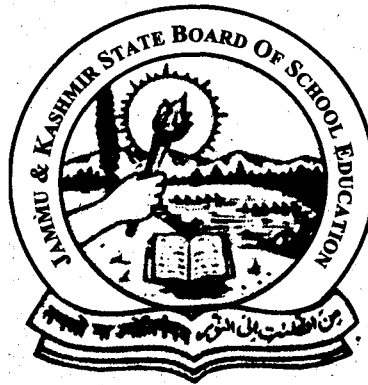


# Continuous and Comprehensive Evaluation

CLASS I-V

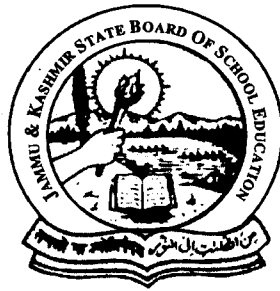
2008



**The Jammu and Kashmir State Board of  
School Education**

# Continuous and Comprehensive Evaluation Class I-V

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The Jammu and Kashmir State Board of  
School Education

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## Foreword

Continuous and Comprehensive Evaluation Scheme continues to be an ideal tool of measurement and evaluation not only of identified learning and teaching objectives but also for gauging a pupil's over all and all round development. The Jammu and Kashmir States Board of School Education has the honour of being one of the few Boards of the country to have introduced the scheme in the beginning. This scheme was introduced in the state way back in 1992. But over a period of time certain loopholes or gray areas, areas of concern had emerged which needed to be plugged in to make this scheme yield the desired result. Besides, the scheme needed to be revised and upgraded in the light of National Curriculum Framework-2005, to make it more vibrant and more meaningful. However, the scheme needs to be monitored assiduously to ascertain what else can be incorporated in it so that the envisaged objectives are realized and learning process becomes more joyous and meaningful.

Any scheme, how well it may appear on papers, will not be effective unless it is not implemented in letter and spirit at ground level. I make a humble appeal to the stakeholders to adhere to it and report the hard spots, drawbacks, if any, so that the scheme is tailored to the requirements of students, teachers and those involved in the monitoring of the scheme, which was not previously there. The NCF-2005 gives a teacher enough of freedom to devise his own curriculum to be transacted in classroom and accordingly formulate his own pedagogy in terms of whatever context and locale is available to him. It is teacher alone who is in a position to assess not only scholastic and co-scholastic aspects but also the multifaceted development and qualities of his pupil.

The revision and up gradation of this scheme has been possible because of the keen interest evinced in it by Dr Sheikh Bashir Ahmad, Secretary (Ex Director Academics) of this BOSE. I place on record my appreciation for Mr. Mehraj ud din Zargar, Deputy Director Academics K/D who brought in certain innovations like remedial teaching and monitoring mechanism in the scheme which was not in it previously.

*Prof (Dr) D. B. Gupta*  
*Chairman*  
*J & K State Board of School Education*  
*Jammu*

## ***PREVIEW***

It is globally acknowledged now that the first six to eight years of a child's life are the most critical years for lifelong development, since the pace of development in these years is extremely rapid. Recent research in the field of neuroscience, particularly on the brain has provided convincing evidence of the critical periods located within these years for forming the synaptic connections in the brain and for the development of brain's potential. Research backed indications are that if these early years are not supported by or embedded in stimulating and enriching physical and psycho-social environment, the chances of child's brain development to its full possible potential are considerably and often irreversibly, reduced. This stage of life is also important as a foundation for inculcation of social and personal habits and values which are known to last lifetime. What follows logically is the crucial importance of investing in these years to ensure an enabling environment of every child and thereby, a sound foundation for life, which is not only the right of every child but will also have impact, in the long term, on the quality of human resource available to the country.

Research around the globe has also shown that to maximize impact of primary Education it needs to take into account three important principles of child development (a) child development is a continuous and cumulative process so that what proceeds influences what follows, in terms of programmatic interventions, it is therefore important to address the entire childhood continuum,(b) health, nutrition and education/psychological development are all synergistically inter-related, which makes a case for addressing all needs of children through a holistic approach and(c) the child's development will be optimized if the programme addresses not only the child, but the child's overall context as well. Given the three broad objectives , curriculum has to be age appropriate, all round, play based, integrated, experiential, flexible and , of course, contextual which will ultimately help in igniting child's brain. Besides, constructivist approach demands to relay on pupil's world of experiences and there upon move to unexplored world, which is totally new to pupil. But this new unexplored world has to be strictly based on the known world of child.

A good curriculum covers all things designed to help children's learning and development. This calls for a child centered approach that empowers the child and makes him an active participant in the learning process rather than a passive listener. Active participation will entail contextualizing of curriculum and thereby flexibility. Keeping in view the above mentioned important principles, Primary Education till date has been based on development of skills of communication, numeracy, that too in a faulty way and at the exclusion of so many important things. The whole gamut of child's personality has not been approached in an integrated way. This has not been there because:-

- i. Efforts have so far been concentrated solely on nurturance of scholastic aspects for developing mental skills and little attention paid towards activity related co-scholastic areas like work experience, art education and health and physical Education.
- ii. Policy of non-detention or automatic promotion has been adopted at classes I-V without introducing a sound procedure of evaluation to provide remedial help to pupil and constant feedback which will improve teaching-learning process. As a result children remain weak in basic skills of communication, computation and other aspects of achievement. The revised National Policy on Education, 1986 and the programme of Action, 1992 has pointed out number of shortcomings of our Education system and given a directive about coverage of both scholastic and co-scholastic aspects of personality of pupil through a system of Continuous and Comprehensive Evaluation spread over total span of instructional time with focus on remedial measures. The NCF-2005 also endorses the Continuous and Comprehensive Evaluation as an ideal scheme for measurement of the desired effects/objectives.

It was in this backdrop that the Jammu & Kashmir State Board of School Education introduced this Continuous and Comprehensive Evaluation scheme right from class I up to class XII. In this scheme the term 'Continuous' is meant to emphasize that evaluation of identified aspects of students' growth and development, appropriate to his age, is a continuous process rather than an 'event' built into the total teaching-learning process spread over the entire span of academic session. It means regularity in assessment of students achievement, frequency of unit assessment, diagnosis of learning gaps, use of corrective measures, reassessment and feedback of evidences to teachers and students for self evaluation and ultimately tailoring the study material to the needs of learners. The second term 'Comprehensive' means that the scheme attempts to cover both scholastic and co-scholastic aspects of student's growth and development, It means that the scheme aims at assessing and promoting pupil's growth in cognitive areas of learning like (a) knowledge (b) comprehension /understanding (c) application (d) creativity, besides skills of communication and computation. On the non-cognitive side it aims at assessing and promoting inter and intra-personal qualities like regularity/punctuality, cleanliness and discipline. It means to promote desirable interests, attitudes like teamwork, leadership, inventiveness and creativity, besides promoting the concept of living in harmony with ones fellow beings etc. The third term 'evaluation' means assessment of student's performance for improvement of student's achievement and teaching-learning strategies. It starts where examination ends. It is diagnostic in nature meant to provide remedial help to pupil. The word 'examination' has been replaced by assessment since it covers whole gamut of student's life and since the very word

'examination' has come to mean stress, strain and anxiety, thereby making learning process devoid of meaningful and joyous for children. Evaluation, in traditional system of Education, is treated as a separate entity rather than an integral part of learning processes thereby negating the very purpose of education which is overall and all round development of pupil. Annual examinations are highly inadequate to assess and measure range of faculties of students and have numerous shortcomings and to enumerate a few are as under:-

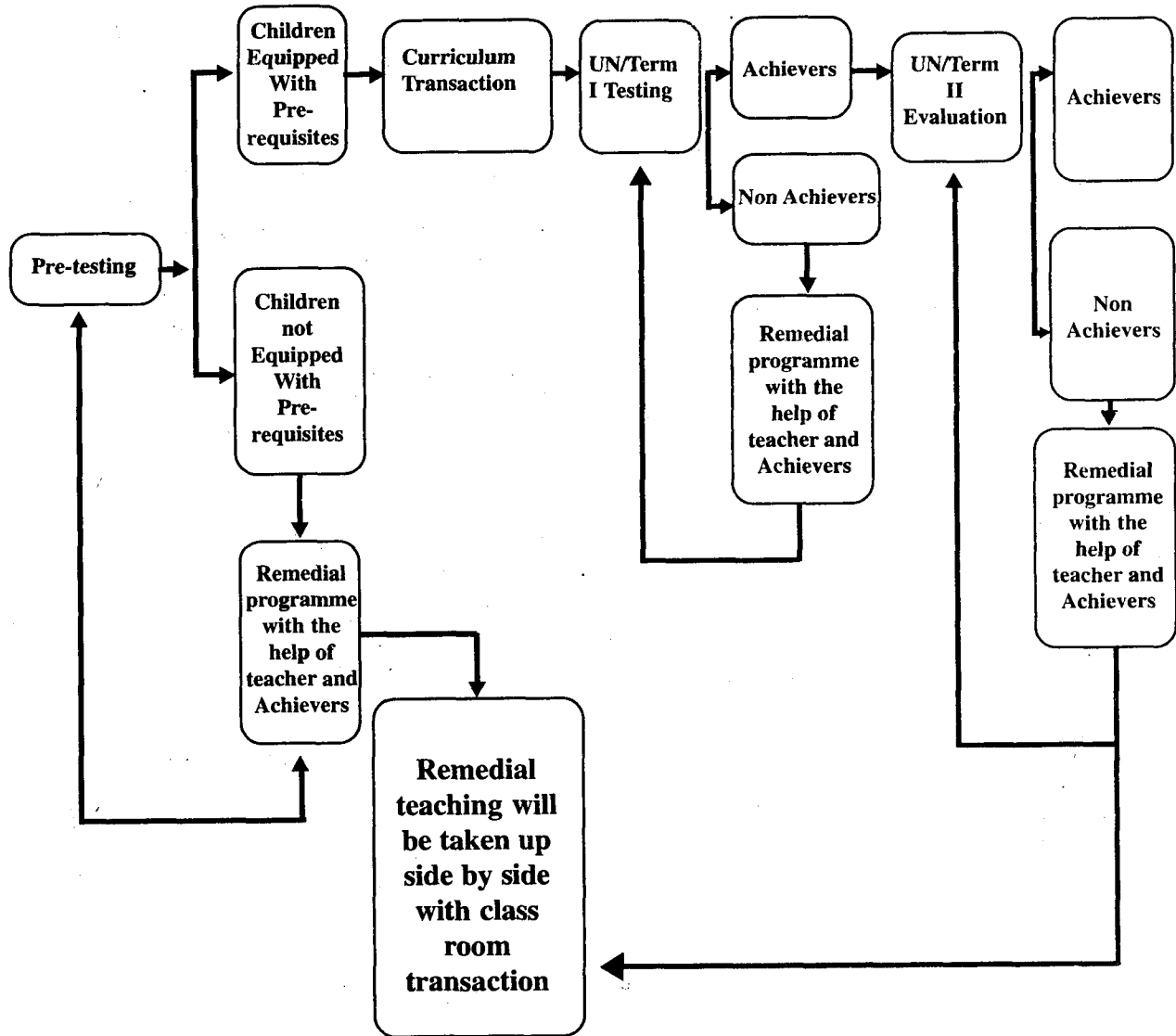
are not valid and reliable measure of student's cognitive , psychomotor and affective abilities;

