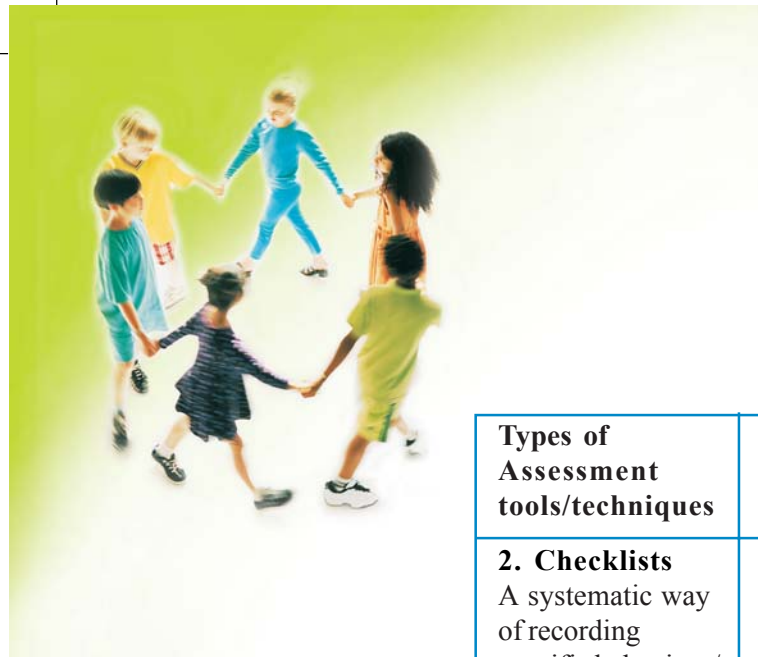


Annexure 1

Tools and Techniques for Assessing Children's Learning: The Choice Available

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
1. Observation Information can be gathered about children in 'natural' settings. Some are about learners in the course of teaching. Others based on planned and purposeful observation of students on activities /tasks.	<ul style="list-style-type: none"> • Various aspects of personality development can be assessed through observations. • Can be used to assess individuals as well as groups. • Assessments can be made during varying time periods. • Evidence of child's performance/knowledge is based on an 'on-the-spot' record. • Over time, detailed observations of behaviour as well as interests, challenges, patterns/trends emerge which allow teachers to create a comprehensive picture/view of the child. 	<ul style="list-style-type: none"> • Avoid arriving at inferences/interpretations or jumping to conclusions. Important to take down more than what is actually seen. • Dependent on the skill of the observer which determines 'what' is observed. • Requires sensitivity and unobtrusiveness in the way the observation is done. Observations to be made over a period of time, across different activities and settings. 	<ul style="list-style-type: none"> • Recording details that not only describe the actions but reveal how a child feels about what she/he is doing, details on how she/he does something as well as when she/he does it, the quality as well as the quantity of her/his interrelationship with people and materials, and what he/she says etc. • Noting comments about the child's behaviour in parentheses based on which processes can be inferred at a later point of time.





Annexure 1

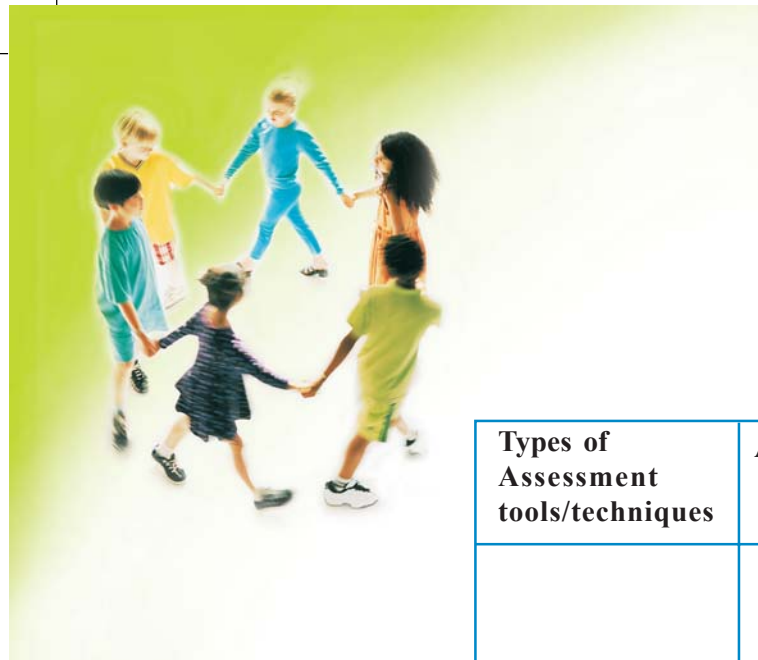
Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
2. Checklists A systematic way of recording specific behaviour/ action helps focus attention on particular aspects.	<ul style="list-style-type: none"> • Quick and easy to implement. • Provides specific information about specific objectives. • Can point towards a trend of how and when skills have been acquired by the child as well as a group of children. 	<ul style="list-style-type: none"> • Collects limited information, only indicating presence of a skill. • Does not indicate child's response to different situations or provide specific examples of responses. • Does not provide information about context. • Can at times become unwieldy because of the number of specific items. • If developed by others, may not be suitable for the objectives that you as teachers have in mind, or for the groups, you wish to use it with. 	<ul style="list-style-type: none"> • Add a 'comments' column to add value to the information in the checklist marking. • Use this tool in conjunction with other methods of assessments.
3. Assignments Theme based tasks to be completed as class work or homework. Can be open ended or structured. Some could be based on contexts outside textbooks.	<ul style="list-style-type: none"> • Provides students an opportunity to search for information, construct their own ideas and articulate the same ideas through spoken, written and/or visual expressions. 	<ul style="list-style-type: none"> • Not too much homework or class work should be given which is currently the normal practice. • Assignments should be such that they can be managed by students on their own. 	<ul style="list-style-type: none"> • Going beyond collection of assignments by following it up with analysis, discussion and reflection.



Annexure 1

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
	<ul style="list-style-type: none"> Helps assess a wide range of objectives and content of learning. Provides students an opportunity to relate and synthesize within and outside school learning. 	<ul style="list-style-type: none"> Should not become the only method of assessment. 	<ul style="list-style-type: none"> Creativity of students is promoted. Encouraging students to go beyond textbooks. Group work is to be encouraged. Can become part of the portfolio.
4. Portfolio Collection of student's work over a period of time. It could be day-to-day work or selection of the learner's best piece of work.	<ul style="list-style-type: none"> Provide a cumulative record. In the process, a picture of how a skill or knowledge area develops/ emerges. Enables the student to demonstrate to others, his/her learning and progress. 	<ul style="list-style-type: none"> Selecting work to be put into the portfolio should have a specific reason. Not all papers/ items of work are to be included. This will become unmanageable. 	<ul style="list-style-type: none"> Student participation in selection portfolio contents is to be encouraged, as well as criteria for selection of the contents. Continuous updating of the portfolio as the child grows.





Annexure 1

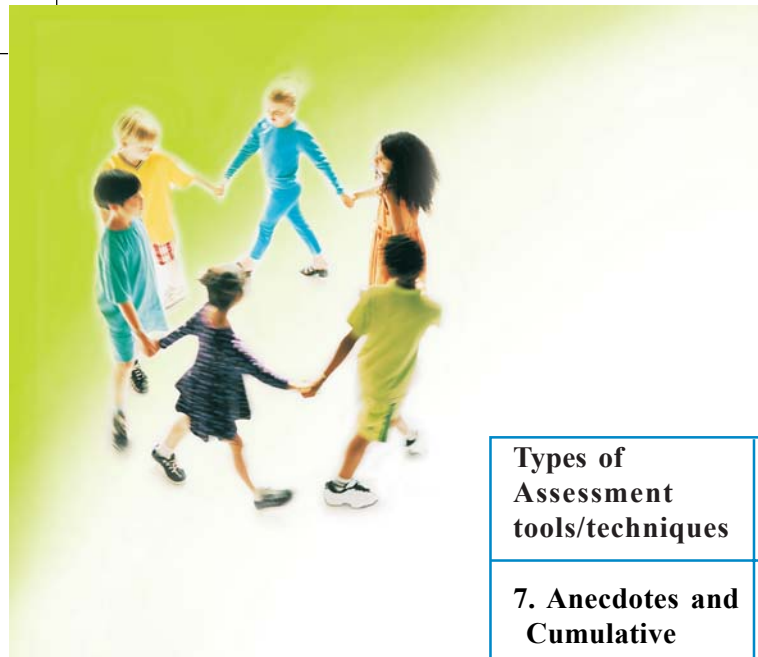
Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
	<ul style="list-style-type: none"> The child becomes an active participant in the learning and assessment process. 		<ul style="list-style-type: none"> Careful structuring of portfolio material accompanied by a reflective account. Clear labelling and numbering of content for easy reference.
<p>5. Projects These are undertaken over a period of time and generally involve collection and analysis of data. Projects are useful in theme-based learning.</p>	<ul style="list-style-type: none"> Provide opportunities to explore, work with one's hands, observe, collect data, analyze, organize and interpret data and draw generalizations. Provides an opportunity to work in groups and in real life situations. Helps develop a positive attitude towards group work, sharing and learning from each other. 	<ul style="list-style-type: none"> The nature and difficulty level of the projects should be such that students can do it by themselves. Materials to be used for the project should be available in the school, neighbourhood or home setting. These should not put a financial burden on the parents. Each school could go in for a Resource Centre, which would have locally available materials. 	<ul style="list-style-type: none"> Project topics should be decided/ chosen, planned and conducted by students largely with the teacher acting as a guide. Encouragement should be given to group projects. These will enable students to work together, share experiences and learn from each other. Projects keep giving students an opportunity to explore, investigate and work in groups. Children can be encouraged for judicious use of materials and keep them back after use.



Annexure 1

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
6. Rating Scales These can be used to record the quality of a student's work and then judge the quality against specified criteria. Holistic rating scales require a single, overall assessment of a piece of work.	<ul style="list-style-type: none"> • Various aspects of development can be assessed. • Can be used to assess individuals as well as groups. • Assessments can be made during varying time periods and in different environment settings. • Evidence of the child's performance/ knowledge is based on 'on-the-spot' record. • Over time, detailed observations of behaviour as well as interests, challenges, patterns/trends emerge which allow teachers to have a comprehensive picture/view of the child. 	<ul style="list-style-type: none"> • Avoid inferences/ interpretations of giving judgements. Concentrate on taking down what is seen. • The skill of the observer may determine what is observed. • Be sensitive and unobtrusive in the way the observation is done. This does not necessarily mean being at a distance. • Make the observations over a period of time, and across different activities and settings. 	<ul style="list-style-type: none"> • Record details that not only describe the actions but reveal how a child 'feels' about what she/he is doing. • Also suggest corrective measures. • Comments can be noted in 'parentheses' based on which processes can be inferred at a later point of time.





Annexure 1

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
7. Anecdotes and Cumulative Records Provides observational narrative records of significant incidents in a child's life.	<ul style="list-style-type: none"> Provides a wealth of information across different developmental areas. Facilitates taking of notes on the child's social, emotional development, choices, interests and relationships etc. Identifies strengths and weaknesses and assesses children's progress over time. 	<ul style="list-style-type: none"> A single anecdote does not give conclusive information. Only 'problematic' situations may be noticed. It would be better to describe incidents rather than making statements of judgement. Selecting amongst the many interesting classroom events and not including all. Avoiding general comments. 	<ul style="list-style-type: none"> Preparing and collecting anecdotes over a period of time about sustained interests and critical things that are happening in their life. Helps to understand the child's behaviour/ responses to different classroom situations. Collecting a cross section of anecdotes (from different children) indicates groups' thinking and feeling. Recording as soon as possible after the event so that rich, accurate and significant details can be included for later interpretations.



