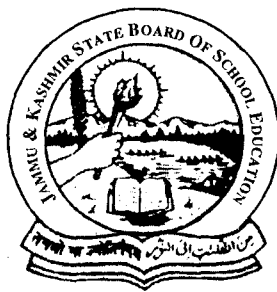


# Continuous and Comprehensive Evaluation Class XI-XII

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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**

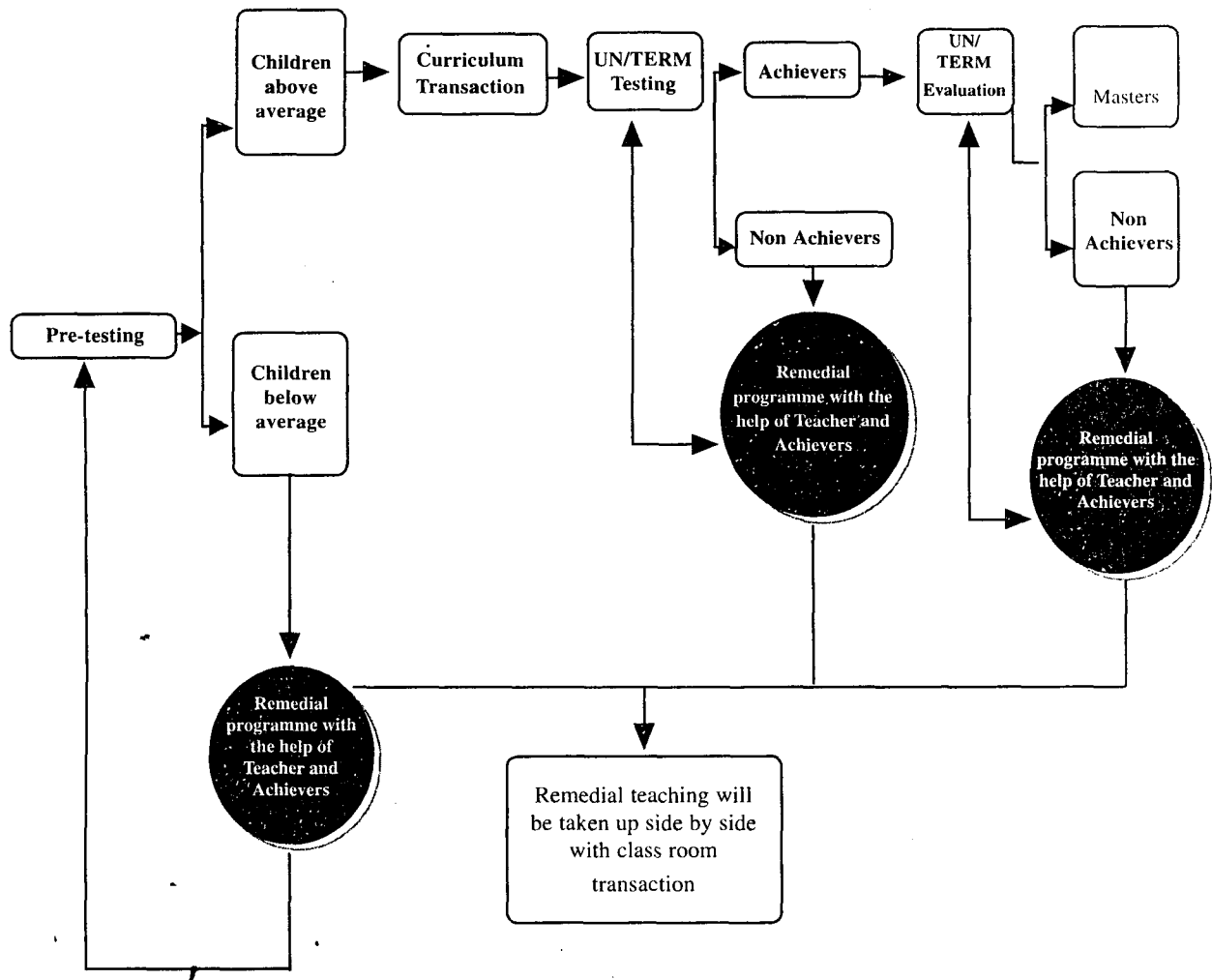
Any scheme, however efficient it may be on papers will not yield the desired result in actual practice if it is not accompanied by a definite and equally efficient monitoring mechanism to ascertain its relevance or otherwise and its impact on the overall scheme of things. This is true of all the schemes and more so in Continuous and Comprehensive Evaluation since it is concerned with the concept of quality education which is paramount need of the hour and since it concerns the moulding of human resource in its infancy. Continuous and Comprehensive Evaluation envisages overcoming the drawbacks experienced over a period of time in absolute grading or awarding absolute marks at the end of a session which promotes more of rote learning in the class room 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 or what more can be added to it to make it more vibrant and more meaningful.

