth. Each project may carry 25 marks.

4. Performance on Oral/Quizzes

4.1 Purpose of Orals

Oral work is very essential to develop students, ability to communicate effectively. Oral testing by means of class questioning, oral unit testing, oral revision works, quizzes, brain trust etc., can go a long way in developing oral expression and other communication skills besides saving time in testing. Oral work supplements teaching as well as the written test to get more dependable evidence on certain skills and abilities which are otherwise difficult to test through written tests. Since orals can be organised in different ways by different teachers at different timings, it is not desirable to prescribe any number of orals and their mode of conduct. However, it is suggested that for every learning unit orals can be used for review and revision. Therefore, advantage must be taken of orals to develop and assess to various skills which are not usually tested through written test.

4.2 It is expected that record of two orals/quizzes may be kept for each term. For this purpose 10 marks and 15 marks may be given to first and second entry thereby making a total of 25 marks for the term which would form the basis of grading.

CHAPTER—III

ASSESSMENT OF NON-SCHOLASTIC ASPECTS

1. Aspects of Assessment

Since Navodaya Vidyalayas aim at development of all round personality of students, attempt has to be made by organising various types of curricular and co-curricular activities to develop various facets of students' personality to make them physically fit, mentally alert and emotionally balanced. It is expected that as a result of different types of experiences provided by the teachers inside and outside the class-room, students would develop good habits, wholesome interests, positive attitudes and character building qualities besides physical development. Each of these areas is further specified for assessment purpose.

1.1 *Physical Health*

- (a) Basic Understanding about Health.
- (b) Physical Fitness.
- (c) Attitude Development.

1.2 *Habits*

Assessment of :

- (a) Health Habits.
- (b) Study Habits.
- (c) Work Habits.

1.3 *Interests*

Assessment of :

- (a) Literary Interest.
- (b) Artistic Interest.
- (c) Scientific Interest.
- (d) Musical Interest.
- (e) Social Service.

1.4 Attitudes

Assessment of :

- (a) Attitude Towards Studies.
- (b) Attitude Towards Teachers.
- (c) Attitude Towards Classmates.
- (d) Attitude Towards Programmes.
- (e) Attitude Towards School Property.

1.5 Character Building Qualities/Values

Assessment of :

- (a) Cleanliness
- (b) Truthfulness
- (c) Industriousness
- (d) Equality
- (e) Co-operation

1.6 Participation in Co-curricular Activities

Assessment of participation in;

- (a) Games, Sports, Gymnastics, etc.
- (b) Literary and Scientific Activities.
- (c) Cultural, Social and Community Service Activities.

2. Tools and Techniques of Assessment

Though there are sophisticated tools and techniques for assessment of non-scholastic aspects yet it is not possible for our teachers to procure such instruments of evaluation and use them efficiently to collect the needed evidences. As such only such techniques and tools are suggested which can be used by class-room teachers to collect evidences about the various aspects of development listed above.

2.1 Teacher's Observation

It is a purposeful seeing of the behaviour of a student in a particular situation through a well planned and systematic attempt. Therefore, observation is always purposeful, planned, systematic and recorded. Subjectivity in observation is natural and is its main limitation. To reduce subjectivity, two things can be done. Either the number of observers may be more than one who later on arrive at some consensus or it may be ensured by observing the behaviour on more than one occasion. If the purpose of observation is clear, the attributes to be observed are pre-determined and the observation is made at a time when the situation is natural, it will improve the objectivity of observation. Sometimes use of certain tools like a lens, a thermometer or a scale may be used to refine observation. One thing which is important is the cautious interpretation of the evidence collected through observation.

2.2 Interview

It is a face-to-face conversation with a purpose. This can be used profitably when there are individual cases of truancy, aggression, misbehaviour, emotional disturbances, etc. The student in question may be called by the teacher for a scheduled interview. Such an interview may be conducted in a congenial atmosphere after creating a rapport with the student. The major focus in such interview is on discovering the causes and not in prescribing the measures. The idea is to assure or reassure the student to do better. Scheduling, preparing, conducting and reporting the interview are the sequential steps involved in using this techniques.

