

**Report of Study on  
Continuous and Comprehensive Evaluation  
in Selected Boards of School Education**

**March 2004**



**Council of Boards of School Education in India  
Delhi-110052**

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Date 26-10-2005

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## Chapter I

# Introduction

### 1.1 Background

The need for introducing Continuous and Comprehensive Evaluation (CCE) in schools in an effective and systematic manner has been felt for a long time. As the of examinations conducted by the Boards of School Education have some shortcomings, greater importance is now being given to CCE at school level. Quite a few Boards have developed schemes of CCE for implementation in schools. In some cases, where such scheme has not been developed, school Principals on their own have taken steps to introduce a system of periodic testing of students by the teachers. But such efforts have been sporadic and attention to only academic aspects has been given hardly any use and not to non-scholastic areas in evaluation of students. Also made of CCE for improving classroom teaching. Even where Boards or concerned Departments of Education have developed a scheme of CCE and prescribed the same for schools, quite often the scheme is not implemented with sincerity and in the right spirit as a result of which the very purpose does not get served.

This study was undertaken by COBSE at the instance of the Department of Secondary & Higher Education, Ministry of Human Resource Development, with the aim of finding out what the different Boards have done to introduce CCE in schools and what type of problems are encountered in its implementation. The purpose of the study was also to suggest what needs to be done to develop and implement an effective system of CCE in schools. The main purpose was to suggest guidelines for a standard system of continuous and comprehensive evaluation based on analysis of the situation in northern and western states of India. The study covered the Boards of School Education of ten states, namely, Punjab, Haryana, Himachal Pradesh, Jammu & Kashmir, Rajasthan, Gujarat, Maharashtra, Goa, Madhya Pradesh and Chhatisgarh.

## **1.2 What is CCE?**

Continuous and Comprehensive Evaluation refers to a system of school based evaluation of students that covers all aspects of child's development including the performance in both academic subjects and in non-scholastic areas. It provides an assessment of teaching as well as learning that takes place in school.

The term 'Continuous' signifies that assessment is done on a regular basis throughout the year and includes assessment done in the course of teaching a lesson, assessment of homework and assignments as well as assessment done through periodic tests and systematic observation of students in different situations.

The term 'Comprehensive' implies that not only scholastic but other co-scholastic aspects of growth and development are also assessed. Broadly speaking, the scholastic aspect is related to learning and growth in cognitive areas and co-scholastic (often called non-scholastic) aspect covers development in affective and psycho-motor domains. While the former includes assessment through tests, home assignments, etc. the latter includes assessment on the basis of observation of students and assessment of their performance in games, sports and other co-curricular areas in such areas as art, music, drama, dance, etc. Also CCE covers assessment of personal-social qualities, interests, and values, where the assessment depends on observation of students over a sufficiently long period of time as well as on the performance in competitions and special events organised by the school.

Often two other terms 'school based assessment' and 'internal assessment' are used for the assessment done at the school level, but these do not exactly mean the same thing as CCE. Their use is generally limited to assessment in scholastic areas only.

## **1.3 CCE and Board examinations**

Ideally, if schools have a good system of CCE, in which assessment is done objectively, there would be no need for an external examination to assess the achievement of students. However, the external examinations are necessary because of the demand of the system in which the achievement of a given student is judged in relation to that of students coming from other schools. Also such an

examination is an acceptable basis for certification of students completing certain level or type of education that not one but a large number of schools or institutions provide. In such situations, the objectivity of internal assessment becomes questionable since the students of different schools cannot be compared on the basis of their results in school based assessment.

Although external examinations are necessary, CCE is important because of its being an integral part of teaching learning process and its role in assessment of personal-social qualities and performance in non-cognitive areas where assessment through a typical external examination is just not possible. Clearly, the system of CCE and that of external examinations are both necessary and have to co-exist. While CCE caters largely to formative aspect of evaluation, the Board examination and even the school level annual examinations essentially provide summative evaluation of students. However, the school examinations, particularly the mid-term ones, serve the purpose of formative evaluation also and can be considered as a part of CCE.

#### **1.4 Limitations of Board Examinations**

While the external examinations such as those conducted by Boards are essential in our system of education, one has to take note of their limitations as are listed below.

- (1) It judges the attainment of students in a subject on the basis of a single examination of about 3 hours duration, which cannot be considered to be adequate for evaluating what a student would have learnt over a period of 2 to 3 years.
- (2) It provides only summative assessment of students; the formative aspect which is crucial for improvement of teaching-learning process is totally ignored.
- (3) It does not provide assessment of performance in non-cognitive areas and affective domain, as a result of which these areas are generally neglected in teaching in schools.
- (4) The results of Board examinations are not highly reliable due to a variety of factors such as inter-examiner variation in the standard of marking, inclusion of only a limited number of questions in a question paper of three hours (thus testing only a small part of

the syllabus) and extraneous factors such as sudden illness or mishap in the family that affects the performance of a student on the examination day. However, the marks obtained in the examinations are often wrongly treated as if these had 100% reliability. For example, when it comes to choosing between two students whose marks differ by only 1 or 2 points, the one with higher marks is considered to be superior and gets selected. Such a situation is quite common as every year we see students being admitted to an educational course in a University on the basis of their marks in higher secondary examination. One has to be conscious of the limitations of reliability of a Board examination while using marks as a criterion for selection of students.

- (5) Because of the great importance attached to the results of Board examinations, certain undesirable practices have become prevalent, for example, malpractices of mass copying, leaking out of papers and use of unfair means to pass examinations. Also examination results have led to students becoming mentally disturbed to the extent of even committing suicide on failing.
- (6) Since for students the main goal is to do well in examinations, their study habits get attuned to passing and getting good scores in examinations. They do not study with the same seriousness throughout the year. Even teaching and testing of students becomes totally examination oriented.

But in spite of these deficiencies, examinations cannot be done away with. They are needed because they provide a means of certifying students who have successfully completed a given course in an impartial manner and also because the results are used for a variety of purposes such as in selection of candidates for jobs or admission to some course. CCE obviously cannot perform these roles, when students from a variety of schools have to compete.

## **1.5 Role of Boards in introducing CCE**

CCE has to be implemented not as an alternative to external examination but as a complement to it in the evaluation process. Both CCE and external examination are important, as they play different roles in the educational system. Unfortunately, in schools while the preparation for Board

examination is given a lot of importance, CCE is not paid much attention and its role in improvement of teaching-learning process and all round development of the child is not recognised. It is for the Boards to stress the importance of CCE and take measures to develop a system of CCE for schools and to introduce it effectively in schools with the cooperation of Education Department.

Although the primary function of the Boards is to conduct public examination at the end of grade X and XII, most of them recognise the importance of CCE and have already developed schemes to introduce CCE in schools. In a few states where the Boards apparently do not have a mandate to introduce a system of internal assessment in schools, the Directorates of Education have made it mandatory for schools to conduct term (quarterly or half-yearly) examinations at school level in every class but that does not serve the purpose of CCE fully. Except for a few Boards like Jammu and Kashmir, Gujarat, Maharashtra, Rajasthan and Punjab, which have developed fairly comprehensive schemes of CCE and have taken steps to introduce the same in schools, in other states such as Himachal Pradesh, Haryana, Madhya Pradesh and Goa, the introduction of CCE in schools is left to the Department of Education or to the initiative of individual schools. In such cases, CCE is generally confined to assessment of students' achievement in academic subjects only through two or three term examination that are conducted on the pattern of Board examinations. However, even in some of these states we found that schools and teachers carried out some continuous evaluation of students at their level in academic subjects and also training programmes for principals and teachers were conducted in which CCE was covered. For example, in Haryana, SCERT has organised such training and the trained personnel were expected to act as master trainers for teachers in schools of their area.

So far as academic subjects are concerned, a major issue in introduction of CCE in schools is that of whether to give weightage to marks of internal assessment in the result of external examination. Those who are in favour of giving weightage feel that teachers and students become serious about performance in CCE when some percentage of marks of internal assessment are added to the marks of Board examination. On the other hand, if weightage is given to internal assessment marks, teachers and school principals get tempted to boost the marks of their students so that the overall result of the school remains good. This becomes an important consideration for schools which have to show good performance in competition with other schools. Also it counts in assessment of teachers' own work when it comes to promotion or career advancement. In this regard, the experts



now feel that the results of CCE should be reported but separately along with the results of the Board examination.

While proposing a viable scheme of CCE for implementation in schools we have to take into consideration all these points. Also we have to see what the existing position is in respect of CCE in schools of the different states and what problems are encountered in its successful implementation. The next chapter gives some details of the CCE schemes that are operational in the states covered in this study and of the present state of affairs in use of CCE in schools of these states.

## Chapter II

# Status of CCE in the Selected States

In this section, we shall discuss the continuous and comprehensive evaluation schemes prescribed by the different School Boards and how these are implemented in the secondary and higher secondary schools affiliated to these Boards. The report on implementation is based on actual observation and discussion with school Principals and teachers of a few schools in each state.

### 2.1 Jammu and Kashmir

#### *CCE scheme as prescribed by the Board*

The Jammu and Kashmir Board of School Education has introduced school based continuous and comprehensive evaluation scheme at the elementary, the secondary and the higher secondary stages so as to make the entire process of evaluation an integral part of teaching and learning process. The scheme is aimed at developing the cognitive, the affective and the psychomotor domains in school going boys and girls. The scheme covers both primary (classes I to V) and secondary levels of education. Here we shall confine our report to the CCE Scheme for the secondary and the higher secondary stages where the scheme supplements the public examinations conducted by the Board. While the external examination assesses only limited attributes, school based assessment introduced by the Board assesses development of both the scholastic and non-scholastic aspects of pupils' personality and growth..

**CCE scheme for Classes VI to VIII and also applicable to Class IX**

The general pattern of the CCE Scheme is given in Table 1 and the following paragraphs.