- restrict the measurement of pupil's development to consideration of evidence that consists solely of written script/scripts completed in stipulated time on certain fixed dates;
- lay too much stress on rote learning and memorization; emphasis products of education at the cost of processes of education ;
- take into consideration product of performance and ignore the process of performance;
- create an environment in which students while away most of their time for most part of the year;
- lack continuity and build up unbearable /undesirable pressure on students. This finds expression in all sorts of unethical practices and unfair means. Thus instead of helping to inculcate in students desirable socio-personal qualities essential for harmonious all round development of their personality, external examinations promote most undesirable and undesired qualities;
- send down the drain a number of valuable teaching- learning hours because teachers are frequently withdrawn to supervise the examination and evaluate;
- do not provide credible feedback to learner;
- do not have any provision to allow learner to plug in his weaknesses during class room transaction.
- are neither diagnostic nor formative and therefore, do not by and large help improve teaching-learning process;
- the question papers are highly inadequate to assess and measure range of faculties of students
- have limited scope of assessment to improve up on the teaching-learning process and material and be able to review the objectives that have been identified for different stages of schooling, by gauging the extent to which capabilities of the learner have been improved but present examinations do not do that.

But this does not mean that tests and examinations are to be scraped from the system of education which will be, of course a ridiculous preposition. On the contrary routine activity and exercise can be employed effectively to assess learning, teaching-learning and the material used which will:

- eliminate excessive element of chance and subjectively;
- de-emphasis memorization;
- make the system a valid and reliable measure of student's development and powerful instrument of improving teaching-learning and the material used;
- use the system for all round development of the personality of the pupil to fulfill the objectives of education;
- make evaluation an integral part of teaching-learning process;
- use evaluation for improvement of student's achievement and teaching learning on the basis of regular diagnosis followed by remedial teaching;
- provide scope for self evaluation to teachers and students;
- analysis evidences gather about students achievement to identify inadequacies in their learning and provide basis for remedial measures;
- attempt to maintain desired standard for performance using evaluation as a quality control device;
- include both scholastic and co-scholastic areas to assess growth and development of the pupil using different techniques of evaluation;
- make teaching-learning child centered, activity based and joyous;

### Flow chart of the scheme

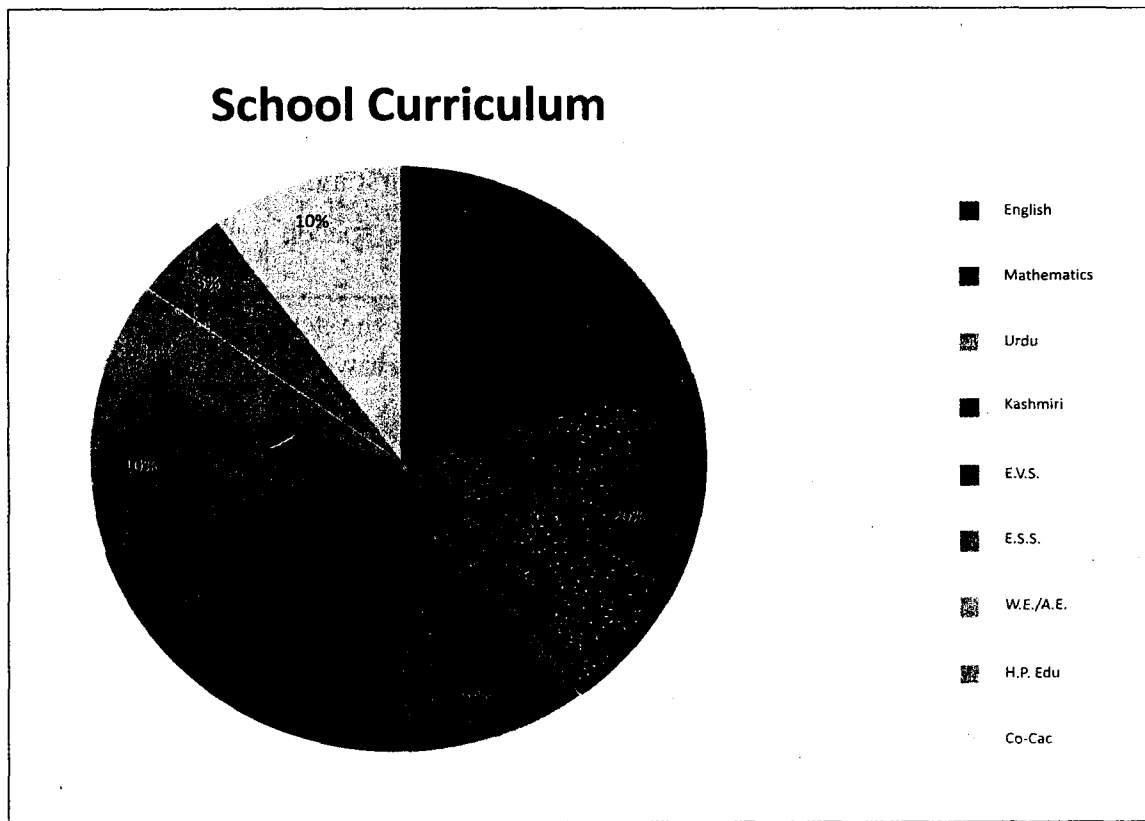




### Dimensions of the scheme

It is presumed that the whole academic session will be around 180 working days. Each working day will have 10 periods out of which 8 periods will be used for instructional work. Each period shall be of thirty minutes.

S.No	Subject	Symbol	Periods/Week	Percent
A	<b>Academic Subjects</b>			
1.	First Language (Mother Tongue)	FL	6 Periods	10 %
2.	Second Language (Urdu/Hindi)	SL	6 Periods	10%
3.	English	TL	12 Periods	20%
4.	Mathematics	MA	12 Periods	20 %
5.	Environmental Science (Science)	EVS	6 Periods	10 %
6.	Environment Studies (Social Science)	ESS	6 periods	10 %
B.	<b>Activity Related Areas</b>			
1.	Work Experience/ Art Education	WE AE	3 Periods	5 %
2.	Health & Physical Education	HPE	3 Periods	5%
3.	Co-Curricular Activities	CCA	6 Periods	10 %
Total periods: Academic Subjects (6 x 8) 48. Activity Related Areas(2x6) 18 48+12=60				
Total Periods			60 Periods	100 %



For suggestive time table please see clocumented VI-VII and insert suggestive time table in this document at the end.

On the basis of the above mentioned time distribution and also illustrated with the help of pie graph, the following could be the broad framework of the time table for classes I to V. (*For suggestive time table, please refer to annexure*). The Head of the Institution may make suitable changes, if and where necessary.

Evidently, the school curriculum will consist of academic subjects and some activity areas. The academic subjects are given below:

1. First Language (Mother Tongue)
2. Second Language (Urdu/Hindi)
3. English
4. Mathematics.
5. Environmental Science. (Science)
6. Environmental Studies. (Social Science)

Activity oriented areas will consist of Work Experience/ Art Education, Health and Physical Education and Co-curricular activities. The subject of Work Experience will include craft/embroidery, gardening in school /community cleanliness. Art Education will include drawing, painting, sketching, symbolized representation of events and phenomena. Health and Physical Education will include games, PT, yoga and first aid.

Co curricular activities will include recitation, Debates, speech making/paper reading, music, dance, role play, mimicry and dramatics.

**Note:** The teachers shall have the freedom of choosing the activities to be provided to the children within the overall framework in the time table. However, due care is to be taken of the propensity and inclination of a child.

### **Health Status:**

The health status of students will deal with the general conditions of health of the individual child and other aspects like height, weight, eye sight, hearing, physical deformity/ disability.(It will not be out of place to mention here that under Sarvashiksha Abhiyan, for physically challenged students there is special provision of providing special help to these students).The Head of the institution in consultation with the village level committee may arrange physical check up for the students of his school. This is possible only when community is involved in the participation of school activities in missionary mode. Under SSA the schools are to be owned by the community rather than some thing belonging to government.

The teachers may record the observations of doctors about any of the above aspects and may communicate the same to the parents of the students, if not separately but at least in Parent- teacher meets.

### **Personal and social Qualities & Attitudes:**

A student may be evaluated on the following qualities:-

1. Regularity/ Punctuality (on the basis of attendance)
2. Cleanliness (on the basis of observation)
3. Discipline (on the basis of observation)

### **Co-Curricular Activities and interests:**

One period per day is provided in the time table for co-curricular activities. This period may be devoted to the following:

- Recitation
- Music
- Debate/speech making/ paper reading

- Dance
- Role play
- Mimicry/ Dramatization.

**Evaluation:** With regard to the academic subjects, the following scheme with five assignments during a session may be followed: Five assessments are envisaged under Continuous and Comprehensive Scheme.