2.3 Sociometry

This is a technique of social relationship among the children of a particular class. On the basis of social relationships, popular students, the students who do not mix with other students or do not adjust with their peers can be identified by using this technique. Seating of students, and selecting monitors for the class, captains for the games, leaders for projects etc., can be made more scientific by use of this technique. Simple method is to ask for one, two or three choices of each student with regard to a particular task and then on the basis of preferential votes choice can be made for selection or allocation purpose. This technique is especially useful at the elementary stage.

2.4 Rating Scale

Rating scale is a tool for classifying students into various categories depending upon their performance on certain objectives like personal and social qualities, which imply qualitative assessment. It is the qualitative nature of the evidence that cannot be properly rated in terms of percentages or numerical marks with respect to traits like discipline, civic sense, initiative, co-operativeness, emotional stability, attitudes, interests, etc. In all these cases, the evidence has to be expressed in terms of the degree to which a particular behaviour or skill is acquired. This rating is to be done on a 4-point scale in letter grading A, B, C, D.

Each of these grades is defined as under :

| <i>Grade</i> | <i>Description</i> | <i>Range of Marks</i> |
|--------------|--------------------|-----------------------|
| A. | Excellent | — 75 and above |
| B. | Good | — 56 to 74 |
| C. | Fair | — 40 to 55 |
| D. | Poor | — Below 40 |

2.5 Check-lists

Unlike the rating scale, a check-list is a collection of number of statements pertaining to the assessment of a trait. Each trait or skill is split up into its component skills or behaviours, the presence or absence of which is judged by means of such a list. Therefore, whenever a particular behaviour is either present or absent, a check-list can be used. It differs from the rating scale in that if an evidence is available in terms of the extent to which it is present or absent, check-list cannot be used and rating scale is more appropriate. However, on the basis of performance on a check-list a rating can be given to the student.

2.6 Questionnaires

It is a sort of list of questions which are framed keeping in view the evidence which is to be collected. When information is collected, by mail it is called questionnaire. The main purpose is to get information or opinion of students, teachers, community members, administrators, etc.

2.7 Pupils' Products

Use of pupils' products like models, charts, compositions and poems those of Socially Useful Productive Work, etc. is a useful device for assessment of various skills and traits. These end-products reflect both the product of performance as well as process of performance. Some of these products may be used to read students' minds besides assessment of their skills.

2.8 Anecdotal Record

It is a tool for recording a single specific but significant or event or behaviour of a student observed by the teacher inside or outside the class-room. This tool is useful in all such cases where the technique of observation is used. An anecdotal record card of about 25×15 cms. size is recommended for use by the teachers to record evidences on any type of behaviour which is significant and qualitatively assessed inside the class. Provision is made in a card to record the specific event, its context and the nature of observation made. However, it does not include interpretation of the behaviour at the time or recording.

Other Tools

Pupil's progress report card, teacher's record card, cumulative record cards, progress chart, teachers' diaries, analysis sheet etc., are other tools which can be used for recording evidences about pupils' progress.

For effective use of these techniques what is needed is the selection of the right tool or technique, its appropriate use of appropriate time and using appropriate mode of recording the evidences. Following chart gives an overview of the relevance of various tools and techniques to assess the various aspects of students' development in scholastic and non-scholastic areas.

