

**Board of Secondary Education, Rajasthan
AJMER**



**Manual of Instructions
on
Comprehensive
Internal Assessment**

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FOREWORD

Since 1964 the Board of Secondary Education, Rajasthan, Ajmer has undertaken a comprehensive programme of examination reform. As a part of this programme the Board has organised a number of workshops with a view to orientating teachers and paper-setters in the objective based techniques of evaluation.

However, the improvement of external examinations is not enough to achieve the desired educational goals. It has to be supplemented by concomitant changes in school practices through strengthening the internal assessment. The Comprehensive Internal Assessment Scheme adopted by the Board is a step in this direction.

The scheme is, at present, adopted by all the Secondary and Higher Secondary Schools recognised by the Board. The scheme envisages compulsory participation of every student in (a) any creative activity – literary or scientific or cultural – once in a week and (b) games and sports for at least two days in a week. Besides the assessment of the performance of the candidate in physical and creative activities, the scheme also lays stress on the assessment of the student's personal and social qualities and his interests and attitudes with a view to developing his allround personality. A certificate mentioning the performance of the student in all the above areas is awarded (by the head of the institution in which the student is enrolled under the seal of the Secretary of the Board).

The present booklet is brought out with a view to providing the guide lines for organising extra-curricular activities, conducting and evaluating them and maintaining individual and cumulative record cards of students in schools.

There has been a great demand from other States all over India and some foreign countries for the English version of this scheme. Shri P. L. Pareek, Academic Officer, Board of Secondary Education, Rajasthan, Ajmer has prepared the English version of the revised scheme.

It gives me pleasure to commend this new educational innovation for wider adoption.

Inderjit Khanna
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Chapter—I

OBJECTIVES OF COMPREHENSIVE SCHEME OF INTERNAL ASSESSMENT

Objective based education is the motto of the present day educational system. In order to fulfil this aim, the objectives of teaching of all the major subjects have been worked out by the Board. Syllabuses in terms of objectives and methods of teaching have also been drawn. Reforms in the pattern of examination have also been carried out with a view to testing objectives. In short, our syllabuses, methods of teaching and the system of examination have been geared to the objectives of education.

The Board has strived successfully to some extent in remoulding the syllabuses and the system of examination according to the objectives of education but education is not circumscribed to the areas mentioned above. Education is a process through which an all round development of the child is attempted and this cannot be achieved solely through class-room teaching. Class-room activities have inherent limitations of their own which, however, may be made up by providing pupils with opportunities outside the class-room. For achieving a harmonious and fuller development of the pupil's personality, it is essential to have a large variety of activities outside the class-room. The Comprehensive Internal Assessment Scheme adopted by the Board provides avenues for undertaking these activities in schools.

There are some misconceptions prevailing about the aims of this scheme among educators, and it is essential to clear them up. (Some educators feel that it is a mode of recording the pupil's progress, while others hold that it aims at assessing the abilities of students in different areas. These two are not aims but are merely means.) Through this scheme we (aim at the development of the pupil's personality by providing a number of physical and creative activities which cannot be organised in the class-room. Physical growth of the pupil, formation of healthy attitudes, development of personal and social qualities, fostering of emotional attitudes and creating abiding interests in worthwhile pursuits are some of the main objectives of this scheme.) These aims can be achieved through a provision of varied activities outside the class-room and a well defined mode and procedure of internal assessment in the school.) The external system of examination is also unsuitable for assessing these traits. Hence, this scheme is designated as 'Internal Assessment Scheme'. It is a comprehensive scheme in the sense that it includes activities for the all round development of the child. The term 'assessment' used in the term "Comprehensive Internal Assessment Scheme" has a special connotation. It signifies the categorisation of the students' achievement with a view to providing timely guidance to each individual pupil in each area of development.)

In brief, we may say that the Comprehensive (Internal Assessment Scheme aims at providing activities to pupils in areas of physical health and education, creative and aesthetic development and fostering of desirable interests and attitudes and providing timely guidance to them through a system of regular assessment in all these fields. The purpose of assessment is not only to grade students according to their attainments but also to help them make up their deficiencies through their individual efforts and if necessary by enlisting the co-operation of their parents concerned. The aim of maintaining records and assessment is to find out clues for remedying the ills that hamper the child's growth.)

The Board holds the view that every school should adopt a minimum programme for the development of students committed to its care. The scheme envisages, therefore, (that each student be given opportunities for participating in physical games and exercises atleast twice in a week and the creative or aesthetic or intellectual activities at least once a week. Besides these activities each student should be helped in developing personal and social qualities and attitudes.) The different areas of the scheme are detailed out in Chapter II.

Opportunities and facilities for physical, intellectual and cultural activities are not uniformly available in all schools. In fact, it is not possible for every school to provide every student with facilities for games, sports, hobbies or other creative activities of his choice. The intention of this scheme is to encourage each school to explore and exploit facilities in the school and the community and help the school children to the extent their potentialities permit.

This scheme covers classes IX, X and XI. A student studies for two or three years in a Secondary or a Higher Secondary School. As soon as a student is admitted in class IX, information about his bio-data and family background should be obtained at the time of admission. The bio-data should cover information regarding his health, mental and scholastic achievement, interests and personal and social qualities. The level of attainment of a student at the time of his admission will serve as a bench-mark. It will also form the base on which the personality of the pupil will be built. The scholastic attainment of the student during his two or three years' stay in the school will be ascribed to skillful teaching in the class, but the credit for the development of his physical, personal and social qualities and attitudes will mainly go to the implementation of the Internal Assessment Scheme. This scheme may be rated successful to the extent it develops the above qualities in a student.

(The process of assessment in various areas covered under this scheme is aimed at continuous improvement and growth of the pupil.) The data recorded at the end of each term should indicate the mile-stone of progress covered by each student. The progress shown in the succeeding term should be compared with that of the previous one.

In brief, it can be said that the (Internal Assessment Scheme is a programme for the all-round development of a student's personality. Selection of activities under the scheme; procedures of assessment and the methods of keeping records to be employed under the scheme should emanate from the central or overall objective of the harmonious growth of the child.) The following chapters on the scope of the scheme, organisation of activities, procedures of assessment and maintenance of records of different activities have been written with this aim in view.

Chapter—2

SCOPE OF THE SCHEME

As has already been stressed in Chapter one, (the programme of the Internal Assessment Scheme should be framed with a view to developing the total personality of the child) In pursuance of this objective we may broadly lay down the areas in which the activities are to be organised :—

1. Physical Health.
2. Mental and Scholastic Achievement.
3. Personal and Social Qualities.
4. Interests.
5. Attitudes.
6. Co-curricular activities.

1. Physical Health :

It goes without saying that the physical development of a student is no less important than his scholastic achievement. Mental development and physical growth go hand in hand. For example, if a student is irregular in his studies due to illness, his scholastic progress is likely to be hampered. Sometimes, it is also seen that physical handicaps become the main determinants of mal-adjustment among pupils and may contribute to anti-social disposition.

Proper development of the body is a sine-qua-non (an indispensable condition) for the smooth growth of the mind. It is, therefore, necessary that, as far as possible, students should be examined by qualified doctors twice in a session (July and January). If this facility cannot be provided, general information about health e. g. height, weight, chest measurement (normal and expanded) and general condition of health should be obtained twice in every session. The data should be filled in the Cumulative Record Card. In addition to this general information, physical disabilities and diseases e. g. defective vision, dirty teeth, deafness etc., which the teacher can detect at his own level, should also be noted in the Cumulative Record Form.

The aim of the Internal Assessment Scheme is not only to locate the defects but also to administer the remedy. Hence, information about the bodily handicaps and diseases should be communicated to parents, or guardians so that they may take suitable measures to remedy the ills from which their wards suffer.

2. Mental and Scholastic Achievement

The level of intelligence of a student and his scholastic achievement are closely inter-linked. Intelligent students possess greater learning capacities than their less fortunate counterparts. Students, who are intelligent, require teaching material of a higher level and are able to understand abstract concepts without much use of material aids. But this does not imply that the scholastic achievements of an intelligent student will be in proportion to his intellectual potentialities. His actual achievement may fall short of his innate abilities due to poor family background, personality maladjustment, emotional disturbances and other factors. On the other hand, the slow and the retarded students need simplified instructional material and adequate use of teaching aids. But some enthusiastic teachers expect too much from the weak and retarded pupils. The poor performance of the intelligent student and too much expectations from the slow are both harmful. The former condition is harmful to the society also, as intelligent students do not grow to the optimum level, which their potentialities warrant. In the latter case, the students have less ability but too much is expected of them. This gives rise to lack of interest, fear, anxiety, etc. in them.

An efficient teacher identifies the mental level of individual students and adapts his teaching accordingly. From the above analysis we may arrive at the conclusion that administering of intelligence tests in schools will be useful for identifying individual differences but this has to be done by trained persons. There is dearth of such persons in our schools. Hence it is essential that only those schools which have trained and experienced teachers use these tests. If they are used by quasi-trained persons, the results can be disastrous. So the Board has decided that schools which intend to take up this programme should seek prior permission of the Board.

It is an important duty of the teacher to guide his pupils for better scholastic achievement. For this it is necessary that he should be conversant with the procedures and techniques of preparing and applying diagnostic tests and adopting suitable remedial measures for recuperating their weaknesses. He should have a clear conception of the aims of teaching, and use of teaching-learning procedures. In previous years much stress was laid on memorising of facts by students but now the emphasis has shifted to understanding and applying them under new conditions and acquiring related skills. The teacher is, therefore, required to employ appropriate methods of teaching suited to the particular objective of teaching.

The objective-based approach is also applicable to the modes and procedures of evaluation. The present system of examination is objective centred. Its primary objective is to diagnose the difficulties of pupils under each category of objectives and evolve suitable measures with a view to filling in the gaps of knowledge, skills and understanding as discerned from his results. This also implies that the examination should be spread over the whole year and the practice of declaring a student successful or dubbing him as a failure on the basis of annual examinations should be given up or discarded. In the old system the promotion of the pupil to the higher class was based on his performance in the annual examination. It has been replaced now by frequent periodical tests at least five times in a year. According to practice in vogue in Rajasthan it is compulsory for every student to take three periodic tests, one Half Yearly Examination and one Annual Examination. The weightage of these tests and examinations is given below :-

Three periodic tests	15%
Half Yearly Examination	35%
Annual Examination	50%

The results of the tests and examinations should be interpreted as suggested below :-

- (1) Marks obtained by students in the test or examination should be compared with those secured in the previous test or examination with a view to finding out whether the progress of a student is satisfactory or not. If there is any deterioration instead of progress, diagnostic tests should be administered and remedial measures employed so as to ensure continuous progress of students.
- (2) It is necessary to analyse the answer-books of individual students minutely. Such an analysis is all the more important in case of weak students to help them solve their difficulties.

3. Personal and Social Qualities :

Personal and social qualities are an integral part of a pupil's personality. The development of these qualities has a special significance in inculcating a democratic outlook in our pupils. Hence it is obligatory on the part of the school to provide opportunities which help the student in imbibing these qualities.

A long list of personal and social qualities can be drawn up but for our purpose the ten qualities included in the scheme will be sufficient. These qualities may be divided into two categories. Category A includes four qualities and category B six. Qualities mentioned under category A should be constantly assessed and each school has to maintain assessment records, compulsorily for each individual student, of each term. Assessment of qualities mentioned under category B is, however, optional because all the schools may not be in a position to draw out suitable activities for inculcating these qualities. The basis of assessment of these qualities will be Anecdotal Records. The importance of these qualities in the present and future life of students will be clear from the specifications of each quality given below :-

Personal and Social Qualities :

Category A (for these qualities every student is to be assessed at least twice in a session).

(1) Discipline :

- (A) Observes rules and regulations.
- (B) Respects the decision of the group.
- (C) Does not wilfully harm others or damages any property.
- (D) Is courteous.
- (E) Accepts the role assigned to him.

(2) Punctuality :

- (A) Keeps time.
- (B) Observes appointed time.
- (C) Turns in time and not late.

(3) Regularity :

- (A) Sticks to the schedule of work.
- (B) Has a set routine of time.
- (C) Does not work by fits and starts.

(4) Habits of Cleanliness :**(A) Personal Cleanliness .**

Keeps his person and dress clean.

(B) Social Cleanliness :

Keeps his class, school and other places clean.

Category B (Assessment of these qualities in all the students is not essential. If Assessment is done at all for some or all the qualities, it should be done on the basis of reliable evidences. It is the duty of schools to provide ample opportunities for the development of the following qualities before undertaking any assessment programme).

(5) Emotional Stability :

- (A) Not easily excitable.
- (B) Does not get perturbed easily.
- (C) Not easily irritable.
- (D) Controls passion.
- (E) Has a high level of tolerance.

(6) Sense of Responsibility :

- (A) Is conscious of duties.
- (B) Works sincerely.
- (C) Does his work by himself.
- (D) Is dependable.

(7) Initiative :

- (A) Thinks on his own.
- (B) Decides on his own.
- (C) Plans on his own.
- (D) Acts on his own.

(8) Industry

- (A) Works hard.
- (B) Takes pains to complete the work allotted to him.
- (C) Puts forth his best into work on hand.
- (D) Does not waste his time.

(9) Co-operation :

- (A) Is willing to work with others.
- (B) Works towards the common goal.
- (C) Tries to help the group to achieve the goal.
- (D) Subordinates his own interest to group interest.
- (E) Is sociable.

(10) Spirit of Community Service :

- (A) Works for the good of the group.
- (B) Is considerate to others.
- (C) Helps the needy.
- (D) Volunteers in health and relief drives etc.
- (E) Volunteers to join social organisations.

Three to five specifications of each quality have been given. The students have to be assessed in the light of these specifications.

4. Interests :

Like personal and social qualities, interests also constitute a significant area of development of a student. Every student reveals his interest through his behaviour. When interests are cultivated, creative talents get chances of expression. This promotes self-reliance also. Some students in their later life may also take up a profession in keeping with their interests. Hence, there is a need to provide ample opportunities in schools for the development of interests. The scheme envisages five areas related to interests viz. literary, artistic, musical, scientific and social service. Our primary aim should be to find out the interests of students and help them develop at their pace and in the directions they feel instinctively inclined to. It is not expected that every student in the class will be interested in all the five areas but the possibilities are that each might have one interest to pursue. It is also likely that some students may have more than one area of interest. It is imperative on the part of the school to provide avenues for the development of interests. Remarkable achievements of pupils in the area of interest are to be noted in the Anecdotal Record Form and on the basis of these records, entry may be recorded in the certificate under the column special achievement.

The sphere of interests is very broad but only five areas of interests have been taken up and desirable traits related to each of them drawn below.

I. Literary Interests :**A. Reading :**

1. He is a member of other libraries.
2. He borrows books from others.
3. He purchases extra books, periodicals etc.
4. He collects quotations, lines of poems etc.
5. He reads about writers and poets.