Annexure 1

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
8. Photographs Provides documentation of a child's experiences, while they are doing tasks/ work, they could also be photographs of finished products, project models etc.	<ul style="list-style-type: none"> • Provided accurate recall of events. • Provides an insight into children's ways of thinking and interacting. • Facilitates sharing of information with families. • Provides an insight into the child's emotional, social and psychological aspects of development. 	<ul style="list-style-type: none"> • The aesthetic quality may not be critical. • Avoid making the child self-conscious in front of the camera by your comments or suggestions. 	<ul style="list-style-type: none"> • The picture composition should include important details of the experience, process of product being photographed. • Choosing where photographs need to supplement other tools. • Using photographs to discuss with children about themselves at a later time.
9. Audio-Video Recordings Specific situation or over a time span to cover important processes/aspects can be recorded, and analyzed later.	<ul style="list-style-type: none"> • Both allow language and the way it is used to be 'captured' with accuracy. • Movement and sound add to the understanding of the events taking place. • Helps to understand student's explanations that indicate different ways of thinking. 	<ul style="list-style-type: none"> • Analysis is time consuming, • Children may occasionally be 'performing' for the camera. • Expensive as it requires technical expertise for assistance. 	<ul style="list-style-type: none"> • Careful selections of what to record for subsequent analysis is necessary. • Giving children enough time to get familiar and feel at ease with the equipment.



Source: NCERT, October 2008



Annexure 2

Glossary

GLOSSARY OF TERMS USED IN THE SCHEME OF CONTINUOUS AND COMPREHENSIVE EVALUATION AND GRADING IN CBSE SCHOOLS

Anecdotal Record: Anecdotal record is a report of descriptive accounts of episodes or occurrences in specific duration of life of an individual.

Aptitude test: It is a test to discover and measure the potential of an individual for specific abilities and skills such as music, science, medicine, teaching, graphic- arts, etc.

Assignment: It is a task to be done as class work or home work that can be open-ended or structure based on a theme/context outside text books.

Checklist: Checklist can be used for the purpose of assessment. It is usable where answers is in either - 'Yes' or 'No'.

Comprehensive:Comprehensive means to cover both the Scholastic and the Co-Scholastic aspects of students 'growth and development'.

Continuous: Continuous means that the evaluation of identified aspects of students 'growth and development' of students is a continuous process.

Co-Scholastic: Co-Scholastic aspects include Life Skills, Co-curricular areas and Attitudes & Values.

Criterion Reference Test (CRT): A test designed to provide a measure of performance that is compared with pre-specified level of accomplishment is called criterion-reference test.

Evaluation: It is a systematic process of collection and interpretation of evidence leading to judgment of value with a view to action.

External locus of control: When an individual believes that his behaviour is guided by fate/luck or other external circumstances.

Formative Evaluation: It is used to monitor learning progress during instruction and to provide continuous feedback to both pupil and teacher concerning learning successes and failures. It includes assessment of paper - pencil test, assignments, projects, class work, homework, practical work etc.



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Holistic Assessment: Assessment includes both Scholastic and Co-Scholastic aspects.

Intelligence Test: It is the test which assesses the student's ability to perceive relationships, solve problems and apply knowledge in a variety of ways.

Internal locus of control: Individual believes that his/her behaviour is guided by his/her personal decisions and efforts.

Norm- reference Test: A test designed to provide a measure of performance that is interpretable in terms of an individual's relative standing in the some known groups is called Norm referenced test.

Objectivity of an item: It implies that the question should be as simple as possible. A student should be able to interpret the question correctly.

Objectivity of scoring: It implies that personal judgment of the examiner should not affect scoring.

Observation Technique: It is a most frequently employed measurement technique without using any instruments. Large number of individual observations or observations made by large number of observers are employed to minimize subjectivity.

Personality: It is the sum total of the biological innate dispositions, impulses, tendencies, aptitudes and instincts of the individual and the disposition and tendencies acquired by experience.

Portfolio: Portfolio is the collection of evidences of students work over a period of time.

Prognostic Test: It is a test meant for fore- telling, prediction and forecast designed to predict the student's ability or readiness to undertake the study.

Project: A task given over a period of time and generally involves collection an analysis of data. It is useful in theme-based learning.

Rating Scale: It is an evaluation tool by which one systematizes the expression of opinion concerning a trait. Opinions are usually expressed on a scale or values. It may be descriptive, numerical, graphic or percentage scale.

Reliability: It refers to the consistency of scores obtained by the same individuals when re-examined with the same test on different occasion or with different sets of equivalent items or under other variable examining conditions. (Consistency)





Annexure 2

Scholastic: Scholastics aspect includes subject specific areas.

Self- Reporting Technique: This is a technique which is used to find out the response of the respondent to questions concerning their characteristics or behavior. Students are required to express their likes, dislikes, fears, hopes, ideas, about specific aspects.

Standardised Test: It is a test which has been given to so many people that the test designer is able to determine fairly accurately how well a typical person of a particular age grade will succeed in it.

Summative Evaluation: The evaluation conducted at the end of an instructional segment is called summative evaluation. It is designed to determine the extent to which the instructional objectives have been achieved. It is usually used for assigning course grades or certification.

Unhealthy Habits: When the child get indulged into bad practices such as isolation, substance abuse, negativism withdrawal, over/under eating and obsessive behaviour.

Validity: It is the extent to which a test measures what it purports to measure. (Truthfulness)



Previous Circulars issued by CBSE (For Reference Only)



Continuous and Comprehensive Evaluation



Annexure 3a

CENTRAL BOARD OF SECONDARY EDUCATION ACADEMIC BRANCH, SHIKSHA SADAN 17, ROUSE AVENUE, NEW DELHI-110002

Circular No.05/04

13th February, 2004

No. CBSE/D(A)/PA/04

Dear Principal,

Sub: Continuous and Comprehensive Evaluation Reg



Continuous and Comprehensive Evaluation

Greetings from CBSE! As you might have noticed from the address printed above, there is a change in the address of the Academic Branch. It has now shifted from the erstwhile building of 17-B, I.P. Estate, New Delhi to its own building at Shiksha Sadan in the address given above. You are requested to kindly note the above change in address. The Board fervently hopes that the housing of the Academic Branch in its own building will facilitate to bring about more focused academic activities to catalyze the affiliated schools to actively and progressively participate in a meaningful journey towards the knowledge society.

As you are well aware, the Board has been addressing to several academic issues to empower the schools in enabling the students to realize their holistic potential in the process of learning. The Board has always believed that learning is a joyful experience and enables the learner to find the meaning and significance of life. It helps to discover the unfathomed oceans of knowledge and nurture the latent and creative potential in the learner. In a joyful learning environment the curiosity, the sense of enterprise and adventurism, the desire for creativity, the desire to cooperate and coexist is aroused. The learner feels less threatened and hence works in an atmosphere free from fear and stress. In turn, these objectives of the curriculum and its mode of transaction, therefore, have to focus in the achievement of the above goals.

Of late, the unwarranted overemphasis on the concept of examinations has created an artificial atmosphere of threat and unhealthy competition. This appears to have negated the basic objectives of the educational process and the assimilation of information for scoring in examination has nullified the several vital components

Annexure 3a

and competencies to be acquired in the process of learning. The concept of Pass and Failure at primary level has not played the desired diagnostic role, rather has acted as a deterrent to the joyful learning by creating a psychological roadblock.

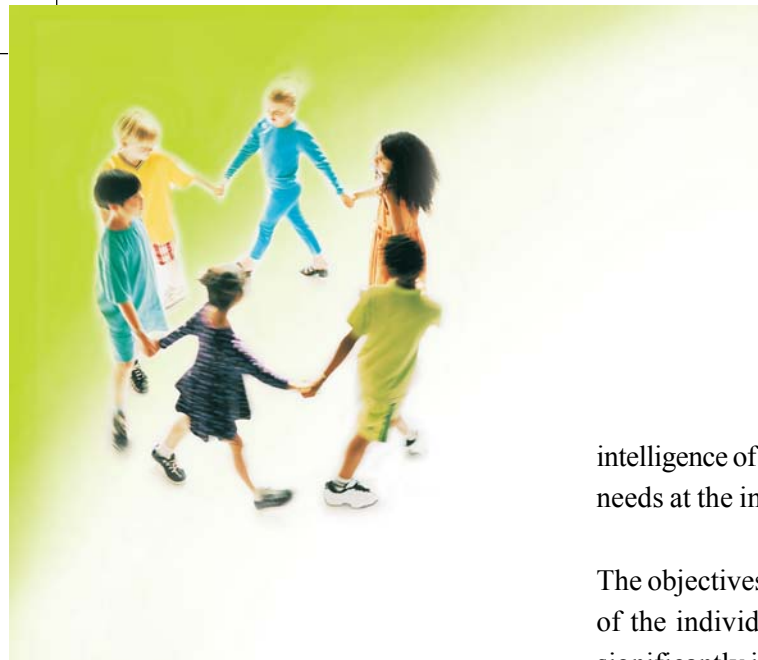
In many cases, in spite of many success stories in physical, emotional, social and spiritual platforms, the learner is negated as a failure for want of scores in a single subject where he has no motivation due to one or the other reasons. The objective appears to be to identify what the learner is not capable of rather than what he is, which basically is an antithesis to the educational process.

The Board certainly believes that evaluation of the learner has to be done in context during the process of continuous learning as it plays a facilitative and supportive role. The fear and threat of the examination has to be minimized so that learning takes place in a stress free atmosphere. It is in this context, the Board had through its earlier circular No.7 dated 9th February, 2003 invited the attention of the schools to do away with the terminal examinations upto class V and also to initiate the process of continuous and comprehensive evaluation upto class VIII. The Board is pleased to note that the affiliated schools have responded quite positively to the above views and many schools have already implemented the same. It is reiterated that there is an urgent need to take this important academic initiative so that the students in all the affiliated schools have the necessary uniform stress free environment. The schools should desist from assessing the students on the basis of terminal examinations and move towards the continuous and comprehensive evaluation of the students without, as far as possible, any pass-fail. If any student fails to obtain the minimum level of learning the same can be repeated in the subsequent class in a progressive manner.

As informed, in the earlier circular, it is again reiterated that the schools should desist from giving home work to the students upto class II so that the time is gainfully used by the students for effective interaction with the members of the family and in enriching their interpersonal relationships and emotional edifice. The Board is also working on certain guidelines to schools in this regard and would be made available to schools in due course.

The Board feels that the schools should provide more and better opportunities in learning of liberal arts including music, painting, dances and folk arts in schools at the primary level so that there is a broad-based learning empowering the emotional





Annexure 3a

intelligence of the learners. This would be of immense help in fighting the consumerist needs at the individual and societal level.

The objectives of Indian Education have always been to enhance the holistic profile of the individual built on a strong value base. The CBSE has been contributing significantly in this direction with the assistance of all its affiliated schools.

In order to acquire leadership in the knowledge society, we need to take positive and meaningful steps wherein our human resources will have the necessary competencies required for a long lasting performance. All the affiliated schools are partners with the CBSE in this responsible task. We do hope that the affiliated schools will join hands to develop human resources that would make our future generation successful in a global competitive situation.