So far as Continuous and Comprehensive Evaluation scheme is concerned the Jammu and Kashmir State Board of School Education has the distinction of being one of the first few Boards of the country to have opted for it and it was way back in January 1992 that this scheme was introduced on the basis of its merits over the traditional system of examination. But no attempt over a period of time was made to see how the scheme works at the ground level, whether it is taken up in the letter and spirit it was originally envisaged and what more accomplishments could be added to it for its refinements. It needs a definite action research to ascertain what the scheme has come to mean over a period time and what are loopholes in the scheme which need to be plugged in so that this scheme yields the desired results. Continuous and Comprehensive Evaluation by consensus is considered to be the best option available so far as evaluation and assessment is concerned; Continuous and Comprehensive Evaluation is supposed to be diagnostic in nature spread over one entire session. It is diagnostic in both scholastic and co-scholastic areas with so many novel concepts in it. The scheme assumes all the more importance since the assessment and evaluation becomes the domain of a teacher who is more familiar with the strength and weaknesses of his students But at the same time we have to take care of its misuse by schools (as is currently the case in practical examinations). Again, unfortunately Continuous and Comprehensive Evaluation has come to mean "non-evaluation" because it is not implemented in its true nature as the document published by the Jammu & Kashmir State Board of School Education envisages. Again, the introduction of CCE at class XI has given rise to non-detention policy and this non-detention has relapsed into non-evaluation which this scheme was supposed to do away with. The reasons are not far difficult to identify. In the first instance the mechanism involved in assessment and evaluation under CCE has neither been understood in its proper perspective nor is it adhered to because of the demotivation of the teachers probably because of misconstrued conceptions about the scheme.

Given the present status of the scheme at the ground level there are numerous irregularities seen in its implementation which definitely points towards the fact that non-detention has come to

mean non-evaluation. The word used for the scheme is Continuous and Comprehensive, it is rightly being said that it is neither continuous nor comprehensive and is far away removed from evaluation. The scheme is supposed to be spread over the whole session and entails continuous monitoring of pupil both in scholastic and co-scholastic areas but in actual practice it has come to mean filling up of columns that too at the end of a session with exception of some of the institutions. If the scheme is implemented in its entirety it is sure to do away with the phenomenon of non-detention because there is no place of non-detention for slow learners/non achievers. Things will become clear if we look at the chart which shows the class room transaction, its evaluation and more importantly the remedial teaching which is supposed to be part of the curriculum transaction spread over the whole session rather than being a separate entity to be taken up during vacation.

### Flow Chart of the Scheme



As is obvious from this chart there are pupil who can be labelled as slow learners and it is only this scheme which is supposed to take care of these slow learners.

Examinations are artificial situations created for the convenience of the system and not the individual learner. Given this artificiality and time- bound nature, it is not surprising that exams in their current form induces anxiety. The recent increase in news report of students getting seriously affected by pre-board or board examination anxiety and committing injury to themselves or others is disturbing. We see this stress as the symptom of the malaise affecting exams rather than the disease itself. Even the very word 'Examination' has come to mean stress, strain and anxiety to the students, thereby making learning process devoid of meaningful and joyous for students. Evaluation is treated as a separate entity rather than an integral part of learning process, thereby negating the very purpose of education which is over all and all round development of pupil. Yearly external examinations have many short comings and drawbacks .To enumerate a few:

- i) are not valid and reliable measure of student's cognitive, psychomotor and affective abilities;
- ii) restrict the measurement of student's development to consideration of evidence that consists solely of written script/ scripts completed in stipulated time on certain fixed dates;
- iii) lay too much stress on rotelearning and memorization; emphasis products of education at the cost of processes of education; takes into consideration product of performance and ignoring the process of performance;
- iv) create an environment in which students while away most of their time for most part of the year;
- v) lack continuity and build up unbearable/undesirable pressures 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 for harmonious all round development of their personality, external examinations promote most undesirable and unhealthy qualities;
- vi) sent down the drain a number of valuable teaching learning hours because teachers are frequently withdrawn to supervise the examinations and evaluate the answer scripts;
- vii) are neither diagnostic nor formative and therefore do not by and large help teaching-learning process;
- viii) have limited scope to provide credible feed back to the learner;
- ix) do not have any provision to allow learner to plug in his weaknesses during class room transaction and thereby effect rate of transition;
- x) though fairly reliable of narrow textbook content, examinations are rarely valid tests of desired competencies and broader curricular objectives, even within the cognitive domain
- xi) the core of exam system is exam paper-the question papers themselves remain seriously problematic because:
  - a. Repetition of identical or very similar questions from year to year (hence playing into the hands of pseudo-coaching centers).

- b. Ambiguous phrasing of question or question phrased which requires students to pour out all they remember from the textbook on the topic.
- c. Inordinately lengthy (perhaps in an attempt, usually vain, to cover all chapters of the textbook) hence allowing little time for actual thought and discriminating against thoughtful reflection.
- d. Designed to test a detailed knowledge of the textbook rather than competencies and core concepts.

The purpose of assessment is to improve the teaching –learning process and material and be able to review the objectives that have been identified for different stages of schooling, gauging the extent to which capabilities of the learners have been developed. However this does not mean that tests and examinations are to be scrapped altogether from the system of education, which will be a ridiculous proposition. On the contrary, routine activity and exercise can be developed effectively to assess learning which will:

- i. eliminate excessive element of chance and subjectivity;
- ii. de-emphasis memorization
- iii. make the system a valid and reliable measure of student’s development and powerful instrument of improving teaching and learning;
- iv. use the system for all round development of the personality of the pupil to fulfill the objectives of education

It was in this backdrop that Jammu and Kashmir State Board of School Education, as per the recommendation of NPE 86 and also in its modified version of 1992 introduced Continuous and Comprehensive Evaluation in 1992. It incorporates both scholastic and co-scholastic aspects of Education spread over the total span of instructional time.

