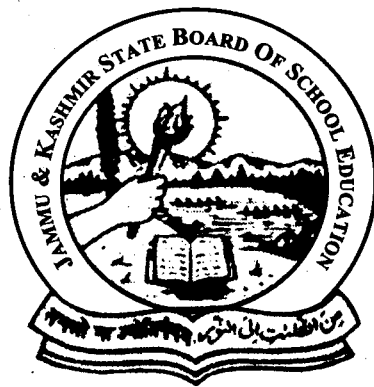


Continuous and Comprehensive Evaluation

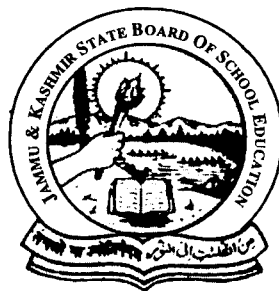
CLASS VI-VIII

2008



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

Continuous and Comprehensive Evaluation Class VI-VIII



The Jammu and Kashmir State Board of
School Education

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Foreword

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

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

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

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

PREVIEW

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

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

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

As a result, children remain weak in basic skills of communication, computation and other aspects of achievement. The revised National Policy of Education, 1986, the Programme of Action 1992 and above all the National Curriculum Framework-2005 has pointed out this short coming of our Education system and gave the directive about the coverage of both scholastic and co-scholastic aspects of personality of pupil through a system of Continuous and Comprehensive Evaluation spread over total span of instructional time with focus on remedial teaching.

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

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

In this scheme the term Continuous is meant to emphasize that evaluation of identified objects and aspects of student's growth and development is a continuous process rather than an event built into the total teaching-learning process spread over the entire span of academic session. It means regularity in assessment of student's achievement, frequency of unit assessments, diagnosis of learning gaps, use of corrective measures or remedial teaching, re-assessment and feed back of evidences to teachers and students for self-evaluation. The second term Comprehensive means that the scheme attempts to cover both the scholastic and co-scholastic aspects of student's growth and development. It means that the scheme aims at assessing and promoting pupil's growth in cognitive areas of learning like

- a) Knowledge
- b) Comprehension/Understanding
- c) Application and
- d) Creativity, besides, skills of communication and computation. On the non-cognitive side it aims at assessing and promoting social and intra and inter personal qualities like regularity/punctuality, cleanliness, discipline, team work, leadership, hard work, inventiveness, creativity etc. The third term Evaluation means assessment of student's performance for improvement of student's achievement and teaching-learning strategies. It starts where examination ends. It is diagnostic in nature meant to provide the remedial help to the pupils.

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

Objectives of the scheme

The objectives of the scheme are:

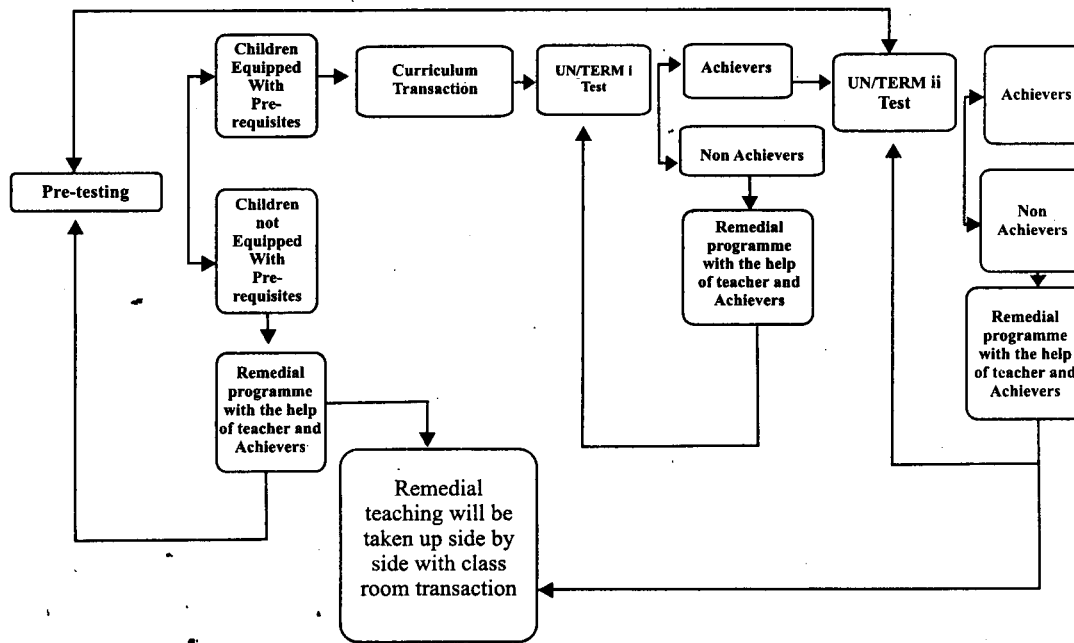
1. To make evaluation an integral part of teaching-learning process;
2. To use evaluation for improvement of student's achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial teaching;
3. To provide scope for self evaluation by teachers and students;

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

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

Following is the flow chart of the scheme



Dimensions of the scheme

Subjects of the curriculum and time budget of them

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

Note:

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

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

Health Status-

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

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

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

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

Inter/Intra Personal Qualities and attitudes:

All students will be compulsorily evaluated on:

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

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

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

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Tolerance

Civic consciousness and cooperation

Co-curricular activities and Interests

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

Literary Activities: Creative writing

Debating

Recitation

Speech making

Social and Cultural Activities

Drama Scouting

Dance NCC

Music Red Cross

Evaluation

Evaluation in subjects of the curriculum

Five assessments are proposed

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

NOTE:

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

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

Conversion Table:

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

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