Yours faithfully,

(G. BALASUBRAMANIAN)
Director (Academics)

Annexure 3b

CENTRAL BOARD OF SECONDARY EDUCATION 2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110 092

No. CBSE/ACAD/2009

20th September, 2009

Circular No. 39/20-09-2009

All the Heads of the institutions
affiliated to CBSE

Subject: Examination Reforms and Continuous and Comprehensive Evaluation (CCE) in the Central Board of Secondary Education (CBSE)

Dear Principals,

The larger context of education is to prepare futuristic citizens for a meaningful and productive life in a globalised society. There is a dire need to strengthen the education system even more so in a pluralistic society which addresses itself to a heterogeneous group. Evaluation is a means of realising the extent to which we have been successful in imparting such an education. Evaluation is an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning processes and their assimilation by learners.

External examinations *'are largely inappropriate for the 'knowledge society' of the 21st century and its' need for innovative problem solvers'*, Questions if not framed well, *"call for rote memorization and fail to test higher-order skills like reasoning and analysis, lateral thinking, creativity and judgement. External exams make no allowance for different types of learners and learning environments and induce an in-ordinate level of anxiety and stress"*.

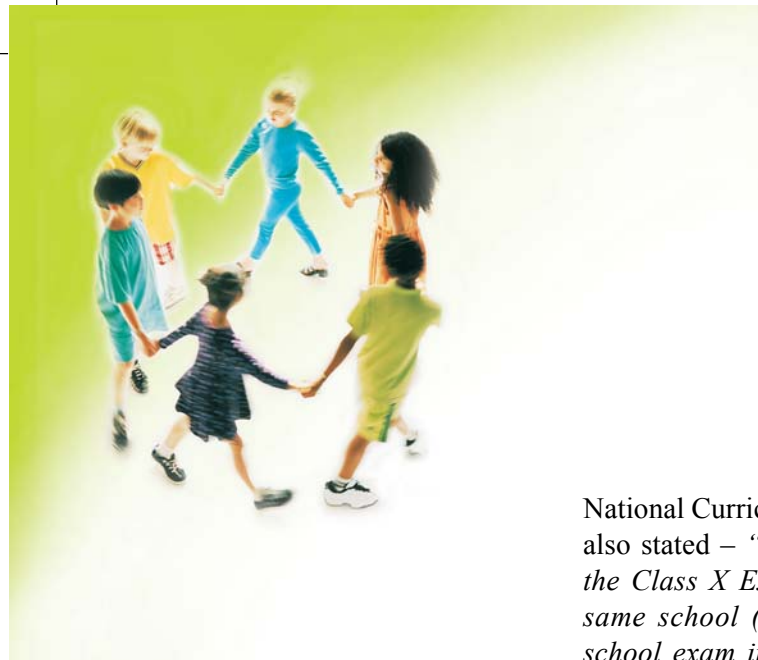
(NCF- Position paper on Examination Reforms)

This calls for a functional and reliable system of School-Based Evaluation.

We need to look at the holistic assessment of a learner which also includes co-scholastic area of Life Skills, Attitudes and Values, Sports and Games as well as Co-Curricular activities. The CCE scheme aims at addressing this in a holistic manner. A number of National Committees and Commissions in the past have consistently made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through School-Based Continuous and Comprehensive Evaluation.

Therefore, the CCE scheme brings about a paradigm shift from examination to effective pedagogy.





Annexure 3b

National Curriculum Framework 2005, while proposing Examination Reforms has also stated – *“Indeed, Boards should consider, as a long-term measure, making the Class X Examination Optional, thus permitting students continuing in the same school (and who do not need a Board certificate) to take an internal school exam instead “.*

Hon’ble Union Minister for Human Resource Development also announced-”*Push the process of examination reform in accordance with NCF 2005. This will include making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a board certificate) to take an internal school assessment instead “.*

In the light of the above background, surveys and consultations with various stakeholders across the country and the given mandate of CBSE, the Board, on the advice of the Ministry of Human Resource Development, Government of India has decided to introduce the following Scheme:-



Continuous and Comprehensive Evaluation

1. Scheme of the Board

1.1 Senior Secondary Schools

- a) There will be no Class X Board Examination w.e.f. 2011 for students studying in CBSE’s Senior Secondary schools and who do not wish to move out of the CBSE system after Class X.
- b) However, such students of Senior Secondary Schools who wish to move out of the CBSE system after Class X (Pre-University, Vocational course, Change of Board, etc.) will be required to take the Board’s **External (pen and paper written/online) Examination**.
- c) Further, those students who wish to assess themselves vis-à-vis their peers or for self assessment will be allowed to appear in an On Demand (pen and paper/ online) Proficiency test.

1.2 Secondary Schools

The students studying in CBSE’s Secondary schools will however be required to appear in Board’s External (pen and paper written/online) Examination because they will be leaving the secondary school after Class X.

1.3 All Schools

Annexure 3b

- 1.3.1 The **Continuous and Comprehensive Evaluation (CCE)** will be strengthened in all affiliated schools with effect from **October, 2009 in Class IX.**
- 1.3.2 An Optional Aptitude Test developed by the CBSE will also be available to the students. The Aptitude Test along with other school records and CCE would help students, parents and teachers in deciding the choice of subjects in Class XI. All students of **Class X in the current academic year will be taking the CBSE Board's Class X 2010 Examination.** The CBSE will be conducting this Examination. The weightage of the school based assessment will remain the same as per past practice, i.e. 20% each in the subjects of Science, Social Science and Mathematics.
- 1.3.3 **The new Grading system will be introduced at Secondary School level (for Classes IX & X) effective from 2009-10 Academic Session.** The details of grading scheme are being circulated in a separate advisory to schools.

Details of the scheme are annexed at (Annexure-a) all for ready reference.

2. How would the Scheme help?

The above steps would help the learners and parents, who are the primary stakeholders of school education, in the following manner:-

- It will reduce stress and anxiety which often builds up during and after the examination which could have an adverse impact on young students especially in the age group of 13-15 years.
- It will reduce the dropout rate as there will be less fear and anxiety related to performance.
- In the past there was a practice, to often finish the entire syllabus much before time and follow it up with Pre-Board(s) and study leave. Now there will be greater focus on learning rather than teaching to the test.
- The emphasis on conceptual clarification through experiential learning in the classroom will increase since there will be more time available for transaction of curriculum.
- It will help the learners to develop holistically in terms of personality by also focussing on the co-scholastic aspects which will be assessed as part of the Continuous and Comprehensive Evaluation scheme.
- It is expected to prepare the students for life by making students physically fit, mentally alert and emotionally balanced.
- The students will have more time on their hands to develop their interests,





Annexure 3b

hobbies and personalities.

- h) It will enable the students, parents and teachers to make an informed choice about subjects in Class XI.
- i) It will motivate learning in a friendly environment rather than in a fearful situation.
- j) It will equip students with Life Skills especially Creative and Critical thinking skills, social skills and coping skills which will keep them in a good stead when they enter into a highly competitive environment later on.

3. Addressing the Concerns

The CBSE has been discussing the matter with its stakeholders all over the country. A number of issues are likely to be raised by students/parents regarding this initiative, as it is being done for the first time by any Board in India. A compilation of such issues, and solutions offered by the Board in the form of FAQs (*Frequently Asked Questions*) will be soon available on the CBSE website. In case of any clarification you may write through the CBSE's website (detailed below) or mail your queries to the Chairman CBSE by superscribing "CBSE Examination Reform" on the top of the envelop.



Continuous and Comprehensive Evaluation

4. CCE Guidelines

Many of the Schools are already aware about the CCE and are implementing the same. However, in order to improve the quality of CCE, the detailed guidelines are being issued and will reach the schools shortly. These will also be available on CBSE website (www.cbse.nic.in).

5. Training Workshops

Teacher training workshops will be conducted simultaneously from October 2009 onwards. These training workshops will be compulsory for the **Heads of Schools and two teacher representatives**. Details of these will be available on the CBSE's website. Principals and trained teachers will be thereafter interacting with parents during Parent Teacher Meetings to create awareness regarding the Board's Scheme and address their concerns.

6. Request to School Principals

The CBSE is committed to the enhancement of quality in school education and it plans to empower schools to assess the students without compromising on any quality parameter. It has full faith in the Principals and teachers of its affiliated schools and hopes that the following action will be taken in the

Annexure 3b

shortest possible time:-

- a) Explain the above scheme in detail to the parents, teachers and students specially those in Classes IX and X and interact with parents of these students to **create awareness and sensitise them.**
- b) Collect and forward the information about number of students in **Class IX in the current academic session.**
- c) Forward this data to the Regional Office concerned in the enclosed Proforma **definitely by 15th October 2009.(Annexure b)**

7. Further Clarification

Comprehensive guidelines on various aspects of CCE will be available in the *Teachers' Manual on School Based Assessment* shortly. This will also be hosted on the CBSE website (www.cbse.nic.in)

In case you need any further clarification, please log on to www.cbse.nic.in and click on the 'Interact with Chairman on Class X Board Examination' button. Your queries on this issue will be replied expeditiously.

All Heads of Schools are directed to make necessary preparations so as to implement the above scheme in letter and spirit. The Board is also sure that all Principals would help in implementing the above mentioned reforms.

Waiting for an early response.

Yours faithfully,

(VINEET JOSHI)
CHAIRMAN & SECRETARY

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.





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4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar- 791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Director, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the direction to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to host this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to All HODs, CBSE



Continuous and Comprehensive Evaluation

CHAIRMAN & SECRETARY

Annexure 3c

Annexure a

Scheme of Examination Reforms and Continuous and Comprehensive Evaluation (CCE)

A. Class IX - 2009 –10 Academic Session

Strengthening Continuous and Comprehensive Evaluation (CCE) in Class IX (Second Term October 2009 – March 2010)

1. The Central Board of Secondary Education introduced Continuous and Comprehensive Evaluation in Primary classes in 2004 (*Circular No. 5/18/25/04*). The achievement records and its format was also circulated for Classes I to V with the objective of facilitating holistic learning in the school. The focus was on identifying the talents of the learner and empowering with positive inputs. The Board recommended a five Point rating scale, it also recommended the elimination of the pass /fail system at the primary classes (*Circular No. 31/04/21/05*). The Board has also followed it up by extending this scheme upto Classes VI to VIII and developed a CCE card on School Based Assessment for the same (*Circular No. 2/06*).
2. The scheme of Continuous and Comprehensive Evaluation (CCE) will be now further strengthened in all affiliated schools from October 2009. The Class IX students will be assessed through the CCE by the school itself. The strengthened CCE scheme will be applicable for the second term **(October 2009 – March 2010) of the current academic year in Class IX.**
3. **In general, for the purpose of the CCE,** an academic year has been divided into two terms. The first term will be from **April – September and the second term from October – March.**
4. The CCE in classes IX & X is intended to provide holistic profile of the learner through evaluation of both Scholastic and Co-Scholastic areas spread over two terms each during two academic years.



Continuous and Comprehensive Evaluation

4.1 Evaluation of Scholastic areas:

Each term will have two Formative assessments and one Summative assessment for evaluation in Scholastic Areas.

4.1.1 Formative Assessment:

Formative assessment is a tool used by the teacher to continuously monitor student progress in a non-threatening and supportive environment. If used



Annexure 3c

effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher. Some of the main features of Formative assessment are that it is diagnostic and remedial, provides effective feedback to students, allows for the active involvement of students in their own learning, enables teachers to adjust teaching to take account of the results of assessment and recognizes the profound influence that assessment has on the motivation and self-esteem of students, both of which are crucial influences in learning.

