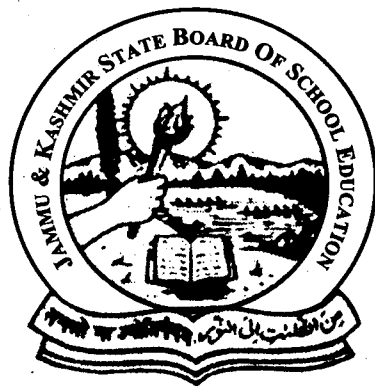


**Continuous and Comprehensive Evaluation**

**CLASS VI-VIII**

**2008**

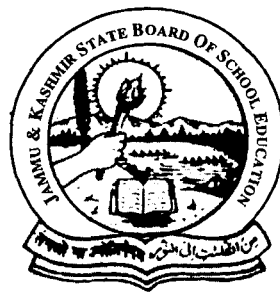


**The Jammu and Kashmir State Board of  
School Education**

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# Continuous and Comprehensive Evaluation Class VI-VIII

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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**

The Upper primary stage of pupil is equally important phase of learning, since the child still has the capacity, of course, not to the extent he has at the Primary level, but if taken care of in the right perspective, has a great ability to learn and remember. This stage is equally formative which has perennial effect on the development of child's personality. It is here that the deficiencies if left unattended accumulate and has serious repercussions on the future of the child's education and his over all personality. The common experience also shows that if the deficiencies at this stage are left unattended a child runs away from the system and finds refuge in some other undesired professions forcing them in to child labour and the aim of Universalisation of Education remains a distant dream. This should be serious concern of the policy planners, Educationalists, Academicians and the powers that be. Since at the Upper Primary stage children are getting their first exposure to certain new subjects, the policy makers have to be more cautious, presenting the curriculum in a more joyous and play way. Things become confusion compound when children are asked to appear in the Examination, which is usually taken as Damocles' sword hanging on their heads, thereby depriving them of the joy they would otherwise experience in the world of their school.

The main objective of Primary Education is to develop in children the basic skill of communication, numeracy, healthful living (along with basic concept of physical and social environment); life skill pertaining to world of play, work and culture and other social and personal qualities for all round development of their personality. This basic objective has not been fully realized because:

1. Efforts have so far been concentrated solely on nurturance of scholastic aspects for developing mental skills and little attention is paid towards activity related co-scholastic areas like work experience, Art Education and Health and Physical Education etc.
2. Policy of non-detention or automatic promotion has been adopted at classes I-V without introducing a sound procedure of evaluation to provide remedial teaching to pupils and constant improvement of teaching-learning process, and the learning gaps become more conspicuous in classes VI-VIII.

As a result, children remain weak in basic skills of communication, computation and other aspects of achievement. The revised National Policy of Education, 1986, the Programme of Action 1992 and above all the National Curriculum Framework-2005 has pointed out this short coming of our Education system and gave the directive about the 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 teaching.

## CCE VI-VIII

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The logic behind this directive is that if some abilities, skills and qualities are evaluated and reported, it will generate concrete action by the school to inculcate them.

It was in this context that the Jammu and Kashmir State Board of School Education introduced the scheme of Continuous and Comprehensive Evaluation in the schools of J & K.

In this scheme the term Continuous is meant to emphasize that evaluation of identified objects and aspects of student's growth and development 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 student's achievement, frequency of unit assessments, diagnosis of learning gaps, use of corrective measures or remedial teaching, re-assessment and feed back of evidences to teachers and students for self-evaluation. The second term Comprehensive means that the scheme attempts to cover both the 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 and
- d) Creativity, besides, skills of communication and computation. On the non-cognitive side it aims at assessing and promoting social and intra and inter personal qualities like regularity/punctuality, cleanliness, discipline, team work, leadership, hard work, inventiveness, creativity 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 the remedial help to the pupils.

The scheme is a curricular initiative and aims at shifting emphasis from instructions to education and nurtures the children in to good citizens possessing sound health, appropriate skills and desirable qualities, besides, academic excellence, thereby equipping them to meet the challenges of life with confidence and success.

### **Objectives of the scheme**

The objectives of the scheme are:

1. To make evaluation an integral part of teaching-learning process;
2. To use evaluation for improvement of student's achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial teaching;
3. To provide scope for self evaluation by teachers and students;