**Table 1: Subjects of the Curriculum and recommended Time Budget**

S.No	Subjects	Periods per week
	<i>Academic Subjects</i>	
1.	English	6
2.	Mathematics	9
3.	General Science	6
4.	Social Sciences	6
5.	Urdu/Hindi	6
6.	Additional Language (optional)	3
	<i>Activity Related Areas</i>	
1.	Work Experience	3
2.	Art Education	3
3.	Health and Physical Education	3
4.	Co-Curricular Activities	3
Total Periods per week		48

*Note:- The academic session is presumed to be of 200 working days.*

**Personal/Social Qualities and Attitudes:**

All students have to be compulsorily evaluated on:

- Regularity/Punctuality
- Diligence
- Discipline
- Cleanliness

Students have to be evaluated only when any worth mentioning evidences are available on the basis of observations in respect of the following:

- Attitude towards school (teachers, fellow students, programmes and property)
- Initiative and organizing ability
- Tolerance
- Civic consciousness and cooperation

Co-Curricular Activities and Interests:

Students may choose any one of the activities listed under literary and cultural areas which may be offered by the institution on the basis of their interest.

<u>Literary activities:</u>	<u>Social and Cultural Activities:-</u>
Recitation	Music
Debating	Drama
Speech Making	Dance
Creative Writing	Red Cross
	Scouting
	NCC

*Note: Detailed instructions and guidelines for implementation of the scheme are given in the Board's publication titled "Continuous and Comprehensive Evaluation Scheme for Classes VI-VIII"*

**CCE scheme for Class XI**

The CCE scheme for Class XI includes four unit tests and two term end examinations. The timings of unit tests and term end examinations is shown in Table 2.

**Table 2: Timings and pattern of unit tests and term end examinations**

Pre-testing, Analysis and remediation	First Term: 50 % weightage			Remedial Instruction On the basis of analysis of first term test	Second Term 50 % weightage		
	Unit Test U-1	Unit Test U-2	First Term Test		Unit Test U-3	Unit Test U-4	Second Term Test
Weightage	10 %	10 %	30 %		10 %	10 %	30 %

**Term Tests:-**

Besides the Unit Tests (two during first term and two during second term) there shall be two Term Examinations. Each term examination in theory subjects (except Music) involving practical/field work is of 36 marks and  $2\frac{1}{2}$  hours duration. Each of the two term end examinations in practicals shall be of 9 marks and two hours duration. In other subjects (in which there is no practical work) each term examination is of 45 marks and  $2\frac{1}{2}$  hours duration.

The term end test is a criterion referenced test. Before proceeding to teach or transact the second term course, remedial teaching has to be done on the basis of learning gaps detected during the analysis of the first term scores.

**For Classes VIII, X and XII**

For class VIII the question papers are set by the State Board but the examination is conducted by the respective District Institutes of Education at the district level.

For class X and XII the state Board sets the papers as well as conducts the examinations.

### *CCE scheme as observed at the school level*

Some schools were visited to find out how the CCE scheme, as recommended by the Board (as stated above) is actually being implemented.

For this purpose detailed discussions were held with teachers teaching different subjects at the secondary stage. The principal of the respective schools and officials of the Board were present in these discussions. The following situation emerged during the discussion:

1. The unit tests are taken rather casually by the teachers. The major reason given by the teachers for not conducting the unit or class tests is the large number of students in the class.
2. It was observed that the number of students in secondary classes in good government schools in cities like Jammu, range between 60 and 160.. The number of students per section is still higher at the senior secondary stage. At the middle stage, however, the number was found to be between 50 and 80.
3. In rural areas the class size is in the range of 20 to 50 only
4. The teachers of government schools were of the view that they are more qualified and better trained than the teachers in private schools but prevailing conditions in government schools such as poor quality of students, large number of students in a class, lack of parental support come in their way of showing better results in terms of students performance..
5. Generally, marks are awarded on the basis of teacher's impression of students during the teaching process in the classroom., without conducting unit tests which are considered to be "waste of time" especially when teachers get hardly about 100 working days to teach. The rest of the time is taken away, according to the teachers, by examinations, 'bandhs', protest marches, rallies etc.
6. Term end examinations are held with some seriousness. Students are encouraged to take tuition from the subject teacher in the school. Tutors cover those topics/questions which they ask in the terminal examination. As a result, the school results are almost 100 per cent. However, in the Board examinations the results in Government Schools rarely go beyond 40 to 50 per cent.

7. Due to lack of play grounds schools are not in a position to offer games and sports facilities to students in general. However, a few selected students are given guidance and the teams are sent for competition at the district or state level from time to time. They are given certificates of participation or winning in competitions, but there is no system of evaluation in games/sports
8. PTA meeting are not attended by most of parents/guardians in Government Schools. These schools have mostly confined PTA meeting to once-a-year and generally only financial/administrative matters are discussed in the meeting.
9. No remedial teaching is done nor the results of term-end examinations are analysed to find out the learning gaps in students. Only marks obtained are recorded in the Student Report Card prescribed by the Board. These Report Cards are sent to parents and the Board Office for signature. It is claimed by the Board that this practice serves the purpose of monitoring the implementation of the CCE scheme at the school level.
10. Teachers firmly believe that the CCE scheme as recommended by the Board cannot be implemented in view of large number of students in a class and the low caliber of students who join Government schools. It is believed that good students are taken away by the public schools and only the left-overs come to Government schools and most of these students are first generation learners and no learning climate exists in their homes.
11. There are no facilities in schools for annual health check-up
12. During the morning assembly, which is of 25 minutes duration, opportunities are provided to students to present news items, sing patriotic songs, recite *shlokas* and listen to value oriented talks given by teachers as inputs to nurture patriotism, public speaking and to inculcate values in students. However, there is no system of evaluation of students in non-scholastic areas.

## **2.2. Himachal Pradesh**

### ***Evaluation scheme as prescribed by the School Board***

The Himachal Pradesh Board of School Education is mainly concerned with the public examinations conducted at the end of Class VIII, X, XI and XII. The Board has not given any directions to schools

regarding the school based continuous and comprehensive evaluation. According to the senior officials of the Board, the functions of the Board are confined to prescribing syllabus and course contents, text books and conducting annual examinations at the end of elementary and secondary stages, and plus one and plus two stages. The school based assessment, appointment of teachers, providing academic guidance and other in-service training falls within the purview of the Directorate of Education or the State Council of Educational Research and Training.

From the Student Progress Report Card taken from the schools visited during the field visits, it appears that that the schools in the state are concerned with the scholastic aspects of the curriculum only and that too by conducting 1<sup>st</sup> term, 2<sup>nd</sup> term and annual examinations which are conducted by the class teacher. The report cards signed by the teacher and countersigned by the principal are sent to parents/guardians for signature. There is no mention of any other aspect of students' performance in school in this progress card.

The promotion of students to the next higher class is determined by the results in the final examination only. No weightage is given to marks obtained in the 1<sup>st</sup> and 2<sup>nd</sup> term examinations..

The subjects that are compulsory at the secondary stage include the following:

- English
- Hindi
- Mathematics
- Drawing/Home Science
- General Science
- Social Studies
- Any two out of the following
  - Information Technology
  - Sanskrit
  - Home Science
  - Economics
  - Agriculture



- Music
- Urdu
- Punjabi
- Telugu

The schools generally choose two subjects out of Sanskrit, I.T. Economics and Home Science.

### ***CCE scheme as observed at the school level***

Interactions with teachers in some of the schools in and around Dharamshala city brought to light that only three examinations are conducted by the school as prescribed by the Directorate of Education, which include 1<sup>st</sup> term, 2<sup>nd</sup> term or half-yearly and annual examinations. No weightage is given to marks obtained by students in the 1<sup>st</sup> and 2<sup>nd</sup> term examinations. Promotion to the next higher class is determined by the students' performance in the annual year end examination only.

When probed to elicit teachers views on introduction of more frequent periodic assessment of students' performance, in addition to the existing examinations, to get feedback on the teaching of teacher and learning of students, teachers pointed out that the curriculum is so heavy and the class size is so large, especially in urban areas that more frequent assessment of students is not possible. However, they realize in principle the advantages of holding unit tests at the end of each unit to find out the learning difficulties of students and to guide them on how to overcome those difficulties. Some of the teachers, however, reported that although there is no instruction from the Directorate to conduct unit tests, they do conduct such tests on their own, often orally, to get feedback from the students on their teaching. No remedial measures are, however, taken to overcome students learning difficulties in view of the pressure of time to complete the prescribed syllabus. Another major reason put forward for not spending time on remedial teaching was the firm belief of teachers that students who join government schools are the poorest of the lot ability wise and not capable of learning what is taught, and no useful purpose would be served by spending extra time on them for remedial teaching.

As regards interaction with parents, the teachers complained that parents generally do not come to school when called to discuss the performance of their wards. PTA meetings are held generally only once a year and discussion focuses on financial and administrative matters. Very few parents attend

PTA meetings and those who attend are not much concerned with the performance of their wards. When asked whether parents are provided any feedback on the academic and non-scholastic performance of their wards, teachers responded that no such practice exists. The reasons for parents not attending PTA meetings as perceived by the teachers were that in rural areas since parents mostly belong to labour or agriculture classes, they do not want to lose their income by taking time off from work. Also they are generally not much concerned with what happens in the school

It emerged from the discussion with teachers that the total number of working days for teaching purpose adds up only to 90 to 130 days only in a year.

It was observed during school visits that in government schools in urban areas the number of students in a class varies from 60 to 160 at secondary and senior secondary stages and from 30 to 60 at the lower secondary or middle stage. In the case of schools in rural areas, however, the number per class is much less and ranges from 30 to 60 at both middle and secondary/ senior secondary stages.

No assessment is done of non-scholastic aspects of students performance though opportunities are provided to the extent possible within the limited resources available in the school for participating in games, sports and other co-curricular activities.

## **2.3 Haryana**

### ***CCE scheme as prescribed by the Board***

The Board prescribes syllabus, course contents and textbooks for classes IX to XII. For elementary stage, the Directorate of Education is the controlling authority in this regard.

Public examination is conducted by the Board for classes VIII, X and XII. In these examinations no weightage is given to students' performance in school based assessments.

For promotion to next higher class on the school based examinations for classes I to VII, IX and XI, performance in unit tests and half yearly examination is counted. Two unit tests are conducted in each subject by the subject teacher before the half-yearly examination and one unit test is held after

the half-yearly and before the annual examination. The weightage assigned to unit tests, half-yearly and annual examinations for promotion purpose is shown in Table 3

**Table 3: Weightage assigned to unit tests, half-yearly and annual examinations**

Unit Tests				Half-yearly	Annual	Unit Tests I	Half-yearly II	Annual III
1	2	3	Total					
30	30	30	90	100	100	90	100	100

Outstanding performance in non-scholastic area is reported in the Student Progress Card but no regular assessment is done in this respect.