Continuous and Comprehensive Evaluation is teacher based and student centered scheme. Under this evaluation is treated as a dynamic concept and a device to gather feed back with focus on improvement of student’s achievement, teaching –learning material and pedagogic strategies.

**Profile of the scheme:**

Under this scheme evaluation of identified aspects of student’s growth and development in general and specific learning objectives in particular are a continuous process rather than an event built into total teaching –learning process, spread over the entire span of academic session. It means regularity in assessment of student’s achievement, frequency of unit assessment, diagnosis of learning gaps, use of corrective measures, re-assessment and feedback of evidences to teachers and students for self –evaluation. The scheme aims at assessing and promoting pupil’s growth in critical areas like i. Application, ii. Comprehension iii. Analysis vi. Synthesis, vi. Drawing and Sketching skills vii. Ability to handle and manipulate instruments, viii. Skills of communications etc. The scheme also aims at assessing and promoting inter and intra personal qualities, desirable interests and attitudes like team work and leadership; hard work; inventiveness, creativity, originality and initiative etc. It

endeavors at promoting literary, artistic, musical, scientific, social, community service interests etc.

**Objectives:**

- I. To make evaluation an integral part of teaching-learning process;
- II. To use evaluation as a tool for improvement of student's achievement, teaching – learning material and pedagogic strategies on the basis of regular diagnosis followed by remedial teaching;
- III. To provide scope for self-evaluation by teachers and students;
- IV. To analyse evidences gathered about students to identify inadequacies/learning gaps in their learning to provide basis for remedial measures;
- V. To attempt to maintain desired standard of performance using evaluation as a quality control device;
- VI. To include scholastic and co-scholastic areas to assess the growth and development of the personality of the pupil using different techniques of evaluation.

**Aspects of the scheme:**

The scheme covers both scholastic and co-scholastic aspects of education.

**Scholastic Aspects:**

The scholastic aspects include assessment of performance in academic and vocational subjects opted by students of class XI as per scheme of studies available and combination of subjects prescribed by the Board. The performance and achievement of student in each academic and vocational subject shall be assessed on the basis of four unit assessments and two term assessments. Each unit assessment shall be based on one or more than one unit/sub unit/chapter of the syllabus prescribed. The Unit assessment can be formal, informal, written or oral assessment based on specified content element of one or more than one learning unit. The following steps may be followed:

- i. Assess the students in a Unit (small block of content) immediately after it is taught;  
Note: A learning unit may consist of one or more than one unit /sub-unit or a chapter of the syllabus.
- ii. Diagnose learning inadequacies of students by analyzing test result;
- iii. Undertake remedial recourse, re-assess, grade and feed back the result to the students and their parents;
- iv. Assessment may be made during normal teaching period and it should hamper the normal classroom transaction.

While it is desirable to have Unit assessment after every block of contents for purposes of Continuous Evaluation and remediation, it is necessary for each subject teacher to give his students a minimum of Four Unit assessment. Each Unit assessment may be based on one or more than one unit / sub- unit/ chapter of the syllabus. Beside, four Unit assessment two Term assessments are also envisaged under the scheme.

In case of Academic subjects (except Music) involving practical's each Unit assessment in theory shall be of 12 Marks and duration will be minimum 25 minutes and maximum 30 minutes. Each of the Unit assessment in practicals shall be of 3 Marks and the duration will be 25 minutes. Each of Four Unit assessments in subjects not involving practicals shall be of 15 Marks and duration will be 30 to 40 minutes.

Pre-testing/analysis and remediation	First Term : 50 % Weightage				Remedial Teaching	Second Term : 50 % Weightage			
	Unit I 10 % U I Test  Remediation  Grade Feed Back	Remedial Teaching	Unit II 10% Test Diagnosis  Remediation  Grade Feed Back	Remedial Teaching		TERM I 30% Term Test Diagnosis  Remediation  Grade Feed Back	Remedial Teaching	Unit III 10% Diagnosis Remediation  Grade Feed Back	Remedial Teaching

**Term Assessment:**

Besides the Unit assessments (two during first term and two during second term) there shall be two Term Assessments. Each term assessment in theory subjects (Except Music but including Psychology, Geography, Statistics) involving practicals/ field work/ project work shall be of 36 Marks and  $2\frac{1}{2}$  hours duration.

Each of the two Term Assessments in practicals shall be of 9 marks and 2 hours duration. In other subjects each Term Assessment shall be of 45 Marks and 2 hours duration.

The Term Assessment takes care of all the major themes and concepts which run through more than one Unit. The term assessment covers all the major concepts covered in different Units/ Chapters comprising the First term Assessment.



The assessment is criterion based. Before proceeding to teach or transact the second unit course remedial teaching has to be done on the basis of learning gaps detected during the Unit Assessment.