B. Writing :

6. He writes articles, reports, stories etc.
7. He composes poems.

C. Speaking :

8. He makes speeches on different occasions.
9. He participates in debates and discussions.
10. He recites poems.
11. He tells stories.

D. Miscellaneous :

12. He listens to literary programmes on the radio.
13. He attends literary functions.
14. He keeps a literary album.
15. He appreciates literature and literary activities.
16. He meets or likes to meet writers and poets.

2. Artistic :

1. He draws designs, pictures, sketches, portraits etc.
2. He paints pictures, portraits, designs etc.
3. He makes artistic things.
4. He arranges things artistically.
5. He maintains an art album (pictures, paintings, cartoons etc.)
6. He collects things of artistic nature.
7. He appreciates things of art.

3. Musical :

1. He listens to music (vocal or instrumental).
2. He sings individually or in groups.
3. He plays on musical instruments.
4. He watches dance performances.
5. He takes part in dance performances.
6. He appreciates good music and dances.
7. He reads literature on music.

4. Scientific :

1. He reads science literature.
2. He prepares charts and models relating to science.
3. He improvises science apparatus.
4. He takes part in science club activities such as devising apparatus, preparing diagrams, contributing to magazines on scientific topics etc.
5. He collects material pertaining to science such as insects, skeletons, museum specimens, etc.
6. He maintains a herbarium, aquarium or ariary.
7. He, visits places of scientific interests.
8. He listens to science talks on the radio.
9. He meets or likes to meet people working in the field of science.
10. He appreciates inventions and discoveries.

5. Community Service :**A. Inside the School :**

1. He helps in the organization of school functions.
2. He helps in the maintenance of school discipline.
3. He helps in the maintenance of school cleanliness.
4. He undertakes voluntary physical labour for the school.

B. Outside the School :

5. He is a member of voluntary organizations for social service.
6. He participates voluntarily in activities such as fairs, social functions, adult education classes etc.

C. In the Locality :

1. He keeps the locality clean.
2. He is respectful to elders.
3. He takes part in the programmes of the locality.

D. Miscellaneous :

He readily extends help to class-mates and school fellows, whenever approached.

5. Attitudes :

A very significant dimension of a pupil's growth is the development of the right type of attitudes. The teacher can make a substantial contribution in this area both through example and precept. Planned and concerted efforts have to be made by him for developing desirable attitudes in pupils. They should meet from time to time, exchange notes and discuss ways and means to develop desirable attitudes and do their best to achieve the aim. The purpose of assessment of different attitudes is not only evaluation but also the development of the pupil's attitude. Desirable behaviour related to each attitude has been given as indicated below :-

(1) Attitude towards Studies :

- A. Listens to the teacher attentively in the class.
- B. Puts forth problems for solution before the teacher in the class.
- C. Is curious to learn more and uses library etc.

(2) Attitude towards Teachers :

- A. His behaviour with teachers in school is respectful.
- B. Does odd jobs for teachers when there is an occasion.
- C. Is respectful to teachers outside school.

(3) Attitude towards School Programmes :

- A. Participates in games and sports.
- B. Participates enthusiastically in cultural programmes.
- C. Contributes to literary activities.
- D. Helps in the organization of all the school programmes.

(4) Attitude towards School Property :

- A. Keeps the furniture, doors and windows of the class clean.
- B. Does not break the class and school furniture.
- C. Prevents others from damaging school property and reports about it to the teacher and headmaster.

6. Co-curricular Activities :

For an all-round development of a student, class-room teaching is not enough. It is very essential to organize co-curricular activities for this purpose. The following activities are included under this head :-

CATEGORY 'A'

- Literary:**
1. Debate
 2. Creative Writing
 3. Recitation of Poems
 4. Drawing
- Cultural:**
5. Dramatics
 6. Music
 7. Dancing
- Club:**
8. Science Club
 9. Commerce Club.

It is compulsory for every student to take part regularly in at least one of these activities.

CATEGORY 'B'

- Other activities:**
10. Games
 11. Sports (i) Track events
(ii) Field events
 12. Swimming
 13. Gymnastics
 14. N. C. C.
 15. Scouting
 16. Work Experience
 17. Community Service
 18. First Aid
 19. Civil Defence
 20. Gardening

It is compulsory for every student to take part in at least one of these activities twice a week

If a school so desires it can start any other activity with the permission of the Board. Directions about organization of these activities are given in the next chapter.

Chapter—3

ORGANIZATION OF ACTIVITIES

The term organization anticipates all stages involved in the process of implementation of a programme. When we organize any activity, we have to think ahead about the possible problems that are likely to come up in its implementation. In addition, we have to make all necessary preparations for mobilising resources both human and material in advance. Different activities have to be organized under the scheme of Internal Assessment. To implement them successfully, we have to anticipate all the stages; from the stage of planning to the stage of evaluation, and equip ourselves to meet the eventualities and emergencies arising at each stage. The following points may be kept in mind from the beginning of the session for the successful implementation of the scheme.

The growth or development of the child in six areas has been suggested under the scheme of Comprehensive Internal Assessment. These areas do not, however, necessarily imply distinct programmes and activities. For example, for the development of personal and social qualities, attitudes and interests, it is neither possible nor desirable to evolve distinct and separate programmes. These areas are important for the pupil's development but separate periods need not be provided for them in the time-table. The organization of co-curricular activities is the most important provision through which the pupil can be helped to develop his physique as well as his personal and social qualities, attitudes and interests. The improvement of the pupil's health, formation of attitudes, inculcation of personal and social qualities and fostering of creative expression can be attained mainly with the help of co-curricular activities. This chapter deals mainly with directions in regard to the organization of co-curricular activities

Besides the co-curricular activities a brief reference is also made to scholastic activities which also constitute an integral part of the comprehensive internal assessment scheme.

ACTIVITY-WISE ORGANIZATION

Physical Health :

For the scholastic achievement of a pupil his physical health is of prime importance. Physical and mental development go hand in hand. Schools should do their best in the area of physical education and health, which, unfortunately, gets the secondary place in schools. As has already been hinted in the last chapter, as far as possible, every pupil should be examined by a qualified doctor twice in a session i. e. in July and in January. If this facility is not available, a general examination of health like height, weight, chest measurement and physical defects and diseases like weak eyesight, unhealthy teeth, deafness should be done at the school level. Even school teachers can do this fairly well. It is essential for schools to prepare plans for physical examination according to their own resources and facilities. The Headmaster should ask teachers to examine from time to time, nails, teeth, hair and general health of the pupils while they are attending the general assembly or returning to class-rooms from there. This information should also be entered in the pupil's Progress Report and sent to parents for remedial action.

All this has to be done in a planned manner. The Headmaster should prepare a plan in the beginning of the session. It will be better for the sake of convenience, if the class teacher also remains present at the time of health examination. He should record the result of this examination in the Cumulative Record and through Progress Reports send suggestions to the parents. It is essential to get the student's health examined at least twice a year. A separate book on School Health and Health Education Services in Schools is being brought out by the Board with a view to guiding school teachers in promoting Health Education Programmes in schools.

MENTAL AND SCHOLASTIC ACHIEVEMENT

Intelligence Tests should be used in the schools which have the facilities of trained persons. The Board has provided two types of test papers to schools—verbal and non-verbal. Where facilities are available, Intelligence Tests should be administered to students of classes IX, X and XI in the beginning of the session. In addition to the Raw Scores obtained through these tests,

Standard Scores should also be found. On the basis of the latter, the students should be divided into different categories. The category in which a pupil is placed should be compared with his scholastic achievement. There may be a considerable difference between the two. For example, a pupil with a high degree of intelligence may have low scholastic achievement. In such cases, the teacher should take immediate steps to find out the reason for this difference. The category in which a pupil has been placed on the basis of Intelligence Test should be kept a secret by the Headmaster.

It is the prime duty of a teacher to help the pupil in his scholastic development. In the past importance was given to memorizing of facts but now the emphasis has shifted to the understanding of facts, using them in new situations and developing appropriate skills etc. To fulfil this aim teachers now prepare objective-based unit tests and question papers. They should maintain a file of good objective-based questions and unit tests of different types such as essay type, short answer type and objective type.

Schools hold examinations on the dates given by the Education Department. We suggest that the three periodic tests for students should be held on the same pattern as is fixed for the Half Yearly Examination and the Annual Examination. For conducting these tests, the timetable, seating arrangement, invigilation duties and the pattern of question papers etc. should be of the same type as that of the Half Yearly or the Annual Examination. As far as possible, there should be separate answerbooks for each periodic test in each subject. There will be three periodic tests, one Half Yearly Examination and one Annual Examination in each subject. The proportion of marks for these tests and examinations according to the present rules is as under :

Three periodic tests	15%
Half Yearly Examination	35%
Annual Examination	50%

As soon as a test or examination is over, subject-wise maximum marks and those obtained by the pupil should be filled in the Progress Report and sent to the parents. The achievement of the pupil in the annual examination should be entered in the Cumulative Record too. There are additional columns in the Cumulative Record for students who fail in the examination and study in the same class again.

Besides these tests and examinations, teachers should have some more informal examinations, for example (i) After teaching a unit he should give a test based on that unit. Thus, he will be able to know about the achievement of his pupils in that unit. (ii) He may also give a unit test in the form of home assignment and the answers can be discussed in the classroom. (iii) He may ask oral questions on the unit.

ORGANISATION OF CO-CURRICULAR ACTIVITIES

Mere class-room teaching is not sufficient for the allround educational growth of a pupil. Co-curricular activities are an effective means towards the end.

Realising the importance of these activities for the allround development of the students, educationists have stressed the need of giving them as much importance in the school programme as is given to classroom teaching.

Co-curricular activities have a two fold importance in scholastic and non-scholastic areas. On the one hand they supplement the curriculum and on the other they help in developing those abilities which are essential for success in life. These activities are broadly classified under two categories; category one includes activities which will mainly provide creative expression and activities under the second category are mainly for physical development. Each student should be required to choose at least one activity from each category.

Fifteen activities have been included under this head :—

Creative Activities :

Literary :

1. Debate
2. Creative writing
3. Recitation of poems
4. Drawing

It is compulsory for every student to take part regularly in at least one of these activities.

Cultural :

5. Dramatics
6. Music
7. Dancing

(If a school so desires, it can start any other creative activity also, provided that the newly introduced activity caters to the creative urge of pupils and the school commands adequate resources to implement it.)

Club :

8. Science Club
9. Commerce Club
10. Literary Club

Activities for Physical Development :

11. Games
12. Sports (1) Track events
(2) Field events
13. Swimming
14. Gymnastics
15. N. C. C.
16. Scouting
17. Community Service
18. Gardening
19. First Aid
20. Civil Defence.

It is compulsory for every student to take part in at least one of these activities at least twice a week.

Schools have two major responsibilities towards the organisation of the above type of co-curricular activities.

- (1) To ensure that every student takes part in the activities, chosen by him and is provided facilities and opportunities for participating in them.
- (2) To plan and phase out each activity for the programmes for whole session with specific details of programmes for each term and every week.

Guide Lines for Ensuring Requisite Pupil Participation in Co-Curricular Activities :

- (A) In the beginning every student should be asked to choose 2 or 3 activities in order of preference from literary, cultural and club activities. Similarly he may be asked to mention the games in which he would like to participate.
- (B) Schools should prepare 'Time-table of Activities'. Efforts should be made that every student gets a chance to participate at least in the number of prescribed minimum activities according to his preference.
- (C) Students should be grouped activity-wise. The grouping of students for participating in different activities will depend upon the nature of the activity and the number of students opting for it.

Guide Lines for the Planning of Co-Curricular Activities :

- (A) The number of activities run in a school will be determined by the resources available such as playgrounds, games material and the proficiency level of the staff in the activities. But the minimum number of activities should be such that every student is able to participate regularly (a) in one creative activity once a week and (b) one games activity twice a week.
- (B) Literary, cultural and club activities can be organised during school hours on every Saturday in the last two periods. Other activities may be run in the games period after school hours.

(C) After school hours activities can be organized in the following way :—

Games	Six days a week.
Sports	Six days „
Swimming	Six days „ (if resources permit)
Gymnastics	Six days „
N. C. C.	As decided by N. C. C. authorities
Community service	Two days in a week.
Scouting Activities (Scouts & Guides).	Two days in a week.

- (D) The teacher incharge of each activity will be responsible for purposes of planning, execution and assessment. Of course, other teachers will also co-operate.
- (E) In the beginning of each session, every school should plan co-curricular activities in terms of the year, months, weeks and days. The teacher incharge of every activity will draw up the yearly, monthly and weekly plans for his activity. An over-all plan should be prepared on the basis of plans for individual activities.
- (F) All the Literary, Cultural and Club activities will run simultaneously in the school time in the last two periods and all the students of classes IX to XI will take part in at least one of them.
- (G) It is very essential to maintain the record of attendance of students participating in different activities and steps should be taken to ensure regularity of attendance.

Activity-wise Guide Lines :

1. Debate :

As has been mentioned earlier, this activity is to be organized on every Saturday during the last two periods. This activity has two aspects :

- (1) giving practice to students in the art of debating and
- (2) determining the quality of their performance.

After giving practice on every two or three Saturdays, competitions can be arranged at the class level or that of classes IX, X and XI combined. The students should be rated on the basis of their performance in these competitions.

One group should not consist of more than 30 students to ensure that every student opting for the activity gets the opportunity of participating in it. At the rate of 10 Students per turn, all the 30 students will be covered once in three weeks. If there are more than 30 students opting for this activity, there should be more than one group and they can carry on simultaneously.

2. Creative Writing :

This may include writing of essays, stories, one act plays, composing of poems, critical examination of a piece of prose, poetry etc. This ability, even though present in some students, remains dormant unless proper opportunities are provided to bring it out and develop it. Development of this ability will require special efforts on the part of the teacher incharge of this activity.

If the teacher starts bringing out every month or once in two months a class manuscript magazine, the students will get the required opportunity. The students endowed with this particular ability will feel encouraged to write or compose something and thus gradually acquire some proficiency in the art of creative writing.

When the students opting for this activity meet on Saturdays, the teacher will have to guide them to write something on their own for the class manuscript magazine. He should assign specific work to each student and supply necessary reference material. A discussion on one Saturday can be followed by actual creative writing by students on the subsequent 2-3 Saturdays. Competition can be held in different aspects of creative writing at the class or school level.

This group need not necessarily be small. It can consist of even more than 30 students for every student will be doing something on his own, after he has received guidance from the teacher. An unusually big group, however, will not be conducive to qualitative output.

3. Recitation :

This activity encourages students to learn useful and inspiring quotations, sayings, poems and prose passages and to acquire the ability to recite them impressively before others and thus have the satisfaction of self-expression.