**CCE VI-VIII**

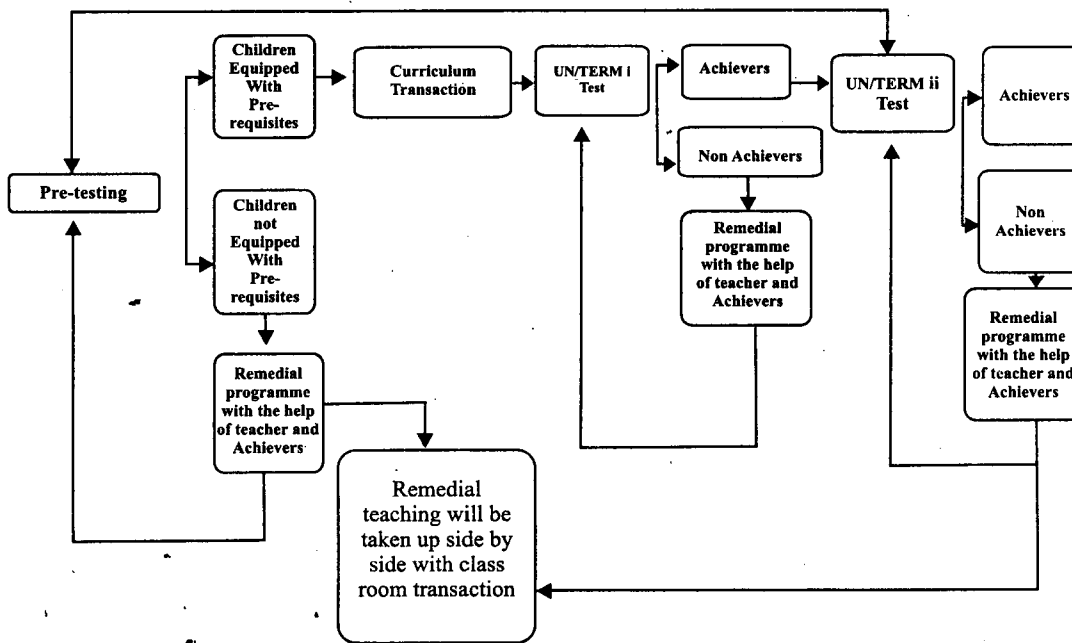
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4. To analyze evidence gathered about student's achievement to identify inadequacies in their learning and provide basis for remedial measures;
5. An attempt to maintain desired standards of performance using evaluation as a quality control device;
6. To include both scholastic and co-scholastic areas to assess growth and development of pupil using different techniques of evaluation;
7. To de-emphasis memorization;
8. To make teaching- learning child centered, activity based and joyful.

However, the present status of the scheme shows that it has not been taken in the spirit it was envisaged. The scheme has boiled down to the filling up of columns in the school register, that too for obvious reasons. The scheme has not been reviewed for a long time to assess what is good in the scheme to be adhered to and what more can be added to it to make it more vibrant and more meaningful. Moreover, the concept of remedial teaching has not been taken in the right perspective. The policy of non-detention has come to mean non-evaluation. Besides, if the scheme has not met the desired objectives that is primarily because of the lack of proper supervision and monitoring mechanism. The flow chart will make it clear how important remedial teaching is and if taken in the right perspective there will be no detention and the concept of quality education can be strived for a to greater extent:

**Following is the flow chart of the scheme**



## CCE VI-VIII

### Dimensions of the scheme

Subjects of the curriculum and time budget of them

Subjects	Periods per week
I. Academic Subjects:	
1. Mother Tongue	6.
2. Urdu Hindi	6.
3. English	12.
4. Mathematics.	12.
5. Environment Science I	6.
6. Environment Science II	6.
II Activity Related Areas:	
1. Work Experience	3.
2. Art Education	3.
3. Health and Physical	3.
4. Co-curricular Activities	3.
Total Periods/Week	60.

### Note:

- a) The academic session is presumed to be of 220 days maximum and 180 minimum.  
One period is envisaged to be of 35 minutes.  
 $35 \times 8 = 280$  Class room transactions
- b) While preparing the Time Table (A suggested Time Table is given as annexure to the document) on the basis of the above mentioned time budget, the Head of the institution shall make suitable adjustments within the overall framework to allocate time to:
  - I. Sub-Components of Science to inculcate in students different skills of science like observation, experimentation, field study etc;
  - II. Sub-Component of Social Science visit to different institutions like community centres, post office, banks etc, time for laboratory work, drawing maps etc.
  - III. Drawing and painting in Art Education.
  - IV. Games, sports, PT in Health and Physical Education



- V. Craft, embroidery, gardening, community Welfare in Work Experience (A student may be given choice of selecting any one ( or more ) activity from the activities offered by the school.

**Health Status-**

While the area of Health and Physical Education of the curriculum will be judging the skills/proficiencies acquired by the students in games, sports, PT etc, the health status will concentrate on those aspects which constitute the criteria for determining the physical health of the individual. The following aspects will be taken care of in this area:

- Height in relation to age
- Weight in relation to height
- Chest expansion
- Eye sight
- Hearing
- Physical disabilities, if any
- General condition of health

The teacher's responsibility in this area will be limited to general worth mentioning observations for being communicated to the parents /guardians on the above aspects of health of all students.

**Note:** In case of physically challenged students there is a separate provision available under Servashaksha Abhiyan like providing of spectacles, crèche, wheel chairs etc. It is obligatory on the part of teachers to inform the authorities about the physically challenged students and make these students avail of these facilities.

**Inter/Intra Personal Qualities and attitudes:**

All students will be compulsorily evaluated on:

- Regularity/Punctually.
- Diligence.
- Discipline
- Cleanliness

Students will be evaluate only when any worth mentioning evidences are available on the basis of observation in respect one or more of the following

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

## CCE VI-VIII

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Tolerance

Civic consciousness and cooperation

### Co- curricular activities and Interests

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

#### Literary Activities: Creative writing

Debating

Recitation

Speech making

#### Social and Cultural Activities

Drama          Scouting

Dance          NCC

Music          Red Cross

#### Evaluation

Evaluation in subjects of the curriculum

Five assessments are proposed

Type of Assessment	Percent of Total weightage in academic session	Term-wise weightage
<b>First Term :</b>		
Unit Assessment/I	10 %	} 50 %
Project Work		
Unit Assessment/Assignment/II	10 %	
Project Work		} 30 %
First Term Assignment (Half Yearly examination)	30 %	
<b>Second Term :</b>		
Unit Assessment/III	10 %	} 50%
Assignment/Project Work		
Second Terminal Assessment	40 %	

#### NOTE:

- Achievement levels and related skills in respect of the subjects of the curriculum will be evaluated

- b) Among First Term Unit Assessment I will take place before the first term of half-yearly assessment.
- c) First Tem Unit assessment II will take place before the first term or half yearly assessment.
- d) Second Term Unit Test III will take place in between the two terminal assessments.
- e) All assessments in regard to the subjects of the curriculum will be in terms of marks which will be converted into grades.
- f) As the grade for the first assessment will be on the basis of 50% weightage and the grades of the second assessment on the full (100%) weightage, the following conversion table could be used.

