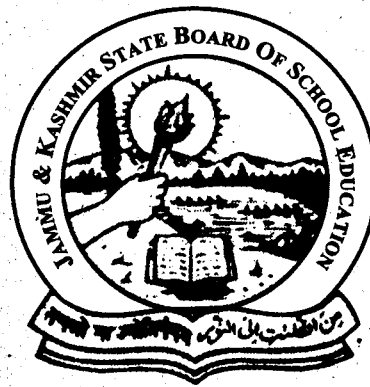


Continuous and Comprehensive Evaluation

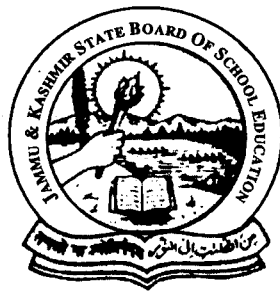
CLASS I-V

2008



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

Continuous and Comprehensive Evaluation Class I-V



The Jammu and Kashmir State Board of
School Education

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Foreword

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

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

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

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

PREVIEW

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

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

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

CCE I-V

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

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

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

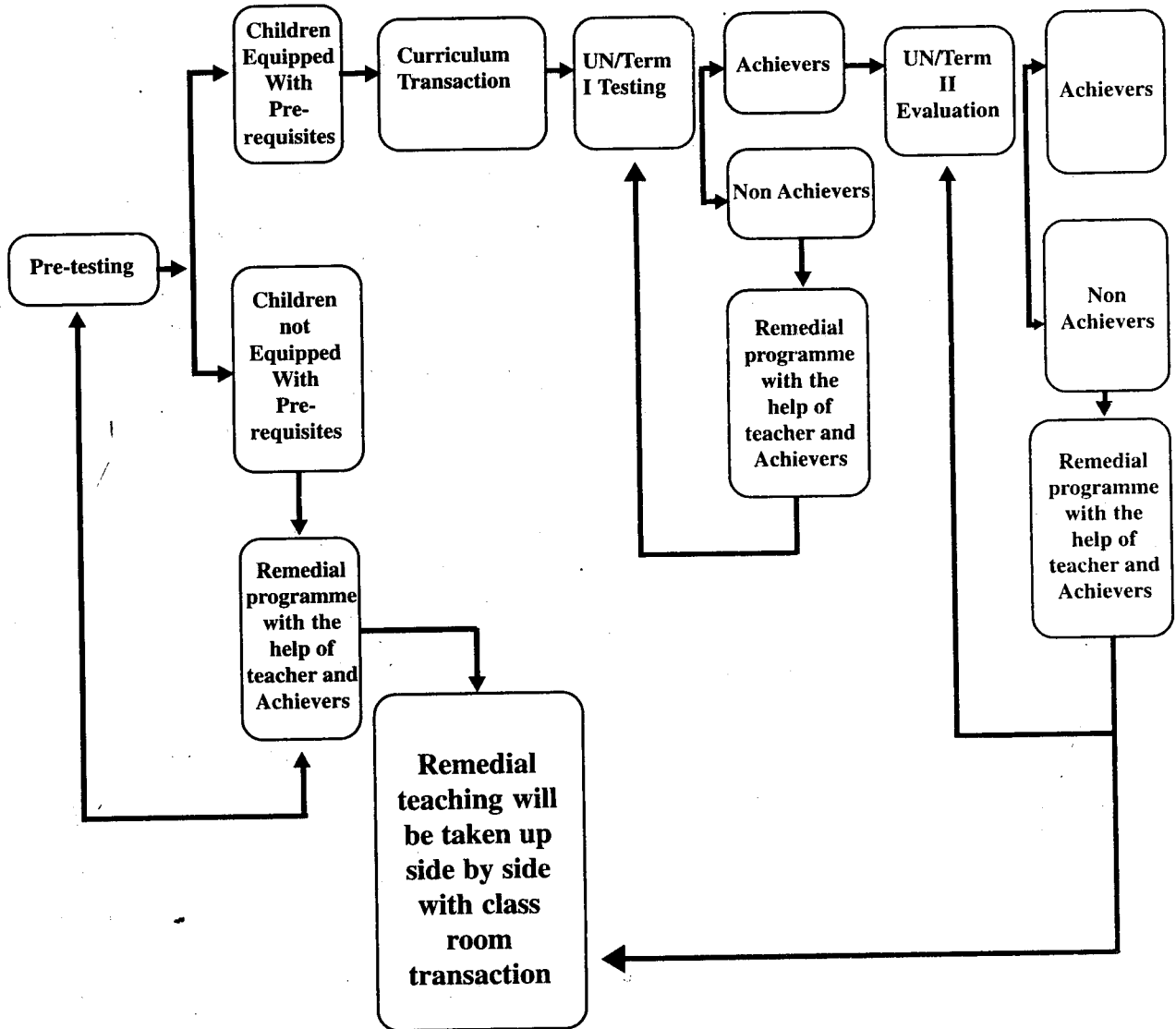
are not valid and reliable measure of student's cognitive , psychomotor and affective abilities;