| <i>Tool/Technique</i> | <i>Relevant Aspects of Assessment</i> |
|-----------------------|--|
| <i>1</i> | <i>2</i> |
| 1. Written Tests | Assessment of scholastic achievement on instructional objectives. |
| 2. Oral Tests | Oral expression, functional understanding related to practical work, assignments. etc. |
| 3. Performance Test | Practical/Project work. |
| Observation | Home task, class-room participations and all character building qualities. |

| 1 | 2 |
|------------------------|--|
| 5. Interview | Behaviour problems like truancy, aggressiveness. |
| 6. Sociometry | Social relationship amongst students. |
| 7. Check-list | Health habits, study habits, work habits, process or performance. |
| 8. Analysis | Validation of unit test, assessment of attitudes, interest etc. |
| 9. Anecdotal Record | Significant achievement or inadequacies in performance and for record of observations. |
| 10. Students' Products | Understanding of related knowledge, proficiency in skills, creative expression, interests, drawing skills etc. |
| 11. Record Cards | Sequential record of students' progress over a period, student's profile and class profile, etc. |

CHARACTER BUILDING QUALITIES

| <i>A</i> | <i>B</i> | <i>C</i> | <i>D</i> |
|--|--|---|--|
| 1. Cleanliness | | | |
| Always keeps himself and his environment very clean. | Mostly keeps himself and his environment very clean. | Usually keeps himself and his environment very clean. | Seldom keeps himself and his environment very clean. |
| 2. Truthfulness | | | |
| Always speaks truth even under pressure. | Mostly speaks the truth except when under pressure. | Usually speaks the truth. | Seldom speaks the truth. |
| 3. Industriousness | | | |
| Always works hard and seeks additional work. | Mostly performs assigned work without reminder. | Usually performs the assigned work when reminded. | Seldom works even under pressure. |
| 4. Equality | | | |
| Always regards juniors and classmates as equal. | Mostly regards juniors and classmates as equal. | Usually regards juniors and classmates as equal. | Seldom regards juniors and classmates as equal. |
| 5. Co-operation | | | |
| Always works with others towards the common goal subordinating his own interest. | Mostly works with others quite harmoniously. | Usually co-operates with others when desired. | Seldom co-operates with others. |

CHAPTER—IV

GRADING, RECORDING AND REPORTING

1. Grading Students

As discussed in the previous pages, keeping record of assessment of students on scholastic as well as non-scholastic aspects is necessary for proper analysis, grading and feedback. Grading would be based on evidences collected through various tools and techniques on scholastic achievement, in terms of marks which will be converted into grades. In case of non-scholastic aspects there would be direct grading on a 4-point letter scale (A,B,C,D) recommended for grading. For conversion of grades see Appendix-1.

1.1 Grading Performance in Unit Tests

In case of unit tests, teacher would keep record of all written unit tests at least eight in his diary. Each unit test will be of 25 marks. Performance in four unit tests will be recorded in each of the two terms. At the end of the term student's score out of 100 will be calculated and converted into a grade to be recorded for each subject in teachers' record card. These grades will be assigned as given in the teachers' record card. For final assessment and grading, two best assessments of candidates out of four recorded, will be considered for giving grade for each term. Grading will be done on a four-point scale—A,B,C,D. Only A & B will be acceptable grades while C & D will indicate under achievement.

1.2 Grading of Term Tests

In case of term tests record of both the term tests will be maintained and each term test will be of 50 marks. These term tests will be based on intended learning outcomes (criterion-referenced) as explained under the Chapter-III under Tools & Techniques. For each term grades will be awarded by converting marks (out of 50) into grades as indicated in Appendix-2. Entries will be made in the form of letter grades A,B,C,D in the prescribed Proforma Grade A and B will be considered acceptable while C & D would mean the need for remedial programme for the poor performers to bring them upto the desired level.

1.3 Grading Assignments

It is expected that the record of four assignments in each term is kept. Attempt should be made to see that learning units which are not covered by unit tests for grading are covered by these assignments. Each assignment, may be of 25 marks and for the four assignments a total of

100 marks may be kept. For each assignment marks out of 25 may be converted to 4-point grades A,B,C,D as explained in Appendix-1 Grade A & B would be acceptable while C & D will be considered below the mark requiring such students to undergo remedial instruction and demanding more attention on the part of the teachers.