**Conversion Table:**

Marks- Range		GRADE	DEFINITION
50% Weightage	100% Weightage		
37-50	75-100	A	Excellent
30-36	60-74	B	Very Good
22-29	45-49	C	Good
17-21	33-44	D	Average
0-16	0-32	E	Below Average

- g) While First Term Unit assessment will cover the units/chapters for which these are given, the first terminal Assessment (Half yearly evaluation) carrying a weightage of 30% shall be based on the entire course meant for the first term including units/chapters covered through First Term unit Assessment, it shall be a formal closed book Assessment with components for oral assessment/open book examination.
- h) Second Term Unit Assessment shall be based on specified content of course and carry weightage of 10%. The Second Terminal Assessment (Annual Evaluation) of 40% weightage shall be based on entire second assessment course. For the purpose of diagonal linkage 10% of term first may be also assessed in term second.
- i) While assessing performance during first terminal assessment marks obtained in the two unit assessment, marks obtained during first assessment and second assessment will be added up.
- j) Subject-wise grades will be awarded on the basis of final assessment.
- k) For preparing merit list marks in different academic subjects shall be added and overall grade determined.

## CCE VI-VIII

- l) A student who gets 'E' grade in one or two subjects at the final assessment shall be given retest in the subject/s after vacation and after arranging remedial teaching classes. However, such students shall be promoted to the next higher class.
- m) Students who get 'E' grade in the final assessment in more than two subjects shall also be promoted to next higher class and reassessment will be done after arranging remedial teaching for such students.

### Note:

For evaluation written, oral or practical assessments may be used, in case of written assessment, it is recommended to use a combination of essay type, short answer, very short answered and multiple Choice (with a minimum of 4 alternatives) assessment. The following criterion may be followed in case of written assessment.

### Criterion for Written Assessment

S. No.	Form of question	Weightage	Time	Remarks
1.	Multiple choice	50%	30 minutes	No Choice
2.	Very short answer	30%	1 Hour	-Do-
3.	Long answer Type items	20%	1 Hour	Each question with internal and parallel Choice

### The scheme envisages the following Pattern of Unit/ Term Assessment

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

**Note: I.** For purposes of preparing merit list, find total marks secured by individual students in the academic subjects of the curricular

II. Unit test should not in any case affect the class room transaction.

**Evaluation of personal /social Qualities & Attitudes**

Three qualities (regularity/ punctuality, discipline and habits of cleanliness) have to be evaluated for all students and the rest of them are to be considered for evaluation only when some worth mentioning evidences about them are observed.

<b>Descriptive Parallel</b>	<b>Grade</b>
Excellent	A
Very Good	B
Good	C
Average	D
Poor	E

Evaluation has to be done on a five point scale based on the descriptive parallels of different grades:

These ratings are not meant to determine promotion from one class to another.

It is advisable not to use the grade 'E' in evaluating these areas.

**Evaluation of Co-curricular Activities and interests:**

Interests will be displayed through the co curricular activities with which the students would choose to participate in. Each student will be evaluated only in respect of his/her proficiency in the activity he/ she chooses in from among those listed under literary and cultural activities and provided by the school. However, every student shall be required to take up at least one activity.

<b>Performance level</b>	<b>Grade</b>
Excellent	A
Very Good	B
Good	C
Average	D
Poor	E

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The evaluation of proficiency or level of performance in the co-curricular activity concerned will also be done in terms of grades on a five-point scale.

Evaluation will be done just before both the terminal assessments, for the ratings to be indicated in the Certificate of Achievement/ Report Cards.

These ratings (Rating scale are given in annexure) will not be considered for promotion but the student will certainly get credit through superior ratings (if any) in the achievement Certificate/report card for admission to courses of higher study or for selection of jobs.

**Note:** Evaluation in Subjects for Curriculum and all other areas are to be recorded in i) the Result Register and ii) Certificate Achievement /Record card. (Performa enclosed in annexure of)

### **Unit Test:**

The unit Test approach aims at employing evaluation as formative, continuous and corrective process for improving instruction and achievement of pupils

A unit test can be formal, and informal, written or oral test based on specified content elements of one or more than one learning unit/chapter.

- I. It is based on small block of elements.
- II. It can be formal, informal, written or oral in which students may or may not be informed in advance to make any formal preparation.
- III. It is generally administered immediately after teaching –learning process and does not leave much scope for extra preparation by the pupils.
- IV. It does not create any fear.
- V. It is diagnostic in nature and reveals strengths and weakness of students as well as instructional programme.
- VI. It is flexible and the teacher can develop his own techniques and tools to assess the effectiveness of the instructional programme and the extent to which it is assimilated by the pupils.
- VII. It is continuous and ensures regularity and punctuality.
- VIII. It does not demand any extra time and can be administered in an informal way during the teaching period. It should not, as mentioned above, dis.