The teacher incharge should suggest such material from various sources such as text-books, original works of great authors or anthologies, as may be inspiring and useful to students and give them practice in reciting it impressively. This material may be in Hindi, Sanskrit or English or in all these languages. Competitions may also be arranged for this activity from time to time.

4. Drawing :

This includes sketching, use of different colours, display of designs etc. Through this activity the teacher may try to develop the imagination and creativity in a pupil. Under this activity, pupils can be taken to different places and they can paint some natural and historical scenes as also imaginary ones. 30 to 35 students can be included in a group.

Cultural Activities :

Dramatics, Music and Dancing :

Though these activities are very essential for the self-expression of students, they have not received the required attention in school programmes. Cultural programmes are organised in schools once a year or in some cases more than once in which only a few students participate.

The Comprehensive Internal Assessment Scheme envisages that schools would provide opportunities to all such students as opt for one or more of these activities. These opportunities should be properly utilised by the incharge teachers both with a view to giving practice to the students concerned in dramatics, music and dancing and organising cultural shows periodically where these students can display the skills acquired by them.

The teachers will be required to select dramatic pieces, musical items and dances and assign to each student the task he has to do and guide him. Three Saturdays can be devoted for practice and the fourth one for actual display through a cultural show or otherwise.

It is not necessary to organize cultural shows of about an hour's duration during the last two periods of the fourth Saturday. They can better be staged in the evening on that day on the school stage. Inter-group competitions may also be organised.

Club Activities

Activities like the study of scientific literature, preparation of charts and models and scientific apparatus, collection of material related to science are to be included. Through this activity a teacher can develop in the pupils a curiosity to discover new things. He can take them on educational trips to zoos and aviaries, and thus give them knowledge about plants and animals. The group in this activity need not be small and can have 30-35 members. Club activities in commerce can also be chalked out similarly.

Games :

It is an activity of great importance especially for the adolescent stage. Generally most schools take this activity seriously only at the time of tournaments. Even then only few students get the opportunity to participate.

All schools are expected to provide their students, to the extent possible with the games included in the Departmental Tournaments. In addition to organising all these games on all the six days of the week, it has also to be ensured that all students get the opportunity of participating in the games they opt for the maximum number of times possible. The number of times an opportunity to play every game can be provided to a student, will depend upon the facilities of playing grounds available in the school.

Planning of this sort will require serious thinking. A two dimensional weekly time-table will have to be drawn up mentioning the games provided day-wise and involving all the students in one game or the other according to their choice.

The teacher in-charge will be mainly responsible for the planning part of the activity but its execution by way of supervision and guidance will be a joint responsibility. Other teachers too will assist in this work and their days of games duty along with games and teams they are required to supervise should be mentioned in the weekly games time-table. Ordinarily, a teacher should not be required to be on duty in connection with games on more than 2-3 days a week. Inter-class tournaments and inter-school matches should be organized to assess the pupils in the games in which they participate.

Sports :

Sports is an activity to which most schools wake up only at the time of tournaments. Since at least two days in a week shall now be allotted in the school time-table to this activity, the teacher incharge should give the required practice in the track or field events as the case may be to deserving students. Competition at the school or inter-school level or both can be organised with advantage and used for assessment purposes.

Swimming :

Only a few schools which have their own swimming pools or have access to one belonging to another institution can organise this activity. Schools can promote this activity even when a suitable tank etc. is available nearby but this will require adequate safety measures. No risks should be taken. Wherever possible, this activity should run twice a week and both regular participation by students and quality performance should be stressed. For evaluation purposes competitions should also be organised.

Gymnastics :

Only those schools which have the necessary equipment and a trained teacher can organise this activity. Wherever possible, the students who opt for it should be given the opportunity of participating in it twice a week. Competitions at the inter-class and inter-school level will help them develop the quality of performance and will also provide teachers opportunities to evaluate them.

N. C. C. :

This activity is controlled by an outside authority and not the school. All that the school can do is to make such students, as opt for it, available to N. C. C. authorities. For recording purposes the grades given by these authorities may be accepted.

Scouting :

The educational importance of this activity has not been sufficiently recognised by most schools. The aim of this activity is to develop character and impart training in good citizenship. Scouting being based on play-way methods and exciting experiences, is a very interesting activity but unfortunately it is very often conducted in a very mechanical and dull manner with the result that many students who join in the beginning of the session subsequently drop out.

The programme of scouting should be planned in terms of the year, months and weeks and should include 3-4 day camps and hikes. This activity should not be allowed to become stagnant but should go on vigorously. A recruit should not remain a recruit till the end of the session but should successively become a Tender Foot, Second Class Scout, a First Class Scout and so on. All the activities should be planned and executed on the basis of Patrol System and due importance should be given to the Court of Honour. The Headmaster should place adequate funds at the disposal of Scout Troops.

It is often argued that keeping in view the large number of pupils in city schools and a comparative lack of playing grounds it becomes difficult for such schools to provide games or substitute of games for every student. It is felt that even after exploiting all available facilities if a large number of students of a school remain without games or a substitute activity of games, the school should organise a vigorous programme of P. T. for at least two days in a week. Schools may also explore the possibilities of organising Yogic exercises which demand small space which every school can spare. Heads of the Institutions endowed with imagination and drive can chalk out other programmes to make up the deficiency of playing fields.

(Total No. of students 330)

INTERNAL ASSESSMENT SCHEME

No. (1)

Organisation of Literary Culture and Scientific Activities

Student-wise Time Table

Class	Section	Total No. of students	Hindi Debate	English Debate	Hindi Creative writing	English Creative writing	Hindi Poetry recitation	Drawing and Painting	Drama	Music	Science Club	Remarks
XI	A	38	—	—	4	1	17	2	5	9	—	
	B	34	2	1	3	1	7	—	5	11	4	
X	A	44	3	—	14	—	9	—	13	5	—	
	B	41	5	—	7	—	4	1	15	4	5	
	C	48	7	—	19	—	12	1	5	4	—	
IX	A	43	7	—	11	—	9	—	10	6	—	
	B	42	15	—	7	4	4	5	2	2	3	
	C	40	15	3	10	1	4	—	3	4	—	
Total		330	54	4	75	7	66	9	58	45	12	
Group			A-27 B-27	4	A-38 B-37	7	A-33 B-33	9	A-29 B-29	A-23 B-22	12	

INTERNAL ASSESSMENT SCHEME

No. (2)

Time Table of Literary, Cultural & Scientific activities (Saturday)

Sr. No	Name of Activities	Group	Total No. of Students	Room No.	Name of Teacher	Name of Monitor	Remarks
1.	Hindi Debate	A	27	1	1	A	1.....
		B	27	2	2	B	2.....
2.	English Debate	A	4	3	3	C	1.....
3.	Hindi Creative Writing	A	38	4	4	D	1.....
		B	37	5	5	E	2.....
4.	English Creative Writing	A	7	6	6	F	1.....
5.	Hindi Poetry Recitation	A	33	7	7	G	1.....
		B	33	8	8	H	2.....
6.	Drawing & Painting	A	9	9	9	I	1.....
7.	Drama	A	29	10	10	J	1.....
		B	29	11	11	K	2.....
8.	Music	A	23	12	12	L	1.....
		B	22	13	13	M	2.....
9.	Science Club	A	12	14	14	N	1.....

INTERNAL ASSESSMENT SCHEME

No. (3)

Available Field for games

Football 1 Kabbaddi 1
 Volleyball 1 Kho-Kho 1
 Basketball 1

Activities during Games time

Division of students

Class	Group	Total No. of Students	Football	Volleyball	Basket ball	Kabaddi	Kho-Kho	Sports	Scouting	N. C. C.	Social Service	Total
XI	A	38	4	3	4	2	6	2	5	6	6	38
	B	34	3	4	3	3	3	3	4	5	6	34
X	A	44	5	3	3	4	6	3	5	7	8	44
	B	41	7	4	2	6	4	1	4	8	5	41
	C	48	8	3	2	5	4	2	4	10	10	48
IX	A	43	4	2	2	5	7	2	7		6	43
	B	42	6	4	3	5	6	3	8	3	4	42
	C	40	6	5	2	4	4	2	7	4	6	40
		330	46	28	21	34	40	18	44	48	51	330
			A-23	A-14	A-11	A-17	A-20	18	A-22	48	A-17	
			B-23	B-14	B-10	B-17	B-20		B-22		B-17	
											C-17	

INTERNAL ASSESSMENT SCHEME

No. (4)

Activity-wise Time Table

Name of Activities	Total No. of Students	Group		Place	Days		Time P. M.	Name of the teacher	Name of the Captain
		No.	Name						
Football	46	2	A	Football Ground	Monday	Tuesday	5 to 6	A	1.
			B		Wednesday	Thursday	-do-	B	2.
Volleyball	28	2	A	Volleyball Ground	Monday	Tuesday	-do-	A	1.
			B		Wednesday	Thursday	-do-	B	2.
Basketball	21	2	A	Basketball Ground	Monday	Tuesday	-do-	A	1.
			B		Wednesday	Thursday	-do-	B	2.
Kabaddi	34	2	A	Kabaddi Ground	Monday	Tuesday	-do-	A	1.
			B		Wednesday	Thursday	-do-	B	2.
Kho-Kho	40	2	A	Kho-Kho Ground	Monday	Tuesday	-do-	A	1.
			B		Wednesday	Thursday	-do-	B	2.
Sports	18	1	—	Football Ground	Friday	Saturday	-do-	P. T. I.	1.

1. The Headmaster will make arrangements for place and time for Scouting, N. C. C. and Social Service etc.
2. If the Headmaster desires, he may organise these activities for the students of the first shift in the beginning and for the second shift after the school hours.
3. The Headmaster will keep in mind the facilities available in the school while organising activities under this scheme.

INTERNAL ASSESSMENT SCHEME

(Total No. of students 1200)

Time Table of Literary, Cultural & Scientific Activities (Saturday)

No (1)

Class	Section	Total No. of students	Hindi Debate	English Debate	Hindi creative writing	English Creative writing	Hindi Poetry recitation	Drawing & Painting	Drama	Music	Science Club	Remarks
XI	A	50	12	2	8	4	7	4	5	2	6	
	B	48	8	—	12	3	12	3	3	2	5	
	C	48	10	4	5	7	8	2	5	2	5	
	D	50	9	3	5	3	10	1	8	—	11	
	E	46	11	5	9	2	5	1	4	1	8	
	F	48	10	2	11	5	7	4	1	5	3	
	G	48	5	3	10	3	5	3	—	9	10	
	H	48	15	1	10	3	6	2	4	7	—	
X	A	46	10	4	12	5	3	3	4	2	3	
	B	48	8	—	7	4	12	2	3	4	8	
	C	48	7	—	11	2	5	5	6	4	8	
	D	48	12	5	5	3	6	4	5	—	8	
	E	48	8	3	5	4	9	1	2	4	12	
	F	48	10	4	8	6	4	3	5	8	—	
	G	48	8	2	7	3	11	2	4	11	—	
	H	48	7	2	5	3	10	—	1	—	20	
IX	A	50	10	—	12	6	5	3	5	3	6	
	B	48	8	4	6	5	11	—	8	—	6	
	C	48	7	3	8	2	9	6	4	7	2	
	D	46	12	—	10	1	5	2	3	11	12	
	E	50	13	—	8	—	6	1	2	10	10	
	F	48	10	4	5	5	8	3	—	4	9	
	G	46	8	3	12	4	4	—	6	6	3	
	H	48	12	4	8	3	10	4	1	—	6	
	I	48	10	2	10	4	2	1	1	8	10	
		1200	240	60	209	90	180	60	90	100	171	

INTERNAL ASSESSMENT SCHEME

No. (2)

Time table of Literary, Cultural & Scientific activities (Saturday)

Sr. No.	Name of Activities	Total No. of students	Group	No. of students	Room No.	Name of the teacher	Name of the Monitor	Remarks
1	2	3	4	5	6	7	8	9
1	Hindi Debate	240	1	30	1 A		1..... 2.....	
			2	30	2 B		1..... 2.....	
			3	30	3 C		1..... 2.....	
			4	30	4 D		1..... 2.....	
			5	30	5 E		1..... 2.....	
			6	30	6 F		1..... 2.....	
			7	30	7 G		1..... 2.....	
			8	30	8 H		1..... 2.....	
2	English Debate	60	1	30	9 I		1..... 2.....	
			2	30	10 J		1..... 2.....	
3	Hindi Creative writing	209	1	50	11 K		1..... 2.....	
			2	52	12 L		1..... 2.....	
			3	53	13 M		1..... 2.....	
			4	54	14 N		1..... 2.....	
	English Creative writing	90	1	45	15 O		1..... 2.....	
			2	45	16 P		1..... 2.....	
	Hindi Poetry reading	180	1	30	17 Q		1..... 2.....	
			2	30	18 R		1..... 2.....	
			3	30	19 S		1..... 2.....	
			4	30	20 T		1..... 2.....	
			5	30	21 U		1..... 2.....	
			6	30	22 V		1..... 2.....	

1	2	3	4	5	6	7	8	9
6	Drawing & Painting	60	1	60	23 W		1..... 2.....	
7	Drama	90	1 2	45	24 X 25 Y		1..... 2..... 1..... 2.....	
8	Music	100	1 2 3	35 37 32	26 Z 27 A1 28 A2		1..... 2..... 1..... 2..... 1..... 2.....	
9	Science Club	171	1 2 3	57 57 57	29 A3 30 A4 31 A5		1..... 2..... 1..... 2..... 1..... 2.....	