1.4 Grading of Projects/Practical Work

In case of projects/practical work the assessment will be made at all the three stages *i.e.* planning, execution and review. Individual projects can be treated as assignments and can be graded like any other assignment. However, in case of group projects teacher can make entry in his diary about the basic understandings developed, proficiency in skills acquired and the personal social qualities exhibited. One individual project for each student may be considered as minimum for each term and it may carry 25 marks which can be converted into grades on a four-point scale A,B,C,D. For conversion of marks out of 25 (see Appendix-1)

1.5 Grading of Orals/Quizzes

Quizzes and oral tests are other means of assessment of oral work besides written examination. Orals may be organised according to convenience of the teachers and depending on the nature of abilities to be tested. These tools are useful for testing oral expression, communication skills and on the spot recall of facts and understanding of concepts, etc., depending upon the nature of content of the unit and time constraints orals can be used and quiz competition arranged. At least two well planned formal quiz competitions or oral tests may be carried out and recorded carrying 10 marks for the first and 15 marks for the second in each term. Marks obtained by a student out of 25 may then be converted into grades on a 4-point scale as indicated in Appendix-1. Grade A and B are acceptable while C & D are below the mark.

1.6 Assessment of Character Building Qualities

Five major areas of personality traits representing significant character building personal and social qualities are included for assessment in this scheme. These are cleanliness, truthfulness, industriousness, equality, co-operation record of these qualities is to be maintained for each term. Pupils are to be assessed on a four-point scale to grade them directly as A,B,C,D. Here A & B grades may be considered acceptable while C & D are not acceptable requiring pupils to improve in those areas. Each of these traits is defined to specify the indicators or criteria which would form the bases of grading (See Annexure-D).

2. Recording of Evidences

2.1 Use of Teachers' Diary

As explained earlier teachers are expected to maintain diaries in which they can make occasional notes of significant observations by them regarding scholastic or non-scholastic areas. Some record of unit tests can also be kept specially regarding remedial work to be undertaken.

2.2 Teachers' Record Card

Teachers' Record Card would be used for recording performance of students on unit tests, term tests, assignments, projects and orals for each of the two terms in relation to various subjects. Provision is also made for conversion of marks into grades and their entry in this record. (See Appendix-1)

2.3 Pupils' Progress Card

Pupils' Progress Card gives term-wise assessment on tests assignments, orals, projects etc., related to various subjects as well as co-curricular activities and character building qualities. Four-point grading A,B,C,D is recommended. For pupils progress card see Appendix-2.

2.4 Cumulative Record

Cumulative record is a systematic accumulation of significant factual information about pupil's development maintained over a period of time indicating the direction and rate of growth. To make cumulative record cards functional the sample recommended here is developed keeping in view its practicability and usability by the teacher. The complete picture of the pupil as he grows from year to year on scholastic and non-scholastic aspects is depicted in this record card. Contents of the cumulative record card includes the following major sections of information about pupils :

- (i) Personal Bio-data
- (ii) Physical Health
- (iii) Scholastic Achievement
- (iv) Co-curricular Activities
- (v) Character building Qualities
- (vi) Habits Interests and Attitudes

Sample cumulative record card is given in Appendix-3.

3. Promoting

No student, at any stage, would be detained since criterion referenced approach to teaching and testing is recommended. It is expected that all students will come upto the desired level. Wherever, there are cases of under-achievement the poor performers will be given remedial instruction to bring them upto the desired level. As such, upto eighth class students will be promoted automatically. However, if a particular student fails to come upto the expected performance level he may be given special coaching. If inspite of that he is still not able to achieve the intended level he may be given one more chance to appear in the examination after the end of eighth class. Even then, if he fails to get through he may be dropped from the school rather than detaining him.