For secondary stage students are expected to take six compulsory subjects which include the following:-

<i>A. Compulsory Subjects</i>	<i>Paper</i>	<i>Maximum Marks</i>
1. Hindi	One Theory	100
2. English/Punjabi	One Theory	100
3. Mathematics	One Theory	100
4. Science	One Theory	75
(Physics, Chemistry and Biology)	One Practical	25
5. Social Sciences (History, Civics Geography)	One Theory	100
6. Moral Education	One Theory	100

## B. Elective Subjects

Students may offer any one of the following as elective subject:

i.	Sanskrit/Punjabi/Urdu/ English	One Theory	100
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*Note: A student who opts for Punjabi as a second language will have to choose English as the elective subject compulsorily*

	Theory	Practical	
ii.	Home Science	75	25
iii.	Agriculture	75	25
iv.	Animal Husbandry	75	25
v.	Drawing	75	25

*Note: Blind students are not allowed to opt for Drawing as a subject of study*

	Theory	Practical	
vi.	Music Hindustani/Karnatak	50	50
vii.	Hindustani Vocal/ Melodic/Percussion	50	50
viii.	Karnatak Vocal/ Melodic/Percussion	50	50
ix.	Dance/Puppetry/Theatre	50	50
x.	Physical and Health Education	75	25

*Note: Evaluation of Moral Education shall be assessed internally by the school for regular students and the grading shall be sent to the Board in the case of class X Board examinees.*

Minimum pass marks are 33 %

Successful candidates shall be classed into three divisions as follows:

First Division	60 % or above
Second Division	50 to 60 %
Third Division	Below 50 %

### ***CCE as observed at the school level***

Discussion with school teachers revealed that main emphasis is on half-yearly and final year end examinations. Marks in unit tests are often awarded on the basis of oral questions asked by the subject teacher during the teaching process. Some teachers do give written tests also during the class period. Generally the class test is of one hour duration.

It was also stated by some teachers that for school based half-yearly and annual examinations the tasks like paper setting as well as printing of question papers are often assigned to the printing press to avoid delays. It was pointed out that printing presses require at least 25 days time to do the job. If paper setting is done within the school by the teachers, they generally do not submit the papers well in time.

Mention of outstanding performance in sports and games and other cultural activities is made in the Student Report Card which is sent to parents/guardians for signature and then retained in the school. It was reported that students whose performance is below standard often sign the Report Card themselves and return the Report Card to the school and the class teacher has no check on such cases

## **2.4 Punjab**

### ***CCE scheme as prescribed by the Board***

The Punjab School Board prescribes curriculum for classes I to XII and conducts examinations at the end of classes VIII, X and XII. The Board is responsible for implementing the CCE scheme

which includes school based quarterly, half-yearly and final examinations with no weightage given to marks obtained in quarterly and half-yearly examinations in the final examination. In the case of Class VIII, however, 20 % weightage is given to school based continuous assessment in different subjects and these marks are added to the marks obtained in the final examination conducted by the Board, which carry 80 % weightage.

The non-scholastic areas come within the purview of the State Council of Educational Research and Training.

The subjects at the secondary stage include the following:

- Punjabi
- Hindi
- English
- Mathematics
- Science
- Social Studies
- Health and Physical Education
- Elective Subject
- SUPW

The results for compulsory and optional subjects are announced in terms of marks. Maximum marks for each subject are 100. Qualifying marks are 33 % in theory papers and 30 % in practical

The criterion used for converting marks into grades is the following:

76-100 marks	A Grade
51-75	B Grade
26-50	C Grade
1-25	D Grade

The cut off points for the award of various Divisions is as follows:

1st Division	60 % and above
2nd Division	45 to 60 %
3 <sup>rd</sup> Division	less than 45 %

Evaluation of the following co-curricular activities is done at the school level and the students are awarded grades for the following characteristics:

Regularity

Discipline

Cleanliness

Sports

Cultural/creative activities

#### ***CCE scheme as observed at the school level***

Discussion held with teachers on issues related to the implementation of the CCE scheme at the school level highlighted the following points.

1. Teachers do take monthly class tests but the practice followed by most of the teachers is to dictate the answers as well so that the result is 100 %
2. Teachers were of the view that equal weightage should be given to quarterly, half-yearly and annual examinations and the curriculum taught during the particular quarter only should be assessed in the examination.
3. Due emphasis should be given to systematic dissemination of information on Reproductive Health to students of secondary and senior secondary stages as a preventive measure to check HIV/AIDs like problems
4. Once a month diagnostic type class tests should be conducted and feedback utilized by teachers to overcome students' learning problems. Diagnostic tests covering each unit in

every subject should be provided to teachers either by the Directorate of Education or by the School Board as teachers generally do not have the expertise to prepare such assessment tools.

5. The strategy of CCE as shown in Table 4 was endorsed by the teachers provided the present system of evaluation is abandoned and replaced by the proposed system.

**Table 4: Proposed School-based Assessment Strategy**

<b>Assessment</b>	<b>Timings</b>	<b>Weightage</b>
1, Baseline assessment	After two weeks of the opening of school	-
2. First periodic test	After six weeks	10 marks
3. 1 <sup>st</sup> Quarterly examination	After three months	50 marks
4. Second periodic test	After six weeks of 1 <sup>st</sup> quarterly examination	10 marks
5. Half-yearly (2 <sup>nd</sup> Qly) examination	After six months	50 marks
6. Third periodic test	After six weeks of half-yearly examination	10 marks
7. Annual examination	Towards the end of the academic session	100 marks
8. Overall assessment of assignments/home work	Given during the first two terms	10 marks
Overall assessment of assignments/home work	Given during the third term	10 marks
	<b>Total 250 marks</b>	



## 2.5 Gujarat

### *CCE scheme as prescribed by the Board*

The Board prescribes curriculum for classes VIII to XII. Annual examinations are conducted by the Board the end of classes X and XII. No weightage is given to school based assessment in these examinations.

Class VIII annual examination is conducted by the schools following the procedure prescribed by the Board. Weightage is given to performance in term tests, annual examination and yearly work assessment which become the basis for promotion to the next higher class.

### *Procedure of giving weightage to performance in term tests, annual examination and annual work assessment*

Every registered secondary school has to conduct three examinations during the academic year which include two term tests and annual examination as per the guidelines of Gujarat State Higher Secondary Education Board (GSHSEB).. The school has to follow the instructions given by the Board to prepare the Question Paper. These instructions are:

1. In the first term test the questions are to be covered from the syllabus taught.
2. In the second term test, 70 % questions must be from the total syllabus taught up to that point of time, where as 30 % are from the syllabus taught between the two term tests
3. In the annual examination total syllabus must be covered in which 20 % weightage to the syllabus up to the first test, 30 % weightage to the syllabus taught between the first and the second term tests, and the remaining 50 % from the syllabus covered after the second test.
4. In the yearly examination the question paper is of 80 marks is with 3 hours time limit. The question paper of total 80 marks is supposed to contain objective type questions of 30 marks whereas are 50 marks are allotted to descriptive (essay type) questions.

The scheme of marks allocation is shown in Table 5

**Table 5: Scheme of allocation of marks to annual, term-end examinations and yearly annual work assessment**

A - For Theoretical Subjects			B - For subjects in post basic and technical schools		
1.	Yearly Exam	80 marks	1	Yearly exam	50 marks
2.	First term test	50 marks	2	First term test	50 marks
3.	Second term test	50 marks	3	Second term test	50 marks
4.	Yearly work assessment	20 marks	4	Yearly work assessment Practical (20 + 30)	50 marks
	TOTAL	200 marks		TOTAL	200 marks

The classification of 20 marks for yearly assessment is given in Table 6

**Table 6: Classification of 20 marks for the yearly assessment**

Sl No.	Item	Weightage of marks
1.	Term Paper- Total 2 Self-learning/assessment in each term – 2	10 marks
2.	Reference note of any two books used from the library related to any learning topic. This note is to be submitted in the first term	5 marks
3	Home Work-Project, To be based on learning material collected /news papers	5 marks

*Subject wise distribution of marks and maximum and minimum pass marks at secondary stage*

The prescribed distribution of marks for each subject is shown in Table 7.

**Table 7: Subject wise distribution of marks at secondary stage**

<i>Main Compulsory Subjects</i>	<i>Maximum Marks</i>	<i>Minimum Pass Marks</i>
H.L.	100	35
L.L.	100	35
Mathematics	100	35
Science	100	35
Social Studies/Social Reconstruction	100	35
Two Optional	100	35

*Criterion for conversion of marks into grades*

Grade One with Distinction	70 % marks and above
Grade One	60 % to 70 %
Grade Two	45 % to 60 %
Grade Three	Below 45 %

*Yearly assessment of subjects such as Physical Education, Crafts and Computer Education*

The distribution of marks for yearly assessment of Physical Education, Crafts and Computer Education are as follows:

- |    |   |          |
|----|---|----------|
| 1. | Theory                                      | 40 marks |
| 2. | Yearly practical exam                       | 40       |
| 3. | Internal assessment of work during the year | 20       |

### ***CCE scheme as observed at the school level***

Interactions with teachers of schools which were visited to get first hand information about the status of implementation of the CCE scheme at the school level revealed the following:

1. Schools follow the instructions given by the Board to implement the CCE scheme.
2. Detailed formats are provided by the Board to schools in the state
3. Regular monthly contact is maintained by the Board with the District Education Officers through the tele-conferencing mode every month.
4. The Board supplies sets of items in each subject to schools.. Question papers for term end and annual examinations are set by the school using these item sets.
5. Regular records of assessment are maintained by schools
6. Parents are informed about the performance of their wards after the term end and annual examinations.
7. Regular annual health check up of students is conducted by schools with the help of their old students who are now practicing doctors in the area.
8. Student enrollment observed in schools ranged from 40 to 60 in secondary and senior secondary classes

## **2.6 Maharashtra**

### ***CCE scheme as prescribed by the Board***

All schools under the Maharashtra Board are private aided schools and follow semester system. There is uniform system of pupil evaluation prescribed by the Board and all schools follow the system. According to this system, the schools have to conduct two term examinations every year in every subject in each class. The first term examination is held in October/November and the second term examination in March/April. In addition, the schools are expected to conduct four unit tests, two in the first term and two in the second term. The distribution of marks in the test and term examinations is shown in Table 8.