ORGANISATION OF GAMES ACTIVITIES

No. (3)

Class	Section	Total No of Students	Football	Hockey	Basketball	Volleyball	Kabaddi	Badminton	Kho-Kho	Sports	Gymnastics	Scouts	N.C.C.	Social Service	Remarks
XI	A	50	5	4	10	3	-	3	4	-	-	5	8	8	
	B	48	10	9	5	5	5	3	2	-	3	5	1	-	
	C	48	15	3	5	2	5	2	3	3	2	5	-	3	
	D	50	4	2	4	11	5	4	7	4	1	3	4	1	
	E	46	3	6	2	8	5	3	1	5	4	9	-	-	
	F	48	4	-	1	5	2	2	1	3	2	6	10	12	
	G	48	5	-	1	5	10	1	1	-	3	13	7	2	
	H	48	4	1	2	1	8	2	-1	-	5	11	8	5	
X	A	46	10	2	5	6	4	5	4	-	3	7	-	-	
	B	48	9	-	6	3	6	4	3	1	4	8	-	4	
	C	48	7	5	4	7	4	1	3	1	2	8	6	-	
	D	48	2	4	3	4	7	3	2	3	1	12	4	3	
	E	48	8	3	2	5	5	1	1	4	2	5	8	4	
	F	48	6	1	4	4	4	1	3	1	3	5	10	6	
	G	48	3	5	4	1	10	1	4	1	5	5	5	4	
	H	48	5	4	2	10	-	4	-	5	-	12	-	6	
IX	A	50	5	3	4	6	2	3	1	4	4	11	-	7	
	B	48	5	2	5	5	3	4	1	4	3	10	4	2	
	C	48	6	1	6	4	5	1	2	4	3	8	2	6	
	D	46	3	-	3	3	1	1	6	4	-	12	5	8	
	E	50	2	3	7	2	2	1	3	2	3	8	10	7	
	F	48	8	5	2	5	3	-	-	2	3	10	6	4	
	G	46	4	-	1	10	4	5	1	1	2	8	4	6	
	H	48	3	2	1	5	5	4	4	1	2	9	7	5	
	I	48	4	5	1	-	15	1	2	2	-	16	-	2	
Total		1200	140	70	90	120	120	60	60	55	60	211	109	105	

INTERNAL ASSESSMENT SCHEME

Activity-wise Time Table

No. of Playgrounds—

Football	2	Basketball	2
Hockey	2	Volleyball	2
Badminton	2	Kabaddi	2

Sl. No.	Name of the Activity	Total No. of Students	GROUP		Place	Day	Time	Name of the teacher	Name of the Captain	
			No.	Name						
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
1.	Football	140	4	A	Football Ground	A	Monday, Tuesday	5 to 6	1.....	1.....
				B	" "	B	Monday, Tuesday	5 to 6	2.....	2.....
				C	" "	A	Wednesday, Thursday	5 to 6	3.....	3.....
				D	" "	B	Wednesday, Thursday	5 to 6	4.....	4.....
2.	Hockey	70	2	A	Hockey Ground	A	Monday, Tuesday	5 to 6	5.....	1.....
				B	" "	B	Wednesday, Thursday	5 to 6	6.....	2.....
3.	Basketball	90	6	A	Basketball Ground	A	Monday, Tuesday	5 to 6	7.....	1.....
				B	" "	B	Wednesday, Thursday	5 to 6	8.....	2.....
				C	" "	A	Friday, Saturday	5 to 6	9.....	3.....
				D	" "	B	Monday, Tuesday	5 to 6	10.....	4.....
				E	" "	A	Wednesday, Thursday	5 to 6	11.....	5.....
				F	" "	B	Friday, Saturday	5 to 6	12.....	6.....
4.	Volleyball	120	6	A	Volleyball Ground	A	Monday, Tuesday	5 to 6	13.....	1.....
				B	" "	B	Monday, Tuesday	5 to 6	14.....	2.....
				C	" "	A	Wednesday, Thursday	5 to 6	15.....	3.....
				D	" "	B	Wednesday, Thursday	5 to 6	16.....	4.....
				E	" "	A	Friday, Saturday	5 to 6	17.....	5.....
				F	" "	B	Friday, Saturday	5 to 6	18.....	6.....

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
5.	Kabaddi	120	6	A	Kabaddi Ground	A	Monday, Tuesday	5 to 6	19	1.....
				B		B	Monday, Tuesday	5 to 6	20.....	2.....
				C		A	Wednesday, Thursday	5 to 6	21.....	3.....
				D		B	Wednesday, Thursday	5 to 6	22.....	4.....
				E		A	Friday, Saturday	5 to 6	23.....	5.....
				F		B	Friday, Saturday	5 to 6	24.....	6.....
6.	Badminton	60	6	A	Badminton Ground	A	Monday, Tuesday	5 to 6	25.....	1.....
				B		B	Monday, Tuesday	5 to 6	26.....	2.....
				C		A	Wednesday, Thursday	5 to 6	27.....	3.....
				D		B	Wednesday, Thursday	5 to 6	28.....	4.....
				E		A	Friday, Saturday	5 to 6	29.....	5.....
				F		B	Friday, Saturday	5 to 6	30.....	6.....
7.	Kho-Kho	60	2	A	Hockey Ground	A	Friday, Saturday	5 to 6	31.....	1.....
				B		B	Friday, Saturday	5 to 6	32.....	2.....
8.	Sports	55	55	—	Football Ground	A	Friday, Saturday	5 to 6	33.....	1.....
				—		B	Friday, Saturday	5 to 6	34.....	2.....
9.	Gymnastics	60	60	—	Suitable Place		Friday, Saturday	5 to 6	35.....	1.....

1. The Headmaster will make arrangements for place & time for Scouting, N. C. C. & Social Service etc.
2. If the Headmaster desires he may organise these activities for the students of the first shift in the beginning and for the second shift after school hours.
3. The Headmaster will keep in mind the facilities available in the school while organising activities under this scheme.

Chapter—4.

The Process of Assessment

1. Assessment of Physical Growth :

After collecting information about height-weight etc. as shown in the physical health section of the Cumulative Record, the assessment may be attempted as below :-

1. Height-weight Ratio: (to get an idea as to whether the pupil is over-weight, under-weight or normal).
2. Range of chest expansion: (to judge the soundness of his respiratory system and general physique).
3. General Health : (including remarks on the susceptibility or resistance of the pupil to diseases) This may be arrived at after referring to the health record.

The first two things can be accurately measured with the help of weighing machine and height and chest measuring instruments.

In order to rate the students, the above qualities may further be spread over a three-point scale as given below :-

	GRADE
1. Height-Weight Ratio	
Criteria for Rating :	
(a) Normal	A
(b) Slightly under-weight/over-weight	C
(c) Very much under-weight/over-weight	E
2. Range of Chest Expansion:	
(a) Above 5 cms. (Rarely or never ill)	A
(b) 3.5 cms. to 5 cms. (occasionally ill)	C
(c) Below 3.5 cms. (often ill)	E

Periodicity of Rating

3. General Condition of Health :

The rating may be done twice a session i. e. in July and January with the help of the three-point scale given above. Each student should be rated separately for each of the above aspects. The grades should be entered in the Cumulative Record at the appropriate places. Besides such defects, defective sight, bad teeth, deafness etc. or ailments as require attention and can be detected by the teacher, the follow-up steps taken in the school and by the parents on the recorded defects or ailments too should be mentioned in the Cumulative Record. The above information should also be entered in the Student's Progress Report in order to communicate it to the parents for necessary action at their end.

2. Assessment of Intelligence :

Raw scores obtained by a pupil in intelligence tests are more or less meaningless like any other raw scores. They acquire meaning only when converted into standard scores which are obtained by applying a conversion formula to raw scores. A low negative standard score means poor intelligence while a high positive standard score means high intelligence. The teacher should enter the standard score alongwith the raw score in the appropriate columns of the Cumulative Record. These should then be converted into grades as per table given below and entered in the Cumulative Record.

CRITERIA	GRADE
Above + 1.5	A (Superior)
Above 0.5 to 1.5	B (Above Average)
- 0.5 to + 0.5	C (Average)
Below - 0.5 to - 1.5	D (Below Average)
Below - 1.5	E (Dull)

As will be evident from the Cumulative Record, two tests of intelligence are to be administered to the students. One of them should be a verbal group test of intelligence. Since this has a high verbal loading, some otherwise superior students with poor verbal ability may be rated poor on intelligence. So it will not be fair if the judgment is formed on the basis of this test alone. The other is a non-verbal group test of intelligence. This is a pure reasoning test and does not involve much of verbal ability and therefore verbally handicapped children are not likely to score low on this if they are better otherwise. It is, therefore, necessary to consider grades on both the tests while drawing any inference regarding a pupil's scholastic aptitude or academic status. Intelligence tests should be administered only in those schools which have trained teachers (in administering intelligence tests).

3. Assessment of Scholastic Achievement :

Results of periodical tests, half-yearly and annual examinations shall be reported to the guardians through the Progress Report soon after these tests and examinations are over. Subject-wise total of the three periodical tests, half-yearly and yearly examinations will be entered in the Cumulative Record every year. The distribution of marks over these tests and examinations as per existing rules is as follows :-

Three periodic tests	15%
Half-yearly examination	35%
Annual Examination	50%

Subject-wise maximum marks and marks obtained by the student should be entered in the Cumulative Record. Extra columns have been provided in the Cumulative Record for entering the results of students who fail and study in the same class again. Grand totals over the years may be entered separately for the Secondary pass or Higher Secondary pass candidates in the columns provided for the purpose in the Cumulative Record.

4. Assessment of Personal and Social Qualities :

It is rather difficult for the teacher to assess the personal and social qualities of students assigned to him. This work becomes all the more difficult when he has to teach large classes. Under these circumstances it is essential to provide him with some tools for evaluation. These should be reliable and help him in reaching right conclusions.

It is essential to rate all the students on the following points :-

1. Discipline
2. Regularity
3. Punctuality
4. Habits of cleanliness

Rating on Discipline

In case of an appreciative remark in the Anecdotal Form of a student, he is to be given 4 marks. If there is no remark in this Form, the student gets 3 marks. Less than three marks are to be given in case there is a mention of severe misbehaviour or its repetition. The final rating is generally given by finding the average of the marks obtained in the different terms. But in case of a student who shows steady improvement in discipline over the last six months, his last score is to be taken as final and mentioned in the certificate.

Rating on Regularity

The basis will be the record of attendance in the class and in different activities. Rating is to be done on the basis of the table given below :—

0	1	2	3	4
0-30%	31-74%	75-80%	80-90%	91-100%

Rating on Punctuality

Mention of punctuality should be made in the attendance record of different activities. The attendance of students coming late should be underlined. Assessment is to be done in the same way as that for regularity.

5. Assessment of Habits of Cleanliness :

Keeping in view the importance of social and personal cleanliness of the student, he should be assessed according to the table given below :

His body and clothes are rarely clean and he does not care for social cleanliness.	He is usually dirty and does not usually care for social cleanliness.	He is sometimes found dirty and often does not care for social cleanliness.	He is seldom found dirty and generally cares for social cleanliness.	He is always neat and clean and is careful about social cleanliness. He also encourages other students to be clean.
--	---	---	--	---

Emotional stability, sense of responsibility, initiative, industry, co-operation and social service—these qualities are to be assessed on the basis of Anecdotal Records. Only those students, whose achievements have been commendable, should be assessed for these qualities.

Instructions about rating, categorization etc. have been given in the related proformas.

6. Assessment of Interests :

Interests have been grouped under five main categories viz. literary, artistic, musical, scientific and social service. It is not necessary to evaluate all the students for all the interests. Some students will take interest in one category. Others will be interested in more than one. A student will be evaluated only in the category in which he is interested. Desirable behaviour related to each interest has been given in last chapter. Keeping in view the intensity and frequency of the desirable behaviour, each student is to be assessed in his area of interest according to the table given below :—

0	1	2	3	4
He is not interested in any activity.	He takes part in the related activities and sometimes participates in them.	When encouraged, he takes part in related activities.	He starts the related activities of his own accord and takes part in them.	He takes part in related activities of his own accord and continues to do so.

On the basis of Anecdotal Records teachers should make an assessment twice in a session. Only those students whose achievement has been remarkable in some area or the other are to be assessed.

Instructions regarding categorization etc. have been given in the related proformas.

7. Assessment of Attitudes :

It is compulsory to assess all the students in the area of attitudes. The class teacher, subject teachers and teachers incharge of the activities in which the students participate will meet twice a year for assessment. Instructions regarding rating, categorization and final rating have been given in the related proformas.

8. Assessment of Co-curricular Activities :

It is compulsory for every student to take part in one of the three activities—literary, cultural and club activities. A class-wise record has to be filled in and assessment of students taking part in it has to be made twice in a session by the incharge of the activity. After assessing the students in each term the incharge of the activity will pass on the assessment to the class-teacher who will enter it in the Progress Report and Cumulative Record proforma.

Assessment in the First Term :

Criteria for rating every activity have been prepared on a five-point scale and a separate proforma has been evolved for each activity. Marks obtained by each student on the basis of criteria will be entered in the column provided for it. These marks will be added and the average calculated. The average score of marks will be converted into grades on the basis of the following table :

Marks	Category
Above 3.5	A
Above 2.5 to 3.5	B
Above 1.5 to 2.5	C
Below 1.5 to 0.5	D
Below 0.5	E

At the end of each term each activity incharge will award grades to the students committed to his care and pass on the proforma of the first term containing details of attendance and grade obtained by each student to the class teacher.

The class teacher will enter the same in the Progress Report. The assessment for the second term shall be made in the same way as in the first term in the Proformas for the second term.

Final Rating (Annual Category) :

At the end of the session the grades obtained in both the terms should be converted into marks and divided by two to arrive at the annual grade. The annual grade shall be determined on the basis of the table given below :—

Marks	Category
Above 3.5	A
Above 2.5 to 3.5	B
Above 1.5 to 2.5	C
Below 1.5 to 0.5	D
Below 0.5	E

The annual grade will be entered in the Progress Report and Cumulative Record Form in the prescribed columns by the class teacher.

Chapter—5

Instructions regarding Maintenance of Records of Internal Assessment

When students are admitted to class IX, two files may be opened for each section by the class teachers (a) Cumulative Record Proforma File (see Appendix) and (b) Assessment File. The main purpose of the Cumulative Record is to maintain information about each student regarding his progress in all areas of development from the date of his admission in the school to the day, he leaves the school. A session-wise account of his progress and grades obtained by him from class IX onwards in scholastic and non-scholastic areas will be available in his Cumulative Record Proforma. The class teacher will keep the file of the Cumulative Record Proforma of each section in his safe custody. The other file will be used for keeping proformas about co-curricular activities, interests, attitudes, personal and social qualities. Entries in the Cumulative Record Proformas will be made on the basis of the records in this file. Each class teacher shall be personally responsible for maintaining these files for his class or section of the class, if any.

The proforma of pupil's progress (see Appendix) is an important document. Its purpose is to inform the parents from time to time about the pupil's progress in scholastic and non-scholastic areas so that their co-operation may be sought in promoting the development of the pupil. The Progress Reports shall be filled in by the class teacher and sent to parents at least twice in a session.

(1) Entries in The Cumulative Record Proforma :

The class teacher should start making these entries soon after students are admitted to class IX.

Personal and Family Background Data :

All the information about the student's personal and family background should be collected in Internal Assessment Proforma (see Appendix) and the information so obtained be attached to the Cumulative Record Form. The bio-data of the pupil will contain full information about the pupil's interests, participation in co-curricular activities, his vocational interests, father's name and vocation, facilities for study at home, place of the student in the family or future plans of study and vocation (see Appendix A). In fact, this proforma should be filled in by the father or guardian of the pupil but when it is not possible to do so, the class teacher can fill in himself with the help of the pupil or other persons. The teacher should never miss any opportunity to personally contact the parents or guardians of the students to exchange information about the progress of the students.

Records of Physical Health :

There is no provision for a separate proforma for collecting this information. It should be filled in directly in the Cumulative Record in every session i.e. once in July and then in January.