Type of Assessment	Percent of Total weightage in academic session	Term-wise weightage
1 Unit Assessment Assignment/ Project Work	10 %	50 %
2 Unit Assessment/ Assignment/ Project Work	10 %	
3 First Terminal assessment (Half Yearly Assessment)	30 %	100 %
4 Unit Assessment/ Assignment/Project Work	10 %	
5 Second Terminal Assessment (Annual Assessment)	40 %	

**Note:-**

- a) Achievement levels and related skills in respect of subjects of the curriculum will be evaluated.
- b) 1 and 2 will be unit assessment and will be held as per the convenience of the institutions depending upon how much syllabus they cover or have covered. .
- c) 1 and 2 will take place before the first term assessment or half yearly assessment.
- d) 3 will take place after the 2 assessments and before 2<sup>nd</sup> Term assessment.
- e) Half year assessment will be followed by III unit assessment
- f) At the end of the Academic session, there will be second terminal assessment (Annual assessment)

- g) All assessment with regard to the subjects of curriculum will be in terms of marks which will be converted into grades.
- h) The grade for the first term will be on the basis of 50 % weightage and the grade after the second term assessment on the full weightage i.e 100% . However, to have diagonal linkage between Term Ist and Term II, it is a proposed that 10 % of Ist Term may be also assessed in Term II.
- i) The first term assessment shall cover course of studies including Unit first and Unit second and second term assessment shall cover course of studies including Unit third, term second and 10 % of Term Ist.

All evaluations may be done in terms of marks and grades may be derived from them, once for the first (half Yearly) term and for a second time, after the annual assessment, as per the following table:

Marks –Range		Letter	Definition (Descriptive parallels)
50% weightage grade for 1 <sup>st</sup> Term	100% weightage grade for the class		
37-50	75-100	A	Excellent
30-36	60-74	B	Very good
22-29	45-59	C	Good
17-21	33-44	D	Average
0-16	0-32	E	Below Average

The teacher will make extensive use of oral testing, besides written assessment.

- j) In the report card subject wise letter grades will be awarded and subsequently marks obtained will be added up to determine overall grade for preparation of merit list.
- k) Written, oral or practical assessment may be used for evaluation. In case of written assessment, a combination of essay, short answer, very short answer and multiple choice tests ( with 4 alternatives) is recommended to be used. In this case, 50% of the total may be allocated to multiple choice and very short answer tests and the rest of the 50% shared between essay and short answer type question (preferably in the ratio of 30% and 20% respectively.
- l) While preparing the merit list sum of the marks obtained in the subjects of the curriculum may be used.

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Evaluation in activity related areas will be in terms of grades as per the following description:-

Grade definition	Grades
Excellent	A
Very Good	B
Good	C
Average	D
Below Average	E

**Note:** All evaluation done may be reported on the Performa developed for this purpose and annexure is enclosed. The word failure or fails is not to be used in the report card because it stigmatizes pupil and tells up on his/her psyche which, it has been observed, has life long impact and most of the times becomes vicious means of sending a child out of system.

### **Remedial Teaching:**

In view of non-detention policy at the primary stage, it has been observed that non-detention has relapsed into non-evaluation or into callous evaluation as no student is to be declared to have failed. This is true that there has to be no detention since the Continuous and Comprehensive Evaluation envisages a mechanism where there is no place for failure. Continuous and Comprehensive Evaluation is aimed at assessing the range of faculties of a pupil, be it scholastic or co-scholastic areas, in order to make his personality grow on all aspects. It is this scheme which suggests remediation. However, remediation does not mean additional classes during winter/summer vacation only. This type of remedial teaching

has certain inherent drawbacks. Remedial teaching has to be integral part of classroom transaction. Once the hard spots of a pupil become visible, we have to take the recourse to the remedial classes. Though a teacher, from the very first interaction/ classroom transaction can assess and know his pupil, however, it is immediately after the result of the Unit(I) assessment that hard spots and weaknesses of pupil become more conspicuous,. It is from here that a teacher has to take recourse to remedial teaching. This remedial teaching can be, in ideal situation in the form of stay back of slow learners after the schooling hours or taking up what has in common parlance come to be known as 'zero period' i.e. before the start of schooling hours, even before morning assembly. It is to be borne in mind that it is not possible to teach all the subjects in one class so far as remedial teaching in concerned. So an ideal mechanism for remedial teaching will be that different days of week be prescribed for different subjects, like for example Monday for Mathematics, Wednesday for English, and Friday for Science or whatever suits the teacher and the pupil. The programme of remedial classes can be worked out according to the availability of teachers and resources of the school.

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This remediation needs to be followed all through the academic session. Since the Unit assessments and Term First assessment will bring forth the learning inadequacies of a pupil which need to be taken care of and plugged in at appropriate time so that there is no spill over of the inadequacies to get accumulated to the point where there is no possibility of remediation. Since there is non-detention policy, this remediation becomes all the more important at all levels and stages. It has been observed that it is here in the early years of schooling that pupil accumulates deficiencies and with the passing of each academic session they become chronic and ultimately reach the stage where remediation becomes impossible and also adversely affects the transition rate at higher classes. Therefore, it is suggested that Term assessments for class 3<sup>rd</sup> and 5<sup>th</sup> be held in clusters at Zonal level just as it is done in class 8<sup>th</sup> at provincial level. The best remedial measures will be simultaneous remedial teaching along with the normal day-to-day class room transaction. If the learning gaps persist even after remediation on daily basis or as envisaged above, then remediation during winter/summer break becomes unavoidable. The remediation, thus conducted is expected to improve the transition rate at higher classes. A need may arise for additional human resource that will be engaged in these remedial classes. Since with the coming of Sarvashiksha Abhiyan a new hierarchy has emerged in the shape of ZRP's and DRG's at Zonal and District level, they may be used in this venture. It is this component which will be involved in the monitoring mechanism also. The format of Remedial Teaching is given in annexures.

### **Unit Assessment:**

The Unit approach aims at employing evaluation as formative, continuous and corrective process for improving instruction, learning, teaching-learning, achievement of pupils. This assessment also facilitates in improving the teaching learning material.

Unit assessment can be formal, informal, written or oral assessment based on specified content element of one or more than one learning Unit/ chapter.

1. It is based on small block of contents.
2. It can be formal, informal, written or oral in which students may be or may not be informed in advance to make formal preparation.
3. It is generally administered immediately after teaching-learning process and does not leave much scope for extra- preparation by the students.
4. In no case holding of Unit assessment should effect the normal class work.
5. It does not create any fear psychosis.
6. It is diagnostic in nature and reveals strength and weaknesses of students as well as instructional programme.



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7. It forms the basis for taking up remedial teaching.
8. It is flexible and the teachers can develop their own techniques and tools to assess the effectiveness of the instructional programme and the extent to which it is assimilated by the students.
9. It facilitates teachers to prepare instructional material to be transacted as per the requirement of his students.
10. It is continuous and ensures regularity and punctuality.
11. It does not demand extra time and can be administered in an informal way during the teaching periods.

Pre-testing/analysis and remediation	Term First Course( Weight age : 50 %)			Second Term Course( Weight age : 50 %)				
	Unit test (U 1)		Unit test (U 2)		First Terminal Half Yearly Assessment (T 1)		U nit Test (U 3)	
10 %	Remedial Teaching	10%	Teaching	30 %	Remedial Teaching	10 %	Teaching	40 %
Diagnosis		Diagnosis		Diagnosis		Diagnosis		
Remedial Teaching		Remedial Teaching		Remedial Teaching		Remedial Teaching		
Grade		Grade		Grade		Grade		
Feed Back		Feed		Feed Back		Feed Back		
Teaching Strategies		Teaching Strategies		Teaching Strategies		Teaching Strategies		
Instructional Material		Instructional Material		Instructional Material		Instructional Material		

It is repeated here for the purpose of putting emphasis that the assessment at class 3<sup>rd</sup> and class 5<sup>th</sup> be held in cluster form as is done in case of class 8<sup>th</sup>. The students will in no case be declared as failures but the performance of teachers will be put to check. This will also introduce an element of accountability in transaction of curriculum in classroom among teachers. Zonal Education Officers will utilize the services of Zonal Resource Persons and Cluster Resource Persons in conducting the Term Assessments. They will also ensure the teachers of different schools are used in conducting the Term assessments and in no case the teacher/s will conduct the Term Assessments of school/s where they are teaching. Zonal Education Officers will shuffle the teachers of the Zone for conducting Term Assessments and will also keep the record of the performance of teachers working in their Zones.

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**Term I assessment in Mathematics is given by way of illustration.**

**Class III**

**Marks: 30.**

**Subject: Mathematics**

**Time: 30.**

*(Assessment based on course content of U I, U2 and Term I )*

Tool: Written closed book assessment.

- Q.1. Write in figures three hundred, five hundred fifty six hundred sixty six.  
Write in words 980, 753, 333 3 Marks.
- Q.2. Put ring around the greatest number 98, 27, 89  
Put ring around smallest number 10, 98, 46 3 Marks.
- Q.3. Give Hindi-Arabic number XII, XVI and XXXIV.  
Give Roman Number 50, 26, 11 3 Marks.
- Q. 4. Give the place value in 2024, 430, 1604 4 Marks.
- Q.5. Write down greatest four digits 3 Marks.
- Q.6. Write down smallest six digits 3 Marks.
- Q.7. Write Down predecessor and successor of 99 3 Marks.
- Q.8. Write in descending order 654, 78, 503, 45 2 Marks.
- Q.9. Write in ascending 34, 45, 72, 12 2 Marks.
- Q.10. Write two numerals one greatest value one  
smallest value by using following four digits: 2, 1, 5, 6 4.Marks.

### **Assignment and Project Work:**

Assignment usually involves a series of pupil's activities to collect relevant information from books, magazines/newspapers etc to present the same in the form of a report assisted by charts, models etc.

### **Objectives:**

1. Develop habit of reading books, magazines etc
2. Acquire the skill of collecting and recording data/ information from various sources.
3. Interpret the data in the form of statement, table, graphs and models.
4. Translate verbal information in the form of graphs and diagrams etc.
5. Communicate results / ideas.
6. Initiate discussion and express ideas.
7. Inculcate personal and social qualities.