It is highly recommended that the school should not restrict the Formative assessment to only a paper-pencil test. There are other means of testing such as through quizzes, conversations, interviews, oral testing, visual testing, projects, practicals and assignments.

For this year there will be only two Formative assessments for Class IX for the (remaining) second term.

It is advised that the Schools may conduct more than two such assessments and take the best two out of those.

Assessments done periodically will be shown to the students/ parents so as to encourage continuous participatory improvement.



4.1.2 Summative Assessment:

The Summative assessment is the terminal assessment of performance at the end of instruction. Under the **end term Summative Assessment**, the students will be tested internally based on the following criteria:-

- a) Curriculum and Syllabus for Classes IX will be the same as circulated by the Board earlier.
- b) The Summative assessment will be in the form of a pen-paper test conducted by the schools themselves. It will be conducted at the end of each term.
- c) In order to ensure standardisation, and to ensure uniformity, the Question Banks in different subjects to generate question papers will be forwarded by the Board to schools in March 2010.
- d) In order to cater to difference in the pace of responding, the Schools will give flexible timings to the students during term end Summative Assessment.
- e) For this year, there will be only one term end Summative assessment for the (remaining) second term to be conducted in March 2010 for Class IX students.
- f) Evaluation of answer scripts will be done by the school Teachers themselves on the basis of the Marking Scheme provided by the Board.

Annexure 3c

- g) There will be random verification of the assessments procedures carried on by schools by the Board officials/nominees appointed by the Board.

The Weightage of **Formative Assessment (FA)** and **Summative Assessment (SA)** shall be as follows:

Term	Type of Assessment	Percentage of weightage in academic session	Term wise weightage	Total
First Term (April-Sept)	Formative Assessment-1	10%	Formative Assessment 1+2=20%	Formative =40%, Summative = 60% Total 100%
	Formative Assessment-2	10%	-	
	Summative Assessment-1	20%	Summative Assessment-1=20%	
Second Term (Oct.-March)	Formative Assessment-3	10%	Formative Assessment 3+4=20%	
	Formative Assessment-4	10%		
	Summative Assessment-2	40%	Summative Assessment 2=40%	



Note: For this year as the scheme is being introduced from the Second Term only, the weightage of each Formative Assessment shall be 20% and that of Summative Assessment shall be 60%.

4.2 Evaluation of Co-Scholastic areas:

- 4.2.1 In addition to the Scholastic areas, co-scholastic areas like Life Skills; Attitudes & Values; Participation & Achievement in activities involving Literary & Creative Skills, Scientific Skills, Aesthetic Skills and Performing



Annexure 3c

Arts & Clubs; and Health & Physical Education will also be evaluated. Most of the schools are already implementing activities involving these areas. The schools have been trained under Adolescence Education Programme (AEP), emphasising upon Life Skills; the schools are also aware about Comprehensive School Health Programme introduced in 2006 (*Circular No. 9/06/29/07, 27&48/08*). However, for ready reference and convenience of the schools, the activities under Co-Scholastic areas and evaluation thereof are also included in the comprehensive guidelines on various aspects of CCE (Refer Para 5 below).

5. This year, the students in Class IX will follow the CCE for the second term only as already stated above. For this, the schools will give the Report Card on the model format to be supplied by the Board in its guidelines. This Report Card will reflect both Formative and Summative assessment of second term of Class IX in scholastic as well as co-scholastic areas.
6. Comprehensive guidelines on various aspects of CCE will be available in the *Teachers' Manual on School Based Assessment* shortly. This will also be hosted on the CBSE website (www.cbse.nic.in)
7. This scheme will continue for further academic sessions also.



Continuous and Comprehensive Evaluation

B. Class IX - 2010 – 11 Academic Session onwards

These students will undergo the CCE as described above spread over two terms, one from April 2010 to September 2010 and the second from October 2010 to March 2011. As already detailed in Para 4.1.1 and 4.1.2, the Formative Assessment will be part of School Based Assessment and Summative Assessment at the end of each term will be based on the Question Banks being sent by the Board.

C. Class X - 2009 – 10 Academic Session

1. All students of **Class X in the current academic year will be taking the CBSE Board's Class X 2010 Examination.** The CBSE will be conducting this Examination.
2. The weightage of the School Based Assessment will remain the same as per past practice, i.e. 20% each in the subjects of Science, Social Science and Mathematics.
3. The new Grading system will be introduced at Secondary School level (for Classes IX & X) effective from 2009-10 Academic Session. The details of grading scheme will be circulated in a separate advisory to schools.
4. The syllabus and examination specifications in all subjects remain as reflected in Secondary School Curriculum Document 2010 (printed by the Board) with minor modifications as notified to schools through circulars during the current session. The Curriculum Document and the circulars are available on the CBSE website (www.cbse.nic.in).

Annexure 3c

D. Class X- Academic Session 2010-11 onwards

1. Senior Secondary Schools

In Senior Secondary Schools, there will be no Board examination at Class X since the students will be entering Class XI in the same school.

These students will be assessed through the CCE internally by the school as per the strengthened CCE Scheme as described above for Class IX (*for the second term from October 2009 to March 2010*) and Class X (*for two terms, the first term from April 2010 to September 2010 and the second from October 2010 to March 2011*).

At the end of the academic year 2010-11, students will be issued the CCE certificate on the pre-printed stationery to be supplied by the Board. These CCE certificates, once they are complete in all respects, (for both Class IX and X) will be required to be sent to the Regional Offices for the signatures of the Board official.

However the Board will provide flexibility to the following students in Senior Secondary schools also to appear in Board's external (pen and paper written/ online) examination (described separately below):-

- The students wanting to terminate their studies in the school for admission in Pre-University, vocational course, etc.
- The students wanting to shift to the other schools of other State Boards due to local reasons.

Moreover, those students who wish to assess themselves vis-à-vis their peers or for self motivation will be allowed to appear in an On Demand (pen and paper/ online) Proficiency test.

2. Secondary Schools:

In all schools upto secondary level there will be Board's external (*pen and paper written/on-line*) Examination at the end of Class X as detailed in *para 3 below* since the students will be moving out of these schools.

Note: The students in Classes IX and X in Secondary Schools also will follow the CCE as described above. At the end of the Class X, students will be issued the CCE certificates on the pre-printed stationery supplied by the Board.

3. External (pen and paper written/online) Examination

- These are mainly application oriented external (*pen and paper written/ online*) Examinations will be based on the same syllabi as detailed in the Curriculum Document 2011.
- These will be certified by the CBSE.





Annexure 3c

E. Concessions being given to the “Differently Abled”

All the relaxations such as use of scribe for visually challenged, choice of optional subjects, use of computers for visually challenged being provided by the present Board Examinations of Class X to the differently-abled children need to be continued in the School Based Assessment also, at the formative as well as Summative level. Due consideration will also be given to these students in co-scholastic evaluation too.

F. Aptitude Test

1. The Board will offer an Aptitude Test (*optional*) which along with other school records and CCE would help the students, parents and teachers in deciding the choice of the subjects at Class XI.
2. The Board proposes to provide an opportunity to students to undertake the Aptitude Test twice, once at the end of Class IX and then at the end of Class X.



Continuous and Comprehensive Evaluation

G. Admission in Class XI (Academic Session 2011 – 12)

1. For the purpose of admission in Class XI, the CCE certificate will be valid and relied upon.
2. It is also recommended that some amount of weightage be assigned to the co-scholastic aspects especially Life Skills and excellence in sports for allotting subjects in class XI. A multi-pronged approach for assigning subjects needs to be adopted. Aptitude test, Scholastic Performance and Co-Scholastic Achievements, all need to be given weightage.
3. Students of the same school may be given preference over the students coming from any other school for admission in Class XI.

H. Admission in Class XI (Academic Session 2011 – 12)

1. For the purpose of admission in Class XI the CCE certificate will be relied upon.
2. It is also recommended that some amount of weightage be assigned to the co-scholastic aspects especially Life Skills and excellence in sports for allotting subjects in class XI. A multi-pronged approach for assigning subjects needs to be adopted. Aptitude test, Scholastic Performance and Co-Scholastic Achievements, all need to be given weightage.
3. Students of the same school may be given preference over the students coming from any other school for admission in Class XI.

Annexure 3c

Annexure-b

CENTRAL BOARD OF SECONDARY EDUCATION
Proforma for Data Collection in Class IX
For academic session (2009-10)

Name of the School _____

Complete Address _____

School Code (Examination Code) _____

Affiliation Number _____

Affiliation Status (Secondary/Senior Secondary) _____

Contact Number Tel (O) _____ (R) _____ Mob _____

Email id: School _____

Email id: Principal _____

Total number of:-

- Sections in Class IX _____
- Students in Class IX _____
- Teachers teaching Class IX _____

Differently abled students if any with specific details (Please attach a separate sheet)

Certified that the above information is correct.

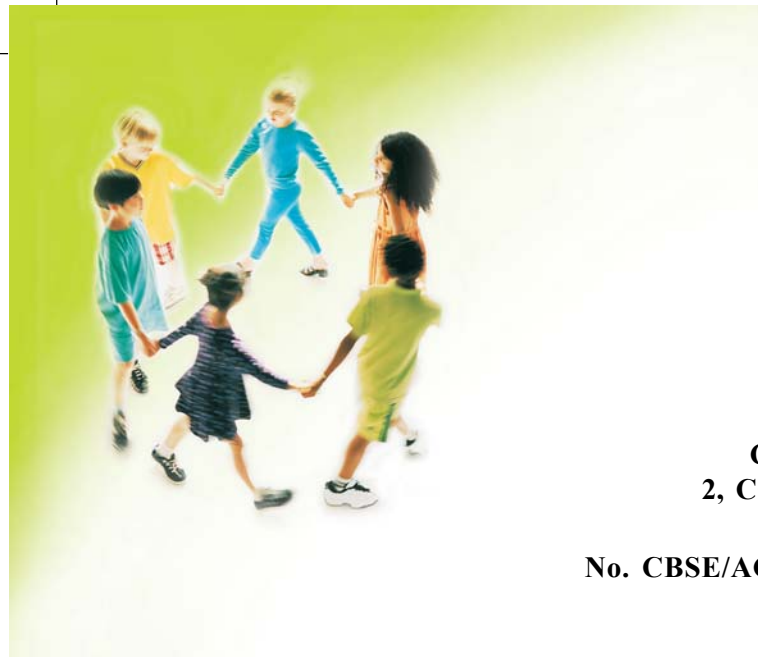
SIGNATURE WITH DATE _____

NAME OF THE PRINCIPAL _____

STAMP OF THE SCHOOL _____



Continuous and Comprehensive Evaluation



Annexure 3d

**CENTRAL BOARD OF SECONDARY EDUCATION
2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110 092**

No. CBSE/ACAD/2009

**29th September, 2009
Circular No. 40/29-09-2009**

**All the Heads of the institutions
affiliated to CBSE**

**Subject: Introduction of Grading at Secondary School level for classes IX
& X from current academic year 2009-10**

Dear Principal,

Evaluation provides an essential yard stick to judge the quality of students. It plays an important role in the educational system. It also provides motivation and a sense of purpose to both teachers and students to achieve set goals.

The term examination has come to be associated with stress and anxiety. The process of teaching and learning which is supposed to be meaningful for the student loses its joy because of these negative connotations of examination.