### **ASSIGNMENT & PROJECT WORK**

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

### **Objectives;**

- I. Develops habit of reading books, magazines etc.
- II. Acquire the skill of collecting and recording data/information from various sources.
- III. Interpret the data in the form of statement, tables, graphs, models, etc.
- IV. Translate verbal information in the form of graphs, diagrams etc.
- V. Communicate results/ideas.
- VI. Initiate discussion and express ideas.
- VII. Inculcate personal and social qualities.

### **Remedial Teaching:**

In view of non-detention policy at the upper 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 non-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 only taking additional classes during winter/summer vacation. Remedial teaching has to be integral part of class room transaction. Since the hard spots/learning gaps of a pupil become visible immediately after the Unit I we have to take recourse to the remedial classes. Though a teacher, from the very first interaction/ transaction can assess and know his pupil, however, it is only after the result of the Unit (I) assessment that hard spots and weaknesses/learning gaps/inadequacies 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 a mechanism for remedial teaching is that different days of a week be prescribed for different subjects, like for example Tuesday for Mathematics, Thursday for English, Saturday 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.

This remediation needs to be followed all through the academic session. Since the Unit assessment and Term First assessments 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. So the best remedial measures will be simultaneous remedial teaching along with the normal day-to-day class room transaction. However, if the deficiencies persist even after the remediation taken as envisaged above then remediation during winter /summer breaks becomes unavoidable. This 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 ZPR's and DRG's at zonal and District level, they may be used in this venture. It is also this component which will be involved in the monitoring mechanism also.

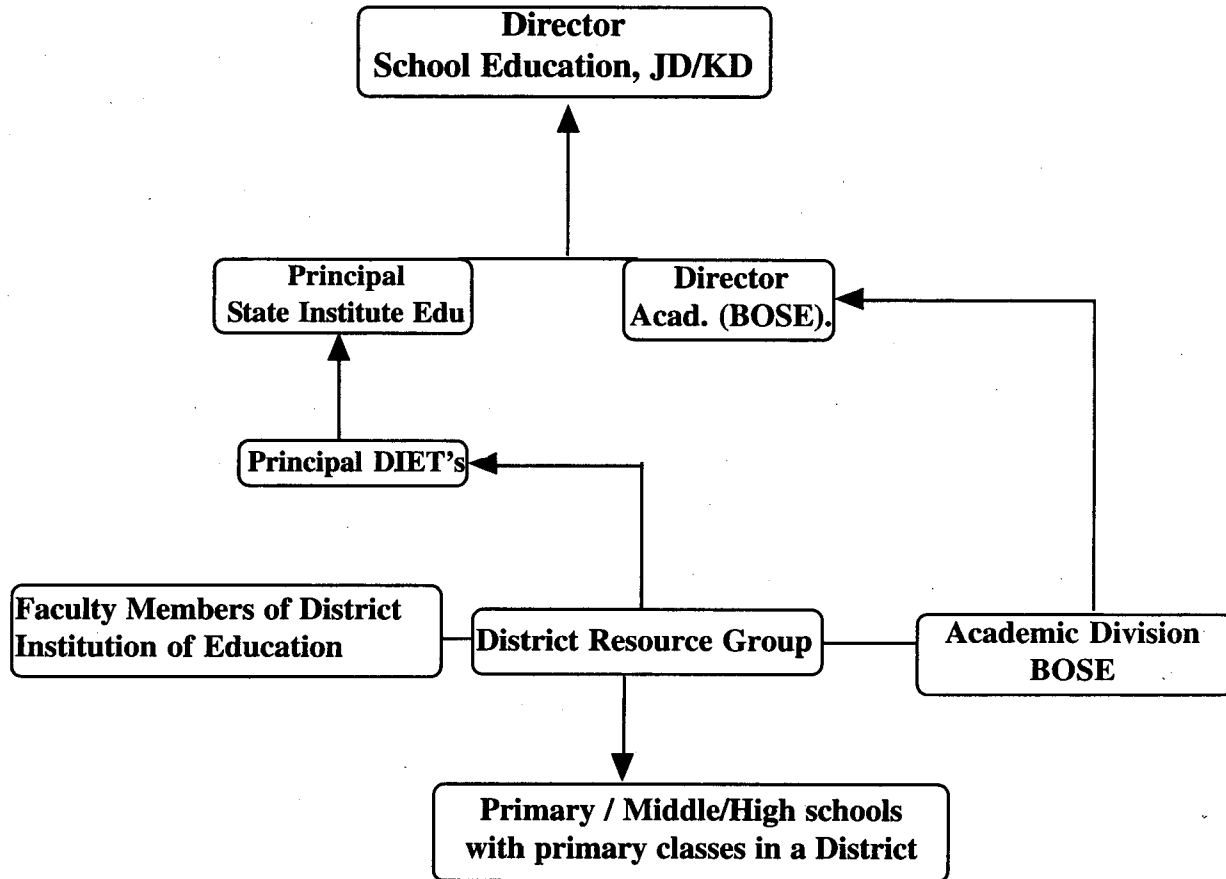
### **Monitoring Mechanism of Continuous and Comprehensive Evaluation:**