### **Work Experience:**

There is a need to explore and institutionalize the pedagogic role of work in education so that rich knowledge base, social insight and skills of marginalized children in relation to their habitat, natural resources and livelihood can be turned into a source of their dignity and strength in the school system. Over a period of time an artificially instituted dichotomy has come to the fore between work and knowledge. Those who work with their hands and produce wealth are denied access to the formal education while those who have access to formal education not only denigrate productive manual work but also lack the necessary skills for the same. There is a place for productive manual work at the centre of school curriculum itself. As per this view, participation in productive work under conditions approximating to real life situations is pedagogically linked to learning and simultaneously becomes the medium of *knowledge acquisition, developing values and skill information*. Engagement with work will promote multi-dimensional attributes in the cognitive, affective and psycho-motor domains in a holistic manner i.e. by integrating 'head, hand and heart'. These attributes will place productive work at the centre of curriculum and will act as a powerful corrective to the bookish, information oriented and generally unchallenging character of school education and, in turn, help relate the latter to life needs of child. Besides, the Hon'ble Supreme Court in it's order dated 22<sup>nd</sup> of November 1991 said "We accept on principle that through the medium of Education, awareness of the environment and its problems related to pollution should be taught as a compulsory subject". This recognizes the significance of environment concerns in humanity's pursuit of sustainable development the world over. This is, of course, of a special concern in our country and particularly in our state which is famous for its rich and diverse flora and fauna, where a substantial proportion of people are dependent on environmental resources to sustain their livelihood. There is consensus that this can best be accomplished by infusing the teaching of Environmental Education as a part of different disciplines while ensuring that adequate time is earmarked for pertinent activities. Without adding to the burden to the students, this part of the curriculum can best be taken care of by incorporating activities in the form of project work. Thus environmental management must, therefore, become an increasingly significant component of efforts aimed at generating awareness with regard to the problems posed by environmental degradation. Such environmental management activities, for example hazards of polythene, water management, conservation of water bodies, causes of pollution, water, air, noise, efficient disposal of waste and other local problems etc are expected to sensitize pupil towards environment.

### **Basic Features**

Introduction of work centred Education will be based on the following guiding principles:

- Integrating productive work along with all other forms of work (e.g. activities,

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experiments, survey, field-based study, social action, engagement with the community) in the core curriculum as a pedagogic medium- even from the school stage to the higher secondary stage.

- Making participation in productive work under conditions approximating to real life situation an effective pedagogic medium for acquiring knowledge, building values, skill formation and promoting critical thinking, creativity and other generic competencies.
- While correlation between work and subject-specific knowledge will be optimized, the emerging challenge to the value-framework of the children will invariably remain a central concern.
- The school shall have freedom to carve out 'work benches' (or work places or work spots, as the case may be) in neighbourhood where the students could go to learn through work.
- The school system will create an appropriate space for engaging the farmers, artisans, health practitioners, persons experienced in animal husbandry, poultry, fishing and medicinal herbs, mechanics, technicians, folk artists etc. as resource persons or invited experts with the aim of utilizing their varied expertise, skills and insights.
- The present school calendar will have to be made flexible and contextual in order to accommodate work-centred curriculum.

### Objectives:

- i. Sensitize students towards problems arising out of environmental degradation.
- ii. Think objectively and collectively about the problems of their areas and their remediation.
- iii. Prepare pupil to practice and perform manual work individually and collectively.
- iv. Acquaint children with world of work and service to the community and develop in them sense of respect for manual work.
- v. Develop in them the desire to be useful to community, society and contribute their best to common good.
- vi. Inculcate positive attitudes to team work and socially desirable values like self-reliance, tolerance, cooperation, sympathy and helpfulness
- vii. Lead children to participate increasingly in productive work.
- viii. Develop confidence and sufficient psychomotor skills in students to facilitate their entry into world of work.

### **Contents of work Experience Programme:**

The work Experience shall be based on general and common core components.

**General Contents:** General contents are flexible in nature and may vary from school to school. These may be in the form of visits to work situations, study of the environment, experimentation with tools and material through participation in creative work situation and work practice (preparing for exhibitions, school function, school assembly activities etc) school /community cleanliness etc.

### **Classes I & II**

The learner should:

- Identify various work situations where people are engaged in the local community;
- Visit to work situation of potter, carpenter, bamboo/willow worker, blacksmith, cobbler, weaver, tailor etc( or any other work place available in the locality);
- Collection of information/ observation of tools, materials, techniques used and objects prepared and their use in daily life;
- Identify various service centers in the community, recognize that both men and women contribute in our daily life situations;
- Visits to health centre, Railway station, Bus stop, Post office, Ferry ghat etc. Information about functions and services rendered by these people.
- Recognise the need for protecting environment;
- Observation of material leaf, brick, bamboo willow, stone, cardboard, paper, clothes sources of material, waste material its management;
- Identify the scientific principles and processes underlying various work situations;
- Observation of people at work -scientific processing-cutting, folding, pasting. Putting joints, tying, bending, putting colours etc;
- Use of simple tools carefully;
- Experimentation with tools and materials. Use of simple gardening tools-khurpi, watering cane, water pine, pruner.
- Use of cleanliness tools –broom, duster, basket, waste paper box Dustbin and soap etc.
- Use of tools in self expressional creative activity- paper cutting, pair of small scissors, needle, paste, pin thread etc.
- Prepare beautiful and useful objects;
- Exhibit good work habits e.g. punctuality, regularity, cooperation etc. Recognise the need for following systematic order in doing things;

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- Experimentation with materials and tools. Collection of materials from different sources-flower, paper, used calendar, used container, stationery boxes, beads, leaf, clay etc. Selection of materials and tools - preparation of artistic, useful objects-garlands, paper chain, clay toys, wall hanger, display and decoration of home, school.
- Practice hygienic principles with regard to body, belongings and keep the work environment neat and tidy;
- Need for arranging place of work. Proper seating arrangement, keeping the dress carefully-folding sleeves of skirts etc.
- Need for cleaning the place after work completion-cleaning waste paper box-storing materials, tools and products at specified place, washing hands, feet etc.
- Participate enthusiastically in celebrating- National Days, Local Festivals and other National Festivals;
- Work Practice-National Days--Independence Day, Republic Day, Gandhi Jayanti , Martyr's Day, Eid, Raksha Bandhan , Lohri, Christmas, Eid-i- Milad ,Ram Navami, Deepawali, Dussehra, Moharram, Buddha Jayanti, Guru Nanak's Birthday.
- Preparations for celebrations- decoration of floor, school , stage- National Flag preparation, participation in cultural functions, serving people at home and at school, places of gathering;
- Helping parents in cleaning the house ,bringing things/ utensils/ helping in peeling vegetables, serving food, looking after guests, domestic animals, plants, sharing food/ toy materials with others. Work situations s in school , cleaning places of work, helping peers and seniors in school assembly activities-sharing tools, materials, helping peers in the preparation of objects.

### Class III

- **Identify Work situation in the locality where people are engaged in various types of occupations;**  
Visit to the places of potter , blacksmith, carpenter , weaver, farmer, fisherman, bamboo /willow worker, milkman, tailor , workshop etc. Observe, collect information about goods prepared, tools , material, sources of material, processes of work.
- **Identify Various service centres in the community:**
- Visit health centre, Hospital, Block Development, Post Office, Dairy Farm Animal Husbandry, Cycle Repair shop, Ferry Ghat or any other place in the locality to collect information about their services.

**Recognise the need for protecting the environment and natural resources:**

Environment studies and its application. Sources of material like Bamboo, wood, stone, cardboard, paper, sources of clothe, houses, food items, waste material-low coat material used in work situation-stone, fuel, dry leaf etc.

- **Identify the scientific principles and processes underlying various processes;**  
Observation of work situations-processes-cutting, folding, Putting joints, bending, fixing joints, repairing, mending, and stitching.
- **Use simple tools carefully:**  
Experimentation with tools and materials. Using simple gardening tools-Khurpi, watering cane, pipe, hand hoe. Using tools for cleaning- broom, duster, basket, waste paper box.
- **Using tools for creative activities- knife, scissors, blade, needle, nail, board pins, small hammer.**
- **Prepare artistic and useful objects for beautifying home, school, exhibit good work, habits-cooperation, punctuality, orderliness etc.**  
Collection of material form different sources.  
Preparing artistic and useful objects for decoration of home, school on normal days, festive occasions with the help of hand bag, pen –pencil stand, greeting cards, wall hangers, bangle boxes, flower vase, toys ,and garlands etc.
- **Practice hygienic principles and keep the place of work neat and tidy:**  
Making seating arrangement , taking care of clothes , keep garbage and waste materials in waste paper box, keeping place of work neat .  
Preparation for the festivals, preparation of decoration items from the local available low – cost/No cost waste materials. Cultural functions- organization, participation-attending to guests etc. Helping younger brothers, sisters in studies, taking bath, play, changing dress etc. Helping parents in house hold activities. Looking after sick, physically handicapped and old people. Cleaning the house and beautifying it. Taking care of plants, animals. Helping teacher in daily activities, helping classmates, schoolmates in work situations, looking after plants, attending guests, strangers, taking special care of physically challenged /children with special needs.

**CLASS - IV**

- **Identify various work situations where people in the local community and other places work;**

Environmental studies and its application. Visit to fields, factories, dairy farm, block development office, carpenter's place of work like craft centers of the locality, nutrition and health centers, mason's place of work, stone crushing, brick making places or any other places of work available in the locality to observe and collect information about tools, materials and techniques used. Significance and use of articles produced by the artisans.

- **Identify the materials available in the local environment and in other environmental situations;**

Raw materials available in the locality, leaf, wood, bamboo, metal, lime stone etc. Use of raw materials in various crafts, Utensils, artistic articles.

- **Recognise the scientific principles and processes underlying various work situations in the society;**

Scientific principles in work situations (i) collection and selection of materials: (ii) processing the materials: (iii) selection of appropriate tools: (iv) specific skills and techniques for different types of work e.g.