Continuous and Comprehensive Evaluation

1. Setting the Context

- 1.1 Schools begin ranking students, on the basis of their marks, from as early as their pre- primary years. Such a drive has several negative effects on learning. Students, parents and society at large become anxious in the race to acquire more and more marks in examinations which leads to an extremely stressful existence. Moreover, though all out efforts are made to enhance the reliability of examination, the human error cannot be avoided. This shortcoming can be overcome if the students are placed in ability bands that represent range of scores.
- 1.2 The National Policy on Education 1986 (NPE) and Programme of Action 1992 (POA) also envisaged the recasting of the examination system and has, inter alia, suggested that grades be used in place of marks.
- 1.3 National Curriculum Framework 2005(NCF) envisaged an evaluation system which would grade the students on their regular activities in the classroom and enable students to understand and focus on their learning gaps and learn through these as part of Formative Assessment.

Annexure 3d

- 1.4 The introduction of grades in the examinations has been debated in CBSE also during the past through various Committees and platforms. The CBSE has also held countrywide consultations and deliberations with eminent educationists including experts from Central Board of Secondary Education (CBSE), Indian Institute of Technology (IIT), Indian Institute of Management (IIM), National Council of Educational Research and Training (NCERT), Indian Statistical Institute (ISI) and schools affiliated to CBSE.

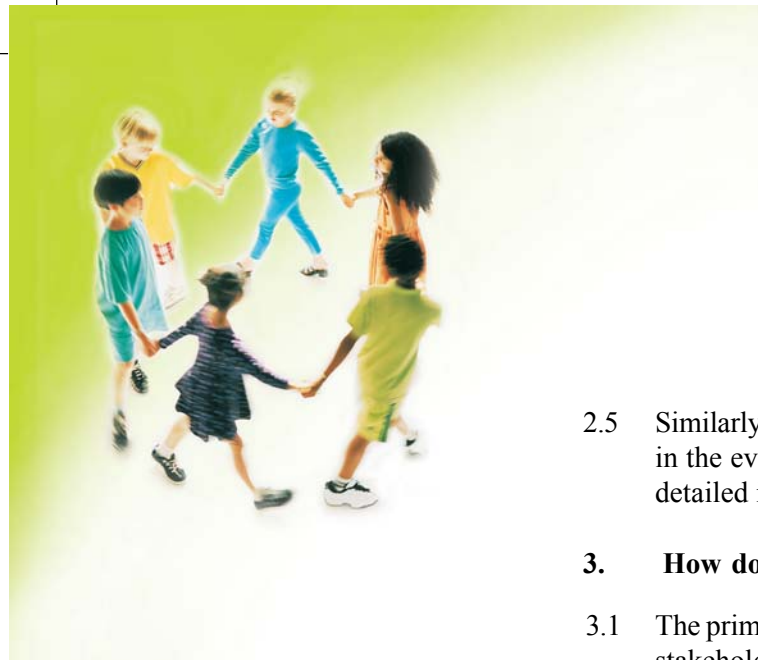
2. Scheme of Grading

- 2.1 As a matter of fact the Board has been preparing itself and all the stakeholders for a change to move over from numerical marking system to grading system during the past few years by creating a climate of acceptance. The Board has already in a phased manner, introduced the grading system based on absolute marks up to class VIII.
- 2.2 Now, therefore, the CBSE, in consultation with the Ministry of Human Resource Development, Government of India has decided to introduce nine point grading system.
- 2.3 In this system, student's performance will be assessed using conventional numerical marking mode, and the same will be later converted into the grades on the basis of the pre-determined marks ranges as detailed below :-

MARKS RANGE	GRADE	GRADE POINT
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40	D	4.0
21-32	E1	—
20 and below	E2	—

- 2.4 The Board has decided to introduce the above grading scheme at Secondary level for classes IX & X from the current academic year 2009-10. Accordingly, the "Statement of Subject wise Performance" to be issued by the Board w.e.f. the Class X Examination 2010 will have only grades.





Annexure 3d

- 2.5 Similarly, the schools are also directed to introduce the above Grading Scheme in the evaluation of their students in Class IX under the scheme of CCE as detailed in the Circular No. 39 dated 20th September, 2009

3. How does it help?

- 3.1 The primary function of Grading is to communicate effectively to a variety of stakeholders the degree of achievement of an individual student. The grading of students would also take away the frightening judgmental quality of marks obtained in a test leading to a stress free and joyful learning environment in the school. This will also enable maintaining a meaningful continuity in the assessment pattern from the primary level to the secondary level and also in ensuring a basic uniformity in the schools.
- 3.2 The system being implemented now will have the following advantages:
- It will minimize misclassification of students on the basis of marks.
 - It will eliminate unhealthy cut-throat competition among high achievers.
 - It will reduce societal pressure and will provide the learner with more flexibility.
 - It will lead to focus on a better learning environment



Continuous and Comprehensive Evaluation

4. Operational Modalities

- 4.1 The student's performance shall be assessed using conventional method of numerical marking.
- 4.2 The 'Grades' shall be awarded to indicate the subject wise performance.
- 4.3 The 'Grades' shall be awarded on a nine point scale as per Table at para 2.3.
- 4.4 Only Subject wise grades shall be shown in the "Statement of Subject wise Performance" to be issued to all candidates.
- 4.5 Subject-wise percentile score/rank at the National level shall be provided to the schools on demand.
- 4.6 The practice of declaring Compartment/ Fail shall be discontinued.
- 4.7 Those candidates who obtain the qualifying grades (D and above) in all the subjects excluding Additional subject as per Scheme of Studies shall be awarded a Qualifying Certificate.
- 4.8 Those candidates who have obtained grade E1 or E2 in the subject shall have to improve their performance through subsequent five attempts.

Annexure 3d

For example, a candidate who appeared in Board's examination in March 2010 can appear in July 2010, March 2011, July 2011, March 2012 and July 2012 only in subjects in which he/she has got grade E1 or E2 till he/she gets qualifying grades (D and above) in all the subjects excluding Additional subject as per Scheme of Studies and becomes eligible for award of Qualifying Certificate.

- 4.9 Those who get Qualifying Certificates shall be eligible for admission in higher classes.
- 4.10 Those candidates who are not able to get qualifying grades (*D and above*) in all the subjects excluding Additional subject as per Scheme of Studies shall not be permitted for admission in Class XI.
- 4.11 Exemptions available to differently abled students as per CBSE's rule shall continue to apply
- 4.12 The scheme shall also be applicable mutatis mutandis in the assessment of academic performance communicated to the students at the end of Class IX

5. Addressing the Concerns

The CBSE has been discussing the matter with its stakeholders all over the country. A number of issues are likely to be raised by students/parents regarding this initiative. A compilation of such issues, and solutions offered by the Board in the form of FAQs (*Frequently Asked Questions*) will be soon available on the CBSE website. In case of further clarification you may mail your queries to the Chairman CBSE by superscribing "CBSE Examination Reform" on the top of the envelop. You may also log on to www.cbse.nic.in and click on the 'Interact with Chairman on Grading in Classes IX-X' button. Your queries on this issue will be replied expeditiously.

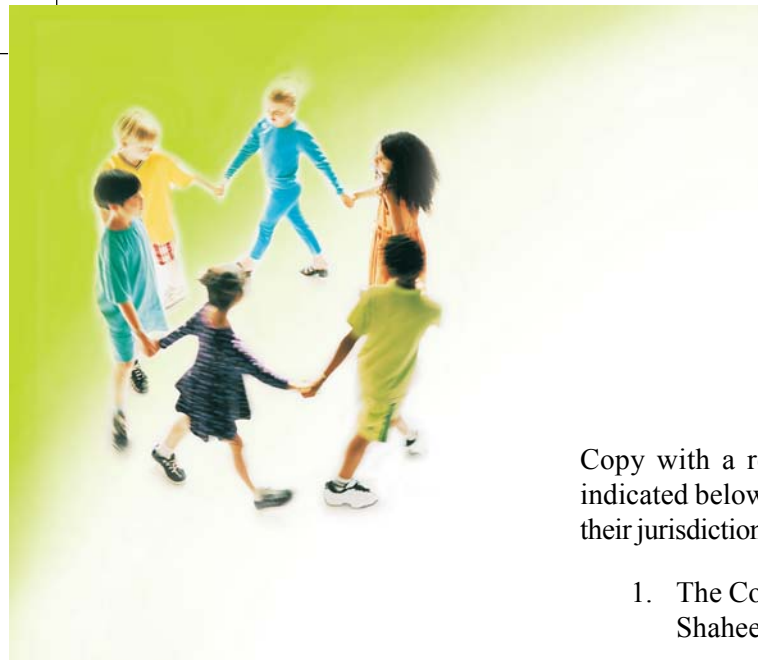
All Heads of the schools are advised to explain the above scheme in detail to the parents, teachers and students specially those in Classes IX and X **to create awareness and sensitization. Implementation of aforesaid scheme of Grading will be explained in detail in Teacher Training Workshops on Continuous and Comprehensive Evaluation (CCE) to be held from October, 2009.**

Yours faithfully,



(VINEET JOSHI)
CHAIRMAN & SECRETARY





Annexure 3d

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Director, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the direction to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to host this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to All HODs, CBSE



Continuous and Comprehensive Evaluation

CHAIRMAN & SECRETARY

Annexure 3e

CENTRAL BOARD OF SECONDARY EDUCATION

*“Shiksha Kendra”, 2, Community Center,
Preet Vihar, Delhi-110092*

CBSE/ACAD/EO (L)/RPr/2009

**October 21, 2009
Circular No.54**

All the Heads of Independent Schools
Affiliated to the CBSE

Subject: Promoting Reading Habits as part of CCE in English Language

Dear Principal

Inculcating good reading habits in children has always been a concern for all stakeholders in education. Now with the introduction of CCE and grading in secondary education there has been a paradigm shift from getting marks at an end of the term summative examination to the process of learning and acquiring better language skills.

With everything – information, entertainment, videos and even books within reach through the internet, it is indeed a challenge to convince students to pick up books and engage with the author, story, character and ideas presented in the reading passage or book. It is not enough to offer children what is considered a good selection of reading text as merely presenting a good selection of reading texts will not ensure that the child will read a passage and become a good reader. A conscious attempt needs to be made to help children to relate to the text in a meaningful way. Reading any text should be done with the purpose of:-

1. reading silently at varying speeds depending on the purpose of reading:
2. adopting different strategies for different types of texts, both literary and non-literary:
3. recognising the organisation of a text:
4. identifying the main points of a text;
5. understanding relations between different parts of a text through lexical and grammatical cohesion devices.
6. anticipating and predicting what will come next.
7. deducing the meaning of unfamiliar lexical items in a given context:
8. consulting a dictionary to obtain information on the meaning and use of lexical items:
9. analysing, interpreting, inferring (and evaluating) the ideas in the text:
10. selecting and extracting from text information required for a specific purpose.
11. retrieving and synthesising information from a range of reference material using study skills such as skimming and scanning:
12. interpreting texts by relating them to other material on the same theme (and to their own experience and knowledge): and
13. reading extensively on their own for pleasure.



Continuous and Comprehensive Evaluation



Annexure 3e

A good reader is most often an independent learner and consequently an independent thinker capable of taking his/her own decisions in life rationally. Such a learner will most assuredly also be capable of critical thinking. To bring books and children together is indeed a challenge, especially in today's environment of overexposure to media.