Stringent and tight monitoring mechanism is required to make the C.C.E scheme yield the desired results. Any scheme, however efficient it may seem on papers, will not have the desired effect if its implementation is not put on constant vigil to see what are the positive points in it to be adhered to scrupulously and what loopholes it has to be plugged in and what additional inputs it requires to make it more effective and vibrant. Following is the suggestive monitoring mechanism for Continuous and Comprehensive Evaluation for classes VI - VIII:

The implementation of Continuous and Comprehensive Evaluation will be monitored by the faculty members of District Institutes of Education in their respective Districts in collaboration with the District Resource Group 'DRG'. The faculty members will submit their report to the Principals of DIETS and they in turn will furnish the consolidated report to the Principal State Institution of Education and to the Academic and Curriculum Development and Research Wing of State Board of School Education. The inspection team thus formed will check the CCE Registers, Teachers Register and Achievement Cards, Remedial Teaching Register. Since an element of non-seriousness has crept in the evaluation of answer scripts, the inspection team will also check the evaluated answer scripts of class VI to VIII students. This may be done on random sampling bases. This will ensure the seriousness in the evaluation of the answer scripts. Any lapse in the evaluation will be reflected in the inspection report. The inspection team will also ensure that remedial teaching takes place side by side with regular class work transaction and will make sure that the proper record of remedial teaching is maintained and the same is reflected in the register meant for Remedial teaching to be kept handy in a school. The remedial teaching may invariably be reflected in the School time table.



The following chart will give an idea of the inspection and Monitoring meant for classes VI to VIII.



The Upper primary and Middle schools/ High schools with upper primary classes will be monitored by a team comprising faculty members of District Institutes of Education in their respective districts and the District Resource Persons along with the faculty members of Academic Division of the Board of School Education. The team will assess the implementation of Continuous and Comprehensive Evaluation Scheme in the schools of a district. They will ensure that all the registers pertaining to CCE are maintained, for example Result Register, Achievement Cards, Teacher Record and above all the register meant for Remedial teaching. They will prepare report in duplicate and DIET faculty along with DRG's will submit the report thus prepared to the Principal DIET and the Principal DIET along with his observations will furnish the report to the Principal State Institution of Education and he in his turn with his recommendations will forward the report to the Director School Education. Similarly the faculty members of Academic Division will submit the report prepared jointly by DIET faculty, DRG's and faculty members of Academic Division to

## CCE VI-VIII

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Director Academic Jammu & Kashmir State Board of School Education. The Directors will peruse the reports at their level annually and will recommend for further improvement of the scheme.

The monitoring team will ensure that CCE registers are maintained properly particularly the Result Register is updated after every Unit/ Term assessment and the Remedial Register is kept updated on daily basis. The Remedial Teaching Register invariably should bear the names of the students and the names of the teachers / GRD's or DIET faculty whose services are availed of in the remedial teaching. The Head of the Institution shall put his signature in the register daily and will closely monitor the progress of these slow learners who are given this remedial teaching. The register shall be checked by the inspection/monitoring team. The team will report how many students are given remedial teaching, how many teachers or DRG's were engaged in this remedial teaching and how much improvement is made by the students given the remedial teaching. However, this is to be borne in mind that the learning gaps/inadequacies whatever found the these slow learners need to be plugged in at this stage and in no way should these be allowed to accumulate or spill over to the next class. Accumulation of these learning gaps and inadequacies will in all probability become irretrievable at later stage or if left unattended will reach to the point where no correction is possible. The end result of this remedial teaching is to be monitored assiduously and is to be taken in all seriousness.

### **WORK EXPERIENCE**

#### Essential Activities

The nature of activities selected for the purpose should be such as can be performed by all the schools offering upper primary stage education. By and large, the activities should lead to the improvement of nutrition, health, sanitation, productivity and economic status of the community. These activities could be selected from the following list which is only suggestive.

1. Maintaining cleanliness at home and in the neighborhood.
2. Cleanliness and maintenance of the classroom and school premises.
3. Keeping sources of water in the community safe and clean.
4. Looking after sanitary disposal of waste material during festival.
5. Washing and ironing of school dress.
6. Helping in the cleaning of poultry house/cattle shed in rural areas.
7. House decoration on special occasions such as festivals, marriages and birthdays.
8. Organising community service programmes for road repair, tree plantation and cleaning of surroundings in a village/slum areas.

9. Helping parents in looking after younger children in the family.
10. Maintenance of personal and household accounts, payment of household bills( electricity, water, telephone and newspaper etc.)
11. Making small purchases for self and family.
12. Coaching primary children including younger brothers and sisters who are weak in studies.
13. Measuring height and weight of school children and recording them.
14. Preparation of charts and posters indicating causes, symptoms, treatment and prevention of common diseases such as malaria, bird flu, influenza, diarrhea and dysentery.

### **ELECTIVE PROGRAMME**

At the upper primary stage of education the learning and mastery of skills become more important than at the lower primary stage. At this stage a large number of activities in related areas may be put in such sequence that they assume the form of a project to be completed over a given span of time ranging between one to three years. The choice of activities and projects should be such that the needs of students and the community are met keeping in view the maturity level of children of a relatively mature group of 11 to 14 years. A suggestive list of such projects is given below

1. Maintenance of school premises whitewashing of school building, polishing doors, windows and furniture, caning of chairs and repair of school furniture.
2. Maintenance work at home –whitewashing, polishing and repairing etc.
3. Care of clothes preparing and washing soap and detergent powder, washing of cotton and terricot clothes, ironing , mending and storing of clothes.
4. Preparation of stationery items such as exercise books, practical exercise books, drawing notebooks, etc.
5. Book binding, stitching ,cutting ,cover page printing etc.
6. Repair of cycle/stove and simple domestic appliances.
7. Making of chalk , ink duster, brooms, waste paper baskets , dustbins for use in the school.
8. Cooperative management of school canteen.
9. Making of toys , puppets , etc. with waste material of home decoration or sale.
10. Making off-cardboard boxes, wedding and greeting cards, etc.
11. Plumbing –changing washer, plugging leak, fixing a tap.