*Agriculture:* digging, preparing the bed, watering, spraying manual etc.

*Bamboo Work:* measuring and cutting the strips, tying and fixing the strips etc. (skills vary with the materials and articles).

- **Use simple tools related to gardening, cleanliness, home craft activities; and experimentation with tools and Materials:** Khurpi, Spade, Pruner, Scale, water from tube well/ Pond , tank, stream etc.

Cleanliness tools: Broom. Duster. Basket, Spade, Suckle etc.

- **Tools for embroidery and stitching work:** needle, sewing machine, scissors, blade, measuring tape, etc.

Knitting work- knitting needle. Cooking--tools for cutting vegetable, knife for cutting fruits etc. spoons of various size etc.

Wood work- Saw. Sand paper etc.

Proper handling of tools- proper maintenance and repair as soon as needed. Proper placement after the work and practice. Hygienic principles with regards to body, belongings and keep the work environment neat and tidy;

- **Making proper seating arrangement:** Dressing as per nature of work- care of clothes while working. Cleaning the place after work, arranging things in order, cleaning tools. Body parts. Storing tools, materials, articles at the specified place.



Using dustbin and keeping the surrounding clean. Insisting on others for keeping place of work and near about places neat and clean.

Prepare beautiful and useful objects with waste/low-cost materials for beautifying home, school and surrounding environment.

Prepare beautiful and useful objects with no/low cost material for beautifying home, school and surrounding environment.

- **Experimentation with tools and materials. Collection of waste materials and low cost/no cost materials from different sources.**

Preparation of artistic materials with cardboard, Bamboo, thread, Wire, jute, clothes. Patch work with cloth pieces. e.g. wall hanger, flower-vase, bag, asni, hanky, table cover, puppet, doll, flower, beads, zari, wool etc. decoration pieces, card sheet doll, clay castes from mould (simple figures) fruits. Vegetables, animal figures, staffed with cloth, cotton and models.

- **Serve people at home, school and in the community and show concern for others;**
- **Participate enthusiastically in celebrating National Days. Functions and Social Festivals. School**
- **Functions on Special Days:**

Care of younger, older and sick people.

Help in cleaning, cooking and stitching, washing clothes etc. Care of plants, animals, Attending to guests, helping children in neighbourhood, maintenance of water resources. Helping people in community function-fairs, exhibition, natural calamities-helping injured people. Helping schoolmates in fair, festivals. Helping Teachers, schoolmates in school assembly activities. National Days- Independence Day, Republic Day. Martyr's Day, preparation for cultural functions.

Preparation of artistic object for decorating stage, floor, wall, gate, preparing badges, cleaning of place, gate, preparing dresses for drama, giving small speeches, making album of great men and women.

- **Identifying various work situations in the locality and in various parts of country;**

Visit to various work situations, e.g. road construction site, building/house construction sites, agricultural field, office of cooperative society, bank, panchayat office, health service centre, veterinary hospitals, block development office or any other place of work in the locality.

Classification of different types of work situation in city, village, semi urban areas,

big cities, hilly, desert areas and information about tools, material used in these situations.

- **Identify the raw material available in the local environment and those that are available in different environmental situations;** Local forest products other natural resources. Coal , oil , fruit and vegetables, rivers, canals –supply of material for various types of industries –fish , animal, skin , conch shell , stones , different types of soil, birds and animals- sources of resources for industries.
- Recognise the scientific principles and procedures underlying the various work situations in the locality;
- Recognise the contributions of experimentation and research centers related to agriculture, food preservation and animal rearing.
- Visit to work situations and observation of operational activities.

Classification of service centres- production centres – function and responsibility, listing of local service and production centres.

- Methods of agriculture activities – better irrigation- better methods of determining quality of soil, seed – better methods of preserving grains. Better marketing of agricultural products and other products from industries. Improved methods of disposal of waste water.
- Experimentation with tools and material.

Using tools of carpentry work- Hand saw, hammer, screw driver , pliers , tools of agriculture –spade , hand hoe, sickle, pruner - water cane, measuring tape tailoring tools- blade ,small and big needles, Making objects with cardboard ,wood, cane and bamboo ,water colour and paints of different types, jute, thread ,wire ,dry seeds, spongy type of material, clay etc. To prepare beautiful and useful objects with waste, low/no cost material for beautifying home ,school and surrounding environment.

- **Recognize the adoption of scientific steps to save time , energy and increase work efficiency.** Experimentation with tools and material ,floating figures, wall decoration pieces, card sheet , doll, flower basket, geometrical models, paper fans , cardboard tray, office envelope , cardboard boxes , ship, clay castles, dolls with cloth pieces, Decoration of dolls with bamboo, leaf, cane and paper work. Various type of models of train, bus, cart, map, houses, clothing figures etc.
- **Practice hygienic principles of living and insist on keeping surrounding environment clean;** Practice of personal cleanliness in work situation –clothes, personal objects – body posture etc. Analysis of sanitary conditions of places in and

around the work situation in a shop , factory , dairy farm etc. Cleanliness campaign in the school, home and near about places in and around work situations.

Preparation and fixing of posters on cleanliness.

- **Serve people at home, school and in the community;** Social service. Sharing materials and tools with class /schoolmates. Helping classmates, school mates in different work situations, like games, preparation for cleanliness and beautification activities.
- **Care for brothers, sisters, friends, other children in neighbourhood, old, sick and handicapped children. Looking after guests and strangers at home and school sharing seats with others while travelling.** Helping parents. Watering plants at home and in the locality. Helping by conveying message of health hygiene about available developmental agencies. Helping in community safai activities. Participate enthusiastically in celebrating National Days, National Festivals, Local festivals, and those celebrated by people of the region.

### ART EDUCATION

*Objectives:* To develop in Pupils

- Observation, imagination and self- expression through media of visual and plastic art.
- Free expression through simple form of music, dance and drama.
- Ability to discover and identify preferable means for self-expression out of a variety of media and material exposed to the child.
- Awareness of aesthetic elements in traditional art and love for beauty in nature.

### CLASSES I & II

*The learner should:*

Draw single or two objects from imagination.

Make painting on single or two objects from imagination.

### DRAWING

Single object such as toy, home, friend, pet, etc.

Two objects such as tree and hut, flower and leaves, the child and his friend etc. drawing/ painting of national flag, trees, plants, flowers etc. drawing/painting of two human figures-one girl and one boy, draw single or two objects of his/her choice from imagination, make painting on single or two objects of his/her choice from imagination, make simple collage to depict any object, paste picture cut outs in simple arrangement.

### **COLLAGE**

Simple collage of different shapes or objects by tearing and pasting paper, tear and paste shapes/pictures from waste printed materials, pictures cut outs of national flag and objects from flora and fauna, make floor decoration with locally available material.

### **DECORATION**

Simple floor decoration of geometrical form, traditional shapes and forms of floor decoration, Collection of natural objects print pattern on paper by stamping with crumpled paper or thread ball, make simple objects in clay from imagination, make simple objects in clay on specified topics.

### **CLAY MODELLING**

Modelling in clay any object such as, geometrical forms, fruits, vegetables etc.

Construct models of different objects from waste material and make paper masks

### **CONSTRUCTION**

Models of tables, steel, hut, almirah , etc. Simple masks out of paper bags, chart paper.

### **SONG AND MUSIC**

Simple action songs on rhymes/ poems etc, perform simple folk dance related to local festivals.

### **DANCE**

Simple forms of folk dance. Imitate different sounds- and actions of the birds, animals and typical human characters. Role Play of historical and great people different occupations. Roles of characters from rhymes/ stories in textbooks.

### **Drama**

Different situations of community life, such as , marriage scene, grocery shop etc. Sounds and actions of typical birds, animals and human characters. Participate in the display of art exhibition.

### **ART MATERIAL**

#### **Suggested Art Material**

<b>Drawing</b>	Pencil/ charcoal/Pastel colours / sketch pen/coloured chalk/Kalam and ink etc. white paper /packing paper /news paper or any other paper.
<b>Painting</b>	oil Pastel colours/Sketch pens/coloured chalks. etc. White paper / packing paper/chart paper .
<b>Collage</b>	Coloured paper /cloth/ cuttings waste printed coloured paper/natural material. such as. flower petals, leaves, seeds, wood, broken bangles

	etc. Gum/flour paste, white paper/ packing paper/chart paper or any other paper.
<b>Decoration</b>	Natural material such as leaves and flower, sand stones and shells etc. Earthen pots, powder colour and gum, brushes, mitti/ chalk mitti, etc.
<b>Printing</b>	Potato/lady figure/ onion etc. White paper/ packing paper/ news paper.etc ink pad/ poster colours/ powder colour and gum, knife etc.
<b>Clay modeling</b>	Potter's clay/ pond clay and improvised modeling tools.
<b>Construction</b>	chart paper,thick paper etc(Models, Masks, scissors, thread,powder puppets etc) colours and gums.
<b>Song Music</b>	Costumes used in local dances.

### CLASS III

#### Drawing and painting

Simple scenes/ situations such as woman with pitcher, flying kites, parents , scenes from nature.

Drawing/ painting any scene of flag hoisting ceremony, drawing/ painting scenes of fair etc. Using local art forms and media, draw any scene or situation from imagination, make painting from imagination, make collage of objects or decorative patterns, arrange cut out shapes in different compositions, simple scene or situation of one's interest.

**Collage** Simple collage of birds, flowers, hut or any pattern of one's choice. Picture cut outs of different objects-living and non-living in simple composition. Pictures cut-outs of great leaders, Collection of cut-outs of freedom fighters .Make floor decoration with locally available material, decorate earthen pot with design inline, pictures cut-outs of objects like flora and fauna and composing them into collage.

**Decoration:** Simple design on the floor. Simple design on earthen pot in two colours. Traditional motifs/ patterns of floor decoration and pottery painting. Make pattern/ design on paper surface by stamping potato cut shape in one colour.