**Remedial Teaching:**

Since Continuous and Comprehensive Evaluation is aimed at assessing the range of faculties of a pupil, be it scholastic or co-scholastic, in order to make their personality grow on all aspects, it is this scheme which suggests remediation. However, remediation does not mean taking additional classes during winter /summer vacation. It is to be an integral part of regular class room transaction. Once the learning gaps become visible we have to start remedial classes. Though a teacher from the very first class room transaction/ interaction can assess and know his pupil, however, it is immediately after the result of the Unit I assessment that these learning gaps become more conspicuous. It is from here that a teacher has to take the recourse to the remedial teaching. This remedial teaching can be, in ideal situation, in the form of stay back of low achievers after the schooling hours or taking up what has in come parlance to be known as 'zero' period i.e before the start of school hours, even before the start of morning assembly. However, it is to be borne in mind that it is not possible to teach all the subjects in one class. So an ideal mechanism for remedial teaching is that different days of weeks be prescribed for different subjects, like Monday for Mathematics, Wednesday for English, Saturday for any Science subject or whatever suits the teacher and taught. 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 assessments and Term assessment will bring forth the learning gaps and inadequacies of students, which need to be taken care of and plugged in at the appropriate time so that there is no spill over of these inadequacies to be accumulated to the point where there is no possibility of remediation. Since we have school examination in class XI this remediation becomes all the more imperative. The learning inadequacies, if left unattended, will become more and more chronic with each passing day. So the best remedial measure is simultaneous remedial teaching along with the normal day-to-day class room transaction. This is expected to improve the rate of transition. A need may arise for additional human resource that will be engaged in this remedial venture. Since there are DIETs and S.I.E faculty available, who are more experts in pedagogy, they may be asked to step in the remedial teaching but in presence of the concerned teacher which will sharpen the pedagogic skills of teachers and which will definitely be on the spot training of the teachers.

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**Tools:**

The following tools may be used in Unit and Term Assessment:

- i. Closed book/ written examination.
- ii. Assignment.
- iii. Project work/ Practical work/ Field work.

The Unit assessments shall be conducted by the school and proper record of all the Unit assessments will be maintained scrupulously by the school authority. The record shall be open to inspection by the concerned authorities. The schools will also conduct the Term assessments but the question papers for both the Terms shall be supplied by the Board.

**Criteria of question papers:**

The question papers in theory for Term assessment shall be based on the following Criterion.

Form of question	Weightage	Time	Remarks
i. Multiple Choice items	50 %	$\frac{1}{2}$ hours.	No choice.
ii. Very short type answers questions.	20 %	One hour	No choice.
iii. Short answer questions	30 %	One hour	Internal/parallel choice.

Every subject Lecturer shall enter marks secured by students in Unit and Term assessment in Teachers Record Card (format enclosed) and place them in different grades on the basis of aggregate marks they secure during First Term and the Second Term. However, marks thus secured shall continue to be indicated alongside grades. For purpose of grading, the following conversion shall be used:-

Marks	Grade
75-100 %	A (Excellent)
60-74 %	B (Very Good )
45-74 %	C (Good)
33- 44 %	D (Average)
Below 33 %	E (Poor)

For physically challenged students there is special concession. Please refer to page No. 23 of continuous and Comprehensive Evaluation Class IX-X.

The marks secured by a student in Unit assessments and Term Assessments in different academic subjects shall be entered in Part A of **The Certificate of Achievement** known as Scholastic Achievement ( format enclosed).

**Co-Scholastic aspects and their evaluation:**

The scheme envisages that schools shall organise various types of curricular and co-curricular activities to develop different aspects of students personality to make physically fit, mentally alert and emotionally balance. The co-scholastic aspects aim to build in students, wholesome interests, positive attitudes etc and includes good habits, wholesome interests, etc and includes:

II. Physical Health: To be assessed on the basis of:

- i. Basic understanding about the Health.
- ii. Physical Fitness.
- iii. Attitude Development.

On evaluation side, the responsibility of the school shall be limited to communicate worth mentioning observations on the following aspects:

1. Height in relation to age,
2. Weight in relation to age,
3. Eye Sight,
4. Hearing,
5. Physical Disability, if any; and
6. General conditions of health.

II. Personal and social qualities such as

- A. Regularity/ Punctuality,
- B. Diligence,
- C. Discipline and
- D. Cleanliness.

These qualities may be evaluated on the basis of day-to-day observation.

**B. (i) Attitude towards:**

1. Studies,
2. Teacher
3. Fellow Students,
4. School Programme,
5. School Property.

(ii) Initiative and ability to organise different activities/ programme in and outside the school.

(iv) Civic Consciousness.

**Co-Scholastic**

Different qualities under Co-scholastic heading shall be considered for evaluation only when some worth mentioning evidences are available. Evaluation shall be done on four point scale based on descriptive parallels of different grades.

Excellent	A
Very Good	B
Good	C
Average	D

**III. Co-Curricular Activities and Interests;**

To be evaluated on the basis of level /frequency and quality of participation in:

- A.
- I. Debate/ Seminar/Symposia / Recitation programmes / Speech making Programmes.
  - II. Creative Writing,
  - III. Drawing and painting,
  - IV. Music,
  - V. Science Club Activities,
  - VI. Social Service Activities, and
  - VII. Any other activity (Red Cross/NCC/Scouting).
- B. Sports and Games to be evaluated on the basis of frequency/ performance, Quality and level of participation at zonal, district, province, State and National.
- i. Games,
  - ii. Sports,

iii. Any other activity.

A student will be evaluated only in respect of his / her proficiency in the activity he /she chooses to participate in from among those of the above activities which the school provides.