12. Garment making , spinning weaving, cutting stitching.
13. Preparation of wall plates and decoration pieces out of plaster of paris.
14. Woodwork making of name plate, book rack, wooden tray, side table etc.
15. Raising ornamental plants in pots.
16. Growing medicinal plants.
17. raising vegetable in small pots.
18. Preparing plants through vegetative propagation, cutting, budding, grafting etc.
19. Making of fruit juices, syrups, and squashes etc. for household consumption and sale.

### **ART EDUCATION**

#### **Objectives:**

1. To help the child sharpen his perception and observation of his physical and social environment.
2. To help the child use his own imagination and development of his own concepts and expression through exploration and discoveries of his visual media and techniques.
3. To develop in child a sense of organization and design i.c. aesthetic arrangements permitting all life.
4. To help the child achieve an alround growth as an individual and as social being in tune with our culture.
5. To give the child deep and lasting enjoyment of Art that may persists in his adult life.

### **SUGGESTED ACTIVITES OF CREATIVE ARTS.**

#### **Integrated approach**

1. Puppetry and drama are good examples of integrated art forms which can later meet the varying forms of students. within these forms there are aspects of script writing , music, dramatization, drawing, modeling, and other stage crafts.
2. Dramatic activities for school must not be imitated from professional adult 'Theatre' techniques with expensive lighting, stage setting, make up, etc and all these should be improvised in class room situation.
3. All the students in a group may discuss social and school issues and develop scripts,. Students interested in modeling and drawing may make puppets and or/ costumes. The materials for these may be drawn , as far as possible from rags and other local resources. Students who have interest in music and movement may suggest such aspects of drama.
4. If the play is related to some social issues, students can organise awareness programme for the community at large.

5. Apart from integrated activities the school art programmes may include:
  - a. Two dimensional pictorial experiments, exploring drawing, painting, collage , appliqué, print making, materials etc.
  - b. Three dimensional form experiences: Exploring clay, pottery, construction with paper, card board and card board boxes, soft wood, soft stone, materials.
  - c. Performing art experiences: exploring the rhythm of sound and body movements and of various objects, exploring notes of the key for making own simple rhythms, compositions in regional and improvised musical instruments, playing regional music, musical instruments, body movements and facial expressions in response to various situations of real and imaginary life experiences.
  - d. Community singing and dancing;
  - e. Free dramatic and dancing activities with improvised dialogues, actions and movements.
  - f. Projects like aesthetic organistaion of physical environment by enhancing the surrounding land i.e. landscaping (including plantation, if possible ground leveling, playing with leaves and tree branches, rocks and junks), school museum.

### **MOTIVATING TECHNIQUES**

Classroom activities should proceed with motivational experiences like studies and discussions about children's day to day experiences and the cultural history of the region and community , imagining various situations including surprising situations, observing their environment both cultural and natural, visits to historical sites in the vicinity and encouraging participation in exhibitions/ displays, festivals and community activities, collection of objects of interest from the environment, etc., collecting local arts and crafts for developing school museum.

### **DRAWING AND PAINTING**

Drawing from imagination with charcoal, pencil, crayon, dry brush, chalk on different surfaces e.g. wet paper, papers with different textures, chalkboard, news print papers, old news papers, takthi, slate, etc. indoor and out door sketching of moving and static , animate and inanimate objects both natural and man made.

Painting with wet colours , crayons and also with other techniques, to be attempted on different textual surfaces like corrugated paper, hand made paper, news print papers, etc.

Topics of motivation may include ideas gained from daily experiences, simple stories, folk lores, improvised stories, poems, stimulation from music, drama, dance, dreams and other sense stimuli,

## **PRINTING AND DESIGNING**

Printing with the help of carved clay blocks , soap cakes, wood blocks and other objects e.g. leaves, textured cloth pieces, bottle caps, buttons, thread, vegetables, etc. if printing inks are not available poster colour may be used with the help of rubber roller improvised with a piece of cycle tube on a wooden roller or with improvised pads. Mono- printing with pastel colours if printing inks are not available.

Stencilling and spraying with the help of tooth brush, feather or other improvised methods.

Use Crayon for drawing a picture or any design with wax crayons and then applying water colour over it.

### **APPLIED DESIGNING:**

Personal book covers and note book covers or pencil boxes , book marks etc. can be designed by the children with any techniques they have learnt.

#### **Collages:**

Paper collages by cutting, tearing and pasted coloured magazine papers, other textual papers.

#### **Applique and embroidery**

Mixed collages may be prepared by adding other materials with pastes or any adhesives including nails etc.

Various forms and shapes may be cut from old rags and cloth cuttings. These may be pasted/appliqué stitched on suitable surface. The total picture may be enriched with embroidery and with other material like beads, buttons, laces, or fibres , knitting wool, etc.