**Painting** Stamping with shape on half cut potato on a paper surface.

**Clay Modlling:** Modelling of simple objects in clay such as fish , bird , reptile.

**Construction** Simple model as cap ,well box etc. Simple stick puppets of humorous Character.

**Songs and Music** Folk songs and other popular songs related to life of the community, singing of patriotic songs. Singing of folk songs and performing of folk dances. Singing songs of national integration. Pictures /charts of different musical instruments common in

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the community , perform folk dance related to festivals and seasons. Identify characteristics of local folk dances /pictures /cut-outs of traditional musical instruments.

### **CLASS IV**

#### **Drawing & Painting**

Simple scenes/situations, such as the sun and mountains, flowers and butterfly, an animal with its calf, any scene of a fair/festival or any other situation from the local environment.

Drawing/painting any scene of national day celebration, drawing/painting of any natural scene, draw scenes/ situations from imagination, Make painting from imagination

Make collage depicting decorative pattern, make collage on suggested topic, make composition with cut-out shapes. Simple scenes of situations of individual are liking.

#### **Decoration**

Collage of any scene/ idea/ decorative pattern of one's liking, collage of object/ scene such as, butterfly on a flower, hut and tree shapes/, mother and child etc. Compositing cut-outs of natural objects like flora and fauna pictures.

Composition of cut-outs shapes/pictures.

Arranging cut-outs to depict any scene of freedom struggle, Composition cut-outs of natural objects like flora and fauna.

Make floor decoration with locally available material like decorative design on thick paper/ cardboard.

Decorate earthen pot with pattern of lines and circles.

Print design on paper by stamping cut-out shapes on vegetables.

Make simple objects in clay from imagination.

Make simple objects of clay on suggested topic.

Pattern design in cut-out on vegetables.

#### **Clay Modelling**

Modelling objects in clay

Simple objects such as birds, animals and human beings

Construct models of things seen in day to day life.

Make different masks with cardboards.

#### **Construction**

Simple models of objects seen in day to day life such as cart (bullock), bus, house etc.

Simple masks with cardboard such as joker, animal.

Simple puppets of different character.

Making masks and puppets by using traditional forms and shapes.

### **Songs and Music**

Folk songs, ceremonial and popular songs/ songs of adjoining states/Uts.

Perform local folk and regional dances. Identify characteristics of regional classical dances.

Participate in creative drama based on any imaginary situation.

Appreciate folk and classic songs and tunes.

### **Dance**

Dance local folk and regional pictures charts of regional classical dances.

### **Drama**

Portraying different situation of community life such as harvesting time, post office, street fight.

Role play of different characters

Perform simple dance drama.

Discuss drama played in community.

Participate in displaying art work

Simple dance-drama on poems depicting nature discussion on dramas.

## **CLASS V**

### **DRAWING AND PAINTING**

Suggested themes from daily occurrences, events, such as sun-rise, boat in river, village scene, a fair, market, rainy day, any theme based on story in the textbook, any event in freedom movement, painting on topic/theme/scene as above.

Drawing/painting any scene of national day celebration like Independence Day, Republic day, etc.

Drawing/painting any scene of India's Freedom Struggle based on story/local tale or any scene related to fair, festivals, nature's landscape.

Draw scene or situation from imagination, make painting on idea or scene from imagination, make collage to express idea, painting on any idea/scene from imagination.

### **COLLAGE**

Simple collage depicting idea/scene decorative pattern, etc.

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Make collage on suggested themes .

Simple collage depicting a natural scene such as, river side, hawker, farmer, animal in the field, bird in the cage, Cut -outs of national-leaders.

### **DECORATION**

Decorative design on floor and cardboard, decorate earthen pots of different shapes with simple geometrical pattern, using traditional motifs and patterns for floor and pottery, decorations, make design with stencil, make simple object of clay from imagination, make simple object of clay on suggested topic.

### **CLAY MODELLING**

Simple objects in clay on the suggested topics, such as mother and child, cow, birds etc.

Construct model depicting objects seen in day-to-day life.



Model of school building , health centre, railway station, etc.

### **SONG AND MUSIC**

- Practice tals, layas and mantras of Indian Music.
- Singing and appreciating regional songs.
- Element of tals, layas, mantras in the songs of Indian music.

### **Dance**

Different regional folk Dances.

Performing and appreciating a variety of folk dances.

Play role of different characters from stories, participate in creative drama, role to depict events related to railway station, mock panchayat, assembly etc. Playing different roles, Role playing to depict various situations/events, discuss dramas seen in community and participate in the art exhibitions, planning and organization of art exhibitions.

### **PHYSICAL AND HEALTH EDUCATION**

Physical Education contributes to not merely the physical development of child but have positive impact on psychological and mental development as well. Playing group games have positive impact on individual self esteem, promoters better interaction among children, imparts values of co-operation, sharing and to deal with both victory and defeat. Also Yoga practice contributes to the over all development of the child and various studies have shown that it contributes to flexibility and muscular fitness and also corrects postural defects among school going children. Besides, it plays an important role in improving cardio-vascular

efficiency and helps to control and reduce excessive body fat while contributing to the overall physical and health related fitness.

Conventional thinking places undue emphasis on the role of health education that stresses on behavioral change as a means to improving the health status of children. Health education is not merely giving information about diseases, their transmission and prevention but needs to relate it to the kind of health problems that children and community face. The causes of these diseases are not merely biological but have strong social and environmental dimensions as well. Given the multi-casual understanding of health, many health education concepts are being dealt by various subjects in the school curriculum that includes environmental studies, language, social science, science and physical education yoga and population education. This calls for greater interaction and coordination between subject teachers that cover concerned with health and physical education. This needs to be graded according to the developmental needs and intellectual ability at different levels of schooling. At primary level the focus could be much more on individual and environmental hygiene and provision of midday meal and health check ups.

### **OBJECTIVES**

- To promote physical fitness.
- To develop fundamental skills such as walking, running, jumping and throwing.
- To promote means of self-expression and to contribute to mental and physical health.
- To develop healthy habits such as sleep, food, exercise and hygiene.
- To inculcate the sense of correct posture.
- To cultivate traits such as discipline, courage, devotion, respect and confidence.
- To develop active interest in sports and games.
- To promote the sense of worthy use of leisure time.
- To provide opportunities for participation in meet, competitions and recreational and adventurous activities
- To develop attitude of co-operation, sportsmanship, fair play and team spirit.
- To develop sense of responsibility, patriotism and spirit of self-sacrifice.
- To promote the sense of helping others.
- To provide means of relaxation from more formal aspects of school programme.
- To provide opportunities for pleasure and satisfaction through physical activities.
- To develop leadership and self- reliance.

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- To help the promising and talented pupils to improve their performance to the optimum level through specialised coaching and training.
- To develop the sense of brotherhood and friendship.
- To develop the sense of humour.
- To develop proper understanding of hygienic and proper food and nutrition habits.
- To acquire knowledge and skills of safety and first-aid.
- To develop creative thinking.
- To help the child to realize the importance of good health.
- To develop neuromuscular coordination and physical skills.
- To develop physical power through exercise of the large muscles and vigorous play.

### CLASS – I

#### 1. Free Movement

- Walk - in a line, in a circle
- Run - in a line, In a circle
- Jump - forward, backward
- Walk - on toes, forward, backward, sideward.
- Jump - on to bench/stop over/any small obstacle.

Free hand exercises- arm, trunk, neck and leg exercises.

#### 2. Rhythmic

- a. Fundamental Movement (with music wherever possible or to the accompaniment of a drum)
- b. Walk, hop, jump, run, leap-these can also be done with coloured braids or ribbons, balls, hoops, flags and handkerchiefs etc.
- c. Locomotors co-ordination: Walk and hop, walk and leap, hop and side walk, gallop and walk.
- d. Action songs: Imitate harvesting, milk maid and boatmen's songs and regional songs.
- e. To stimulate children's observation: As if you' are walking on pine: Move like a snake, Strut like a peacock. These movements should be done to the tune of music.
- f. Dances-any two:
  - 1) Imitative dance-Imitation of nature: Swaying of tree-tops, Falling of rain Drops, Birds In flight etc.

- II) Work dances - i.e. occupational dances, : harvesting, plucking of flowers, rowing and fishing, wood- cutting,
- III) Nursery Rhymes with dance -Rhymes- Pertaining to the region or state, or the conventional English Rhymes.
- IV) Other dances: Teacher and Class dance. Individual dance, Follow my leader dance - Teacher's active participation is absolutely necessary for this age group.
- 3. Imitation , Story plays and Mimetic (only two):**
- a) Imitation: elephant, frog. Rabbit, lion, train motor car, aeroplane etc.
- b) Mimetic-dog, cat. Horse gallop, elephant walk.
- c) Story plays: fox and the grapes, Thirsty crow, Monkey and the capseller, Woodcutter and the golden axe.
- 4. Small Area Games**
- (a) Cat and rat (b) Snatching the tail (c) Beanbag toss (d) status (e) Follow the leader (f) In the pond, on the bank.
- 5. Development Skill:**
- Ball skills- Free plays
- Ball skills - Rolling the Ball, Bouncing the Ball, catching and throwing the Ball.
- 6. Gymnastics:**
- Running at signal to find a lonely place ,arm circling ,waving body like branches of a tree, balancing on one leg, swinging arm, action on riding a bicycle. walk.
- 7. Simple Combative:**
- Hand push. Hand Pull, Line Pull. Back to back pull. Back to back push.
- 8. Health Education:**
- a) *Personal Hygiene:* Chorus, action songs done to rhythm, combing hair,leaning of teeth, washing hands etc. Group activity for children to check up personal cleanliness of teeth . combing hair, cleaning hands, trimming nail.
- b) *Environmental Hygiene:* Cleaning the class room.
- c) *Food, Sanitation and hygiene:* Advising children not to eat food stuff exposed or dropped on the ground. Advising children not to buy eatables from hawker; encouraging children to wash hands before eating and clean their mouth after eating.
- d) Encouraging children to develop good habits, correct posture while sitting, standing, walking, reading and carrying load, rest or sleep at proper time and not to

continue activity for a long time.