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

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

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

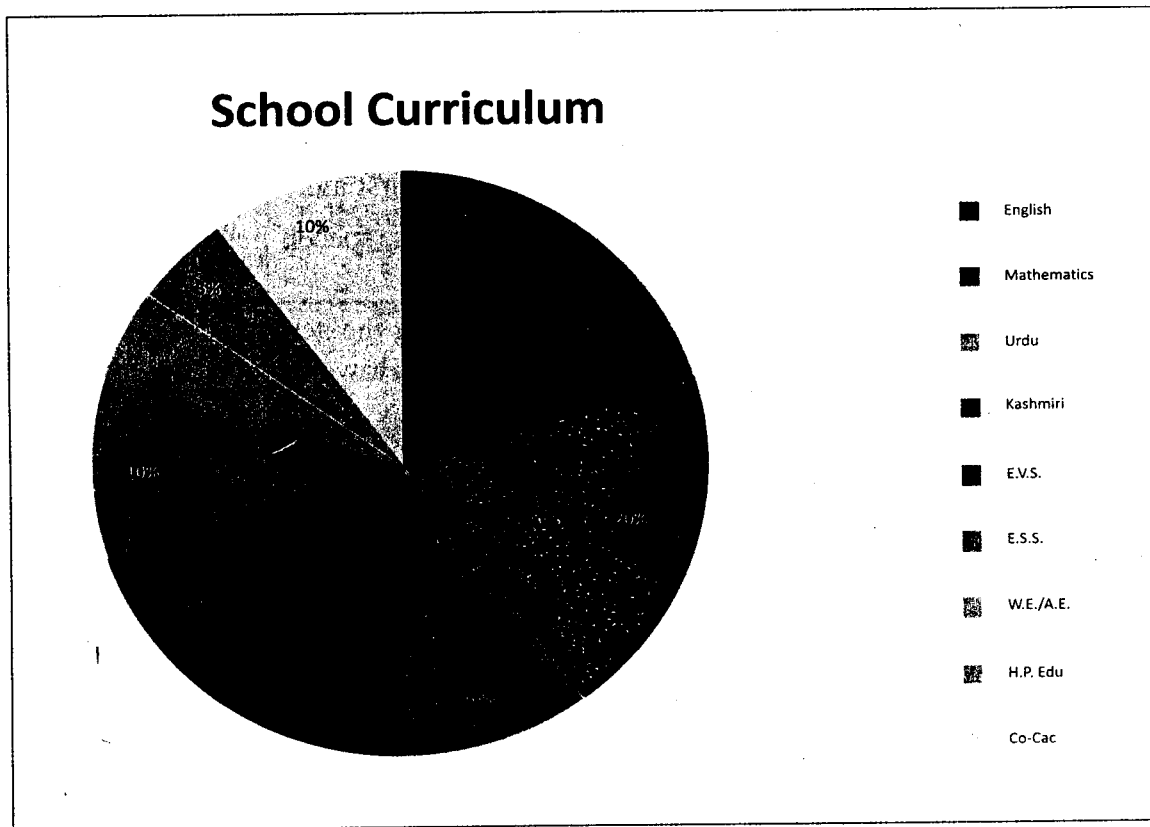
Flow chart of the scheme



Dimensions of the scheme

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

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



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

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

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

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