The rating shall be based on four point scale:

Excellent	A
Very Good	B
Good	C
Average	D

Note:

- i) Evaluation in different Co-scholastic aspects shall be done twice a year before the term Assessments for the rating to be indicated in Part B of the **Certificate of Achievement**.
- ii) Rating on Co scholastic side shall not be considered for promotion but the students will certainly get credit through superior rating, if any, in the Certificate of Achievement for admission to the course of higher study or selection for a job.

**Evaluation:**

Assessment and rating of students in both scholastic and co-scholastic aspects shall be made according to the guidelines provided in this document.

## **GUIDELINES**

### **ADMISSION:**

The Institutions Shall Constitute Admission Committee to:

- I. Determine eligibility of candidates seeking admission to CLASS XI under Board Regulations,
- II. A committee thus constituted will counsel and guide students in choosing ACADEMIC and VOCATIONAL SUBJECTS besides other activities offered by the School under the scheme of studies and combination of subjects prescribed and approved by the Board. However, while counseling students, his / her inclination/, propensity may be given due consideration. Again, it is to be borne in mind that once a student opts for a particular subject/stream in class XI he/she shall not be allowed to change the Stream/Subject in class XII unless he passes the subject in both the term assessment of class XI- or else as decided by BOSE regularities from time to time and shall have apply to BOSE for permission to change stream or subjects.

### **ELIGIBILITY:**

The following categories of students are eligible to seek admission:

- I. Students who have passed the Secondary School Examination of this BOARD or any other Examination Equivalent there to.
- II. Students who have passed their Secondary School or any other equivalent examination of any other BOARD/ UNIVERSITY/EXAMINING BODY recognized by the COUNCIL OF BOARDS OF SECONDARY EDUCATION OF INDIA, may be granted provisional admission on production of necessary documents like marks card, Discharge certificate and inter Board/inter school (in case of change of school) migration and their cases shall be referred to the Board for final decision in respect of their eligibility,
- III. Students bearing good moral character.

The Admission Process should be completed within fifteen days of the declaration of Secondary School Examination result.

### **ENROLEMENT-CUM-REGISTRATION:**

- I. Enroll the eligible students in different courses available in School and recognized by the Board as per intake capacity. However due care shall be taken in allotting the stream strictly in accordance with the scheme available and written in the syllabus.

- II. Immediately after admissions are closed, prepare Subject wise (Stream Wise) ENROLEMENT STATEMENT ON ENROLEMENT-CUM-REGISTRATION RETURN FORMS (Format enclosed). Prepare Four copies of the Statement; Copy 1 for Registration section of the Board to be Submitted through the respective sub-offices of the Board along with Registration Renewal Fee at Rs. 200/- (two hundred rupees per student) within 45 days of closure of admission. The amount of Registration fee to be confirmed from the BOSE.

**Note:** Students who have passed Secondary Examination or equivalent examination from any other Board shall have to register themselves with the Board.'

#### **IMPLEMENTATION OF THE SCHEME:**

Courses in Subjects of Study have been divided into different Units/Sub -Units /Chapters.

The subject teacher shall give his Students a unit assessment which may consist of more than one Unit/ Sub-unit /Chapter of the Syllabus as per provisions of the scheme and enter his rating (marks awarded) in Teachers Record Card (format enclosed).The Subject Teacher must keep the update record of assessment and also shall maintain the record of Remedial Teaching.(Format Enclosed).These ratings have to be simultaneously entered in the Result Register of the School (format enclosed) and in the Certificate of Achievement of each students.

**Note:** In all four units assessment are to be given; two unit test before the FIRST TERM and two before the SECOND TERM.

Each Unit assessment in subjects except Music and those subjects involving Practical shall be of 12 marks for theory and 3 marks for practical; and in subjects not involving practical 15 marks. After giving two Unit assessments during a term, give a term test in all two term tests are to be given during the entire academic session.

Each TERM TEST (in case of subjects not involving Practical) Shall be of 75 marks; and in case of Subjects involving practical of 60 marks for theory' and 15 marks for practical .However, for Music the each Term Assessment in theory shall have 25 and 50 marks in practical .

Immediately after giving a Term Assessment enter ratings on (1) Teachers Record Card, (2) School Result Register and (3) Certificate of Achievement. Assessment of each term shall be base on the aggregate of Awards given in Two Unit Assessments and the Term Assessment: Make the entries simultaneously on all certificates and Records. Pass on copy 2 of ENROLRMENT-CUM-REGISTRATION RETURN FORM marked for Examination Section of the Board through respective Sub-offices fifteen days before the commencement OF SECOND TERM Assessment, along with Fees Prescribed for by the BOARD under rules.

To pass a subject involving practical, a student shall have to pass separately in theory and Practicals.

Provided that students shall have the option to 'retain their awards in Theory part or practical part in whichever of the two they pass if placed under reappear category.

Aggregate the final assessment of students during FIRST AND SECOND TERMS and determine the result and grade of every student according to the following %age of Marks to Grade TABLE.

Marks	Grade
75-100%	A
60-74%	B
45-69%	C
33-44%	D
Below 33%	E

Place students getting below 33% marks (Grade E) in a subject/s under Re-appear category (R). Students placed under Re-appear category in one subject are eligible for admission to the next higher class and next higher examination but result of their next higher examination shall not be declared unless they pass the backlog subject. Students getting grade E in theory but higher grade in practical shall have the option to retain the higher grade in the reappear subject.