## CLASS II

### 1. Free Movement:

- (a) Walk/Run-Zig-Zag.
- (b) Jump-sideward, upward.
- (c) Walk on heels - forward, backward, and sideward. Climb a rope/ladder /staircase. (d) Jumping over different obstacles: Free hand exercises - arm, shoulder. Leg and neck exercises and trunk bending forward / backward.

### 2. Rhythmic:

- (a) *Fundamental movements (dance)* Balancing on toes- step-close, step-hop

1                      2                      3 hop

heel - to- step- pause

I                      2                      3                      4

Use these steps to make up small dances.

- (b) Action to-be performed to rhythm body coordination, bend and stretch, swing,push, punch, pull, strike and dodge.
- (c) Action songs: Imitate regional songs (any three).
- (d) Imaginative dance (any two): With the help of the teacher make up stories with occupational actions and set them to suitable music.
- (e) Dances with apparatus: (Any Two)
  - 1. Fan Dance Formal dance actions are set by teachers to suitable music
  - 2. Ribbon Dance
  - 3. Scarf Dance
  - 4. Ball Dance
  - 5. Bouquet Dance
- (f) Interpreting Music - Any one  
Teacher and Class Dance, Solo Dance, Small Group dance, Partner Dance

### 3. Imitation, story plays and Mimetic: (Any three from each) :

- (a) Imitation-washer-man, potter, engine, ball catch and throw.
- (b) Mime-ducks, Bears, Tongs, bell ringing, hawkers, airplane, train.

(c) Story plays - trip circles, visit to river, visit to a fair.

**4. Small Area games and Lead Up Games : (any two)**

- (i) River of the circle
- (ii) Crocodile can't catch me.
- (iii) Blindman's buff
- (iv) Simple Tag & Variations.

**5. Gymnastic:**

Moving the body and arms freely. leap frog. forward roll, backward roll.

Free hopping - forming line, circle. Action of beam, back reach, trotting like a horse.

**6. Simple Combative:**

- Back to back lift. Take of the trial.
- Back to back stick pull. Pushing into pit.

**7. Health Education**

(a) Personal Hygiene

Chorus practice of combing hair, cleaning teeth, cleaning hand and feet trimming nails. Group practice once in a week, cleanliness of ear and eyes.

(b) Environmental Hygiene

Cleanliness of school surroundings, advising children not to buy exposed cut fruit and sweets from shops and hawkers. Encouraging children to wash hands and feet before eating, exercise, rest and sleep, Variety of food items and correct eating for good health. Encouraging habit of exercise, rest and sleep.

- (i) Taking rest after exercise/play.
- (ii) Going to bed at regular timing.
- (iii) Correct posture-sitting, standing, walking, reading and carrying loads.

**CLASS III**

**1. Free Movement**

Repeat the previous class work.

Exercises for trunk-bending. Twisting, throwing and catching, kicking. lifting.

**2. Rhythmic Activities (Any three dances)**

- a) Group dance. folk dance of the region.

- b) Action song of the region.
- c) Simple exercises done to music to make the body supple and to maintain balance parts of hand progression.

Part of Foot progression

Arm lines 4 No's. Arm lines with a step.

- d) Story dances-pick out stories pertaining to the region and mime the story to music (any two)
- e) Interpreting music, individually with partners and groups

### **3. Imitation, Mimetic and Story Plays**

- a) Imitation-revise the previous class work. Beggar, old man , soldier. Doctor , buffalo, monkey, boat.
- b) Mime- repeat the previous class work. Bird fly, bear, camel, lamb, lion, grinding mill, bus car.

### **4. Small area games**

Repeat the previous class work, Raja-Rani, lion and the cave, find out the leader, comic tag, number game.

### **5. Gymnastics**

Repeat the previous class work, rabbit jumping on the signal, developing the posture of sitting, standing, lifting, bending and stretching, straddle jump and crouch, sitting on signal, forward/backward roll, monkey walk, cart wheel.

### **6. Simple Combative**

Revise the previous class work-drake fight, cock fight, lame duck fight.

### **7. Health Education**

- i) Personal Hygiene: Developing habits of
  - a) Using clean comb, towel/ clean piece of cloth for the maintenance of personal cleanliness.
- ii) Environmental Hygiene

Adequate coverage is given in environmental studies, so it is not being repeated here.
- iii) Food, sanitation and hygiene

Adequate coverage has already been given in environmental studies, so it is not repeated here.

Learn to eat variety of food, sanitary care in preparing, cooking, serving and eating.

- iv) Exercise, Rest and sleep
- v) Developing habit of taking rest after playing and going to bed each night at regular timings.
- vi) Demonstrating and practicing correct postures for sitting, standing, walking, reading writing and carrying load.
- vii) Immunization and safety
- viii) Participation in immunization programme against communicable diseases in general and with special reference to tetanus.
- ix) Practicing safety rules in home, school, on the road and in play field.
- x) Reporting injuries/ accidents to teachers/adults without any delay/panic and taking further action as per their advice.

#### Class IV

##### 1. Free Movement

Swinging of arms, legs; various movements like walk, jump, throw.

##### 2. Rhythmic Activities

- a) Progression of exercise done in the previous years plus forward and backward progression. Sides bend progression- Arm lines, arms lines with step.
  - b) Exercise on balancing bench- Ability exercise: walking, running, sliding, balancing, leg swinging, forward and backward to the tune of music.
  - c) Dance, drama, make up stories with theme.
  - d) Interpreting Music, solo dance, partner dance, group dance
  - e) Folk dances: Folk dances of other regions and states.
3. **Lead up games:** Circles, Kho- kho, pin football, football, cricket, tennis ball, kabadi.
4. **Small area Games:** Repeat the previous class work, crows and cranes, fire on the mountain, chair tag, find your partner.
5. **Gymnastics:** Repeat the previous class work, shoulder roll, cart wheel, balance walk, double roll, and wheel barrow.
6. **Simple combative:** Revise the previous class work, hand wrestle, push of the bench, stepping on toes, knee slap.



**7. Health Education:**

- i) Personal Hygiene-Developing habits of
  - a) Washing hands after toilet
  - b) Avoid walking bare foot especially while going for urination and defecations to avoid worm infection.
  - c) Taking bath daily or as often as possible to be attractive to others and to have a feeling of freshness.
  - d) cleaning teeth every morning and immediately after food and also before going to bed.
- ii) Environmental Hygiene:
  - a) Drinking only clean water and helping to keep the drinking water clean and safe.
  - b) Avoid taking bath or washing clothes and cleaning utensils in drinking water courses.
  - c) Always using urinals and sanitary latrines for call of nature.
  - d) participating in cleanliness campaigns, washing hand, face, feet after doing cleaning job and not accepting any food or drink before wash.
- iii) Food, Sanitation and Hygiene
  - 1) Observe healthy and clean eating habits at
  - 2) Regular hours
  - 3) No hurry or no worry while eating.
  - 4) Cheerful disposition.
  - 5) Limiting eating between meals.
  - 6) No overeating.
    - b) Eating food suitable to ones need for different seasons.
    - c) Encouraging not to waste food and to clean food utensils properly.
- iv) Exercise, Rest and Sleep
  - a) Taking rest when tired and fatigued.
- v) Immunisation
  - a) Willingly accepting the immunisation arranged at the school
    - i) Safety and First Aid

Observing following safety rules while playing and working:

- a) Staying at safe distance from fire, river, well, pond and other water sources.
- b) Walking on the safer side of the road. street and lane.
- c) Refrain from playing with sharp instrument like knife. Scissor, blades. Broken glass pieces: and sharp pointed articles.
- d) Observing the basic principles of First aid like notifying the accidents to the near by adult, to give a helping hand to the injured etc.

**CLASS- V**

**1. Free Movement Exercises**

Walking, Jogging, Running, Jumping, Skipping

**2. Free Movement Exercise (4 tables to be taught)**

1).Arms 2). Legs 3). Trunk 4). Shoulder and head

**3. Marching in a line, right turn, left turn.** Marching in three.

**4. Yogic Asaans -1) Padmasan 2) Vajrasan 3) Paschimotasan 4) Taarasam 5) Chakrasan**

**5. Rhythmic**

a. Folk dances and folk song (any three dances and any three songs)

b. Apparatus drill

1. Lazium 2. Wand 3. Dumble 4. Ribbon 5. Kolatum dance (any two)

**6. Games** Kabaddi ,Mini Basket Ball , Kho Kho ,Mini Volley Ball, Foot Ball, Badminton ,Hockey, Swimming (Optional) Cricket

**7. Athletics** Boys: 100, 200, 400, Meter Race. High Jump and Long Jump.

Girls :50. 100, 200 Metre Race, high Jump and Long Jump.

**8. Throws:** Ball, Throw (Cricket Ball) Obstacle Race(50 Metres)

**9. Simple Combative:** 1. Cock fight 2.Hand to hand push 3. Back to back push 4. Shoulder push

**10. Gymnastics:** Revision of previous course. Hand balance. leg balance, through vault, Knee work, dive and roll, Front roll, Back roll, Pyramids.

**11. Small Areas Games:** Dodge Ball, standing Kho, touch and run, keep the ball up.

**12. Health Education:** Repeat the previous course.

- 13. Personal Hygiene:** Cleanliness of hair, nails, teeth, hands and clothes, Formation of good health habits. Importance of rest, sleep, relaxation. Growth and development of boys and girls.