The purpose of inculcating the habit of reading among children is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyze and evaluate it with objectivity and fairness.

Creating learners for the 21st century involves making them independent learners who can '*learn, unlearn and relearn*' and if our children are in the habit of reading they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly, it is interactive dialogue between the author and the reader in which the reader and author share their experiences and knowledge with each other which helps them to understand the text and impart meaning to the text other than what the author himself may have implied. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them. They not only recall what they read but comprehend it too. Their critical reading and understanding of the text helps them create new understanding, solve problems, infer and make connections to other texts and experiences. Reading does not mean reading for leisure only but also reading for information. The child may be encouraged to read on topics as diverse as science and technology, politics and history. This will improve his critical thinking skills and also help in improving his concentration.

The library in the school should be kept updated and a reasonable sum of the annual budget should be made in use of buying books, CDs and reference material for the library. The library, by strengthening its resources should be developed as not merely a repository of books and information but a centre of knowledge creation. Children should be encouraged to visit the library as and when they wish to, a number of notices can be put up encouraging children to read books, informing them of the various types of books available in the library, even vocabulary building games can be a part of the library collection. In short a welcoming and inviting atmosphere in the library will be the first step towards motivating the children to visit the library and pick up a book to read. Children will be encouraged to read if they see their role model i.e. teachers and principals reading themselves hence before a book is introduced in a classroom it ought to have been read by the teachers.

It is often seen that reading book projects are assigned to children in which children are expected to read a book and write a report on it. Though the spirit behind the assigning of the project is commendable, the project does not often interest the students nor does it fulfill the objective which is to inculcate in students the habit of reading.



Annexure 3e

Reading a book should lead to creative and individual response to the author's ideas presented in the book in the form of a:-

- short review
- dramatization of the story
- commentary on the characters
- critical evaluation of the plot, story line and characters
- comparing and contrasting the characters within the story and with other characters in stories by the same author or by the other authors
- extrapolating about the story's ending or life of characters after the story ends
- defending characters' actions in the story.
- making an audio story out of the novel/text to be read out to younger children.
- Interacting with the author
- Holding a literature fest where various characters interact with each other
- Acting like authors/poets/dramatists, to defend their works and characters.
- Symposiums and seminars for introducing a book, an author, or a theme
- Finding similar text in other languages, native or otherwise and looking at differences and similarities.
- Creating graphic novels out of novels/short stories read
- Dramatising incidents from a novel or a story
- Creating their own stories

Reading Project in schools

1. The CBSE is planning to introduce a Reading Project for upper Primary and Secondary classes. The list of books recommended for the Project is enclosed at Annexure I.
2. Schools may choose to use some of these books or others of their own choice.
3. Schools can vary the level but at least one book per term is to be read by every child.

Teachers may opt for:-

- One book;
- Books by one author; or
- Books of one genre; to be read by the whole class.

The Project should lead to independent learning/ reading skills, hence the chosen book/selection should **not be taught** in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a child's progress or success in reading the book by asking for verbal or written progress reports, looking at the diary entries of students, engaging in a discussion about the book, giving a short quiz or a worksheet about the book/ short story. The mode of intermittent assessment may be decided by the teacher as she/he sees fit.





Annexure 3e

These may be used for Formative Assessment (F1, F2, F3 and F4) only. Various modes of assessment such as conducting Reviews, Scripts, Reading, Discussions, Open Houses, Exchanges, Interact with the Author can be considered.

This may be brought to the notice of all teachers and students involved in teaching and learning of English.

Yours sincerely,

Menaxi Jain

(Assistant Education Officer)

Enclosure: Annexure-I

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:



Continuous and Comprehensive Evaluation

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar- 791111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. E.O. to Chairman, CBSE
14. DO / PA to Secretary, CBSE
15. PA to CE, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

Menaxi Jain

Annexure 3e

Annexure-I

List of Suggested Books for Reading

For classes V and VI:

1. **The Noddy Series** – *Enid Blyton*
2. **Tales from Panchtantra**
3. **Karadi Tales**
4. **The Young Visitors-** *Daisy Ashford*
5. **The wind in the Willows-***Kenneth Graham*
6. **The Tale of Mr. Tod-** *Beatrix Potter*
7. **Gulliver's Travels-** *Jonathan Swift*
8. **The Famous Five Series** - *Enid Blyton*
9. **The Happy Prince** – *Oscar Wilde*
10. **Charlie and the Chocolate Factory-** *Roald Dahl*

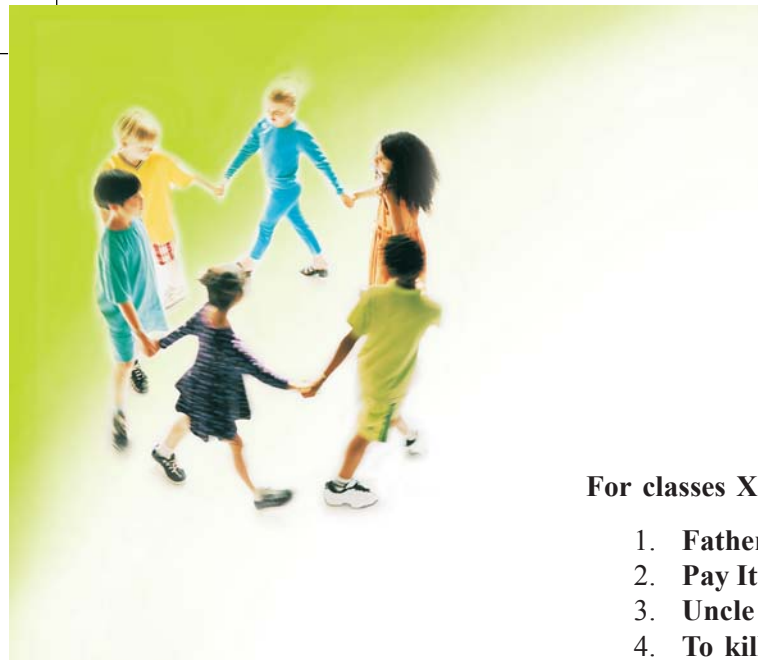
For classes VII and VIII:

1. **The Adventures of Tom Sawyer** – *Mark Twain*
2. **The Adventures of Hucklebury Finn** – *Mark Twain*
3. **Treasure Island** – *Robert Louis Stevenson*
4. **Around the World in 80 Days** – *Jules Verne*
5. **The Time Machine** – *H.G. Wells*
6. **Harry Potter – The Series** – *J K Rowling*
7. **Twenty Thousand Leagues under the sea** – *H.G. Wells*
8. Books by **George Herriott**
9. **The Curious Case of a Dog in the Nighttime** – *Alexander McCall Smith*
10. Stories by **Roald Dahl**

For classes IX and X

1. Books by **Agatha Christie**
2. Books by **Arthur Conan Doyle**
3. **The Room on the Roof** – *Ruskin Bond*
4. **Little Women** – *Louisa May Alcott*
5. **The Call of the Wild** – *Jack London*
6. **Rebecca of Sunnybrook Farm** – *Kate Douglas Wiggin*
7. **The Canterville Ghost** – *Oscar Wilde*
8. **The Great Grammatizator and other Stories** – *Roald Dahl*
9. **Snappy Surprises** – *Ruskin Bond*
10. **Moby Dick** – *Herman Melville*
11. **Artemis Fowl series** - *Eoin Colfer*
12. **Daddy Long Legs** - *Jean Webster*
13. School Stories by **P.G Wodehouse**





Annexure 3e

For classes XI and XII

1. **Father Brown** – *GK Chesterton*
2. **Pay It Forward**
3. **Uncle Tom's cabin** – *Harriet Beecher Stowe*
4. **To kill a Mocking Bird** – *Harper Lee*
5. **Animal Farm** – *George Orwell*
6. **Nineteen eighty four**–*George Orwell*
7. **Short Story Collections By Indian Authors**
8. Books by *Jane Austen*
9. Books by *George Elliot*
10. Books by *Charlotte Bronte*
11. Books by *Emily Bronte*
12. **Pickwick Papers** - *Charles Dickens*
13. **The Diary of a Young Girl** - *Anne Frank*
14. **Three men in a Boat** - *Jerome K Jerome*
15. **My Family and Other Animals** - *Gerald Durrell*
16. **Rosie is my Relative** - *Gerald Durrell*
17. **One Flew Over the Cuckoo's Nest**



Continuous and Comprehensive Evaluation

Other Books and Authors suggested by the Committee:

1. *Satyajeet Ray*
2. *RK Narayan*
3. *Sudha Murthy*
4. *Ismat Chughtai*
5. *Vikas Swaroop*
6. *APJ Abdul Kalam*
7. *Mark Twain*
8. *Guy de Maupassant*
9. *O'Henry*

Annexure 3f

CENTRAL BOARD OF SECONDARY EDUCATION

*(An Autonomous Organisation under the Union Ministry of Human Resource
Development Govt. of India)*

“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110301

No. CBSE/ACAD/2010

28th May, 2010

All the Heads of the institutions
Affiliated to CBSE

Circular No.24 / 28-05-2010

**Subject: Admission of CBSE students in Class XI for academic
year 2010-11 after Introduction of Grading at Secondary
School level by the Board**

Dear Principal,

As you are aware, the Board has introduced Grading at Secondary School level for Classes IX and X from the academic year 2009-10. (Circular No 40/29-09-2009).

In this system, students' performance has been assessed using conventional numerical marking mode, and the same has been converted into the grades on the basis of the pre-determined marks ranges.

Accordingly, the “**Statement of Subject wise Performance**” issued by the Board for Class X 2010 examination shall have only grades.

The schools affiliated to the Board have also been directed to introduce the above Grading Scheme in the evaluation of their students in class IX under the scheme of Continuous Comprehensive Evaluation (CCE) wef academic year 2009-10

1 Operational Modalities followed for implementation of grading scheme are :

- 1.1 A student's performance has been assessed using conventional method of **numerical marking**.
- 1.2 The ‘Grades’ have been awarded to indicate the subject wise performance.
- 1.3 Subject wise Grades and Grade Point (GP) have been shown in the “**Statement of Subject wise Performance**” to be issued to all candidates.



Continuous and Comprehensive Evaluation



Annexure 3f

The candidates have also been provided CGPA (Cumulative Grade Point Average) excluding additional 6th subject as per Scheme of Studies in the “**Statement of Subject wise Performance**”

An indicative equivalence of Grade Point and percentage of marks can be computed as follows:

Subject wise indicative percentage of marks = $9.5 \times \text{GP of the subject}$

Overall indicative percentage of marks = $9.5 \times \text{CGPA}$

- 1.4 The practice of **declaring Compartment/ Fail have been discontinued. The overall result in the “Statement of Subject wise Performance” have been shown as :**

Result: Eligible for Qualifying Certificate or Eligible for Improvement of Performance.



Continuous and Comprehensive Evaluation

- 1.5 Those candidates who obtain the qualifying grades (minimum grade D) in all the subjects excluding 6th Additional subject as per Scheme of Studies shall be awarded a **Qualifying Certificate**.

Those who get Qualifying Certificates shall be eligible for admission in higher classes.

Those candidates who are not able to get minimum grades D in *all the subjects excluding 6th Additional subject as per Scheme of Studies* shall not be permitted for admission in higher classes.

- 1.6 Those candidates who have obtained grade E1 or E2 in one or more subjects *excluding 6th Additional subject as per Scheme of Studies* shall have to **improve their performance** in these subjects. Such candidates shall have option for **improvement of their performance** through subsequent five attempts.