Students getting grade "E" in a subject/s shall have to appear as private candidates and their examination shall be conducted by the Board.

#### CALENDER FOR TERM TESTS

##### Term Assessment

SUMMER ZONE

FIRST WEEK of Sept.

##### 2<sup>nd</sup> Term Assessment

First week of March

##### Term Assessment

WINTER ZONE

FIRST WEEK OF June

##### 2<sup>nd</sup> Term Assessment

First week of October



### **DECLARATION OF RESULT**

Complete School RESULT REGISTER, CERTIFICATES OF ACHIEVEMENT and declare result within Fifteen days of Termination of Second Term Test. Beside, The Joint Secretary (Exams) may ask for original scripts on random basis to ascertain the genuineness and authenticity of the result.

### **MIGRATION**

All types of Migration Cases shall have to procure/Produce the following documents

1. Transfer Certificate from the School concerned.
2. CERTIFICATE OF ACHIEVEMENT/QUALIFICATION CERTIFICATE.
3. MIGRATION CERTIFICATE.

### **NOTE:**

- (i) IN CASE OF NON-SCHOLASTIC AREAS, ASSESS STUDENTS CONTINUOUSLY AS PER GUIDELINES IN THE SCHEME AND RATE THEM FOR EACH TERM.
- (ii) GET THE CERTIFICATES OF ACHIEVEMENT AND YOUR SCHOOL RESULT REGISTER COUNTERSIGNED BY THE JOINT SECRETARY (EXAMS) OF THE BOARD.
- (iii) ANY ENTRY MADE ON DIFFERENT RECORDS, QUESTION PAPERS/TOOLS USED SCRIPTS OF STUDENTS SHALL BE SUBJECT TO EXAMINATION/VERIFICATION BY THE BOARD.
- (iv) START CLASS XII WITHIN FIFTEEN DAYS FROM THE DATE OF DECLARATION OF THE RESULT.
- (v) PASS ON TWO COPIES OF THE FINAL RESULT OF YOUR STUDENTS [ON THE PROFORMA PRESCRIBED FOR SCHOOL RESULT REGISTER] TO EXAMINATION SECTION.
- (vi) AS PER BOARD RULES THERE IS SPECIAL CONCESSION FOR PHYSICALLY CHALLENGED STUDENTS. See C.C.E document for class IX-X

### **Remedial Teaching:**

In view of non-detention policy at various 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. The 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 the 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 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 which is taken as envisaged above then remediation during winter /summer breaks becomes unavoidable. This is expected to improve the transition rate. A need may arise for additional human resourced that will be engaged in these remedial classes. The faculty members of DIET'S and faculty members of S.I. E. may also be used in the remedial teaching.

### **Monitoring Mechanism**

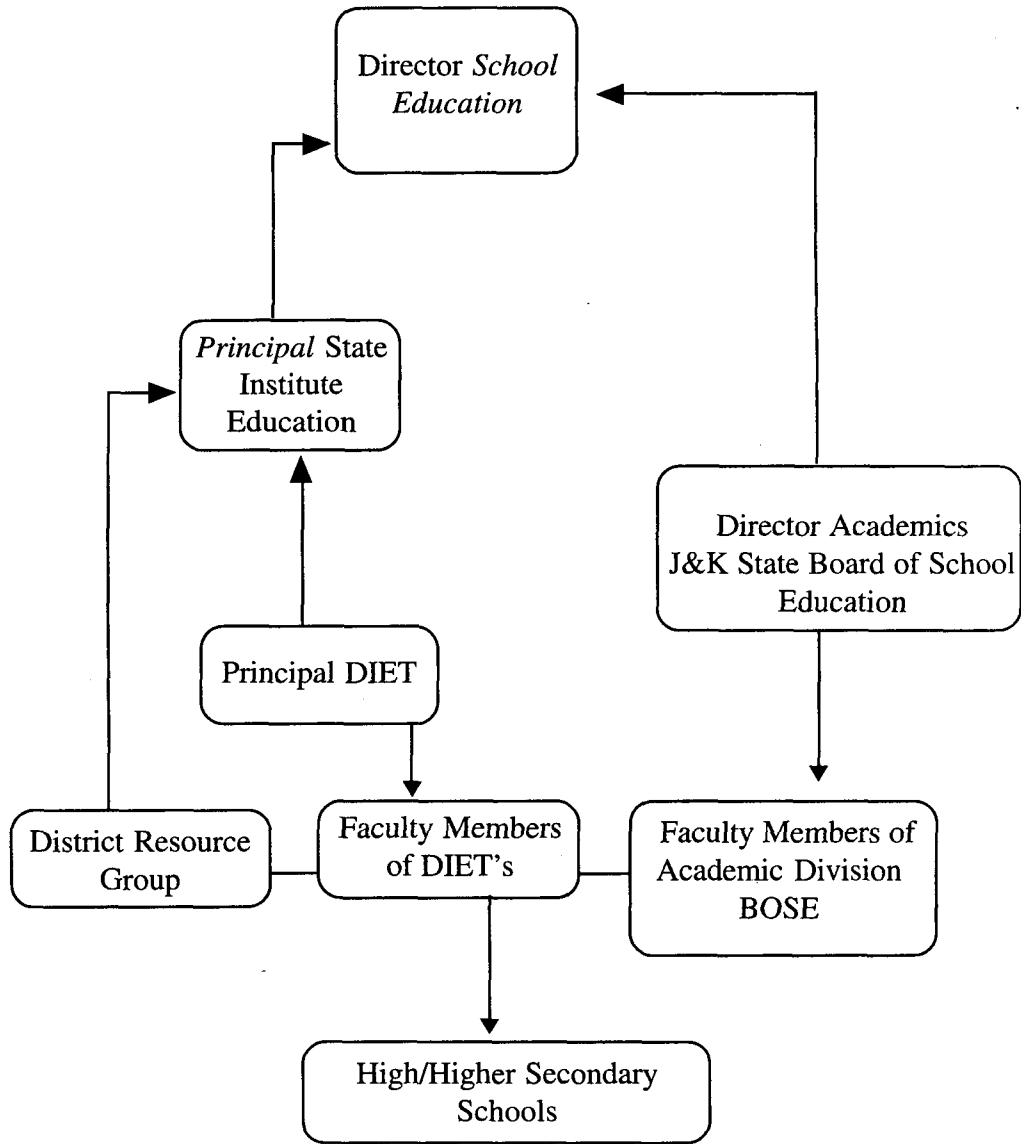
Continuous and Comprehensive Evaluation was envisaged to overcome the drawbacks experienced over a period of time in awarding absolute marks at the end of a session which promotes