### **THREE DIMENSIONAL ACTIVITIES:**

#### **Forming with clay:**

Experiences gained from daily life. The topic for work should be such that it may not cause frustration to the child to make so many figures of panoramic scenes like picture making. Often, the work may be limited to one or two figures and the rest should be left to the child's own discretion. children may also carve out soft wood blocks, clay blocks, plaster of paris-cum- sand or ash blocks and if possible also the soft stone. Hand pottery may be attempted by pressing method, coil method, slab method and if possible on potters wheel also.

Firing /baking of the objects may be done in an improvised fire pits or country kiln. Help of the local pottery may be sought for this purpose.

### **Construction**

Construction may be made with various types of three dimensional materials and scraps. e.g. wood scraps, total scrap, boxes, cardboard scrap, wire bamboo, pitcher, straw, broom sticks, worn out toys and games materials, shells, coconut shells etc.

Prepared things out of scraps as mentioned above and also from the pieces of cardboards, tin cutting as per shapes desired by the individuals, kandeel' mobiles (lamp shades) with the help of papers, bamboo sticks, card sheets, wire etc.

Empty cans or boxes can be given new shapes by painting or pasting cover.

If computer is available in schools ask the students to use of mouse to draw pictures and paintings on monitor of computers.

### **MASKS AND PUPPETS**

Masks and puppets may be made from paper bags, papermachie and with other materials.

#### **1. ART APPRECIATION:**

Oral appreciation may be done at the end of each lesson. Teacher may initiate the discussion with encouraging remarks on the overall work of the children.

Occasional discussion on the work of the master artists may be taken up . But this should not cause any copying influence on children work.

Discussion on the works of the children of other school may also be arranged by inter school visits.

Showing of Art, Film sides and Reproduction: films, slides and reproduction of children's art works and others may be shown.

#### **Field Trips:**

Visit to historical monuments, art galleries, museums, art exhibit

### **GROUP ACTIVITIES**

School buildings and surroundings may be uplifted by way of new setups arrangements, landscaping , plantation or putting up other art work etc.

Functions and cultural activities like Dussehra, Tazia, Diwali, Christmas, etc. must have some impact of art works by a group. School stage on various school functions may be decorated. Posters on special occasions may ne prepared and Bulletin Board should be given an aesthetic arrangement.

#### **Display of Art Work and Exhibition**

Exhibition of children's work may be put up and each child's work must be represented in the exhibition.

**HINTS FOR THE TEACHER:**

Teacher should encourage children's own initiatives, independent inquiry, thoughts and ideas by respecting their own expression how so ever humble it may be, it will be like igniting their minds.

Children should be exposed to variety of situations, materials and media for keener observations and close analysis.

Teacher being a guide and "adult child" is to help the children to plan their activities.

Teacher must see that all children participate in art activities in one way or the other and every child gets recognition of his/her deeds.

Over emphasis of one or a few children's work and competition methods would hamper their imagination and sincere involvement, because in order to get other's approval or appreciation the child would adopt show off tendency instead of exploring, imagining and participating in the creative process.

Comparative evaluations and rigid systems of examinations should not take place. Total performance of the whole years work should be taken into consideration while evaluating the child.

**HEALTH AND PHYSICAL EDUCATION**

This is period of accelerated growth. Strength is gained and neuro muscular co-ordination increases. In this period, group affinity becomes pronounced and student show loyalty to team, class, house or school. Girls take interest in social and rhythmic activities. Team-games, competitive sports, developmental exercises, rhythmic and the like of great interest to boys and girls of this age group.

**SPECIFIC OBJECTIVES**

**Health Education:**

1. To develop awareness/concept of good health and factors influencing health.
2. To develop awareness of common health problems particularly HIV, AIDS, TB, Polio, Hepatitis B.
3. To develop healthy habits relating to personal and environmental hygiene, exercise, posture, rest, food and sleep.
4. To develop favourable attitude towards the immunization against communicable diseases as an important measure for positive health.



5. To develop an understanding of safety measures and develop some skills of providing first Aid with the help of elders and Teachers particularly with regard to Disaster Management/mitigation.
6. To enable the student to make good decision relating to principles and practice of consumer health and consumer awareness.
7. To promote healthful living through practice of acceptable health habits.
8. To develop awareness of socially accepted harmful practices and habits.
9. To develop an understanding about the hazards of “Junk Food”.
10. To develop an awareness about fibre food.
11. To develop an understanding about hazards of over baked and excessive fried food in take and an awareness about intake of green leafy vegetables.

### **PHYSICAL EDUCATION**

1. To promote physical fitness.
2. To develop interest in exercise, sports and games.
3. To provide opportunities for participation, and sharing responsibilities in recreational and competitive activities.
4. To develop attitude of co-operation, sportsmanship, fair-play, social equality, loyalty and patriotism.
5. To enable the student to make right use of leisure time through participating and observing the activities.
6. To develop discipline, courage, confidence, devotion and spirit of self sacrifice.
7. To promote opportunities to the students for development of their skills in sports and games for participation in competitions.
8. To promote National Integration through physical education.
9. To develop awareness and acceptance of capability and abilities of others.
10. To develop the sense of enjoyment through participation in physical activities.