**Table 8: Distribution of marks in the tests and term-end examinations**

<i>Unit Test/Term-end Examination</i>	<i>Allotted Marks</i>
4 Unit Tests of 20 marks each	80
1st Term Examination	100
2nd Term Examination	100
Home work, assignments, orals	20
<b>Total</b>	<b>300</b>

At the end of the year, the result is shown in terms of percentage marks obtained in each subject.

In the case of co-curricular areas, evaluation is done in subjects such as PT, Value Education, General Knowledge and Work Experience. In these subjects marks are awarded, which are then converted into grades. The result is shown in the form of grade A,B,C,D,E and H where D denotes 'Fail', E stands for 'exempted' and H for 'handicapped'. These results are shown separately in the certificate of the Board Examination.

No registers or report cards are prescribed but all schools maintain the record in registers and issue progress report card that they develop on their own. The format of registers and progress report cards differ from school to school but they are very similar and they all provide columns for recording marks of unit tests and term examinations and grades as prescribed by the Board

#### ***CCE scheme as observed at the school level***

Following observations emerged out of discussions held with teachers and principals of some of the schools which were visited in and around Pune:

1. Although schools are expected to conduct two unit tests in the first term and two in the second term, they conduct only one test in each term, combining the two unit tests of each term into one. Thus there are only 4 formal evaluations in a year consisting of two term examinations and two unit tests.

2. The schools maintain registers in which the marks obtained by students in each unit test and term examination are recorded properly and the overall result in the form of percentage score is also recorded at the end of the year.
3. All schools are private aided, but in some cases there are organizations that control or manage a number of schools. In such cases common test papers for term examinations and unit tests are set at the organization level for all the schools managed by it. Also there are teachers' associations which set question papers that are used by a number of schools. Evaluation of answer books is, however, is done by the teachers of the school.
4. Under the system, all the schools and teachers have to cover the same topics and same syllabus in each term and for each unit test.
5. The total time taken for each term examination is 7 to 8 days and for each unit test 3 to 4 days. Thus the total number of days used for testing the students in each class is about 22 days in a year
6. All the testing is done in an examination mode. The students take each test seriously. But there was not much evidence of the feedback from the tests being used for improvement of teaching learning. All the four evaluations are summative in nature and not formative. Only in one English medium school, the teachers said that they did remedial teaching by taking extra classes for the students who scored very low marks in any test.
7. All the question papers are generally set on the pattern of the question papers of the Board examination. The purpose of testing appears to be to provide more and more practice to students on answering the question papers that they would get in the Board examinations
8. Due to pressure from parents and often from the school itself, teachers give more importance to achievement in curricular subjects and less to co-curricular subjects like PT/Games/Sports/Work Experience. Not only sometimes the periods meant for such subjects are used for teaching mathematics, science etc. the academically good students are often given good marks in co-curricular subjects only to boost their over all achievement, even though their actual participation and performance in such subjects may be poor.

## 2.7. Madhya Pradesh

### *Evaluation scheme as prescribed by the Board*

The Madhya Pradesh Board of School Education has prescribed the school based assessment scheme at the secondary stage which has the following components:

- Quarterly, half-yearly and annual examinations
- One test of each subject before the quarterly and half-yearly examination
- 20 marks for the test and 80 marks for the quarterly examination (A)
- 20 marks for the test and 80 marks for the half yearly examination (B)
- 100 marks for the annual examination ( C )
- For promotion to next higher class A+B+C
- Pass marks 35 %

The Board prescribes syllabi and textbooks for classes IX to XII and conducts annual public examination at the end of classes X and XII.

Annual examination at the end of Upper Primary level is conducted at the district level by the Office of the District Education Officer under the academic guidance of the respective District Institute of Education and Training (DIET).

No weightage is given in the public examination conducted either by the DEO's Office at the district level or at the state level by the Board for the performance in the internal evaluation conducted by the school.

At the secondary stage the prescribed subjects, maximum marks and pass marks are shown in Table 9.

**Table 9: Prescribed subjects, maximum and qualifying marks at the secondary stage**

<i>Subject</i>	<i>Maximum Marks</i>	<i>Pass Marks</i>
Mathematics	100	35
Science	100	35
Social Sciences	100	35
First Language	100	35
Second Language	50	18
Third Language	50	18

Results of Board Examinations are declared in terms of marks and divisions. The criterion for conversion into divisions is shown in Table 10.

**Table 10: Conversion scheme from marks to divisions**

Marks	Divisions
60 % and above	First Division
45 % to 60 %	Second Division
33 % to 45 %	Third Division

Evaluation of pupils in non-scholastic areas is done at the school level in terms of grades. Guidelines are provided to schools evaluation in these areas. The Report Cards used by the schools, however, vary from school to school.

Minimum attendance required for promotion to the next higher class is 75 per cent.

Approximately 30 working days are spent in a year for evaluation purpose out of a total of about 150 days when the teaching work is done in schools.



As informed by the school authorities, after each terminal examination, that is after the quarterly, half-yearly and final examinations Report Cards are sent to parents for their information.

Health check-up of students is done annually by the government doctor.

## **2.8 Rajasthan**

### ***CCE scheme as prescribed by the Board***

The Rajasthan Board of Secondary Education has given detailed guidelines to schools to implement the continuous and comprehensive internal assessment scheme. The format for reporting performance of students in scholastic as well as non-scholastic areas is also prescribed by the Board.

The areas covered in the Report Card which is sent to parents for their information at the end of each assessment include the following:

Part 1. Student's name

Date of birth

Mother's name

Father's name

Entry No.

School Enrolment No.

Board Exam Roll No.

Student's Photo

Part 2.(a) Scholastic Achievement

Class IX						Class X		
Subject	1 <sup>st</sup> Test	2 <sup>nd</sup> Test	3 <sup>rd</sup> Test	Half-yearly	Annul Examination	1 <sup>st</sup> Test	2 <sup>nd</sup> Test	Half-yearly
1								
2								
3								
4								
5								
6								
7								
Marks obtained								
Maximum marks								
%								

Part 2 (b) Non-scholastic Performance

	Class IX		Class X	
	1 <sup>st</sup> Term	2 <sup>nd</sup> Term	1 <sup>st</sup> Term	2 <sup>nd</sup> Term
SUPW/Social Work				
Art Education				
Computer literacy				
Health and PE				

Part 3 Attendance

Attendance						
Class	Working Days		Present		Percentage	
	1 <sup>st</sup> term	2 <sup>nd</sup> term	1 <sup>st</sup> term	2 <sup>nd</sup> term	1 <sup>st</sup> term	2 <sup>nd</sup> term
IX						
X						

Part 4 Co-curricular Activities

S. No	Activity	Class IX		Class X	
		1 <sup>st</sup> term	2 <sup>nd</sup> term	1 <sup>st</sup> term	2 <sup>nd</sup> term
1. (a)	Literary				
2. (b)	Cultural				

Part 5 (a). Sports/Games/Scouting/Guide/NCC

Class	Sports/Games	1 <sup>st</sup> term	2 <sup>nd</sup> term	Special Remarks
IX	(i)			
	(ii)			
X	(i)			
	(ii)			
Any other	Scouting			
	Girl Guide			
	NCC			

Part 5 (b) Health and Physical Development

Class	Height		Weight		Remarks
	1 <sup>st</sup> term	2 <sup>nd</sup> term	1 <sup>st</sup> term	2 <sup>nd</sup> term	
IX					
X					

Part 6. Personal-Social Qualities

S.No.	PSQs	Class IX		Class X	
		1 <sup>st</sup> term	2 <sup>nd</sup> term	1 <sup>st</sup> term	2 <sup>nd</sup> term
1.	Discipline				
2.	Cleanliness				
3.	Attitude toward society				
4.	Attitude toward teachers				
5.	Attitude towards school property				
6.	Social service				
7.	Emotional stability				
8.	Awareness about rights and duties				

Note:- Performance in non-scholastic and co-curricular activities is shown in the Report Card but not added to the scholastic performance.

The certificate issued by the Board for Class X and XII examinations also show the performance of students in non-scholastic and co-curricular activities along with the scholastic performance and not added to it.

Performance in non-scholastic and co-curricular areas is assessed in terms of grades. The scheme of converting marks into grades is as follows:

<i>Grade</i>		<i>Obtained marks</i>
A	'Utkrisht'	80 % to 100%
B	'Uttam'	60 % to 79 %
C	'Achha''	50 % to 59 %
D	'Samanya'	Less than 50 %

#### ***CCE scheme as observed at the school level***

Interactions held with teachers of schools revealed that only half-yearly and annual examinations are held seriously. Other tests are rarely held and generally the marks are shown in the Report Cards on the basis of teachers' subjective and informal assessment of students' performance during teaching.

About the co-curricular activities teachers of government schools expressed the concern that due to heavy curriculum load and large number of students it is not possible to organize other activities which are expected of schools by the Board.

## **2.9. Chhattisgarh**

#### ***CCE scheme as prescribed by the Board***

The Board prescribes curriculum for classes IX to XII and conducts common examination at the end of classes X and XII.

Examination at the end of class VIII is conducted by the Office of the Deputy Director of Education. Common question papers are set at the district level.

There is no detention policy for classes I to VII. However, students are detained if the attendance is less than 75 per cent. School based assessment is conducted in scholastic area.

There is a system of continuous assessment of students in scholastic area within the school. Unit tests are held every quarter. Normally, no weightage is given to performance in unit tests in the year end final examination. However, if need be, performance in unit tests is taken into consideration for promotion purpose for local classes only.

No evaluation is conducted by the school for non-scholastic areas.

Subject-wise distribution of maximum and minimum pass marks for the examination at the end of class X, to be conducted by the Board, is given in Table 11.

**Table 11: Subject-wise distribution of maximum and minimum pass marks at the end of class X**

<i>S.No</i>	<i>Subject</i>	<i>Maximum Marks</i>	<i>Pass Marks</i>
1.	Hindi special	100	33
2.	English general	100	33
3.	Sanskrit general	100	33
4..	Mathematics	100	33
5.	Social Science	100	33
6.	Science	75 (T) + 25 (P)	25(T) + 8(P)

## 2.10 Goa

### *Evaluation scheme as prescribed by the Board*

The Board prescribes curriculum for classes VIII to XII and conducts common examination at the end of classes X and XII.