Family relation: Community relation and Health General Hygiene

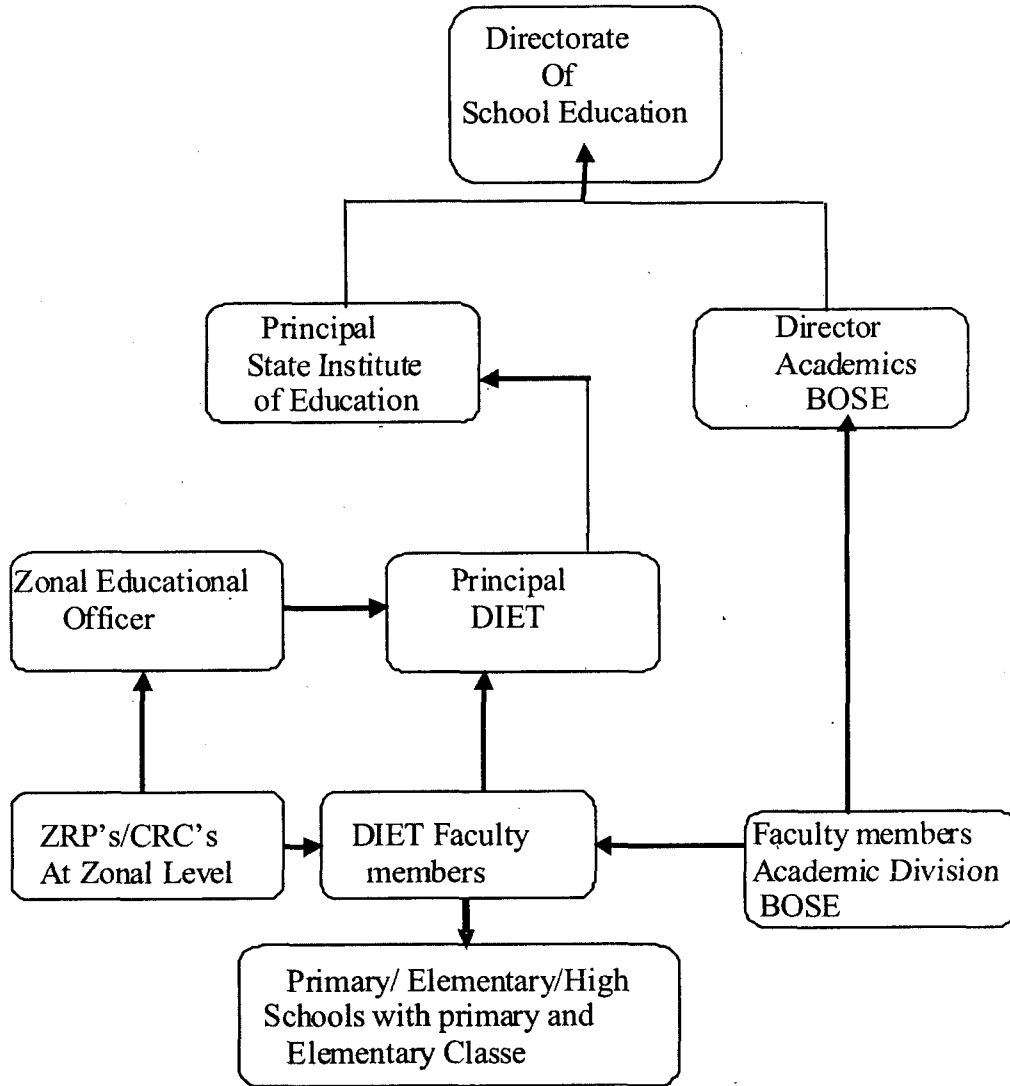
Cleanliness of living room, class room and school campus. First aid-care of injuries, habit of good posture, Knowledge of balanced diet.

**Monitoring Mechanism for efficient implementation of Continuous and Comprehensive Evaluation:**

Any scheme, however, efficient it may seem on papers will not yield the desired result in actual practice if it is not accompanied by a definite monitoring mechanism to ascertain its relevance or otherwise, its impact on the overall scheme of things. This is true of all the schemes and more so of Continuous and Comprehensive Evaluation since it concerns the moulding of human resource in its infancy. Continuous and Comprehensive Evaluation scheme was envisaged to overcome the drawbacks experienced over a period of time in absolute grading or awarding absolute marks at the end of a session which promotes rote learning in the class room rather than actual learning which has direct bearing on the life of a pupil. Besides, any scheme, once introduced invariably needs review and re-evaluation after a certain period of time to understand what is good in the scheme to be tenaciously adhered to and to see what is wrong in the scheme in itself and in the implementation of the scheme and what more can be added to it to make it more vibrant and more meaningful. For implementation of Continuous and Comprehensive Evaluation at primary level the following monitoring mechanism is suggested:

Continuous and Comprehensive Evaluation for Classes I to V will be monitored by Zonal Resources Persons and faculty members of the District Institutes of Education along with the faculty members of Academic Division of Jammu & Kashmir State Board of School Education. They will ensure that Unit assessments and Term assessments are held as per the guidelines of the scheme. They will check that Teacher Record Register, Remedial Teaching Register, Result Register are maintained regularly and the entries are made in each register immediately after the completion of Unit and Term assessments instead of filling up of the columns at the end of the academic session which is the current practice. They will report their findings to the Zonal Education Officer who in turn will furnish the report to the Principal of District Institute of Education. The Principal of District Institute of Education, will in his turn, submit the report along with his observation to the Principal of State Institute of Education and he will make the report available to the Directorate of School Education. Similarly the faculty members of Academic Division of State Board of School Education will submit their report to the Director Academics. The Director Academics along with the representative

of the Directorate of school Education will monitor the effectiveness of the scheme and its impact on the over all educational scenario of the province. They will from time to time suggest the measures to be taken so that Continuous and Comprehensive Evaluation is implemented in letter and spirit and the scheme yields the desired results.





**Name of the School  
Certificate of Achievement**

Enrolment /Admission No:- \_\_\_\_\_ Roll No:- \_\_\_\_\_ Name of Student:- \_\_\_\_\_ Class:- \_\_\_\_\_  
Date of Birth:- \_\_\_\_\_ Father's Name:- \_\_\_\_\_ Mother's Name:- \_\_\_\_\_ Residential Address:- \_\_\_\_\_

Part -A

Assessment & Weightage	First Assessment Unit I	Second Assessment Unit II	Third Assessment Half yearly Assessment Term I	Assessment of U I+U II +T I	Grade of First Term	Fourth Assessment U III	Fifth Assessment U IV	Sixth Second Term U III+U IV	Total
<b>Subjects of Curriculum</b> Max Marks/Marks Obtained	10%	10%	30%	50 %	50 %	10 %	40 %	50 %	100 %
i. First Language (Kashmiri/Dogni/ Buddhi)									
ii. Second Language (Urdu/ Hindi)									
iii. English									
iv. Mathematics									
v. Environmental Studies (Science)									
Grand Total									
<b>II Achievement in activity related areas</b>									
1. Art Education									
2. Health & Physical Education									
3. Work Experience									

Term	No of working days	No days attended	%
1.			
2.			
<b>Total</b>			

Result	
I Term	Final Assessment
_____	_____
<b>Remarks</b>	

## Result Register

Name of the School: \_\_\_\_\_

Class: \_\_\_\_\_

Name of Pupil:

Father's Name:-

Mother's Name:-

Date of Birth:-

Cluster Roll No:-

Class:-

Section:-

Class Roll No

Admission No:-

Session:-

Residence:-

### Part A

#### Achievement in Academic & Activity Related Areas

a. Scademic Subject	First Term					Second Term				Aggregate of Assessment of (F1+F2)	Grade based on total of Marks of 1st & 2nd Term secured in CW=(CW1+CW2)	Overall Remarks
	U1	U2	Term Ist	Assessment of First Terms F1 = U1+U2+T1	Course Work CW1	U3	U4	Assessment of 2nd Term F2 = U3+U4+T2	Course work CW2			
Max Marks												
Marks Obtained												
1. Gen. English												
2. Mother Tongue												
3. Third Language												
4. Mathematics												
5. Environmental Science (Science II)												
			Th Pr	Theory/ Practical				Theory/ Practical		Theory/ Practical		
b. Activity Related Area												
1. Work Experience												
2. Art Education												
3. Health & Physical Education												

Signature of  
In charge  
School Exams.

Overall result

Signature of  
Principal/  
Head Master of the Institution

**Suggestive Time Table**

	I English	II English	III Mathem- atics	IV Mathem- atics	V Urdu/ Hindi		VI Mother Tongue	VII E.V.S. (I)	VIII Work Exp.	IX E.V.S. (II)
<b>A S S E M B L Y</b>						<b>RECESS/MID DAY MEALS</b>				





**The following Rating Scale may be used to  
Evaluate Co-Curricular Activities, Personal and Social Qualities.**

<b>I. Regularity</b> a. % age of attendance	Always regular 91 to 100 percent	Regular most of the times 81 to 90 %	Usually regular 75 to 80 %	Often irregular 31 to 74 %
<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>II. Punctuality</b>	Always punctual 91 to 100 %	Punctual on most occasions	Usually punctual 75 to 80 %	Often late 31 to 74 %
<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>III. Discipline</b>	Always obeys rules & regulations, accepts the role assigned to him & asks others to do the same, is courteous	Obeys rules & regulations most of the time, knows responsibility but not always courteous	Usually obeys rules & regulations & knows his responsibility	Occasionally obeys rules & regulations but not courteous
<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>IV. Habits of Cleanliness</b>	Always very clean & neat personally, careful about social cleanliness & prompts others to be same	Quite clean most of the time personally & cares about social cleanliness	Usually clean personally & cares about social cleanliness	Usually clean personally but never cares about social cleanliness
<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

CCE I-V

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[REDACTED]

<b>1.Regularity/Punctuality</b>	participates regularly & punctually	Participates regularly but not punctually	Participates very often but neither regularly nor punctually	Rarely participates
<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>II. Correctness in pronunciation</b>	Highly correct pronunciation, most appropriate pauses, extremely faithful in reproduction of matter	Most correct pronunciation, most appropriate pauses, faithful reproduction of matter	Partially correct pronunciation, partially appropriate pauses, rather faithful reproduction of matter	Needs frequent guidance/ intervention
<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>III. Modulation of voice</b>	Highly appropriate pitch, strength & clarity	Mostly fluent & gestures appropriate	Partially appropriate pitch, strength & clarity	Needs frequent guidance/ intervention
<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>IV. Gestures</b>	Highly appropriate & adequate gestures	Mostly fluent/ appropriate gestures	Rather fluent & gestures	Rarely appropriate gestures
<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>V. Emotional appeal</b>	Highly appropriate to occasion	Most appropriate to occasion	Somewhat appropriate to the occasion	Needs frequent guidance
<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