As far as possible the pupils should be examined by a qualified doctor twice in a session (July and January). Where this facility is not available, only general information about the pupil's health like height, weight, chest measurement (normal and expanded) and such physical defects and diseases (weak eye-sight, bad teeth, deafness etc.) which can be detected by a teacher, should be entered in the Cumulative Record Proforma twice in a year (July and January). The follow-up steps taken in the school and by the parents on the recorded defects or ailments too should be mentioned in the Cumulative Record. The above information should also be entered in the student's Progress Report in order to communicate it to the parents for necessary action at their end.

Record of Attendance :

The attendance of a student should be recorded in his Progress Report after each Periodic test, Half yearly and Annual examination. At the end of the session the total attendance for the year in the class should be entered in the Cumulative Record Proforma.

Intelligence Data :

In the beginning of every session students of classes IX, X and XI may take two Intelligence Tests—one verbal and the other non-verbal and the related entries be made in Cumulative Record proforma. This record will provide guidance in promoting the development of the pupil but it is essential to keep it secret. If this information cannot be kept secret in the Cumulative Record, it should be recorded separately. Intelligence Tests should be administered only in those schools where adequate facilities are available.

Scholastic Achievement Data :

The results of the periodic tests, half yearly and annual examinations should be communicated to the parents through Progress Reports. Subject-wise total marks obtained by a student in the three tests, half yearly and annual examinations should be entered in the Cumulative Record proforma every year. Marks obtained in the Board's examinations should not be included in this Record. According to present rules the division of percentage of marks for the three tests, half yearly and annual examinations is 15%, 35% and 50% respectively. There are additional columns in the Cumulative Record for students who fail in the examination and study in the same class for more than one year. The total marks obtained in the year by those students who have passed the Secondary School or Higher Secondary School examination are to be entered in the appropriate columns provided in the Cumulative Record Proforma.

Collection of Data on Personal and Social Qualities :

As this is a new area of assessment, the teacher has to be very careful. It is different from other areas in the following ways :—

1. For the purpose of assessment of personal and social qualities evidence will have to be collected mainly through interviews and observation. Students will be observed in different situations such as in and outside the class-room, on the play-fields and outside the school.
2. This assessment will be based not only on the evidence collected by the class teacher but also on the information obtained from other teachers.

These evidences will be recorded in the Anecdotal Record Form (see Appendix) and will be kept by the class teacher.

Records related to Interests

Desirable behaviour related to the different areas of interests have been mentioned in Chapter two. Evidence related to the desirable behaviour should be collected on the basis of work done (articles, pictures, models, music and other activities), observation and interviews. It is expected of the teacher that he will make concerted efforts for the development of interest in the students. It is not essential that every student will be interested in all the areas mentioned in the Cumulative Record. So it is not necessary to assess each student in all the areas. A student should be rated only in the area/areas in which solid evidence is available. The grades obtained in this area will be recorded in the proformas at stated intervals specified for the purpose.

Record related to Attitudes

It is an important job of a teacher to develop right attitudes in his students towards studies, his friends, teachers, school programmes and school property. The teacher can make a substantial contribution in this area both through example and precept. Student should be encouraged to develop desirable attitudes by creating proper situations. Evidences related to this area should be recorded in Anecdotal Record Form. These evidences should throw light (positive or negative) on the qualities, interests and attitudes acquired by a student. The assessment on the basis of these evidences should be recorded in the related Internal Assessment Proforma (Appendix).

10. Data on Co-Curricular Activities

Keeping in view the facilities available in the school, the Head of the institution should prepare plans for the organization of different co-curricular activities spread over the whole session. While planning, care should be taken to see that every student gets an opportunity to participate in at least one of the activities out of literary, cultural and club activities and at least twice a week in activities, involving physical exertion. Rating of the activities, in which the students participate should be done at least twice in each term on the prescribed forms. Information regarding pupil's participation in the co-curricular activities as well as about the quality of his performance should be communicated to the guardian through the Progress Report by making appropriate entries in the columns, provided for this purpose.

Conclusion

As has already been stated earlier, the underlying objective of the scheme is the all-round development of the student and there by make the entire educational effort a more worthwhile and meaningful experience. The teacher has the keyrole in this project and the successful realization of the above objective would ultimately depend upon the extent and quality of effort put in by him.

Chapter—6

Instructions for issuing the Internal Assessment Certificate

Internal Assessment Certificate is to be issued by the school to all the students leaving the school after the Secondary / Higher Secondary School Examination. It is a very important document and would reflect not only the student's long term picture in the academic area but also throw valuable light on other aspects of his growth. The value of the certificate will depend upon the care and sincerity with which the school maintains and reports the pupil's educational growth. The reputation of the school would ultimately depend upon the respect that its certificate commands in the public. This will have a far reaching effect on the whole system of education in the country. Public confidence in the teacher will also be made or marred by the quality of the certificate that the school would issue. It is hoped that the institutions would come up to the expectations.

Contents of the Certificate :

In addition to the identifying data, the certificate will have four sections :—

- (1) Scholastic Achievement
- (2) Social Qualities
- (3) Attitudes
- (4) Co-curricular activities

Instructions with regard to filling up each of these are given below :—

1. Scholastic Achievement :

There are three columns for classes IX, X and XI. In case a student fails in a class, no entries are to be made for that year. In each column, subject-wise and aggregate totals of marks obtained in all the examinations conducted by the school viz. the three periodicals, the half yearly and the annual are to be added and entered. These totals would be available in the Cumulative Record and are to be transferred from there to this certificate. Marks obtained in the Board's examination are not to be entered in the certificate.

2. Personal and Social Qualities :

Assessment of Personal and Social Qualities should be made on the basis of the entries in the Cumulative Record. The final grade should be arrived at by striking the average of the grades obtained by a student¹ in all the years of his schooling and should be reported in descriptive terms as given below :—

Grade	Description
A	Superior
B	Above average
C	Average
D	Below average
E	Very poor

3. Attitudes :

Assessment of attitudes should be reported against each attitude on the lines mentioned above for 'Social Qualities'.

4. Co-curricular Activities :

Assessment of co-curricular activities should also be reported on the basis of the entries in the Cumulative Record. Only final grades obtained by the student should be entered against each activity in descriptive terms as given below :—

Grade	Description
A	He/She is excellent in (Name of the activity)
B	He/She is very good in (Name of the activity)
C	He/She is good in (Name of the activity)
D	He/She did not take much interest in co-curricular activities.
E	He/She did not participate in co-curricular activities.

When to issue the Certificate ?

Certificates will be sent to schools by the Board well in advance of the examinations of the Board. After making necessary entries, the certificates will be issued to the students by the Head of the institution under his signature alongwith the marks-sheet soon after the results have been announced.

In case of loss or destruction of the original Internal Assessment Certificate a duplicate copy can be had on payment of rupees two from the office of the Board of Secondary Education, Rajasthan, Ajmer through the Headmaster.

If there is some improvement in the student so far as discipline is concerned and if this improvement becomes a permanent feature in the last six months or more of the session in which Internal Assessment Certificate is to be issued, the last improved grade should be mentioned in the certificate

III. Scholastic Achievement :

Subjects	Class IX Session		Class Session.....		Class Session.....		Class Session.....		Total of Classes IX and X for the Sec. School Exam. Passed Candi- dates		Class XI Session		Class XI Session	
	Max. Marks	Marks obtained	Max. Marks	Marks obtained	Max. Marks	Marks obtained	Max. Marks	Marks obtained	Max. Marks	Marks obtained	Max. Marks	Marks obtained	Max. Marks	Marks obtained
1. Hindi														
2. English														
3. General Science														
4. Social Studies														
5. Elementary Mathematics														
Optional														
Optional														
Optional														
Total														
Third Language														
Arts and Crafts														
	Passed/Failed	Passed/Failed	Passed/Failed	Passed/Failed	Passed/Failed	Passed/Failed	Passed/Failed	Passed/Failed	Passed/Failed	Passed/Failed	Passed/Failed	Passed/Failed	Passed/Failed	Passed/Failed

IV. Personal and Social Qualities :

S. No.	Qualities	Class IX	Class.....	Class.....	Class.....	Class.....	Class.....
		Session.....	Session.....	Session.....	Session.....	Session.....	Session.....
1.	Category A Discipline						
2.	Punctuality						
3.	Regularity						
4.	Cleanliness						
5.	Category B Emotional Stability						
6.	Sense of Responsibility						
7.	Initiative						
8.	Industry						
9.	Co-operation						
10.	Spirit of Social Service						

V. Interests and Attitudes :

	Class IX	Class.....	Class.....	Class.....	Class.....	Class.....
	Session.....	Session.....	Session.....	Session.....	Session.....	Session.....
Interests :-						
1. Literary						
2. Artistic						
3. Musical						
4. Scientific						
5. Social-Service						
Attitudes towards :-						
1. Studies						
2. Teachers						
3. School Programmes						
4. School Property						

VII. Intelligence :

Class & Nature of Intelligence Test	Date of Administering the Test	Raw Score	Standard Score	Grade : (Superior, Above Average, Average, Below-Average, Dull)
Class IX 1. Verbal Test				
2. Non-Verbal Test				
Class 1. Verbal Test				
2. Non-Verbal Test				
Class 1. Verbal Test				
2. Non-Verbal Test				
Class 1. Verbal Test				
2. Non-Verbal Test				
Class 1. Verbal Test				
2. Non-Verbal Test				

VIII. Co-curricular Activities :

Activities Participated in	Class IX....	Class	Class	Class	Class	Class
	Session.....	Session.....	Session.....	Session.....	Session.....	Session
I-Literary, Cultural & Club activities : (one compulsory)						
1.						
2.						
3.						
4.						
II-Other activities : (one compulsory)						

IX. Special Feature or Outstanding Ability :

Class and Session	Any outstanding, distinctive or worth mentioning Ability (which is not covered in the above 8 areas)
Class IX Session.....	
Class Session.....	
Class Session.....	
Class Session	
At the end of Class X for Sec. School Exam. Passed Candidates	
Class XI Session.....	
Class XI Session.....	
At the end of Class XI for the Higher Secondary School Exam. Passed Candidates	

Appendix (B)

PROGRESS--REPORT

Session ()

Name of the Institution.....

Name of the Student.....Scholar's Register No.....

Class.....Section.....Date of Birth.....

I. Scholastic Progress :

Subject	PERIODICAL TESTS						Half yearly Examina- tion	Annual Examina- tion	Grand Total	Passed/ Failed	Position in the Class
	FIRST	SECOND	THIRD								
	Max. Marks Marks obtained	Max. Marks Marks obtained	Max. Marks Marks obtained	Max. Marks Marks obtained	Max. Marks Marks obtained	Max. Marks Marks obtained	Max. Marks Marks obtained	Max. Marks Marks obtained			
Hindi											
English											
Gen. Science											
Social Studies											
Ele. Mathe- matics											
Opt. Subject											
Opt. Subject											
Opt. Subject											
Total											
Third Language											
Arts and Crafts											
Remarks											
Suggestions											

II. Attendance :

Periodical Tests

	First Periodical Test 1	Second Periodical Test 2	Half-Yearly Exam. 3	Third Periodical Test 4	Annual Examination 5
Total No. of meetings upto the end of the previous month					
No. of meetings attended					
Percentage of attendance					
Remarks					
Suggestions					

III. Physical Health :

	July	January
Height		
Weight		
1. Grade of height-weight ratio		
Chest (i) Normal (ii) Expanded		
2. Grade of chest expansion		
Physical Defects or Ailments : (Eye/Ear/Nose/Teeth/Skin)		
3. Grade of General Health		
Any Other Point		
Remarks		
Suggestions regarding Follow-up Steps		

Note—Grades mentioned above at Serials 1, 2, 3 indicate the following :—

1. Height-Weight Ratio: A—Normal, C—Slightly over/under weight, E—over/under weight
2. Chest Expansion: A—above 5" c.m., C—3.5" to 5" c.m., E—Below 3.5" c.m.
3. General Health: A—Rarely or Never fell ill, C—Occasionally ill, E—Often ill.

IV. Participation in Co-Curricular Activities :

Activities	Grade for the 1st Term	Grade for the 2nd Term	Annual Grade
<p>Literary</p> <ol style="list-style-type: none"> 1. Debate 2. Essay Writing 3. Recitation 4. Drawing & Painting <p>Cultural</p> <ol style="list-style-type: none"> 5. Dramatics 6. Music 7. Dancing <p>Club activity</p> <ol style="list-style-type: none"> 8. Science Club 9. Commerce Club <p>Other activities : (Physical Health and Health Education)</p> <ol style="list-style-type: none"> 10. Games <ol style="list-style-type: none"> 1. 2. 3. 11. Sports : <ol style="list-style-type: none"> Track Events 1. 2. Field Events 1. 12. Swimming 13. Gymnastics 14. N. C. C. 15. Scouting or Guiding 16. Social Service (Community Service) 17. Physical Training 18. Other activities (Approved by the Board) 			
Remarks			
Suggestions			

- A. means Superior
- B. means Above Average
- C. means Average
- D. means Below Average
- E. means Very Poor

V. Social Qualities :

Qualities	Grade for the 1st Term	Grade for the 2nd Term	Annual Grade
Discipline			
Punctuality			
Regularity			
Habit of Cleanliness			

VI. Attitudes :

	Grade for the 1st Term	Grade for the 2nd Term	Annual Grade
Towards Studies			
Towards Teachers			
Towards School Programmes			
Towards School Property			

VII. Personal Qualities and Interests—Remarks, if any :

	Personal Qualities	Interests
First Term		
Second Term		

VIII. Suggestions (General) :

.....

.....

.....

.....

.....

Class Teacher's Signature	Headmaster's Signature	Guardian's Signature
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Family Background Form

To be filled in by the Parents or Guardian)

The following information about your ward is required in order to enable the school to help him in his educational development. This information will be used for school work only.

1. Father's/Guardian's Name.....
2. Relation of the ward with the Guardian.....
3. Address..... Telephone No.....
4. Father's occupation..... Post held (if any).....
5. Mother's occupation..... Post held (if any).....
6. Monthly income of the Family (including allowances).....
7. Educational Status (Please mention the stage upto which educated).....

	Age	Educational Status
A. Father		
B. Mother		
C. Brothers 1		
2		
3		
4		
D. Sisters 1		
2		
3		
4		

8. Place of the ward among brothers and sisters.....
9. Education you propose for your ward after passing the Higher Secondary Examination
10. Which profession do you want your ward to join in future?.....
11. Mention any other information that may help teachers in planning future educational programmes for your ward.

Date

Signature of Father/Guardian

Anecdotal Record Form

Name of the Student.....Class.....Section.....Date.....

Occasion and Place	Incident or Situation as observed by the Teacher (a factual account)	Teacher's Comments & Suggestions, if any.

Teacher's Signature.....