There is no common examination at the end of upper primary stage (Class VII). Respective schools conduct examinations following the guidelines issued by the Directorate of Education for scholastic subjects only.

There is no continuous assessment of either scholastic or non scholastic aspects of students performance within the school.

Subject-wise distribution of maximum and pass marks for examination at the end of class X is given in Table 12.

**Table 12: Subject-wise distribution of maximum and pass marks for class X examination**

<i>S.No</i>	<i>Subject</i>	<i>Maximum Marks</i>	<i>Pass Marks</i>
1.	Language I	100	35
2.	Language II	100	35
3.	Language III	100	35
4.	Mathematics I & II	150	52
5	Science I & II	120 (T) + 30(P)	24 + 6, agg. 52
6	Social Science I & II	140 (T) + 10(P)	28 +2, agg .52

## 2.11 To sum up

It may be observed that there is a wide variation between the meaning attached to the scheme of CCE by the different Boards and the manner in which it is implemented at the school level. There are not many Boards which have a well designed CCE scheme that is implemented properly at school level. In quite a few Boards, there is a good CCE scheme, but its implementation in schools is poor. Also there are Boards which have not given any attention to CCE and have left it to schools to evaluate students achievement in the way they like. Different strategies are required to make CCE effective in schools that are under different Boards.

## Chapter III

# Characteristics of proposed CCE scheme

### 3.1 Present position of CCE in schools

On assessing the situation in respect of CCE in schools and after examining the CCE schemes of the different Boards, we have come to the conclusion that either a Board has no such scheme or the scheme has not been effectively implemented at school level. A model CCE scheme should be simple, should not put too much pressure on teachers and should be helpful to teachers in improvement of teaching-learning process. In the scholastic area, it should include both informal and formal evaluation of students. Formal evaluation should be in the form of periodic tests and assessment of home work and assignments. Some record keeping of such evaluation is essential, but it should be minimal. The record keeping should not be just for the sake of maintaining records but for using the results to improve classroom instruction. At present in the states like Maharashtra where directions of the Board for periodic testing of students and record keeping are being followed meticulously, hardly any use of the evaluation outcomes is made for improvement of teaching and helping the low achievers to improve their performance through remedial measures. For successful implementation of a CCE scheme, it is therefore necessary to include measures for capacity building of teachers to do remedial teaching and to take care of weak students on the basis of feedback from the assessments done as a part of CCE. In most schools that we visited in the course of this study, teachers said that the students of their classes who were poor in studies had to be ignored or left to fend for themselves as they had no time to make any special efforts to improve their learning. Often



they expect the parents to help such a child in studies, but most parents in the ordinary government schools or schools in rural areas, are indifferent and ill-equipped to help their wards in studies. As a result, such students eventually fail in examinations and dropout from school. CCE will benefit such students only when teachers use the feedback from assessments for remedial teaching.

As regards co-curricular areas, there is hardly any evaluation work done in schools. In some states such as Jammu & Kashmir, Maharashtra and Rajasthan, Boards require the schools to evaluate students in Co-curricular activities, sports & games, Art, Socially Useful Productive Work (SUPW), Health Education / PT, General Knowledge, Value Education and award marks or grades, but in actual practice there is no systematic evaluation of pupils in these areas. Evaluation of personal and social qualities is totally ignored, though some Boards like J & K Board have provision for evaluation of such qualities. Quite a few principals and teachers also felt the need for evaluation of students on such characteristics as punctuality, discipline, cleanliness etc. Generally speaking, neither the Boards nor schools have done anything to evaluate students in co-curricular areas. Even where Boards have made provision for evaluation in co-curricular areas and recording of results in the form of grades, and there are periods allocated for instruction in co-curricular subjects, not much attention is paid to either teaching or evaluation since their grades do not affect Board results. Actually, quite a few schools use the periods allocated for such subjects teach academic subjects like Mathematics, Science, languages which are important for Board examinations. The grades are awarded simply to complete the formality of evaluation on the basis of impression, rather than on the basis of proper assessment. Where the grades in co-curricular subjects count in the annual examination results, such as in Maharashtra, there were instances of schools deliberately boosting the marks / grades of good students in these subjects so that their overall performance does not get adversely affected.

In the case of states like Haryana and Himachal Pradesh, where the Board or Directorate of Education does not require any evaluation to be done in co-curricular areas, the schools have not felt the need for such evaluation, though they do some testing of students in curricular subjects. In such schools, depending on the facilities that are available, students participate in games and sports, debates, inter-school competitions but only very few students do so and at best they get certificates of participation in various events. In general, those who stand first, second or third get certificates but not others.

As regards evaluation of students in respect of health and physical fitness, very few schools have arrangement for health check up of students by qualified doctors. Even these few schools do not appear to have a proper system of keeping record of results of health check up and communicating the same to parents.

Boards should take into cognizance the difficulties that schools and teachers face in implementation of CCE. In the case of the states like Maharashtra where a system of internal assessment is already in place, schools do all the testing and maintain registers as prescribed by the Board, but all this appears to be done just for compliance of Board regulations as there was not much evidence of the CCE being used for improvement of teaching and learning. The Maharashtra experience suggests that the scheme should not put too much pressure on teachers, since no school conducted the mandatory two periodic tests in each term; they all conducted only one test, by combining the two tests into one.

In the case of states where the Board or the government has not prescribed anything (except that schools should conduct one or two term examinations and an annual examination, as in Himachal Pradesh and Madhya Pradesh), the school principals sometimes make a policy of internal assessment to be done by the teachers, but mostly it is left to teachers to do what they like for testing their students. We found schools in Himachal Pradesh, in which Principals made a policy that all the teachers should give monthly test to students, whereas there were many schools in which there was no such policy. In the absence of a policy, some teachers tested their students from time to time while others hardly did any testing. Maintenance of records of test results was left to teachers, but most teachers did not maintain any record even if they did some testing.

### **3.2 Proposed CCE Scheme**

The main features of the CCE scheme that is being proposed on the basis of our discussions with the different Boards and observation of schools functioning in the different states are described below. The objectives of CCE and the role of the scheme in formative evaluation of pupils have been kept in view.

### ***Evaluation in cognitive areas - informal evaluation***

There should be both formal and informal evaluation of learning outcomes by teachers as a part of CCE. Actually, teachers generally do informal evaluation of pupils while teaching by asking questions orally and getting oral response from students. They also evaluate them by just eye contact as good teachers can make out from the expression on the face of a child whether he or she has understood what was taught or not. Also class work and home work given from time to time which is checked but not formally assessed by awarding marks or grades, forms a part of informal assessment.

Under CCE, informal assessment by teachers should be encouraged. Some guidelines may be provided for that to help the teachers to do such evaluation more systematically. A few points to be noted in this regard are given below.

- Teachers should ensure that they put questions to different students and not the same students each time and thus cover all the students one by one in their classes. The tendency to put questions only to a few good students or to the whole class and not a particular student, should be avoided.
- Teachers should ask pointed questions on what they taught and what they expected the child to imbibe
- They should come prepared with the type of questions that they would like to ask.
- They should keep mental note of the children who answered correctly and those who fumbled or did not know the answer.
- They may give simple class tests (of 10 to 15 minutes) as well as home work to assess written work and to find out the mistakes that students make in writing or solving problems.
- They should provide immediate feedback to students and take corrective action so that they learn.
- They may ask students to have separate notebooks for such informal tests in each subject. These notebooks can become a part of the portfolio to be kept for every student.
- Principals should encourage the teachers to do more and more informal evaluation of students in their classes as a part of their classroom teaching.

### *Formal evaluation through periodic tests*

Apart from the annual examination, there should be five assessments of students in each subject during an academic year. For such assessments three alternative models are being suggested. The first model (Model 1) is that of giving 5 periodic tests in each subject at intervals of 6 to 8 weeks. At the end of the academic session, there should be a full fledged examination for summative evaluation. The periodic tests should be of 20 marks each and the annual examination of 80 marks. In addition, there should be 20 marks for assessment of home work and assignments. The tests should be based on the content covered during the 6 to 8 weeks period preceding the test. The tests should be prepared by the teachers themselves on what they taught and should be administered during one or two class periods. The marks awarded to students in such tests should be maintained in a register and the results should be communicated to parents after each test or at least thrice in a year through report cards.

This model is preferable as it ensures that students study uniformly throughout the year without any pressure of a term examination. If they miss any test, they should be given another chance. Teachers should give them a similar test within a week, but if they miss that also, they should be awarded 'zero' in the test. In case teachers find it difficult to give another test to such students, they may award average of marks of other tests in the test that is missed.

The second model Model 2) is that of giving four tests along with half-yearly and annual examinations as in Maharashtra. Two tests should be given before the half-yearly examination and two after that, with gaps of 5 to 6 weeks between the tests. However, schools should not combined two tests into one as they do in Maharashtra to save time and effort to conduct the tests. They can do this by not treating a test like an examination for which elaborate arrangements have to be made. The weightage is higher for the term examinations which are conducted in a formal manner and serve the purpose of both formative and summative evaluation.

If there are two term examinations (quarterly and half-yearly) in addition to the annual examination, then there may be three other evaluations in the form of mid-term tests. The first test may be given after 3 to 4 weeks of the beginning of the school year, the second mid-way between the quarterly and half yearly examinations and the third mid-way between the half-yearly and annual examinations. This is Model 3 which can be adopted by the states that have the system of conducting quarterly and half-yearly examinations and wish to continue with that system.

Models 2 and 3 are proposed for the states which already have a system of quarterly and six-monthly examinations and would not find it easy to change that. These states should conduct such examinations more like tests for formative evaluation.

Whatever model is adopted, there should be provision for assessment of home work and assignments given during the year. About 10% weightage should be given to this type of assessment. The assessment may be done twice in a year, the first for the work done during the first 4 or 5 months and the second for the work done during the second half of the year. Marks may be equally distributed over the two parts.

The three models that emerge for formal testing of students are:

Model 1:	5 periodic tests of 20 marks each at intervals of 5 to 6 weeks plus an annual examination of 80 marks plus 20 marks for assessment of home work and assignments (Total: 200)
Model 2:	4 periodic tests of 20 marks each plus 2 examinations (half-yearly and annual) of 40 and 60 marks respectively, plus 20 marks for assessment of home work and assignments (Total:200)
Model 3:	3 periodic tests of 20 marks each plus 3 examinations (quarterly, half-yearly and annual) of 40, 40 and 80 marks respectively plus 30 marks for assessment of home work and assignments. (Total: 250)

Of the above models, Model 1 is most preferable, but if the choice is between Model 2 and 3, Model 2 should be preferred.