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more of rote learning in the class room and has direct bearing on the over all life of pupil. However, this scheme was introduced by the Jammu and Kashmir State Board of School Education in 1992. The efficacy of any scheme depends on how it is taken at the gross root level. A scheme may be very efficient on papers but it will not achieve the desired objectives in actual practice if it is not accompanied by a definite monitoring mechanism to gauge its relevance or otherwise and its impact on the overall scheme. Besides, any scheme once introduced invariably needs review and revalidation after a certain period of time to see what is in the scheme to be followed assiduously, what is redundant in it or in its implementation and what more refinements can be added to it to make it more vibrant and more meaningful. So it was this review which necessitated the introduction of monitoring mechanism in the scheme.

The monitoring of Continuous and Comprehensive Evaluation at High and Higher Secondary schools will be done by faculty members of State Institutes of Education and the faculty members of District Institutes of Education, District Resource Groups along with the faculty members of Academic Division of the J & K State Board of School Education. They all will form joint teams and will inspect the schools exclusively with regard to implementation of C.C.E, The teams thus formed will check that the record pertaining to C.C.E is maintained and updated as per the guidelines of the scheme. They will ensure that Result Register of the school, Register for Remedial Teaching, Achievement Cards are updated regularly and filled in properly after the termination of Unit/ Term assessments. They will ensure that remedial teaching is reflected in the time table of the school. The Faculty members of District Institutes of Education in their respective Districts will also provide the pedagogic intervention. This pedagogic intervention will be more effective since it is on the spot and thereby more lasting than one time training.

The inspection report thus arrived at will be submitted by the teams to their respective heads. the faculty members of S.I.E. will submit their report to the Principal; S.I.E. and faculty members of DITS will submit their report to Principal DIET. The principal DIET will also submit their report to Principal S.I.E. and he in turn will submit their report to Director School Education. Similarly the faculty members Academic Division of J & K Board of School Education will submit their report to the Director Academics and the Director Academics of BOSE will take it up with the Directors of School Education. The two will from time to time assess the scheme and its implementation and formulate the strategies to make the scheme more effective and more vibrant at gross root level.



**Record of Remedial Classes**

**Name of the Institution:**

**Class:**

**Month:**

**Session:**

**Timing:**

**Schedule of Remedial Teaching:**

**(Daily/Weekly/Monthly)**

**Dates**

S.No	Name of Pupil	Subject/s	Marks in U <sub>1</sub> , U <sub>2</sub> , T <sub>1</sub> , U <sub>3</sub> , U <sub>4</sub> , T <sub>1</sub>	Dates										
				1	2	3	4	5	6	7	8	9	10	
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														

Incharge of Remedial Teaching  
Master

Head of  
Inspection Team    Hr: Sec: School/High School

Principal/Head

Name of teacher who conducted remedial class/es

1.

2.

3.

4.

**Distribution of Marks for Class XI under Continuous & Comprehensive Evaluation Scheme**

Subjects	Total Marks	Theory	Practical	U1	U2	TI	U3	U4	T2	Suggestive Weightage to instructional objectives 1. Knowledge 30% 2. Understanding 50 % 3. Application 20%
Subjects with Practicals	150	120	30	12	12	36	12	12	36	
Subjects without Practicals	150	150	X	15	15	45	15	15	45	
Music	150	50	100	4	4	12	6	6	18	