Date.....

Anecdotal Record Form

Name of the Student.....Class.....Section.....Date.....

Occasion and Place	Incident or Situation as observed by the Teacher (a factual account)	Teacher's Comments & Suggestions, if any.

Teacher's Signature.....

Date.....

Record Form for the Assessment of Personal and Social Qualities

I. A. Form—3 (A)

(Assessment in these areas is compulsory for all students)

Name of the School

Class..... Section..... Session.....

S. No.	Name of the Student	DISCIPLINE				PUNCTUALITY				REGULARITY				HABITS OF CLEANLINESS			
		Grade for the I term	Grade for the II term	Conversion into marks	Average	Annual Grade	Grade for the I term	Grade for the II term	Conversion into marks	Average	Annual Grade	Grade for the I term	Grade for the II term	Conversion into marks	Average	Annual Grade	
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	
8.																	
9.																	
10.																	
11.																	
12.																	
13.																	
14.																	
15.																	
16.																	
17.																	
18.																	
19.																	
20.																	
21.																	
22.																	
23.																	
24.																	
25.																	
26.																	
27.																	
28.																	
29.																	
30.																	
31.																	
32.																	

Signature of the Class Teacher

Rating Scale for Personal and Social Qualities

DISCIPLINE

-0	1	2	3	4
Rarely obeys rules and regulations and occasionally breaks them without scruples.	Usually obeys rules and regulations but careless about minor rules.	Obeys rules and regulations most of the time and is aware of his responsibility.	Always obeys rules and regulations and accepts the role assigned to him.	Always obeys rules and regulations and also encourages other students to do the same.

PUNCTUALITY

0	1	2	3	4
0 to 30%	31 to 74%	75 to 80%	81 to 90%	91 to 100%

REGULARITY

0	1	2	3	4
0 to 30%	31 to 74%	75 to 80%	81 to 90%	91 to 100%

HABITS OF CLEANLINESS

0	1	2	3	4
Rarely keeps his body and clothes clean and is seldom particular about Social cleanliness.	Frequently found dirty and not particular about Social cleanliness.	Sometimes dirty and mostly not particular about Social cleanliness.	Quite clean and particular about Social cleanliness.	Always very neat and clean and particular about Social cleanliness and also encourages other students to do the same.

Rating Scale

Instructions :

Assessment of a student in these areas is to be done twice in a session. Assessment will be done jointly by the class teacher, subject teachers and teachers incharge of various activities.

- (1) **Discipline and habits of cleanliness** :—Students about whom anecdotal records are not available, should be awarded 3 marks in the assessment of these areas. Only those students should be awarded less or more than 3 marks about whom anecdotal reports are available.
- (2) **Punctuality** :—Percentage may be calculated on the basis of attendance in the class and timely attendance in activities offered by the candidates. Grading may be done on the basis of Five Point Scale.
- (3) **Regularity** :—Percentage may be calculated on the basis of attendance in the class and regular attendance in the activities offered by the candidate. Assessment may be done on the basis of Five Point Scale.
- (4) **Rating of Term-wise Grade** :—Grading for each compulsory trait should be determined according to the following table and its record entered in the respective columns :

4 Marks	A
3 Marks	B
2 Marks	C
1 Mark	D
0 Mark	E

Term-wise grades obtained in compulsory traits should be entered in the Progress Report. Grade for the second term should also be determined accordingly and entries be made in the Progress Report.

- (5) **Rating of Annual Grade** :—The Class Teacher should make entry of the Annual Grade in the appropriate column of Progress Report and Cumulative Record Card.

TABLE

Above 3.5	A
Above 2.5 to 3.5	B
Above 1.5 to 2.5	C
Above 0.5 to 1.5	D
Below 0.5	E

Annual Grade is to be entered at the corresponding places in the Progress Report and Cumulative Record Card.

Record Form for the Assessment of Personal and Social Qualities

(Assessment in these areas is to be done in case of only those students whose Anecdotal Records are available and whose performance is sound and commendable)

Name of the School.....

Class.....Section.....Session.....

S. No.	Name of the student	Emotional Stability			Sense of Responsibility			Initiative			Industry			Co-operation			Spirit of Social Service					
		Grade for the I term	Grade for the II term	Conversion into marks	Average	Annual Grade	Grade for the I term	Grade for the II term	Conversion into marks	Average	Annual Grade	Grade for the I term	Grade for the II term	Conversion into marks	Average	Annual Grade	Grade for the I term	Grade for the II term	Conversion into marks	Average	Annual Grade	
1.																						
2.																						
3.																						
4.																						
5.																						
6.																						
7.																						
8.																						
9.																						
10.																						
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28.																						
29.																						
30.																						
31.																						
32.																						

Signature of the Class Teacher

Rating Scale for Personal and Social Qualities

I-EMOTIONAL STABILITY

0	1	2	3	4
Easily excitable and irritable most of the time.	Sensitive, often loses emotional control, rarely composed.	Usually well balanced, but may lose emotional control under stress.	Composed most of the time, keeps emotions under control.	Thoroughly composed, rarely, if ever loses temper.

II-SENSE OF RESPONSIBILITY

0	1	2	3	4
Indolent, refuses to assume responsibility.	Not sincere, shirker, avoids assuming responsibility.	Assumes responsibility but slack.	Assumes responsibility most of the time.	Sincere, conscious of his duties, assumes responsibilities willingly.

III-INITIATIVE

0	1	2	3	4
Lacks creativity and leadership qualities.	Initiates but generally needs prodding.	Usually self-reliant, occasionally needs urging for action.	Usually acts on his own, frequently undertakes creative activity without stimulation by others.	Highly creative, has leadership qualities, always thinks, plans and acts on his own.

IV-INDUSTRY

0	1	2	3	4
Seldom works even under pressure.	Needs constant goading.	Occasionally needs to be reminded of work.	Performs assigned work without reminder.	Works hard, seeks additional work.

V-CO-OPERATION

0	1	2	3	4
Tends to clash with others, disturbs group activity.	Dislikes joining others to carry out an assignment.	When desired co-operates with others.	Works quite harmoniously with others most of the time.	Works with others towards the common goal subordinating his own interests.

VI-SPIRIT OF SOCIAL SERVICE

0	1	2	3	4
Hostile to social work and never volunteers for any.	Participates in social work on rare occasions.	Is indifferent to social service activities but participates, when required.	Volunteers for social work on some occasions.	Always works for the good of the society, initiates and volunteers for social service work.

Rating of Assessment

(Personal and Social Qualities)

Instructions :—

Assessment of a student in this area is to be done twice in a session. Assessment will be done jointly by the class teacher, concerned teacher and teachers-in-charge of various activities. This proforma is meant for only those students, whose Performance is found commendable.

Rating Scale :—Maintenance of Anecdotal Record is essential for assessing this area. 3 or 4 marks may be awarded to the candidate according to the quality of his performance. If the achievement of a student is observed in any one quality, assessment should be done only in that particular quality.

Term-wise Grade Assessment :—Assessment of the progress of a student should be done on the basis of his anecdotal record, keeping in view the intensity and frequency of any particular quality. Grade for the first term should be determined according to the following table :—

4 marks	A
3 marks	B

Grade for the second term should be determined as per above table and entries made in the Progress Report and Record Form.

Final Rating Grade (Annual Grade) :—At the end of the session, Grades of both the terms should be converted into marks and this total should be mentioned in the column of 'total'. It should be divided by two for finding out its average and the Annual Grade should be calculated as per following table :—

Above 3.5	A
Above 2.5 to 3.5	B

The class teacher should make entry of Annual Grade in the appropriate place of the Progress-Report & Cumulative Record Card.

Record Form for Assessment of Attitudes

(Assessment of all students in these areas is compulsory)

Name of the School.....

Class..... Section..... Session.....

S. No.	Name of the student	TOWARDS STUDIES					TOWARDS TEACHERS					TOWARDS SCHOOL PROGRAMMES					TOWARDS SCHOOL PROPERTY					
		Grade for the I term	Grade for the II term	Conversion into marks	Average	Annual Grade	Grade for the I term	Grade for the II term	Conversion into marks	Average	Annual Grade	Grade for the I term	Grade for the II term	Conversion into marks	Average	Annual Grade	Grade for the I term	Grade for the II term	Conversion into marks	Average	Annual Grade	
1.																						
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Signature of the Class Teacher

Rating Scale for Attitudes

I-STUDIES

0	1	2	3	4
Has aversion for studies and never studies.	Studies only when forced.	Indifferent to studies.	Studies rather regularly by himself.	Studies regularly on his own.

II-TEACHERS

0	1	2	3	4
Defies teachers and is disrespectful and encourages other students also to do so.	Usually behaves properly but sometimes defies teachers and is rather disrespectful.	Ordinarily behaves properly and is obedient but becomes disrespectful under unfavourable circumstances.	Behaves properly and is obedient but remains indifferent about the indecent behaviour of other students.	Respectful under unfavourable circumstances and encourages others to give respect.

III-SCHOOL PROGRAMMES

0	1	2	3	4
Strongly dislikes, never participates and criticises unfavourably.	Does not participate and criticises uselessly.	Lacks initiative, does only the work specifically assigned.	Participates willingly whenever required.	Is enthusiastic about the programmes and takes active part.

IV-SCHOOL PROPERTY

0	1	2	3	4
Destroys deliberately and encourages others to do so.	Joins others in destroying.	Does not destroy himself, but does not prevent others from doing so.	Does not destroy and often prevents others from doing so.	Never destroys; prevents others from doing so and helps in the upkeep.

Teacher's Signature.....

Rating of Assessment

(Attitudes)

Instructions :—

Assessment of a student in this area is to be done twice in a session. Assessment will be done jointly by the class teacher, subject teachers & teachers-in-charge of various activities.

Assessment of Grade for the First Term :—Assessment of attitudes of each student towards Studies, Teachers, School Programmes & School Property is necessary. Grade for the first term should be determined according to the following table :—

4 marks	A
3 marks	B
2 marks	C
1 mark	D
0 mark	E

The Above mentioned grade is to be entered in Record form and Progress Report form.

Assessment of Grade for the Second Term :—Grade for the second term should be determined according to the aforesaid table & entries should be made in the Record form & Progress Report form.

Final Rating of the Grade (Annual Grade) :—At the end of the session, Grades obtained in both the terms should be converted into marks and this total should be mentioned in the column of 'total'. It should then be divided by two for finding the average and the Annual Grade should be calculated as per following table :—

Above 3.5	A
above 2.5 to 3.5	B
above 1.5 to 2.5	C
above 0.5 to 1.5	D
below 0.5	E

The class teacher should make entry of Annual Grade in the appropriate columns of the Progress-Report & Cumulative Record Card.

Rating Scale for Debate

I. SUBJECT MATTER

0	1	2	3	4
Highly irrelevant, very poor content, no originality.	Irrelevant, shallow content, no originality.	Tolerably relevant, satisfactory content, not quite original.	Mostly relevant, rich content, somewhat original.	Highly relevant, very rich content, highly original.

II. LANGUAGE

0	1	2	3	4
Highly inappropriate, in-correct, no originality.	Mostly incorrect and inappropriate, no originality.	Partially correct and appropriate, common-place, no originality.	Mostly correct and appropriate, somewhat original.	Highly appropriate, absolutely correct and very original.

III. DELIVERY

0	1	2	3	4
Faltering, inappropriate gestures, quite disturbed sequence.	Mostly faltering, inappropriate gestures, mostly disturbed sequence.	Rather fluent, rather appropriate gestures, sequence slightly disturbed.	Mostly fluent, appropriate gestures, correct sequence.	Very fluent, highly appropriate gestures, very correct sequence.

Teacher's Signature

Rating of Assessment

Co-Curricular activity – DEBATE

Instructions :—

Class-wise record & assessment of those students who have participated in debate, is to be done twice in a session. Term-wise assessment of participating students will be given to the class teacher by the subject teachers and teachers-incharge of various activities. The Class teacher will make entry of assessment received from the teacher-incharge of activity in the Progress Report and Cumulative Record Card.

Grade assessment of first term :—

There are three criteria for the assessment of this activity :

- (i) Subject matter (ii) Language (iii) Delivery

Each criterion is based on the Five Point Scale. Marks of every criterion, obtained by the students should be entered in the corresponding column. Average should be calculated by totalling these marks and grade be determined as per the following table ;—

Marks	Grade
Above 3.5	A
Above 2.5 to 3.5	B
Above 1.5 to 2.5	C
Above 0.5 to 1.5	D
Below 0.5	E

For example :—

A student obtained 2 marks in subject matter, 4 marks in language and 3 marks in delivery. Thus the student obtains a total of 9 marks. The average being 3 marks, he is entitled to grade 'B' as per above table.

The teacher-incharge of the activity should make entry of the grade obtained in the first term by the student in the corresponding column of second term form. After this, the form of first term should be given to the class teacher.

The class teacher should make the entry of grades received from the activity-incharge in the Progress Report.

Grade assessment of second term :—Grade of second term should be determined as per table mentioned above and entries should be made in the Progress Report also.

Final Rating Grade (Annual Grade) :—Grades of both the terms should be converted into marks and it should be divided by two for finding out its average. Annual grade should be determined as per the following table :—

Marks	Grade
Above 3.5	A
Above 2.5 to 3.5	B
Above 1.5 to 2.5	C
Above 0.5 to 1.5	D
Below 0.5	E

The Class teacher should make entry of Annual Grade in the appropriate column of Progress Report & Cumulative Record Card.

Attendance in Activity and its Assessment

Name of the School.....

Class.....Section.....Session.....

Name of the Activity—DEBATE

2nd Term..... Name of the Activity Incharge.....

S. No.	Name of the Student	ATTENDANCE										Total	Rating of Assessment			Total of Assessment in 2nd Term	Average	Grade of the 2nd Term	Grade of the 1st Term	Grade of 1st Term converted into marks	Grade of 2nd Term converted into marks	Total of marks of both the Grades	Average	Annual Grade
													Subject matter	Language	Method of Delivery									
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2.																								
3.																								
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Signature of the Activity Incharge

Rating Scale for Debate

I. SUBJECT MATTER

0	1	2	3	4
Highly irrelevant, very poor content, no originality.	Irrelevant, shallow content, no originality.	Tolerably relevant, satisfactory content, not quite original.	Mostly relevant, rich content, somewhat original.	Highly relevant, very rich content, highly original.

II. LANGUAGE

0	1	2	3	4
Highly inappropriate, in-correct, no originality.	Mostly incorrect and inappropriate, no originality.	Partially correct and appropriate, common-place, no originality.	Mostly correct and appropriate, somewhat original.	Highly appropriate, absolutely correct and very original.