In every case the decision to promote any student to the next class should depend on the cumulative total marks and not only on the marks obtained in the annual examination.

In the classes (for example, classes X and XII) in which Board examinations are conducted in tests and other assessments should be added and converted into percentage to be reported separately along with the marks or grades obtained in the Board examination.

In every model the first-test should be more in the form of baseline assessment of students in each subject at the beginning of the school year. It is mainly to find out whether students have the pre-requisite level of learning for understanding what is going to be taught. Such testing becomes all the more important when students come from different schools (as often is the case in class IX and XI) or from different sections of the previous class of the same school. Even when most students are promotees from a previous class, a new teacher will not know what the level of learning is of each student. The test may also include questions on what the teacher has taught so far to find out how much each student has learnt.

In every case, the tests should be prepared by the teachers keeping in view what they have taught so far. Item-wise scores should be tabulated for every student in order to provide information on (a) who the weak students are and (b) the items on which the whole class has performed poorly. This information would be very useful to the teacher to adjust his/her teaching according to the level of the class and to take care of the students doing badly or lacking the pre-requisite knowledge. Teachers should maintain the record of marks obtained in every test or examination and should communicate the same to parents through report cards.

### **3.3 Type of tests to be used**

The periodic tests should be based on the content covered by teachers after the previous test or term examination. They need not be on the pattern of Board examination but should assess the knowledge and understanding of concepts taught by the teacher. The tests should include different types of questions (multiple choice, short answer and essay type questions). Maximum marks may be different for different questions. In the case of periodic tests, it is not necessary to prepare a blueprint, but the teacher should try to prepare a balanced question paper that helps in testing various competencies taught by him. However, for term and annual examinations, it is desirable to prepare a blueprint as they are more formal in nature and cover larger content. The questions should range from easy to difficult so that it becomes possible to distinguish between students of different ability levels.

Periodic tests may include an oral component also. In language subject, it is important to test verbal expression and for that oral testing is needed. But oral testing has to be done separately for each student and hence require much more time to test all the students than a written test does. Hence oral

testing should be minimised and should be confined to testing only those competencies that cannot be tested properly through written tests.

In the subjects in which manual skills and practical work are involved, it is important to test the process part also and not only the outcomes or results. The teacher should give a test in which some experiment or practical work has to be done (of course, after teaching the required skill or competencies) and then observe how the student performs. He should have clearly stated criteria (such as, neatness, efficiency, use of right procedures in proper sequence, quality of the end result, etc.) on which the performance is to be evaluated. Also the weightage to be given to each criterion may be spelled out to facilitate evaluation and to achieve objectivity in testing. It is suggested that subject experts should specify the criteria and the test procedure, and details of evaluation scheme should be included in the CCE manual for all practical skills that are to be tested. Such evaluation can be a part of periodic test, but the practical assignments given and experiments performed by the students in the course of teaching, can also be observed and assessed as a part of assessment of 'home work and assignments'. It is recommended that in subjects requiring practical work, separate weightage is given to assessment of practical skills in periodic tests and term examinations.

### **3.4 Maintenance of records**

The following points should be noted about keeping the record of formal assessment of students in each subject as a part of CCE.

- The results of tests should be maintained in a register which like attendance register, has names of all the students and has columns for recording the marks obtained in the different tests and term examinations.
- For every student, there should be a report card in which the marks of all the tests and term examinations are entered. The report cards should be kept in school, but should be sent to parents/guardians for signing at least thrice in a year. An example of report card is given in Annex I.
- Scores awarded to students on each question (or item) should be tabulated and analysed as suggested in Annex II, in order (a) to identify the students who have done well and who have done badly and (b) to find out the hard spots of learning by identifying the items on which the average marks are low.

- Efforts should be made to use the results of CCE for teaching the hard spots again in a more effective manner. Also special attention should be given to the students whose overall performance is poor.

### 3.5 Non-scholastic Areas:

These are divided into four parts. Assessment in each case will be based on teachers' observations, records of participation in activities and by providing students opportunities of showing their talent, aptitude and interests.

#### *(a) Co-curricular activities*

Every student should participate in at least one of the following activities:

(i) Debate, (ii) Recitation, (iii) Creative writing, (iv) Music, (v) Drama, (vi) Dance, (vii) Painting/drawing. If the school has facilities for other activities such as photography and science club; these may also be include din the above list.

If some students take part in more than one activities, they may be evaluated in not more 3 activities. However, a separate mention may be made of their interest and achievement in other activities under the section of Special Achievements in the report card.

In the case of music and dance (and also in other areas, if applicable), mention may be made of the type of music and type of dance which the student performs or has learnt. For example, in music it may be playing a particular instrument such as Tabla and in the case of dance, it may be Kathak, Bharatnatyam or folk dance.

The students should be evaluated on proficiency or level of performance in the activity. Proficiency may be evaluated on a 5-point scale twice a year and grades may be recorded under I and II columns. The average of these two grades may be given in the last column. The rating on the scale should be based on evaluation made by judges or teachers concerned with the activity. The scores or grades given by them may be converted into grades on a 5-point scale 1 to 5 (with 5 for excellent, 4 for very good, 3 for good, 2 for average, and 1 for below average).



The form for recording results of assessment will be as follows:

Activity	Proficiency Grades I		Average Grade II
	1st evaluation	2nd evaluation	
(1)			
(2)			
(3)			

***(b) Games, sports and other outdoor activities:***

The list includes all types of games and sports (football, hockey, cricket, volleyball, kabaddi, etc.) for which the schools may be having facilities. It also includes participation in community service, NCC and Scout/Girl Guides programme, swimming, athletics and gymnastics. It should be necessary for every student to participate in at least one of these activities. In the case of remaining activities in which he may be proficient, mention may be made under the section of Special Achievements in the report card.

Evaluation should be done on the same lines as evaluation of co-curricular activities, that is, proficiency may be evaluated on a 5-point scale (5 for excellent, 4 for very good, 3 for good, 2 for average, and 1 for below average). This evaluation may be done twice in a year, by the concerned teachers and the grades should be recorded in the same manner. The teacher however, should be provided detailed guide-lines for evaluation. Essentially it is the students' performance, which should be taken into account for grading. Experts in the same may be consulted to lay down the criteria for evaluation that the teachers can use.

***(c) Personal and Social Qualities:***

The list of desirable personal/social qualities can be very long. For example, it will include qualities of initiative, emotional stability, sense of responsibility, honesty, truthfulness, diligence, attentiveness, perseverance, carefulness, cooperation, responsiveness, self-confidence, enthusiasm,

motivation, inquisitiveness, originality, adaptability, leadership, tolerance, patriotism etc. All these are important and, in principle, can be assessed but, to be practical, it is not feasible for teachers to assess them in the classroom for each and every student.

It will be practical to select only five qualities for being assessed systematically for all students. The qualities should be such that (a) they can be developed in school by providing suitable 'learning' experiences, (b) which are important for enrichment of social and personal life and (c) which are relatively easier to assess. On the basis of opinions collected from a sample of teachers and in our own opinion, the qualities that may be assessed are:

- (1) Discipline (including observance of rules, respect for others, good manners, civic sense, respect for school property).
- (2) Trustworthiness (responsible behaviour, completing assigned tasks in time).
- (3) Cooperation (getting along with others, willingness to help and serve, friendliness, forgiving nature).
- (4) Emotional stability (self control, not getting upset or angry over trivial matters, being balanced in behaviour)
- (5) Leadership quality (taking initiative, self confidence, resourcefulness, assuming leadership role).

Regularity and punctuality are also important but assessment of 'regularity and punctuality' may be done on the basis of actual record of students' attendance.

However, it should be left to the Boards to decide the list of personal and social qualities to be assessed in the affective domain. It is suggested that a list of various desirable qualities may be prepared and sent to a select group of educationists and teachers and their opinions sought on the five qualities that deserve to be assessed systematically for all students. The three criteria proposed above for selection for the qualities may also be given to help them choose the right qualities.

For other qualities that are left out it is suggested that if teachers find any of them conspicuously present in any student, they should mention them under Special Achievements in the report card.

All personal and social qualities should be assessed on the basis of day to day observation of students. Some guidelines may be provided to teachers for assessment of each quality.

There is no need to test attitudes towards the teachers, school programme, school property etc. Rating scales are not suitable instruments for testing attitudes and attitude scales (even if constructed) will not be easy to administer. For CCE, what is important is the actual behaviours of students, and not their attitude.

#### ***(d) Interest/hobbies***

Interest and hobbies of students should be assessed by actual observation and reported only once at the end of the year. Interests generally do not change, hence more frequent assessment is not required. The areas of interest/hobbies are likely to be related to co-curricular activities, but may include activities for which the school does not necessarily provide facilities. Examples of such areas are: interest in reading novels, poetry, other kinds of books; seeing movies; singing; sight seeing; photography; social service; organising school functions; religious activity; science related activities.

Assessment of interest/hobbies should be in a descriptive form as meaningful and reliable grading of interests is difficult. One possibility is to obtain in writing, from the students a statement of their interests and hobbies and then finding out more about these interest/hobbies by questioning them or getting evidence when some group activity, excursion or function is organised.

A 2-point scale is suggested for rating interests/hobbies - A for every high degree of involvement, and B for moderate involvement.

### **3.6 Flexibility in CCE**

The CCE scheme should not be a rigid one, there should be some scope for modification and adjustment at school level depending on the situation in the school and constraints of teaching load, class size etc.

#### **(i) Flexibility in testing**

Teachers should conduct periodic tests as proposed above, but if they want to split a test of 20 marks into two tests of 10 marks each, they should be free to do so.

Although some teachers whom we met complained about heavy workload that becomes a hindrance in carrying assessment of students systematically, most teachers were of the view that students should be tested once a month in each subject provided the class size is not very large. If some teachers wish to do more frequent testing, they may do so.

(ii) Students missing a test

If any student misses a test for some legitimate reason, the teacher may give him/her another chance by administering a similar test on another occasion. If there is no time for such separate testing, the teacher may simply mark him/her absent and use the average marks of other tests for the test that he/she missed.