No detention policy may continue upto the end of senior secondary stage. Continual diagnosis of pupils' gaps in learning followed by remedial instruction and other corrective measures would enable the pupils to achieve the intended level of learning and there should not be any case of detention or drop-out.

4. Reporting

Meaningful reporting to students and parents is very essential for providing feedback. For reporting to students pupil's progress card is devised which is to be sent to their parents after each term. Teachers' Record Card is also devised for recording marks and grades of each student, on the basis of which pupils progress cards and cumulative record card entries are made. Reporting about performance on unit tests, term tests, assignments, orals and project work is made separately showing grades in each of these areas as well as character-building qualities. Grades are shown on different aspects will not be combined. This type of reporting would help both the teachers and students to evaluate their own efforts.

CHAPTER—V

MONITORING AND IMPLEMENTATION

1. Setting and Maintaining Standards

Since the policy of non-detention is recommended and emphasis is on teacher's assessment without any control of annual examination, there could be some laxity in teaching as some of us may fear. This may result in fall of student's standard of performance. It is, therefore, necessary that some checks and balances may be developed to maintain the desired standard of performance. In this case following are some of the measures suggested for the Head of the institutions to take up.

1.1 Co-operative Planning for Objective-Based Teaching

This may involve listing of instructional objectives of each subject and specifying them into intended learning outcomes. This will be undertaken by N.V. Samiti and will be incorporated in the subject curricula to make it the basis for teaching-learning strategies. In accordance with these objectives, teachers are expected to develop specific objectives of each learning unit before teaching. In fact this list should be developed co-operatively by involving subject teachers from different Navodaya Vidyalayas. A common list developed by the institution under the aegis of the Navodaya Vidyalaya Samiti will go a long way in providing the needed direction for expected standards of performance. It would provide the basis for all Vidyalayas to gear their instructional strategies to achieve the same pre-determined intended outcomes of learning.

1.2 Co-operative Testing

Navodaya Vidyalayas being pace setting institutions may take initiative in having close liaison with other schools in the district and plan for co-operative testing. The Principals can organise meetings of teachers from various institutions to develop a co-operative plan of testing by sharing responsibilities and experiences to develop and use common tests for administration in their institutions. Question papers can be set in different subjects by different institutions but evaluated by respective teachers. This will provide a good check for maintaining standards and at the same time a good opportunity of self-evaluation by comparing students' performance with that of other institutions.

1.3 Survey Tests

Navodaya Vidyalaya Samiti or their regional offices may develop survey tests in various subjects with the help of the N.C.E.R.T. or other state educational agencies. From time to time these tests

would be administered in various Navodaya Vidyalayas and also in some other schools. This would provide for comparison of students' performance *vis-a-vis* teaching effectiveness, from different Navodaya Vidyalayas. Besides it would also help to compare standards of various Vidyalayas with other institutions in the district. The data so gathered will be analysed to take decision for improvement in instructional practices for particular subjects in different institutions. Use of these tests is expected to provide motivation and challenge to excel.

1.4 Use of Standardised Tests

In certain subjects Samiti may take advantage of existing standardised tests which might be administered towards the end of the session for comparing the performance of students from different institutions by developing norms for various institutions. This would also serve as one of the bases for accountability of teachers and Principals.

2. Planning for C.C.E. in Schools

2.1 Appointment of a Co-ordinator

It hardly needs any mention that effective implementation of the scheme of continuous comprehensive evaluation recommended here would work only if it is properly planned and executed. For effective implementation of the scheme proper planning, systematic organisation and effective monitoring would be necessary. One teacher may be entrusted with the responsibility of co-ordinating the various tasks and activities related to C.C.E.

2.2 Development of an Action Plan

Principal and the co-ordinator would develop an action plan indicating the broad framework, identifying the tasks and roles of the different teachers, schedule of activities, mode of implementation and feedback mechanism. Plan should be discussed in a meeting, with the staff. How linkages with other schools may be established should also be discussed. Unit-wise time schedule meant for teaching and testing should form a part of this plan besides delineating the syllabus into 10 to 15 learning units in each subject. This plan must be acceptable to all teachers.