III. DELIVERY

0	1	2	3	4
Faltering, inappropriate gestures, quite disturbed sequence.	Mostly faltering, inappropriate gestures, mostly disturbed sequence.	Rather fluent, rather appropriate gestures, sequence slightly disturbed.	Mostly fluent, appropriate gestures, correct sequence.	Very fluent, highly appropriate gestures, very correct sequence.

Teacher's Signature

Rating of Assessment

Co-Curricular activity - DEBATE

Instructions :—

Class-wise record & assessment of those students who have participated in debate, is to be done twice in a session. Term-wise assessment of participating students will be given to the class teacher by the subject teachers and teachers-incharge of various activities. The Class teacher will make entry of assessment received from the teacher-incharge of activity in the Progress Report and Cumulative Record Card.

Grade assessment of first term : -

There are three criteria for the assessment of this activity :

- (i) Subject matter (ii) Language (iii) Delivery

Each criterion is based on the Five Point Scale. Marks of every criterion, obtained by the students should be entered in the corresponding column. Average should be calculated by totalling these marks and grade be determined as per the following table :—

Marks	Grade
Above 3.5	A
Above 2.5 to 3.5	B
Above 1.5 to 2.5	C
Above 0.5 to 1.5	D
Below 0.5	E

For example :—

A student obtained 2 marks in subject matter, 4 marks in language and 3 marks in delivery. Thus the student obtains a total of 9 marks. The average being 3 marks, he is entitled to grade 'B' as per above table.

The teacher-incharge of the activity should make entry of the grade obtained in the first term by the student in the corresponding column of second term form. After this, the form of first term should be given to the class teacher.

The class teacher should make the entry of grades received from the activity-incharge in the Progress Report.

Grade assessment of second term :—Grade of second term should be determined as per table mentioned above and entries should be made in the Progress Report also.

Final Rating Grade (Annual Grade) :—Grades of both the terms should be converted into marks and it should be divided by two for finding out its average. Annual grade should be determined as per the following table :—

Marks	Grade
Above 3.5	A
Above 2.5 to 3.5	B
Above 1.5 to 2.5	C
Above 0.5 to 1.5	D
Below 0.5	E

The Class teacher should make entry of Annual Grade in the appropriate column of Progress Report & Cumulative Record Card.

Attendance in Activity and its Assessment

Name of the School.....

Class.....Section.....Session.....

Name of the activity—CREATIVE WRITING

First Term fromJuly.....

Name of the Activity Incharge

S. No.	Name of the Student	ATTENDANCE												Total	Criteria of Assessment			Total	Average	Grade
															Subject matter	Language	Presenta-tion			
															1	2	3			
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Signature of the Activity Incharge

Rating Scale For Creative Writing

I. SUBJECT-MATTER

0	1	2	3	4
Highly irrelevant, very poor content, no originality.	Not quite relevant, shallow content, no originality.	Tolerably relevant, satisfactory content, no originality.	Mostly relevant, rich content, mostly original.	Highly relevant, very rich content, highly original.

II. LANGUAGE

0	1	2	3	4
Highly inappropriate and incorrect, no originality.	Mostly inappropriate and incorrect, no originality.	Partially appropriate and correct, some originality.	Mostly correct and appropriate, mostly original.	Correct, appropriate and highly original.

III. PRESENTATION

0	1	2	3	4
Highly disorganised thought sequence, no unity of effect.	Mostly disorganised thought sequence, poor unity of effect.	Partially organised thought sequence, satisfactory effect.	Mostly organised thought sequence and very satisfactory effect.	Highly organised thought sequence and very satisfactory effect.

Teacher's Signature.....

Rating of Assessment

Co-Curricular Activity – CREATIVE WRITING

Instructions :

Class-wise recording and assessment of students who have participated in Creative Writing, is to be done twice in a Session. The Term-wise assessment will be given to the class teacher by the activity-incharge. The class teacher will make entry of assessment received from the activity-incharge in the Progress Report and Cumulative Record Card.

Grade assessment of first term :—There are three Criteria for the assessment of this activity :

- (i) Subject-matter (ii) Language (iii) Presentation.

Each criterion is based on the five point scale. Marks obtained in each criterion by the students should be entered in the relevant columns. Average should be calculated by totalling these marks. The grade be determined as per the following table :—

Marks		Grade
Above	3.5	A
above 2.5 to	3.5	B
above 1.5 to	2.5	C
above 0.5 to	1.5	D
Below	0.5	E

For Example :—

A student obtains 3 marks in subject matter, 4 marks in language and 3 marks in presentation. Thus the student obtains a total of 10 marks. The average being 3 marks, he is entitled to B grade as per above table.

The activity incharge, after making entry of the grade obtained by the student in the first term in the relevant columns of second term Proforma, should pass on the proforma of the first term to the class teacher.

The Class-teacher should make the entry of grades received from the activity-incharge in the Progress Report.

Grade Assessment of second term :—Grade of second term should be determined as per above table and entries be made in the Progress Report.

Final Rating Grade (Annual Grade) :—Grades of both the terms should be converted into marks and it should be divided by two for finding out its average. The Annual grade should be determined as per table given above.

The Class-teacher should make entry of annual grade in the appropriate place of Progress Report and Cumulative Record Card received from the activity-incharge.

Attendance in Activity and its Assessment

Name of the School.....

Class..... Section..... Session.....

Name of the Activity—CREATIVE WRITING

2nd Term..... Name of the Activity Incharge.....

S. No.	Name of the Student	ATTENDANCE	Total	Criteria of Assessment			Total of Assessment in 2nd Term	Average	Grade of the 2nd Term	Grade of the 1st Term	Grade of 1st Term converted into marks	Grade of 2nd Term converted into marks	Total of marks of both the Grades	Average	Annual Grade
				Subject matter	Language	Presentation									
1.															
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32.															

Signature of the Activity Incharge

Rating Scale For Creative Writing

I. SUBJECT-MATTER

0	1	2	3	4
Highly irrelevant, very poor content, no originality.	Not quite relevant, shallow content, no originality.	Tolerably relevant, satisfactory content, no originality.	Mostly relevant, rich content, mostly original.	Highly relevant, very rich content, highly original.

II. LANGUAGE

0	1	2	3	4
Highly inappropriate and incorrect, no originality.	Mostly inappropriate and incorrect, no originality.	Partially appropriate and correct, some originality.	Mostly correct and appropriate, mostly original.	Correct, appropriate and highly original.

III. PRESENTATION

0	1	2	3	4
Highly disorganised thought sequence, no unity of effect.	Mostly disorganised thought sequence, poor unity of effect.	Partially organised thought sequence, satisfactory effect.	Mostly organised thought sequence and very satisfactory effect.	Highly organised thought sequence and very satisfactory effect.

Teacher's Signature..... ..

Rating of Assessment

Co-Curricular Activity – CREATIVE WRITING

Instructions :

Class-wise recording and assessment of students who have participated in Creative Writing, is to be done twice in a Session. The Term-wise assessment will be given to the class teacher by the activity-incharge. The class teacher will make entry of assessment received from the activity-incharge in the Progress Report and Cumulative Record Card.

Grade assessment of first term :—There are three Criteria for the assessment of this activity :

- (i) Subject-matter (ii) Language (iii) Presentation.

Each criterion is based on the five point scale. Marks obtained in each criterion by the students should be entered in the relevant columns. Average should be calculated by totalling these marks. The grade be determined as per the following table :—

	Marks	Grade
Above	3.5	A
above 2.5 to	3.5	B
above 1.5 to	2.5	C
above 0.5 to	1.5	D
Below	0.5	E

For Example :—

A student obtains 3 marks in subject matter, 4 marks in language and 3 marks in presentation. Thus the student obtains a total of 10 marks. The average being 3 marks, he is entitled to B grade as per above table.

The activity incharge, after making entry of the grade obtained by the student in the first term in the relevant columns of second term Proforma, should pass on the proforma of the first term to the class teacher.

The Class-teacher should make the entry of grades received from the activity-incharge in the Progress Report.

Grade Assessment of second term :—Grade of second term should be determined as per above table and entries be made in the Progress Report.

Final Rating Grade (Annual Grade) :—Grades of both the terms should be converted into marks and it should be divided by two for finding out its average. The Annual grade should be determined as per table given above.

The Class-teacher should make entry of annual grade in the appropriate place of Progress Report and Cumulative Record Card received from the activity-incharge.

Name of the School.....

Class.....Section.....Session.....

Name of the activity—DRAMATICS

First Term from

Name of the Activity Incharge.....

S. No.	Name of the Student	ATTENDANCE	Rating of Assessment			Total	Average	Grade
			Make-up	Dialogues	Acting			
			1	2	3			
1.								
2.								
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31.								
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Signature of the Activity Incharge

Rating Scale For Dramatics

I. MAKE-UP

0	1	2	3	4
Highly inappropriate, not at all eye-catching, highly unnatural.	Mostly inappropriate, does not catch the eye, mostly unnatural.	Partially appropriate, somewhat eye-catching, somewhat natural.	Mostly appropriate, mostly eye-catching, mostly natural.	Highly appropriate, highly eye-catching, highly natural.

II. DIALOGUES

0	1	2	3	4
Highly inappropriate, highly indistinct, highly ineffective.	Mostly inappropriate, mostly indistinct, mostly ineffective.	Partially correct, partially distinct, partially effective.	Mostly correct, mostly distinct, mostly effective.	Highly correct, very distinct, highly effective.

III. ACTING

0	1	2	3	4
Highly graceless, highly inappropriate, highly unnatural.	Mostly graceless, mostly inappropriate, highly unnatural.	Partially graceful, partially appropriate, partially natural.	Mostly graceful, mostly appropriate, mostly natural.	Highly graceful, highly appropriate, highly natural.

Teacher's Signature.....

Rating of Assessment

Co-Curricular activity - DRAMATICS

Instructions:—Class-wise recording and assessment of students who have participated in dramatics should be done twice in a session. The termwise assessment will be given to the class-teacher by the activity incharge. The class teacher will make entry of assessment in the Progress Report and Cumulative Record Card.

Grade assessment of the first term :—

There are three criteria for the assessment of this activity : -

(i) Make-up (ii) Dialogues (iii) Acting

Each criterion is based on the five point scale. Marks obtained by the student in each criterion, should be entered in the relevant column. The Average should be calculated by totalling these marks and grade be determined as per following table :—

	Marks	Grade
Above	3.5	A
above	2.5 to 3.5	B
above	1.5 to 2.5	C
above	0.5 to 1.5	D
Below	0.5	E

For Example :—

A student obtains 1 mark in make-up, 6 marks in dialogues, and 8 marks in acting. Thus the student obtains a total of 15 marks; the average being 3 marks, he is entitled to grade 'B' as per above table.

The Activity-in-charge after making entries of grade obtained in the first term in the relevant columns of the second term Proforma, should pass on the Proforma of the first term to the Class-teacher.

The Class-teacher should make the entry of grades received from the activity incharge in the Progress Report.

Assessment of second term :— Grade of second term should be determined as per above table and entries be made in the Progress Report.

Final Rating grade (Annual Grade) :— Grades obtained in both the terms should be converted into marks and the average taken. The Annual grade should be determined as per table given above.

The Class-teacher should make entry of the annual grade in the appropriate columns of Progress Report and Cumulative Record Card.

Attendance in Activity and its Assessment

Name of the School.....

Class.....Section.....Session.....

Name of the Activity—DRAMATICS

2nd Term..... Name of the Activity Incharge.....

S. No.	Name of the Student	ATTENDANCE										Total	Rating for Assessment			Total of Assessment in 2nd Term	Average	Grade of the 2nd Term	Grade of the 1st Term	Grade of 1st Term converted into marks	Grade of 2nd Term converted into marks	Total of marks of both the Grades	Average	Annual Grade
													Make-up	Dialogues	Acting									
1.																								
2.																								
3.																								
4.																								
5.																								
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Signature of the Activity Incharge

Rating Scale For Dramatics

I. MAKE-UP

0	1	2	3	4
Highly inappropriate, not at all eye-catching, highly unnatural.	Mostly inappropriate, does not catch the eye, mostly unnatural.	Partially appropriate, somewhat eye-catching, somewhat natural.	Mostly appropriate, mostly eye-catching, mostly natural.	Highly appropriate, highly eye-catching, highly natural.

II. DIALOGUES

0	1	2	3	4
Highly inappropriate, highly indistinct, highly ineffective.	Mostly inappropriate, mostly indistinct, mostly ineffective.	Partially correct, partially distinct, partially effective.	Mostly correct, mostly distinct, mostly effective.	Highly correct, very distinct, highly effective.

III. ACTING

0	1	2	3	4
Highly graceless, highly inappropriate, highly unnatural.	Mostly graceless, mostly inappropriate, highly unnatural.	Partially graceful, partially appropriate, partially natural.	Mostly graceful, mostly appropriate, mostly natural.	Highly graceful, highly appropriate, highly natural.

Teacher's Signature.....

Rating of Assessment

Co-Curricular activity - DRAMATICS

Instructions:— Class-wise recording and assessment of students who have participated in dramatics should be done twice in a session. The termwise assessment will be given to the class-teacher by the activity incharge. The class teacher will make entry of assessment in the Progress Report and Cumulative Record Card.

Grade assessment of the first term :—

There are three criteria for the assessment of this activity :—

(i) Make-up (ii) Dialogues (iii) Acting

Each criterion is based on the five point scale. Marks obtained by the student in each criterion, should be entered in the relevant column. The Average should be calculated by totalling these marks and grade be determined as per following table :—

	Marks	Grade
Above	3.5	A
above	2.5 to 3.5	B
above	1.5 to 2.5	C
above	0.5 to 1.5	D
Below	0.5	E

For Example :—

A student obtains 1 mark in make-up, 6 marks in dialogues, and 8 marks in acting. Thus the student obtains a total of 15 marks; the average being 3 marks, he is entitled to grade 'B' as per above table.

The Activity-in-charge after making entries of grade obtained in the first term in the relevant columns of the second term Proforma, should pass on the Proforma of the first term to the Class-teacher.

The Class-teacher should make the entry of grades received from the activity incharge in the Progress Report.

Assessment of second term — Grade of second term should be determined as per above table and entries be made in the Progress Report.

Final Rating grade (Annual Grade) — Grades obtained in both the terms should be converted into marks and the average taken. The Annual grade should be determined as per table given above.

The Class-teacher should make entry of the annual grade in the appropriate columns of Progress Report and Cumulative Record Card.

Rating Scale for Games

I. REGULARITY AND PUNCTUALITY

0	1	2	3	4
Never participates.	Rarely participates.	Participates very often but neither regularly nor punctually.	Participates regularly but not punctually.	Participates regularly and punctually.

II. DISCIPLINE ON THE FIELD

0	1	2	3	4
Plays foul deliberately.	Does not observe rules and challenges the decisions.	Observes rules but criticizes decisions vehemently.	Abides by the decisions of the referee, observes rules but shows displeasure at unfavourable decisions.	Observes rules and obeys decisions of the referee and captain without showing any sign of disagreement.