(iii) Large class size

We found that in some schools, the number of students was quite large. In a couple of schools that we visited, there were 80 to 120 students in a class. Obviously it will be very difficult for the teacher to test them to score the test and enter their scores in registers and report cards. In such a situation, teachers may prepare short tests using more of objective type questions to facilitate scoring and may even take the help of students in scoring and recording of marks in registers. Also they can get self-evaluation done by students. Students may be asked to answer a questionnaire on their personal qualities, habits, interests, etc. The analysis of data so collected would provide an insight into their Personal Social Qualities. But it should be noted that in large classes, even teaching can not be done properly, so we should expect the system of CCE to work.

(iv) Schools with shortage of teachers

In the schools that do not have the full strength of teachers, the work load of every teacher becomes quite heavy. Teachers may not be finding time for CCE related work. Generally, teachers in secondary and higher secondary schools have a few free periods in a week, which they can use for scoring the tests and organising special teaching sessions for the weak students. But when there is shortage of teachers, it may not be possible to do so.

(v) Home work/assignments

While giving homework and assignments, teachers should ensure that they are able to check and point out the errors and deficiencies in the work of students after evaluation. It is desirable that they

check everything, but if the classes are large, they may check only a sample of the given home work and may discuss the common errors or deficiencies in the class instead of individually with the students. The score that they give should be based on evaluation of several samples of work during the first or second term. They may do the scoring towards the end of each term on the basis of their impression of all the work done by the students during the term.

#### (vi) Special Achievement and Qualities

Mention should be made of special achievement in any area of activity e.g. winning of a trophy, medal, scholarship or getting certificate for any good performance. Also mention should be made of any significant personal/social characteristic, participation and proficiency in any co-curricular activity, game or sports which have not been covered under the above assessment.

### **3.7. Health and Physical Characteristics**

Assessment of health does not strictly belong to non-scholastic domain, but it is important to keep record of health of students, as treatment may be needed for some undiscovered health problem. There should be check up of students by a qualified doctor once a year. A health check up form should be devised in consultation with health authorities. It may include the following items:

- (i) Height (cms):
- (ii) Weight (kgms):
- (iii) Measurement of chest
  - (a) before inhalation:
  - (b) after inhalation:
- (iv) Eye-sight:
- (v) Any ailments/physical defects (to be described):
- (vi) General condition of health:

For general condition of health, a 3-point scale (A-Good, B-Fair, C-Poor) may be used.

## Chapter IV

# Implementation Strategy

### 4.1 Present position in the states

We have seen that even in the states where Boards have a carefully designed CCE scheme, schools and teachers have not been implementing it properly. If in a state, the system of CCE has been adopted it is not in the true/spirit of CCE at school level. The testing and recording of marks is done only because it is being a requirement of the system and not for its real purpose of use in diagnosis and remedial teaching.

There are three types of states so far as implementation of CCE is concerned:

- (i) States in which a scheme of CCE has been developed and schools are required to test the students and maintain record of marks properly and most schools follow the guidelines in this regard (Examples: Gujarat, Maharashtra)
- (ii) States in which a comprehensive CCE has been developed by the Board but schools hardly follow the CCE guidelines in practice (Examples: Rajasthan, Jammu & Kashmir)
- (iii) States in which Boards have not developed any CCE scheme and are not concerned with what schools do in respect of CCE (Examples: Himachal Pradesh, Haryana, Madhya Pradesh, Goa).

Even in the case of Boards which have CCE scheme, the co-curricular areas have not been covered effectively. However, there are Boards which have developed quite comprehensive CCE schemes such as Jammu & Kashmir, Gujarat and Rajasthan, but there, with possible exception of Gujarat, the teachers have been critical of the scheme and found it impractical because of the heavy pressure of

teaching work that does not leave them much time to assess students as per requirement of the CCE scheme. Also, it appears that they lack motivation and awareness of the close linkage of CCE with teaching learning process.

In this chapter, guidelines are given for development and implementation of a CCE scheme in the states in which there is no scheme developed by the Board. Also suggestions are being given for the Boards that already have a CCE scheme but have not been able to implement it effectively.

## **4.2 Developing a CCE scheme**

In the case of Boards that have yet to develop a CCE scheme and where at present pupil evaluation is confined to conducting term examinations as mandated by the Department or Directorate of Education, it is important that the Board prepares a CCE scheme that is simple and effective and takes cognisance of the problems of teachers. The attributes that a good and simple CCE scheme should have are described in the previous chapter. In brief, the scheme should have provision for the following

- (1) Periodic class tests in each subject
- (2) Assessment of home-work and assignments in each subject and also of practical work in the subjects that have practicals;
- (3) Term examinations as mandated by the Department
- (4) Informal evaluation of pupils in the course of teaching
- (5) Assessment in co-curricular areas, specifically games / sports, debates, music, dance, etc.
- (6) Assessment of personal social qualities
- (7) Maintenance of record of assessments in a register and of portfolios of students' written work, art work and materials prepared by them.
- (8) Preparation of Report cards of students to be sent to parents to communicate the results of each major evaluation; discussion of results with parents
- (9) Analysis of results of test for diagnosis of learning difficulties
- (10) Medical check up and reporting of health status of students

Remedial teaching based on the feedback from test results is strictly speaking not a part of CCE, but without it the very purpose of CCE will be defeated. Hence, plans for remedial teaching of students who perform badly in tests should also be prepared and teachers should be trained in doing remedial teaching. For developing the scheme in all its details a committee of evaluation experts, teacher educators and teachers may be constituted which should work on the scheme and prepare its guidelines in the form of a simple manual. To begin with, the committee should look into the scheme of other Boards and may also take into account the suggestions made in the previous chapter. The Academic Cell of the Board should coordinate the work of this Committee. SCERT may also be involved in this task and, if the necessary, may even assume the responsibility of getting the scheme and its manual prepared.

### **4.3 Trialling of CCE scheme**

To begin with, the scheme should be tried out for a year or so in a few selected schools. The sample of schools to be selected for trialling should include all types of schools, large and small, government and private aided; and schools from both rural and urban areas. During the trial period, the scheme should be closely monitored by competent academic staff from the Directorate, SCERT, Board and even Education Faculty of Universities. It is suggested that trialling may be done in 50 to 100 schools spread over 3 or 4 districts of the state.

For trialling, necessary materials (registers to maintain records, report cards, etc.) should be provided to all the participating schools. Initially an orientation programme for the principals of participating schools may be organised to acquaint them with the scheme, to guide them on preparation of good tests, analysis of test scores and use of test results for diagnosis. Also they should be given guidance on evaluation in co-curricular areas and of personal social qualities. The school principals in turn should orient the teachers. If necessary, a common orientation programme for teachers of 4 or 5 schools may be organised.

During the trialling period, periodic review meetings should be held and feedback should be obtained on different aspects of the scheme and problems faced by the teachers in carrying out the required tasks. The review should provide feedback on the kind of flexibility needed in the scheme since all the schools may not be having the same facilities and the same pupil-teacher ratio for smooth operation of the scheme.



After the trialling is over, modifications, if necessary may be made in the scheme. However, the main objective of CCE should not be lost sight of while modifying the scheme. The modified scheme should be implemented in all the schools in the following year. However, in the meanwhile further guidelines and support material such as should be prepared for teachers to enable them to adopt CCE without difficulty.

If any Board wants to implement a CCE scheme in all the schools without a trial just after developing the scheme, it may do so, but in such case a good deal of preparation is needed and an efficient system of monitoring should in place before launching the scheme. One should not try to start a CCE programme just by issuing a circular to schools, but should be ready with detailed guidelines, materials and a system of monitoring it before launching the scheme. The Board should review the scheme after a year and make amendments in the scheme and incorporate solutions to problems encountered during the first year of implementation, so that in the subsequent years the scheme operates smoothly in schools.

#### **4.4 Role of Department of Education**

In some states, the Boards have not taken the needed initiative in developing and launching a CCE scheme because the schools are controlled by the Directorate or Department of Education and their own role is limited to conduct of Board examinations. For such states, it is recommended that the state government should take the initiative and direct the Boards to develop a CCE scheme and to launch it in schools after trialling it. The role of the Directorate will be to facilitate its implementation in schools and to provide the services of its district level officers and supervisory staff for checking and monitoring the CCE related work in schools. Necessary orientation should be provided to such staff in order to familiarise them with the CCE scheme and to guide them on the kind of monitoring they should do. It will include not only checking of the evaluation registers and report cards to find out whether they are maintained properly or not, but also looking into the kind of tests and evaluation procedures the teachers use and the remedial teaching they do for weak students.

#### **4.5 Implementation of CCE in schools**

After the scheme is ready for implementation in all schools, it is necessary to have a work plan for its implementation. Detailed manuals/including guidelines for evaluation should be provided to all

the teachers. It should be ensured that the materials (manual, registers, report cards, etc.) are supplied to schools, in a nicely printed form before the school session starts.

When it comes to large-scale implementation of a CCE scheme, some administrative and financial problems are likely to be encountered. These should be anticipated and solved before launching the scheme.

#### **4.6 Preparation of Manual for CCE**

The manual should be in a simple language that teachers can understand. It should contain the details of the CCE scheme but use of technical terms should be avoided. It should include detailed instructions on the role of the principal and what teachers are required to do. In particular, it should include guidelines on writing test items of different type, preparing blueprint of tests and constructing tests according to the blueprint. Also it should provide guidelines for oral testing, testing of practical skills, analysis of test data and use of item mean scores and test scores for diagnosis of hard spots of learning and identification of students who need remedial teaching. Examples may be given to show how the teachers should use the results of test for diagnosis and remedial teaching. Some instructions may be given on maintenance and use of portfolios of students' written work in different subjects.

The manual should include guidelines specifically for assessment in non-cognitive areas. For a particular quality that is assessed, the different types of behavior patterns of students should be specified in the guidelines to help the teachers in deciding the grade to be given on that quality. The list of attributes on which assessment is to be done should be given in the manual. Inclusion of those qualities that cannot be easily assessed by teachers should be avoided. Emphasis should be on assessment of those traits and qualities that the teachers and the school can help in developing.

#### **4.7 Monitoring of CCE**

The implementation of a CCE scheme does not just require supply of the manual and other materials to schools, but also constant monitoring. Particularly, at the initial stage it is important to monitor the scheme through school visits by inspectors and experts and by organising review meetings from

time to time. A standing committee should review the progress periodically and take note of the academic or administrative problems encountered in implementation.