2.3 Resource Development

For effective implementation of the scheme a good question bank is the need of every teacher and for that orientation programmes will be organised by the Navodaya Vidyalaya Samiti to enable the teachers to develop question bank in their subjects. Other staff development programmes in the form of extension lectures, seminars, workshop and training courses will be organised to improve technical know how of the teachers in developing and using unit tests, term tests, diagnostic tests, and other tools for assessment of non-scholastic aspects.

2.4 Monitoring and Supervision

Teacher incharge C.C.E. would develop a formating chart to monitor the time schedule of various tasks and activities and keep track of evaluation activities. Since there is a lot of flexibility provided in the scheme, it would be necessary that he continually supervises the various activities and

helps the teachers to implement the scheme effectively. Besides keeping regular touch with the teachers he would feedback the progress, difficulties and outcomes of his efforts to the Principal.

2.5 Appraisal and Review

Every year there is need for appraisal of the whole system of evaluation and review the scheme for further improvement. In this connection it would be necessary to judge the effectiveness of pupils' evaluation within the total framework of the institutional evaluation. School setting resource inputs and curriculum transactions are to be taken into consideration while passing judgements on effectiveness of C.C.E. This is possible only when institutional as well as teacher evaluation go side by side. At the end of every session a general meeting may be held to take stock of the adequacies and inadequacies of the scheme, for self-evaluation purpose.

Whatever modes, tools and techniques of evaluation be used for appraisal of learning outcomes, they are of no avail unless the results or outcomes are used by teachers to improve pupils' learning and their own instructional strategies. And for that all teachers must remember that **"ULTIMATE AIM OF ALL EVALUATION IS SELF-EVALUATION."**

(i)

APPENDICES

- 1 Teacher's Record Card
2. Progress Report
3. Cumulative Record

TEACHER'S RECORD CARD

Roll.No:

Name:.....
 Class: Sec:.....

PART -A : ACADEMIC

| TERMS | | TERM - I | | | | | | | | | | TERM - II | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|---|----------------|---|----------------|----------------|----------------|---|----------------|----------------|----------------|----------------|----------------|---|----------------|----|----------------|-----------------|----------------|----------------|----------------|---|----------------|---|----------------|----------------|----------------|---|
| Subjects | Tools | Unit Tests (U) | | | | | Term Test | | Assignment (A) | | | | | Prac./Proj. (P) | | Oral/Quiz (O) | | | Unit Tests (U) | | | | | Term Test | | Assignment (A) | | | | | Prac./Proj. (P) | | Oral/Quiz (O) | | | | | | | | |
| | | U ₁ | U ₂ | U ₃ | U ₄ | U ₅ | G | T ₁ | G | A ₁ | A ₂ | A ₃ | A ₄ | A ₅ | G | P ₁ | G | O ₁ | O ₂ | O ₃ | G | U ₁ | U ₂ | U ₃ | U ₄ | U ₅ | G | T ₂ | G | A ₁ | A ₂ | A ₃ | A ₄ | A ₅ | G | P ₂ | G | O ₁ | O ₂ | O ₃ | G |
| I. Languages | U ₁ | 25 | 25 | 25 | 25 | 100 | | | 25 | 25 | 25 | 25 | 100 | | | 25 | | 10 | 15 | 25 | | 25 | 25 | 25 | 25 | 100 | | | 25 | 25 | 25 | 25 | 100 | | | 25 | | 10 | 15 | 25 | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Core Subjects: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| . Mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Science | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Social Sc. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electives: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

(11)

NOTE: Conversion table from MARKS to GRADES

| Marks | A | B | C | D |
|-------|------------|--------|--------|----------|
| 100 | 75 & above | 55- 74 | 40- 54 | Below 40 |
| 50 | 38 & above | 28- 37 | 20- 27 | Below 20 |
| 25 | 19 & above | 14- 18 | 10- 13 | Below 10 |