For example, a candidate who appeared in Board’s examination in March 2010 can appear for **Improvement of Performance** in July 2010 (1st Chance), March 2011 (2nd Chance), July 2011 (3rd Chance), March 2012 (4th Chance) and July 2012 (5th Chance) only in subjects where he/she has got grade E1 or E2 till he/she gets grades (D and above) in all the subjects excluding 6th Additional subject as per Scheme of Studies and becomes eligible for award of Qualifying Certificate.

Those candidates who had appeared as a Regular candidate from a School in March, 2010 examination and are eligible for **Improvement of Performance** shall send their application through school only for 1st Chance in July, 2010.

Those candidates who are eligible for 2nd / 3rd / 4th / 5th chance for **Improvement of Performance** shall appear as Private candidates only.

Annexure 3f

Those candidates who are eligible for **Improvement of Performance** for 1st/ 2nd / 3rd / 4th / 5th chance and wish to appear for the whole examination may, however, appear as regular candidates also if admitted by the school as regular students.

The schools affiliated with the Board follow different practices suitable in their own context. They may continue to do so. However, in view of demand by a number of schools, illustrative guidelines for deciding combination of subjects at Class XI are given below:

The admission can be based on CGPA (overall indicative percentage of marks) and subject wise GP (subject wise indicative percentage of marks).

In case of tie in CGPA (overall indicative percentage of marks), the inter-se-merit of such candidates may be determined in order of preference based on subject wise Grade Point (subject wise indicative percentage of marks).

For example : In case of two or more candidates obtaining equal CGPA (overall indicative percentage of marks), the inter-se-merit of such candidates may be determined as follows :

- (a) For Science based Courses :
 - Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Mathematics and Science
- (b) For Commerce based Courses with Mathematics :
 - Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Mathematics and Science/ Social Science
- (c) For Commerce based Courses without Mathematics :
 - Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Science and Social Science
- (d) For Humanities based Courses :
 - Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Social Science and 2nd Language

The above example is only illustrative and not exhaustive.





Annexure 3f

2 Format of “**Statement of Subject wise Performance**” issued to the candidates is available at www.cbse.nic.in

All Heads of the schools are advised to explain the above scheme in detail to the parents, teachers and students specially those in Class X **to create awareness and sensitization.**

Yours faithfully,

(VINEET JOSHI)
CHAIRMAN

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:



Continuous and Comprehensive Evaluation

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Director, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the direction to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to host this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to All HODs, CBSE

CHAIRMAN

Annexure 3g

Gram: CENSOSEC
Website: www.cbse.nic.in

Phone No. : 22509252-59
Fax: 22515826

CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092

CBSE/ACAD/CCE/M&M/2010

5th July, 2010
Circular No. 29

All the Heads of Institutions
of Private Independent Schools
affiliated with the Board

Subject: Monitoring and Mentoring of Continuous and Comprehensive Evaluation (CCE) implemented by the Central Board of Secondary Education

Dear Principal

The Central Board of Secondary Education has introduced a number of steps for reforms in the school education sector. The creation of an assessment paradigm that is diagnostic in nature, provides essential feedback about each student and helps in the all-round growth of the learner which is the backbone of the Continuous and Comprehensive Evaluation (CCE) system. Although not a new concept, it requires changes in the ways in which schools have been assessing their students and there are many issues that can come in the way of its effective and efficient implementation.

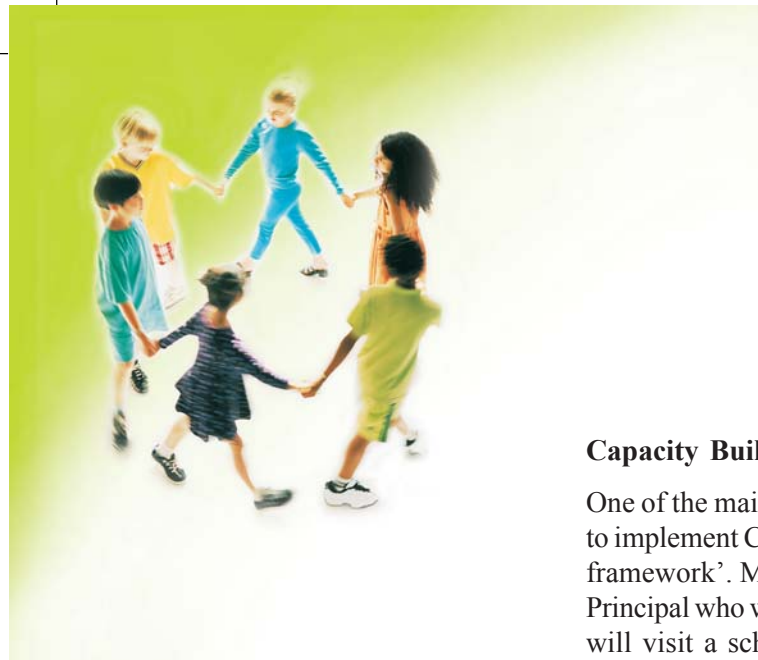
While every school has its own unique environment, focus and resource availability, a collective experience with different schools would help us understand the possible issues a school could face. These inputs would be critical in ensuring that there is sufficient sharing, guidance and intervention that can be carried out to make CCE successful in schools.

The overall approach for this exercise in Monitoring and Mentoring of Schools, therefore, is based on two major objectives:

- to ensure that the implementation of CCE has to be in **letter and spirit**, not just a procedure fulfilled on paper.
- it involves working very closely with the actual resource base that can make CCE a worthwhile initiative – i.e., the teachers and school leaders. This involves understanding them, their views and their constraints (and finding ways to resolve them).

Furthermore, in accordance with the recommendations of National Curriculum Framework (2005) and National Knowledge Commission (2008), it is felt that this is also an opportunity for schools to revamp the internal school assessments, especially in the area of quality leading to enhanced learning.





Annexure 3g

Capacity Building:

One of the main aims of M & M programme is to build capacity within the schools to implement CCE effectively. This will be done through 'Train the Monitor-Mentor framework'. Monitors and Mentors will work as Peer assessors. Each Mentor is a Principal who will be assigned three to six schools in the neighbourhood. The Mentor will visit a school and document observations through **Checklists, Interaction with Teacher Form, Classroom Observation Scale, Self Review Form and Mentoring Form on CCE**. They will then mentor the school if required. A report will need to be submitted online.

The process to be followed by the Monitor-Mentor is at *Annexure A*.

Identification of Mentoring Schools: Mentoring Schools have been identified based on the following criteria:

- Reach
- Vicinity to other schools
- School's relations with schools that it will be required to monitor & mentor
- Motivated and Proactive Management
- Visibility
- Vision to incorporate new ideas
- Nominated and supported by Regional Offices
- Prior experience in leading new educational initiatives



The Mentoring schools are expected to provide a helping hand to such schools in their respective areas by sharing their best practices or inviting schools to their own schools and by making use of the Mentoring tools developed by the Board.

The Role of the Monitor & Mentor:

The role of the Mentor is different from that of an Inspector or an Auditor. A Mentor seeks to promote an atmosphere of trust, support and encouragement. Ideally, the Mentor is a Peer willing to share and learn in the process.

CBSE CCE and Mentor Awards 2010-2011 for Private Independent Schools:

I am delighted to share with you the initiation of the CCE and M&M awards for **Private Independent Schools** with effect from the present session i.e. 2010-2011:

A. CCE Award for schools:

One award for every 100 schools and each award shall consist of Rs. 25,000/- and a certificate

B. Mentor Award for Principals:

One award on every 100 schools i.e. one award on every 10 to 15 mentors and each award shall consist of Rs. 10,000/- and a certificate

Criteria for CCE Award for schools:

These awards will be decided on the basis of the following criteria:

1. Awareness of CCE
2. Implementation of the following in the School Based Assessment:

Annexure 3g

- a. *Classes I & II:* Achievement Card
 - b. *Classes III – V:* Rating Scale
 - c. *Classes VI – VIII:* As per the guidelines provided in the Teacher's Manual
 - d. *Classes IX & X:* As per the guidelines provided in the Revised Manual
3. Awareness Generation regarding CCE:
 - a. Advocacy Programme for Parents
 - b. Training Programme for Teachers –
 - Organized by CBSE
 - Organized by some other agency
 4. Record Keeping:
 - a. Student's Profile and Portfolios
 - b. Marking of the project work
 5. Implementation of CCE:
 - a. Lesson planning
 - b. Use of teaching aids
 - c. Kind of activities done/planned for the formative assessment
 6. Format of the Report card/Assessment Sheets
 7. Assessment of Scholastic and Co-scholastic Areas
- Note:** The schools will apply for the CCE awards by filling in the Self Review Form with evidence. This can be uploaded on the CBSE website in the CCE corner under CCE Awards.



Criteria for Mentor Award for Principals:

Alongwith the above mentioned criteria, the following will also be considered:

1. Percentage of schools covered.
2. Kind of support given to the mentored schools
3. Reports submitted to the Board
4. Feedback received from the Mentee schools

The letter to the Chairman/Director/Manager of the Mentor school, letter to the Principal of the Mentor Schools and letters to the principal of the Mentee Schools have already been dispatched by CBSE.

In case the Mentee schools have a concern regarding the Mentor Schools chosen by the Board, they can write in confidence to *Dr. Sadhana Parashar*, Head (Innovations & Research) at sadhanap.cbse@nic.in or sadhanap.cbse@gmail.com; the cases received so far are being reviewed and their concerns will definitely be addressed.

Moreover, for any further enquiry or information regarding the Mentoring & Monitoring Programme, further M&M trainings, change of Mentor or Mentee schools or inability to access the website for online submission of the reports, you may contact *Mr. R. P. Singh*, Assistant Education Officer at telephone no. 011-23231070.



Annexure 3g

We look forward to your continued support, cooperation and motivation in taking this venture forward. The concept of learning through sharing is implicit in Mentoring and we hope that it will be an enriching experience both for the team of the Mentors as well as for the team of the Mentee schools.

The CBSE places implicit faith as always in its collaborative partners, Principals, Teachers and Management who will be a part of this massive exercise.