A system of monitoring the implementation of CCE should be developed. Inspectors who visit schools for inspection and supervision should find out how the CCE scheme is being implemented in schools. They must be fully conversant with the scheme and should know what to look for and should also be able to help the teachers in doing the evaluation work properly as required in the CCE scheme.

#### **4.8 Some Action Points and recommendation**

Given below are some action points and recommendations for further work to be done on CCE by the Boards and for promoting the use of CCE in schools at all India level.

- (i) Before starting work on the developing of a CCE scheme, detailed planning should be done, additional resources required for implementation should be estimated and there should be commitment of the authorities for provisioning of these resources.
- (ii) If necessary, the government should take the initiative and provide support to the Board in development of a CCE scheme and its implementation in schools. The Department of Education and the Board should work together to make the schools adopt the system of CCE.
- (iii) The government should ensure that the schools have adequate number of teachers in schools and the enrolment in any class is according to the norms. Unless favourable conditions exist in schools, neither teaching nor evaluation of students can take place satisfactorily.
- (iv) A cell may created and entrusted with the responsibility of developing the scheme. Experts should be identified and their services should be utilized for developing the scheme and preparing a detailed work plan for its implementation.
- (v) Task forces should be constituted and assigned the task of preparing exemplar material for evaluation in each subject. Also not only a manual but a set of guide books may be prepared for teachers to help them in different areas such as preparation of good tests, in different subjects, evaluation of personal and social qualities, evaluation of students in co-curricular areas, analysis of test data, deriving conclusions on hard spots of learning and doing remedial teaching for weak students. These tasks could be assigned to

individual experts and competent teachers. The material prepared by them should be vetted in workshops before dissemination. SCERTs should be actively involved in preparation of materials.

- (vi) There should be some programmes of capacity building of teachers. In their pre-service training, due attention should be paid to evaluation methods to be used as a part of CCE, analysis of test data and use of tests for diagnosis and remedial teaching. Also, in the in-service training of teachers, CCE should be given due importance. However, large-scale training of teachers on CCE may not be feasible when thousands of teachers have to be trained. Good manuals on CCE for teachers should obviate the need for their large-scale face-to-face training.
- (vii) There should be proper trialling of the scheme for one year in a sample of schools before introducing it in all schools.
- (viii) There should be continuous monitoring of the scheme by inspectors and teams of evaluation experts. Inspectors should also be given orientation about the CCE scheme. There should be provision for making modification in the scheme on the basis of feedback from such monitoring.
- (ix) There should be adequate publicity of the scheme when it is introduced. Parents, teachers and students should all be convinced of its merits. Information brochures may be prepared on CCE for wide circulation.
- (x) The CCE report card giving the grades and observations about students should be given to the students with a seal of the school and of the Board along with the marksheets and certificates to be issued by the Boards.
- (xi) Measures should be taken to improve the reliability and credibility of CCE. Studies should be undertaken to compare CCE grades with external examination grades in the same subject. The schools in which large differences are found between the two, should be pulled up for being too harsh or too lenient in assessing students under CCE. Generally the tendency would be of boosting the internal assessment marks or grades, which needs to be curbed.
- (xii) Some flexibility should be allowed in the schemes, keeping in view the condition of ill-equipped schools, schools with high pupil-teacher ratio and schools located in rural and remote areas. The schools which face problems in implementation should be helped to overcome the problems.
- (xiii) It should be ensured that teachers have some free time for evaluation work relating to CCE. They may be given 2 periods per week or equivalent of one working day in a month for the CCE related work.

- (xiv) Similar studies on the CCE scheme for a given Board will have to take into account the past practices, the syllabi and the co-scholastic areas that are specific for the Board. To begin with, a CCE scheme should be developed for one or two Boards that are willing and keen to effectively implement CCE in schools. Details of their CCE schemes should be documented for dissemination and use of other Boards. Case studies of schools that have made good use of CCE should be carried out and publicised for the benefit of other schools. Re-evaluate. The scheme should be tried out in a few schools and then introduced in all schools with full preparation and after making necessary arrangements for its monitoring.
- (xvi) There should be some publicity of the success stories of Boards that have effectively implemented CCE in schools. Details of their CCE schemes should be documented for dissemination and use of other Boards. Case studies of schools that have made good use of CCE should be carried out and publicised for the benefit of other schools.

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# Annex I

## Form of Report Card for Continuous and Comprehensive Evaluation

### General Information

1. Name Sex
2. Date of Birth
3. Address
4. Name of Father/Mother
5. Father's occupation His qualification
6. Mother's occupation Her qualification
7. Record of internal assessment

Year    Class    No. of students in the class

### A. Achievement in Academic subjects

S. No.	Subject	Marks obtained					Home work / assignments		Annual exam.	Total
		Test 1 (20)	Test 2 (20)	Test 3 (20)	Test 4 (20)	Test 5 (20)	(10)	(10)		
1.										
2.										
3.										
4.										
5.										

**B. Achievement in non-scholastic areas*****B1. Co-curricular activities***

S. No.	Activity	Proficiency Grade		Remarks	
		1st term	2nd term	1st term	2nd term
1.					
2.					
3.					
4.					
5.					

***B2. Games sports, outdoor activities***

S. No.	Name of games/sport	Proficiency Grade		Remarks	
		1st term	2nd term	1st term	2nd term
1.					
2.					
3.					
4.					
5.					

**B-3. Personal and social qualities**

S.No.	Quality	Grade		Remarks
		1st term	2nd term	
1.	Discipline			
2.	Cooperation			
3.	*			
4.	*			
5.	*			

\* These can be some other three qualities which a given Board may decide.

**B-4. Interests/hobbies**

Interest/hobbies	Grade	Remarks

**C. Health and physical characteristics**

Height:                      cms.                      Weight:                      kgms.

Chest measurements: (a) before inhalation  
(b) after inhalation

Eye-sight:

Any ailment/physical defects:

General condition of health

Physician's name:

Signature

Date



**D. Special achievements**

- (a) Trophies, medals, scholarships, etc. awarded:
- (b) Any other personal/social characteristics and achievement in co-curricular activities, games, sports etc. not covered above.

Name of teacher:

	1st Quarter	2nd Quarter	3rd Quarter
Signature of teacher with date			
Signature of parent / guardian with date			
Signature of Principal with date			

## Annex II

### Example of Analysis of Test Data

The following table gives question-wise marks obtained in an English test by class IX students in a school of Maharashtra.

S.No.	Q1	Q2	Q3	Q4	Total	Marks as % max. marks
<b>Max. Marks</b>	<b>10</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>30</b>	
1	10	5	10	4	29	96.67
2	10	5	10	3	28	93.33
3	8	3	7	4	22	73.33
4	8	3	4	5	20	66.67
5	9	2	5	0	16	53.33
6	8	4	8	2	22	73.33
7	7	3	8	4	22	73.33
8	10	5	9	5	29	96.67
9	8	3	5	4	20	66.67
10	7	2	7	3	19	63.33
11	9	4	4	4	21	70.00
12	7	4	3	2	16	53.33
13	4	5	3	0	12	40.00
14	8	2	5	2	17	56.67
15	9	4	9	3	25	83.33
16	5	3	7	4	19	63.33
17	7	4	4	1	16	53.33
18	8	3	7	1	19	63.33

S.No.	Q1	Q2	Q3	Q4	Total	Marks as % max. marks
<b>Max. Marks</b>	<b>10</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>30</b>	
19	7	4	5	2	18	60.00
20	10	5	9	5	29	96.67
21	7	4	6	4	21	70.00
22	10	5	8	5	28	93.33
23	10	5	7	4	26	86.67
24	8	4	8	3	23	76.67
25	9	3	7	2	21	70.00
26	9	3	8	2	22	73.33
27	10	3	5	3	21	70.00
28	8	5	7	4	24	80.00
29	7	4	6	4	21	70.00
30	8	4	6	4	22	73.33
31	9	5	10	3	27	90.00
32	9	5	9	4	27	90.00
33	9	4	9	3	25	83.33
34	10	5	7	2	24	80.00
35	9	3	6	2	20	66.67
36	7	3	5	0	15	50.00
37	2	4	3	0	9	30.00
38	9	5	9	3	26	86.67
39	3	1	3	0	7	23.33
40	9	5	8	3	25	83.33
41	8	4	7	2	21	70.00

S.No.	Q1	Q2	Q3	Q4	Total	Marks as % max. marks
<b>Max. Marks</b>	<b>10</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>30</b>	
42	9	4	6	4	23	76.67
43	7	3	7	4	21	70.00
44	9	4	7	1	21	70.00
45	7	5	5	2	19	63.33
46	9	2	5	1	17	56.67
47	8	5	6	3	22	73.33
48	10	5	8	2	25	83.33
49	8	2	7	3	20	66.67
50	8	3	7	4	22	73.33
51	6	4	5	0	15	50.00
52	7	4	6	1	18	60.00
53	9	4	7	4	24	80.00
54	9	3	10	4	26	86.67
55	8	3	7	3	21	70.00
56	8	3	8	4	23	76.67
57	10	5	7	5	27	90.00
58	6	4	7	4	21	70.00
59	9	3	5	4	21	70.00
60	10	3	6	4	23	76.67
<b>Total</b>	<b>486</b>	<b>226</b>	<b>399</b>	<b>172</b>	<b>1283</b>	
<b>Mean</b>	<b>8.10</b>	<b>3.77</b>	<b>6.65</b>	<b>2.87</b>	<b>21.38</b>	
<b>Mean as % of max. marks</b>	<b>81.00</b>	<b>75.33</b>	<b>66.50</b>	<b>57.33</b>	<b>71.28</b>	

From the analysis given in the table, it may be noted that out of 60 students, five have obtained 50% or less marks in the test. They need special attention. Those who have obtained between 50% and 60% marks also need help to improve. Those who have done very well in the test (by scoring 90% or more marks) can help other students and may be asked to assist in evaluation work.

Out of 4 questions given in the test, the overall performance on Questions 1 and 2 was good but not so good on Q3 and rather poor on Q4. It means the teacher should try to find out why the performance on Q4 was relatively poor and should adopt a teaching strategy that leads to improvement of learning in whatever was tested by this question.

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