U_B - 4 Best Units
 CTT - Combined Grade in Term Tests

| | Score | Grade |
|----------------|-------|-------|
| U _B | | |
| CTT | | |

.....
 Signature of the Class Teacher

(iii)

PART - B OTHER SUBJECTS:

| SUBJECTS | GRADES | |
|----------|--------|---------|
| | Term I | Term II |
| S.U.P.W | | |
| Phy.Edn | | |
| Art | | |
| Music | | |

PART - C CO-CURRICULAR ACTIVITIES

| Activities | GRADES | |
|--------------|--------|---------|
| | Term I | Term II |
| Literary | | |
| Cultural | | |
| Games | | |
| NCC/Scouting | | |
| Scientific | | |

PART - D CHARACTER BUILDING VALUES

| Areas | GRADES | |
|--------|--------|---------|
| | Term I | Term II |
| 1..... | | |
| 2..... | | |
| 3..... | | |
| 4..... | | |
| 5..... | | |

PART - E ATTENDANCE

| | I Term | II Term | Total |
|------------------|--------|---------|-------|
| Total Attendance | | | |
| Present | | | |

Signature of the Class Teacher:

Signature of the Principal :

Date:

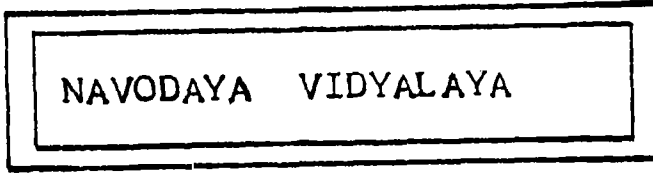
(vi)

GRADING SYSTEM

| Sl.No | GRADE | Percentage Range |
|-------|-------|------------------|
| 1 | A | 75 to 100 |
| 2 | B | 55 to 74 |
| 3 | C | 40 to 54 |
| 4 | D | Below 40 |

R E M A R K S (Any out-standing, distinctive or extra-ordinary performance/Achievement during the terms)

| TERMS | Term I | Term II |
|------------------------|-------------------------|-------------------------|
| House Master | | |
| Signature : | _____ Date _____ | _____ Date _____ |
| Class Teacher | | |
| Signature : | _____ Date _____ | _____ Date _____ |
| Principal | | |
| Signature : | _____ Date _____ | _____ Date _____ |
| Parents Signature : | _____ | _____ |



CUMULATIVE RECORD

Name:

House/Sadan:

Personal bio.data

Name:..... Register No.
 Class:..... Sec:..... Sex:
 Date of Birth:
 (In words)

Date of Admission :
 Date of Leaving the School :

I. FAMILY BACKGROUND

1. Father's Name:.....
2. Mother's Name:.....
3. a) Father's Occupation:.....
 b) Mother's Occupation:.....
4. Monthly Income of the Family:.....
5. Educational Background of the Parents:
 (Mention the highest Examination passed)
 a) Father :..... (b) Mother:.....
6. Permanent Address:

PIN

7.

| Schools previously attended | Admission Number | Year | | Reasons for change over |
|-----------------------------|------------------|------|----|-------------------------|
| | | From | To | |
| | | | | |
| | | | | |
| | | | | |