**Suggestive Design of Term Assessment in Theory Papers**

	Objective Type	Short Answer Type	Long Answer Type	
<b>Percentage Assigned</b>	<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>For A and B</b> i.Objective Questions      1Mark each ii. Short type questions      3Marks each iii. Long Type Questions      5 Marks each with internal choice.  <b>For C</b> i.Objective questions      1 Mark each ii. Short type questions      2Marks each iii. Long type questions      3Marks each with internal choice
<b>A.</b>	<b>Subjects with practicals</b>			
I. Marks      14 II. No of Questions.      14		12. 4.	10 2	
<b>B.</b>	<b>Subjects without practicals</b>			
i. Marks      20 ii. No of questions      20		15. 15.	10. 10.	
<b>C.</b>	<b>Music</b>			
Is Term No of questions.      5. Marks      8. 2 <sup>nd</sup> Term questions      8		4. 2. 4. 2	3. 1. 6. 2	

Copy 1/2/3  
 Copy 1  
 Copy 2  
 Copy 3

**The Jammu & Kashmir State Board of School Education**  
 Srinagar/Rehari Colony, Jammu  
 Enrollment -cum Registration Return Form of class XI Regular students.  
 covered under CCE for the session-----  
 Higher Secondary School Examination-Part I(Class XI)  
 (To be filled in triplicate)

- [I] Name of the Institution:-----
- [II] District:-----
- [III] Govt/Private:-----
- [IV] If private-Recognized/unrecognized:-----

Secondary School Examination(Back Record)						Higher Secondary Part I					
S. No	Sec School	Name & Parentage	Board Reg No	Year / Session	Result	Class XI Roll No	Adm No (If any)	Academic Subjects	Vocational Subjects Offered	Registration Renewal fee vide No Date	Exam fee paid vide No:..... Dated.....
	Exam Roll No							1.Gen English 2..... 3..... 4..... 5.....	1.Gen English 2..... 3..... 4..... 5.....	To be filled in copy I	(To be filled in copy II)

Note : To be filled in streamwise.

**Strength of Students:**

<b>Subject:</b>	<b>Strength</b>	<b>Subject</b>	<b>Strength</b>	<b>Signature of Principal Name in full..... Seal</b>
1. Gen English	.....	6. ....	.....	
2. ....	.....	7. ....	.....	
3. ....	.....	8. ....	.....	
4. ....	.....	9. ....	.....	
5. ....	.....	10. ....	.....	



The Jammu & Kashmir State Board of School Education (Bemina, Srinagar/Rehari Colony, Jammu)

Name of Institution \_\_\_\_\_ District \_\_\_\_\_

Result Register of Class of XI students covered under CCE for the Session \_\_\_\_\_

Note: The students should be placed in the same order as in Enrollment Register Return Forms

SECONDARY SCHOOL EXAMINATION					CONTINUOUS COMPREHENSIVE ASSESSMENT OF PERFORMANCE IN SUBJECTS OFFERED IN CLASS XI															
School Exam Roll No.	Name and Percentage	Board Regd. No.	Year Session	Result	Adm/Class Roll No.	Academic Subject Offered	FIRST TERM TEST					Overall Result	SECOND TERM TEST				Aggregate of Assessment of 1st and 2nd term	Overall Grade	Overall Result	
							Unit Test UI		Term Test	Assessment of 1st Term	U3		U4	Term Test	Assessment of 2nd Term					
							Theo	Prt.	Theo	Prt.						Theo				Prt.

Final pass percentage Subject

Subject	Total Strength	Pass percentage	Vocational Subjects	Total Strength	Pass Percentage	Signature of Principal
1. Gen English	_____	_____	1. _____	_____	_____	Name in full _____
2. _____	_____	_____	2. _____	_____	_____	Seal _____
3. _____	_____	_____	3. _____	_____	_____	
4. _____	_____	_____	4. _____	_____	_____	Countersigned by Joint Secretary (Exams)
5. _____	_____	_____	5. _____	_____	_____	
6. _____	_____	_____	6. _____	_____	_____	
						J& K Bose.

## TEACHER'S RECORD CARD

Name of the School .....

Subject (Academic/ Vocational).....Class.....Section.....

S. No.	Particulars			Particulars												Aggregate of First and Second term Assessment (Mark)	Final Result Overall Grade	Remarks Type of Test/ Tool used				
	Roll No.	Name of the student and his Percentage	Board Regd. No.	Unit Test U1		Unit Test U 2		First Term Test		Result of First Term		Unit Test U3		Unit Test U4					Second Term Test		Result of Second Term	
				Theo	Prt	Theo	Prt	Theo	Prt	Theo	Prt	Theo	Prt	Theo	Prt				Theo	Prt	Theo	Prt

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

Assignment & Weightage	First Assessment Unit I	Second Assessment Unit II	Third Assessment Half yearly Assessment Term	Assessment of U I+ U II+U I	Grade of First Term	Fourth Assessment U III	Fifth Assessment U IV	Sixth Second Term U III+U IV	Total
Subjects of Curriculum									
Max Marks/Marks Obtained	10%	10%	30%	50%	50%	10%	40%	50%	100%
i. English									
ii.									
iii.									
iv.									
v.									
vi									
Grand Total									
<b>II Achievement in activity related areas</b>									
1. Art Education									
2. Health & Physical Education									
3. Work Experience									

**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. Deligence		
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  
 Principal  
 Higher Secondary  
 with Name & Seal

Countersigned  
 Joint Secretary (Exams)  
 J & K BOSE

**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>

### 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 Scale for Recitation

<b>I.Regularity/ Punctuality</b>	participates egularly & 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>I. 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>

## 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 Asse- sment 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
			U1	U2				CW1									

Signature of  
Teacher