**Remedial Teaching Register**

Name of the school:

Days of week meant for remedial teaching:

**English      Science      S. Science      Mathematics      Urdu/Hindi**  
**Schedule of Remedial Teaching (Daily/Weekly/Monthly) During Vacation.**

**Class:**

S.No	Name of student	Subject/s	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	

Name/s of teachers used in remedial teaching:

Subject/s

No of classes held

S.No

- 1.
- 2.
- 3.
- 4.
- 5.

**Incharge  
Remedial teaching**

**Convener  
Monitoring team**

**Head of the Institution**

Z.R.P's/D.R.G's involved in remedial teaching:

1.

2.

3.

4.

Suggestive Time Table

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

Name of School..... Zone..... Distirt.....						Avenue:							
Result register of..... Class..... Section.....						For the academic year							
S No.	Roll No.	Admission/Enrillment No.	Name & percentage	Date of Birth	Residential Address	Part 1 Achievement in schoolistic subject							
						First Term				Second term		GT.	
						Subject max. XXXX	U1	U2	T1	Total	U3	T2	100%
						1. First language							
						2. Second language							
						3. English							
						4. Environmental Science							
						5. Environmental Studies (Social Science)							
						<b>Grand Total</b>							
Co- Scholastic Achievement													
						1. Art Education							
						2. Health & Phy Edu							
						3. Work Experience							

Achievement in Co-Scholastic Areas				
I. Personal and Social Qualities				
	Grade	First Term Test	final Assesment	Over all
1. Regularity/ Punctuality				
2. Discipline				
3. Deligence				
II. Co-curricular Activities				
1. Recitation				
2. Debating				
3. Speech Making				
4. Creative Writing				
5. Music				
6. Dance				
7. Drama				

Name & Signature  
Of  
Class Teacher

Name & Signature  
Of  
Head Teacher

Name & Signature  
Of  
Zonal Edu. Officer

# CCE VI-VIII

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:- \_\_\_\_\_

Subjects of Curriculum	Assignment & Weightage	Max Marks/Marks Obtained
	First Assessment Unit I	10%
	Second Assessment Unit II	10%
	Third Assessment Half yearly Assessment Term	30%
	Assessment of U I+ U II +T I	50 %
	Grade of First Term	50 %
	Fourth Assessment U III	10 %
	Fifth Assessment U IV	40 %
	Sixth Second Term U III+U IV	50 %
	Total	100 %

**Part B**  
**Performance and Achievement in co-scholastic Area**  
**1. Personal & Social Qualities & Attitudes**

Grade	First Term Assessment with Descriptive parallel	Final Assessment at the end of the second Term
1. Regular/Punctuality		
2. Diligence		
3. Discipline		
4. Cleanliness		

**II Co- curricular Activities & Interests**

Literary & Cultural Activities					
Performance Level/Activity	First Term Assessment Grade	Final Assessment at the end of Ist Term Grade	Performance level/Activity	2 <sup>nd</sup> Term Assessment Grade	Final Assessment of Two Terms Grade
1. Recitation			4.Creative Writing		
2. Debating			5.Music		
			6.Dance		
3. Speech Making			7.Dramatics		
			8.Red Cross		
			9.Scouting/ NCC		

Overall Result

Signature  
Of  
Head Teacher

Countersigned  
Z. E. O

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 rôle 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>

### Rating Scale for Recitation

<b>I. 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>



**Rating Scales of debating**

<b>I. Regularity &amp; Punctuality</b>	Participates regularly & Punctually	Participates punctually but not regularly	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. Subject Matter</b>	Highly relevant, rich in content, highly original	Mostly relevant, rich content, somewhat original	Tolerably relevant, satisfactory content not quite original	Partially relevant, shallow content, no originality
<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>III. Language</b>	Highly appropriate, absolutely correct & very original	Mostly own correct & appropriate, somewhat original	Correct & appropriate but not original	Partially correct & appropriate, no originality
<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>IV. Delivery</b>	Very fluent, highly appropriate gestures, very good sequence	Mostly fluent & appropriate gestures correct sequence	Rather fluent & appropriate gestures but not good sequence	Sometimes faltering appropriate gestures & not good sequence
<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

## Result Register

**Name of the School:-** \_\_\_\_\_

**Class:-** \_\_\_\_\_

**Name of Pupil:-**  
**Date of Birth:-**  
**Class:-**  
**Admission No:-**

**Father's Name:-**  
**Cluster Roll No:-**  
**Section:-**  
**Session:-**

**Mother's Name:-**  
**Class Roll No**  
**Residence:-**

### Part A

#### Achievement in Academic & Activity Related Areas

a. Academic Subject	First Term					Second Term				Aggregate of Assessment of (F1+F2)	Grade based on total of Marks of Ist & 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. Prt	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

Name of the School:- .....

Session :- .....

## TEACHER'S RECORD CARD

For Unit Term Assessment & Course

Subject : .....Class:.....Section: .....

Particular			1 <sup>st</sup> Term Course				2 <sup>nd</sup> Term Course				Final Assessment						
S. No.	Roll No.	Name of the Pupil & Parentage	Unit Assessment		1st Term		Assessment of 1st Term Course	Course Work	Unit Test U3	Unit 4 U4	Course Work 2	Aggregate of U2 +U3=F2		Grade based on aggregate (F1+F2)		Aggregate of Course Grade	Overall Result
			1st	2nd	Theo	Prt						Theo	Prt	Theo	Prt		
			U1	U2	Theo	Prt		CW1				Theo	Prt	Theo	Prt	CW1-CW2	

Signature of  
Teacher