SCHOLASTIC ACHIEVEMENT

| SUBJECTS | Class VI | | Class VII | | Class VIII | | Class IX | | Class X | | Class XI | | Class XII | |
|----------------------------------|----------|-----|-----------|-----|------------|-----|----------|-----|---------|-----|----------|-----|-----------|-----|
| | Grade | | Grade | | Grade | | Grade | | Grade | | Grade | | Grade | |
| | UB | CTT | UB | CTT | UB | CTT | UB | CTT | UB | CTT | UB | CTT | UB | CTT |
| I. LANGUAGES: | | | | | | | | | | | | | | |
| i)..... | | | | | | | | | | | | | | |
| ii)..... | | | | | | | | | | | | | | |
| iii)..... | | | | | | | | | | | | | | |
| II. CORE SUBJECTS: | | | | | | | | | | | | | | |
| i) Mathematics | | | | | | | | | | | | | | |
| ii) Science | | | | | | | | | | | | | | |
| iii) Social Science | | | | | | | | | | | | | | |
| III. ELECTIVES: | | | | | | | | | | | | | | |
| i)..... | | | | | | | | | | | | | | |
| ii)..... | | | | | | | | | | | | | | |
| iii)..... | | | | | | | | | | | | | | |
| IV. OTHER SUBJECTS: | | | | | | | | | | | | | | |
| i) S.U.P.W | | | | | | | | | | | | | | |
| ii) Phy.Education | | | | | | | | | | | | | | |
| iii) Art | | | | | | | | | | | | | | |
| iv) Music | | | | | | | | | | | | | | |
| Initials of the Class Teacher | | | | | | | | | | | | | | |

Note : UB - 4 best Units CTT - Combined grade in Term Tests

(x)

| Activities Participated in | Class VI Grade | Class VII Grade | Class VIII Grade | Class IX Grade | Class X Grade | Class XI Grade | Class XII Grade |
|--|----------------|-----------------|------------------|----------------|---------------|----------------|-----------------|
| <u>LITERARY & CULTURAL</u> | | | | | | | |
| 1..... | | | | | | | |
| 2..... | | | | | | | |
| 3..... | | | | | | | |
| 4..... | | | | | | | |
| <u>GAMES & SPORTS</u> | | | | | | | |
| 1..... | | | | | | | |
| 2..... | | | | | | | |
| 3..... | | | | | | | |
| 4..... | | | | | | | |
| <u>NCC/SCOUTING</u> | | | | | | | |
| 1..... | | | | | | | |
| <u>SCIENTIFIC</u> | | | | | | | |
| 1..... | | | | | | | |
| 2..... | | | | | | | |
| 3..... | | | | | | | |
| 4..... | | | | | | | |
| 5..... | | | | | | | |
| <u>GRADING FOR CHARACTER BUILDING VALUES</u> | | | | | | | |
| 1..... | | | | | | | |
| 2..... | | | | | | | |
| 3..... | | | | | | | |
| 4..... | | | | | | | |
| 5..... | | | | | | | |
| Initials of Teacher | | | | | | | |
| Principal's Signature | | | | | | | |
| Date: | | | | | | | |

NOTE: A - 75 & above ; B - 55to 74 ; C - 40 to 54 ; D- Below 40

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, SriAurobindo Marg, New Delhi-110016

NIEPA DC



D05263

HABITS, INTERESTS & ATTITUDES

DOC. No. A-5263
Date 6/8/93

| AREAS | Class VI Grade | Class VII Grade | Class VIII Grade | Class IX Grade | Class X Grade | Class XI Grade | Class XII Grade |
|--------------------------|-------------------|--------------------|---------------------|-------------------|------------------|-------------------|--------------------|
| <u>HABITS</u> | | | | | | | |
| 1. Health Habits | | | | | | | |
| 2. Study Habits | | | | | | | |
| 3. Work Habits | | | | | | | |
| <u>INTERESTS</u> | | | | | | | |
| 1. Literary | | | | | | | |
| 2. Artistic | | | | | | | |
| 3. Musical | | | | | | | |
| 4. Scientific | | | | | | | |
| 5. Social Service | | | | | | | |
| <u>ATTITUDES</u> | | | | | | | |
| 1. Towards Studies | | | | | | | |
| 2. Teachers | | | | | | | |
| 3. Parents | | | | | | | |
| 4. School Programmes | | | | | | | |
| 5. School Property | | | | | | | |
| Initials of House Master | | | | | | | |