III. SPORTING SPIRIT

0	1	2	3	4
Always behaves rudely and is easily excitable.	Is mostly aggressive in his attitude.	Retaliates if some body plays foul and also does not take defeat cheerfully.	Shows tolerance on most of the occasions but does not always take defeat cheerfully.	Shows tolerance even in a tense situation and takes defeat cheerfully.

IV. TEAM SPIRIT

0	1	2	3	4
Always plays self-game without showing mutual understanding with the team-mates.	Rarely cooperates with the team-mates.	Cooperates with the team-mates only when asked by the captain/teacher.	Generally cooperates and shows mutual understanding with the team-mates.	Always cooperates and shows complete mutual understanding with the team-mates and the captain.

V. PERFORMANCE

0	4	8	12	16
Has no understanding of the techniques.	Shows poor understanding of the techniques.	Has some understanding of the techniques but does not possess essential skills.	Has some understanding of the techniques and has also acquired essential skills.	Has a thorough understanding of the techniques and has mastered the essential skills.

Rating of Assessment

Co-curricular Activity – GAMES

Instructions :—

Class-wise record and assessment of students who have participated in Games is to be done twice in a session. The term-wise assessment of students will be given to the Class-teacher by the activity incharge. The Class-teacher will make entry of assessment received from the activity incharge in the Progress Report and Cumulative Record Card.

Grade Assessment of First Term :—There are five criteria for the assessment of this activity :

(i) Regularity and Punctuality (ii) Discipline on the Field (iii) Sporting Spirit (iv) Team Spirit (v) Performance.

Each criterion is based on Five Point Scale. Marks obtained by the student in each criterion should be entered in the relevant Column. Average should be calculated by totalling these marks and grade should be determined as per the following table :

Marks	Grade
Above 3.5	A
above 2.5 to 3.5	B
above 1.5 to 2.5	C
above 0.5 to 1.5	D
Below 0.5	E

For Example :—A student obtained 4 marks in regularity and punctuality, 3 marks in discipline on the field, 4 marks in sporting spirit, 2 marks in team spirit, and 16 marks in performance. Thus the student obtains a total of 29 marks. In taking out its average 29 should be divided by 8. The average being 3.6 marks, he is entitled to Grade 'A' as per above table.

The Activity Incharge should make entries of the grade obtained by the student in First Term in the relevant columns of Second Term form and should pass the proforma to the Class-teacher.

The Class-teacher should make the entry of grades received from the Activity Incharge in the Progress Report.

Grade Assessment of Second Term :—Grade of second term should be determined as per above said table and entries should be made in the Progress Report.

Final Rating Grade (Annual Grade) :—Grade of both the terms should be converted into marks and it should be divided by two for finding out its average. Annual Grade should be determined as per table given above.

The Class-teacher should make entry of annual grade in the appropriate place of Progress Report and Cumulative Record Card received from the Activity Incharge.

Rating Scale for Games

REGULARITY AND PUNCTUALITY

0	1	2	3	4
Never participates.	Rarely participates.	Participates very often but neither regularly nor punctually.	Participates regularly but not punctually.	Participates regularly and punctually.

II. DISCIPLINE ON THE FIELD

0	1	2	3	4
Plays foul deliberately.	Does not observe rules and challenges the decisions.	Observes rules but criticizes decisions vehemently.	Abides by the decisions of the referee, observes rules but shows displeasure at unfavourable decisions.	Observes rules and obeys decisions of the referee and captain without showing any sign of disagreement.

III. SPORTING SPIRIT

0	1	2	3	4
Always behaves rudely and is easily excitable.	Is mostly aggressive in his attitude.	Retaliates if some body plays foul and also does not take defeat cheerfully.	Shows tolerance on most of the occasions but does not always take defeat cheerfully.	Shows tolerance even in a tense situation and takes defeat cheerfully.

IV. TEAM SPIRIT

0	1	2	3	4
Always plays self-game without showing mutual understanding with the team-mates.	Rarely cooperates with the team-mates.	Cooperates with the team-mates only when asked by the captain/teacher.	Generally cooperates and shows mutual understanding with the team-mates.	Always cooperates and shows complete mutual understanding with the team-mates and the captain.

V. PERFORMANCE

0	4	8	12	16
Has no understanding of the techniques.	Shows poor understanding of the techniques.	Has some understanding of the techniques but does not possess essential skills.	Has some understanding of the techniques and has also acquired essential skills.	Has a thorough understanding of the techniques and has mastered the essential skills.

Rating of Assessment

Co-curricular Activity—GAMES

Instructions :—

Class-wise record and assessment of students who have participated in Games is to be done twice in a session. The term-wise assessment of students will be given to the Class-teacher by the activity incharge. The Class-teacher will make entry of assessment received from the activity incharge in the Progress Report and Cumulative Record Card.

Grade Assessment of First Term :—There are five criteria for the assessment of this activity :

(i) Regularity and Punctuality (ii) Discipline on the Field (iii) Sporting Spirit (iv) Team Spirit (v) Performance.

Each criterion is based on Five Point Scale. Marks obtained by the student in each criterion should be entered in the relevant Column. Average should be calculated by totalling these marks and grade should be determined as per the following table :

Marks	Grade
Above 3.5	A
above 2.5 to 3.5	B
above 1.5 to 2.5	C
above 0.5 to 1.5	D
Below 0.5	E

For Example :—A student obtained 4 marks in regularity and punctuality, 3 marks in discipline on the field, 4 marks in sporting spirit, 2 marks in team spirit, and 16 marks in performance. Thus the student obtains a total of 29 marks. In taking out its average 29 should be divided by 8. The average being 3.6 marks, he is entitled to Grade 'A' as per above table.

The Activity Incharge should make entries of the grade obtained by the student in First Term in the relevant columns of Second Term form and should pass the proforma to the Class-teacher.

The Class-teacher should make the entry of grades received from the Activity Incharge in the Progress Report.

Grade Assessment of Second Term :—Grade of second term should be determined as per above said table and entries should be made in the Progress Report.

Final Rating Grade (Annual Grade) :—Grade of both the terms should be converted into marks and it should be divided by two for finding out its average. Annual Grade should be determined as per table given above.

The Class-teacher should make entry of annual grade in the appropriate place of Progress Report and Cumulative Record Card received from the Activity Incharge.

Attendance in Activity and its Assessment

Name of the School.....

Class.....Section.....Session.....

Name of the activity—SPORTS

First Term from July.....

Name of the Activity Incharge.....

S. No.	Name of the Student	ATTENDANCE										Criteria of Assessment				Total	Average	Grade
												Regularity and Punctuality	Discipline on the field	Sporting Spirit	Performance			
												1	2	3	4			
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		
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26.																		
27.																		
28.																		
29.																		
30.																		
31.																		
32.																		

Signature of the Activity Incharge

Rating Scale for Sports

I. REGULARITY & PUNCTUALITY

0	1	2	3	4
Never participates.	Rarely participates.	Participates very often but neither regularly nor punctually.	Participates regularly but not punctually.	Participates regularly and punctually.

II. DISCIPLINE ON THE FIELD

0	1	2	3	4
Plays foul deliberately.	Does not observe rules and challenges the decisions.	Observes rules but criticizes decisions vehemently.	Abides by the decisions of the Referee, observes rules but shows displeasure at unfavourable decisions.	Observes rules and obeys decision of the Referee and Captain without showing any sign of disagreement.

III. SPORTING SPIRIT

0	1	2	3	4
Always behaves rudely and is easily excitable.	Is mostly aggressive in his attitude.	Retaliates if some body plays foul and also does not take defeat cheerfully.	Shows tolerance on most of the occasions but does not always take defeat cheerfully.	Shows tolerance even in a tense situation and takes defeat cheerfully.

IV. PERFORMANCE

0	4	8	12	16
Has no understanding of the techniques.	Shows poor understanding of the techniques.	Has some understanding of the techniques but does not possess essential skills.	Has some understanding of the techniques and has also acquired essential skills.	Has a thorough understanding of the techniques and has mastered the essential skills.

Rating of Assessment

Co-curricular activity-SPORTS

Instructions :— Class-wise record and assessment of students who have participated in sports should be done twice in a Session. The Term-wise assessment will be given to the Class-teacher by the activity-incharge. The Class-teacher will make entry of assessment received from the activity-incharge in the Progress Report and Cumulative Record Card.

Grade assessment of first term :— There are four criteria for the assessment of this activity :

(i) Regularity and Punctuality, (ii) Discipline, (iii) Sporting Spirit, (iv) Performance.

Each criterion is based on five points scale. Marks obtained in each criterion by the student should be entered in the relevant Column. The average should be calculated by totalling these marks and the grade be determined as per the following table :

Marks	Grade
Above 3.5	A
above 2.5 to 3.5	B
above 1.5 to 2.5	C
above 0.5 to 1.5	D
Below 0.5	E

For Example :— A student obtains 2 marks in regularity and punctuality, 3 marks in discipline, 2 marks in sporting spirit and 6 marks for performance. Thus, the student obtains a total of 13 marks. The average being 2.2 marks, he is entitled to grade 'C' as per above table.

The activity incharge should make entries of the grade obtained in first term in the relevant columns of second term proforma and should pass the proforma to the Class-teacher.

The Class-teacher should make the entry of grade received from the activity-incharge in the Progress Report.

Grade assessment of second term :— Grade of second term should be determined as per above said table and entries should be made in the Progress Report.

Final Rating Grade (Annual grade) :— Grades obtained in both the terms should be converted into marks and the average taken. The Annual grade should be determined as per table given above.

The Class-teacher should make entry of annual grade in the appropriate place in the Progress Report and Cumulative Record Card received from the activity-incharge.

Attendance in Activity and its Assessment

Name of the School.....

Class.....Section.....Session.....

Name of the Activity—SPORTS

2nd Term..... Name of the Activity Incharge.....

No.	Name of the Student	ATTENDANCE	Total	Criteria of Assessment				Total of Assessment in 2nd Term	Average	Grade of the 2nd Term	Grade of the 1st Term	Grade of 1st Term converted into marks	Grade of 2nd Term converted into marks	Total of marks of both the Grades	Average	Annual Grade
				Regularity & Punctuality	Discipline on the field	Sporting Spirit	Performance									
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
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27.																
28.																
29.																
30.																
31.																
32.																

Signature of the Activity Incharge

Rating Scale for Sports

I. REGULARITY & PUNCTUALITY

0	1	2	3	4
Never participates.	Rarely participates.	Participates very often but neither regularly nor punctually.	Participates regularly but not punctually.	Participates regularly and punctually.

II. DISCIPLINE ON THE FIELD

0	1	2	3	4
Plays foul deliberately.	Does not observe rules and challenges the decisions.	Observes rules but criticizes decisions vehemently.	Abides by the decisions of the Referee, observes rules but shows displeasure at unfavourable decisions.	Observes rules and obeys decision of the Referee and Captain without showing any sign of disagreement.

III. SPORTING SPIRIT

0	1	2	3	4
Always behaves rudely and is easily excitable.	Is mostly aggressive in his attitude.	Retaliates if some body plays foul and also does not take defeat cheerfully.	Shows tolerance on most of the occasions but does not always take defeat cheerfully.	Shows tolerance even in a tense situation and takes defeat cheerfully.

IV. PERFORMANCE

0	4	8	12	16
Has no understanding of the techniques.	Shows poor understanding of the techniques.	Has some understanding of the techniques but does not possess essential skills.	Has some understanding of the techniques and has also acquired essential skills.	Has a thorough understanding of the techniques and has mastered the essential skills.

Rating of Assessment

Co-curricular activity-SPORTS

Instructions —Class-wise record and assessment of students who have participated in sports should be done twice in a Session. The Term-wise assessment will be given to the Class-teacher by the activity-incharge. The Class-teacher will make entry of assessment received from the activity-incharge in the Progress Report and Cumulative Record Card.

Grade assessment of first term :--There are four criteria for the assessment of this activity :

(i) Regularity and Punctuality, (ii) Discipline, (iii) Sporting Spirit, (iv) Performance.

Each criterion is based on five points scale. Marks obtained in each criterion by the student should be entered in the relevant Column. The average should be calculated by totalling these marks and the grade be determined as per the following table :

Marks	Grade
Above 3.5	A
above 2.5 to 3.5	B
above 1.5 to 2.5	C
above 0.5 to 1.5	D
Below 0.5	E

For Example :—A student obtains 2 marks in regularity and punctuality, 3 marks in discipline, 2 marks in sporting spirit and 6 marks for performance. Thus, the student obtains a total of 13 marks. The average being 2.2 marks, he is entitled to grade 'C' as per above table.

The activity incharge should make entries of the grade obtained in first term in the relevant columns of second term proforma and should pass the proforma to the Class-teacher.

The Class-teacher should make the entry of grade received from the activity-incharge in the Progress Report.

Grade assessment of second term :—Grade of second term should be determined as per above said table and entries should be made in the Progress Report.

Final Rating Grade (Annual grade) :—Grades obtained in both the terms should be converted into marks and the average taken. The Annual grade should be determined as per table given above.

The Class-teacher should make entry of annual grade in the appropriate place in the Progress Report and Cumulative Record Card received from the activity-incharge.



Internal Assessment Certificate



Name of the Institution.....

This is to certify that.....

Roll No.....

Son/Daughter of Shree.....

Scholar's Register No.....

Who Passed/Failed at the..... Examination of the Board of Secondary Education, Rajasthan in.....has got the following achievements to his/her credit in the Internal Assessment carried out according to the Regulations and instructions of the Board :—

I. Scholastic Achievement.

Subject	IX (19.....19.....)		X (19.....19.....)		XI (19.....19.....)	
	Max. Marks	Marks Obtained	Max. Marks	Marks Obtained	Max. Marks	Marks Obtained
Hindi						
English						
General Science						
Social Studies						
Elementary Maths.						
Optional.....1						
Optional.....2						
Optional.....3						
Total						
Third Language						
Arts & Crafts						

Note :- In each column totals of the marks obtained by a candidate in all the Home Examinations including Periodical Tests have been entered. These marks pertain to the Session in which the candidate has passed the examination.

II. Social Qualities.

III. Attitudes.

IV Co-curricular Activities.

II. Social Qualities.		III. Attitudes.		IV Co-curricular Activities.	
Qualities	Achievement	Attitude towards	Achievement	Activities	Achievement
1. Discipline	1. Studies	.....	(A) Literary, cultural & club (Any one is compulsory)	.....
2. Punctuality	2. Teachers	.....	(B) Others involving physical exertion (one is compulsory)	.....
3. Regularity	3. School Programmes	.....		.....
4. Cleanliness	4. School Property	.....		.....

Special Achievement, if any.....
.....

Secretary
Board of Secondary Education,
Rajasthan, Ajmer

Signature of the Head of the Institution