Regards,

Yours sincerely,

(VINEET JOSHI)
CHAIRMAN

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdictions and adapt the scheme accordingly:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-16.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar- 791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sec 3, Rohini, Delhi-85.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Secretary, CBSE
14. PA to CE, CBSE
15. PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

CHAIRMAN

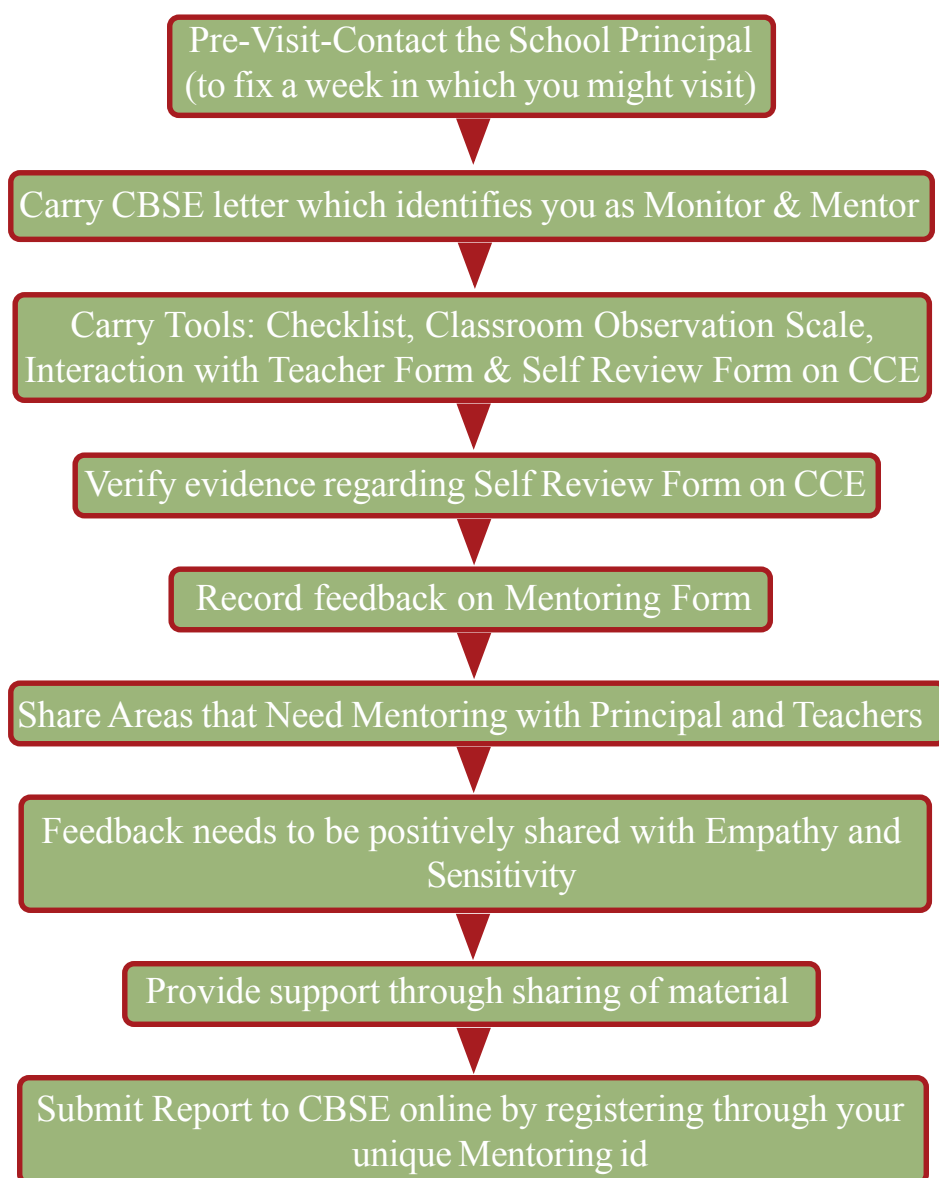


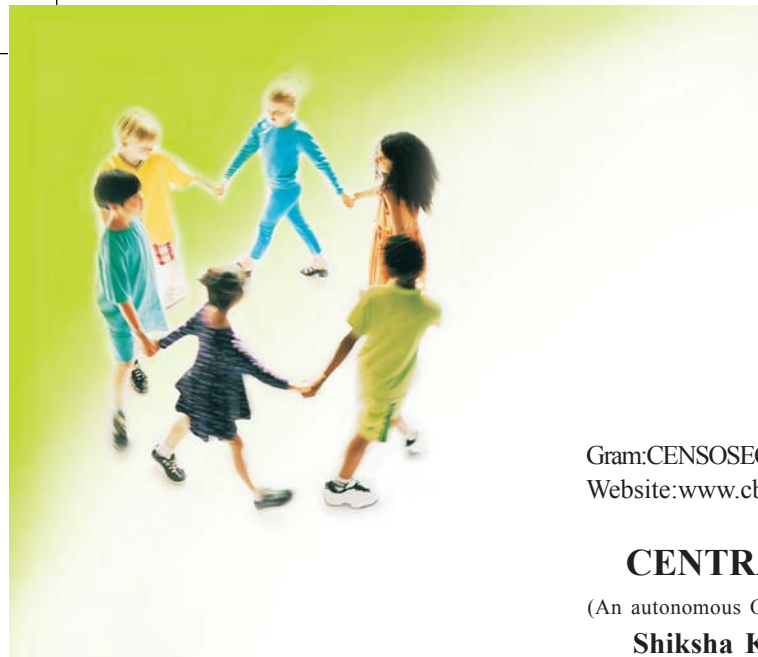
Continuous and Comprehensive Evaluation

Annexure 3g

Annexure A

PROCESS TO BE FOLLOWED BY THE MONITOR-MENTOR





Annexure 3h

Gram: CENSOSEC
Website: www.cbse.nic.in

Phone No. : 22509252-59
Fax: 22515826

CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092

CBSE/ACAD/ (HI&R) 2010

27.07.2010

Circular no:36

All the Heads of Institutions
Affiliated to CBSE

**Subject: Strengthening Formative Assessment in affiliated schools under
Continuous and Comprehensive Evaluation.**

Dear Principal,



Continuous and Comprehensive Evaluation

After the introduction of Continuous and Comprehensive Evaluation in the schools affiliated to CBSE, Formative Assessment has come to occupy the centre stage in the classroom transaction of curriculum. Though not a new concept in educational dynamics, formative assessment has, till now, been perceived more as a complement of summative evaluation than as an integral part of pedagogy that aims to enhance learning. It is also to be conceded that as frontal teaching ruled the classroom, formative assessment tasks continued to be only cursorily attempted, if at all at that. Consequently, most of the practices in this field have aimed at measuring the achievement of students instead of facilitating a process of better and more complete learning. Further, formative assessment, to fulfil its purpose, has to be carried out as part of the teaching-learning process by using a wide range of tools and techniques. Besides contributing to effective learning, variety in classroom practices makes the process of learning more joyful and interesting.

In a sense CCE can also be perceived as Child Centred Education because it lays emphasis on catering to multiple intelligence and individual talent. Another significant aspect of CCE in general and Formative Assessment in particular is that the teacher and the learner have to make use of the data generated by various tools and techniques that are employed in the classroom for improving the teaching learning process. The teacher's Manual on Continuous and Comprehensive Evaluation, brought out by the Board provides detailed information to teachers on the salient features of CCE including formative assessment. The extensive training workshops conducted by the Board have, the Board fervently hopes, created awareness and conceptual clarity about CCE.

As a follow up, the Board is bringing out a series of Teacher's Manuals on Formative Assessment in Hindi, English, Mathematics, Science and Social Science for classes IX and X. The main objective of this endeavour is to place illustrative examples of formative assessment tasks in the hands of teachers so that they are encouraged,

Annexure 3h

besides using the materials provided, to build their capacity for preparing their own materials to add value to curriculum delivery. Practical guidelines for integrating the formative assessment tasks and activities included in the manual will help teachers in using them at the appropriate stages of curriculum delivery.

The Manuals have been prepared keeping the curriculum objectives of the respective subjects in mind. Thus, being curriculum specific, the content has been so organized that teachers will find it convenient to select activities and tasks according to their and students' needs. By using the manuals effectively, teachers would be able to breathe life into their classrooms. Learner involvement, dynamic and lively interaction and creative engagement would become integral features of the teaching learning process, helping the teacher and the learner move away from routine and often dull text-book based activities.

A variety of tasks and activities have been included in the manuals and are in the hands of an imaginative teacher, they will address the varied talents and needs of learners, facilitating inclusive development. Problem solving, critical thinking, creativity and other higher order skills have been harmoniously integrated with the aim of not only enhancing thinking skills but also to make the activities and tasks adequately challenging to learners. Teachers will do well to plan, prepare and conduct the various activities for each of their lessons, without being satisfied with a mechanical approach that characterizes curriculum transaction carried out in the frontal teaching mode. If used in its true spirit, formative assessment as a part of Continuous and Comprehensive Evaluation will, on the one hand introduce the much needed child-centred in the classroom and promote motivation among learners on the other to utilise their innate abilities and skills for better, more comprehensive and deeper learning.

At the first phase the Board is bringing out the Manuals in English Communicative, English Language and Literature, Hindi course A and B for class IX. They are also available on the CBSE Website (www.cbse.nic.in). The manuals in the book form will be available as priced documents in the stores of CBSE, 17, Rouse Avenue New Delhi – 110002 as well as in the Regional Offices of the Board. Manuals in other subjects for class IX and in all the major subjects for class X will shortly be available. There is no gainsaying the fact that Formative Assessment is all set to revolutionize the teaching-learning process in the schools of our country.

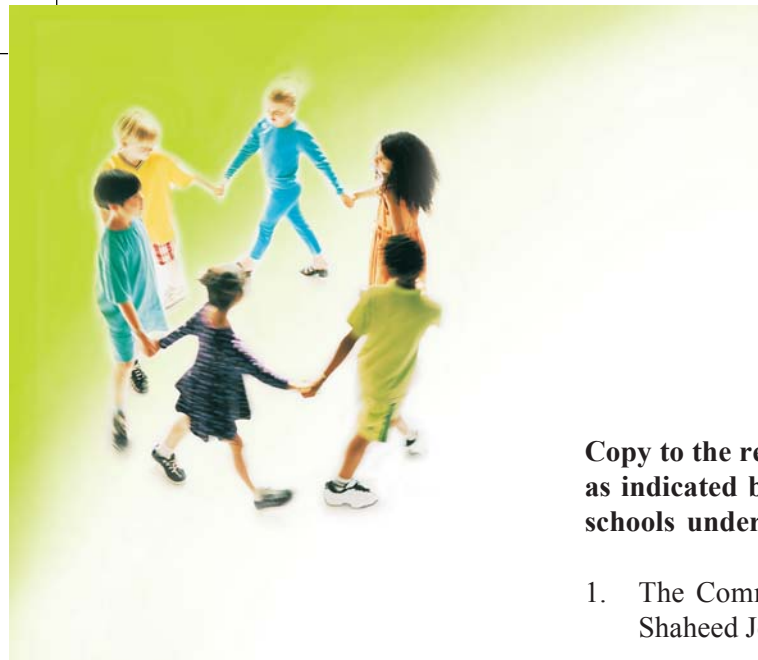
This may kindly be brought to the notice of all teachers and students across different subjects. Parents may also be encouraged to visit the CBSE website to familiarize themselves with the Manuals in all subjects.

Yours faithfully

(VINEET JOSHI)
CHAIRMAN



Continuous and Comprehensive Evaluation



Annexure 3h

Copy to the respective Heads of Directorates, Organizations and institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi- 110016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi- 110054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh- 160017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim- 737101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791111
7. The Director of Education, Govt. of A&N Islands, Port Blair- 744101.
8. The Director of Education, S.I.E., CBSE Cell, VIP Road, Jungle Ghat, P.O. 744103, A&N Islands.
9. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi- 110085
10. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
11. The Education Officers/ AEOs of the Academic Branch, CBSE.
12. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
13. The Library and Information Officer, CBSE.
14. E.O. to Chairman, CBSE
15. DO/ PA to Secretary, CBSE
16. PA to CE, CBSE
17. PA to Director (Acad.)
18. PA to HOD (AIEEE)
19. PA to HOD (Edusat)
20. PRO, CBSE.



Annexure 3i

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development Govt. of India)
 “SHIKSHAKENDRA”, 2, COMMUNITY CENTRE, PREET VIHAR, DELHI – 110092

CBSE/CE/CCE/2010

Dated: 02.08.2010
 Circular No. : 44/2010

All Heads of Institutions
 Affiliated to the Board

Subject: Clarifications about ongoing Examination Reforms for the Session
 2010-2011

Dear Principal,

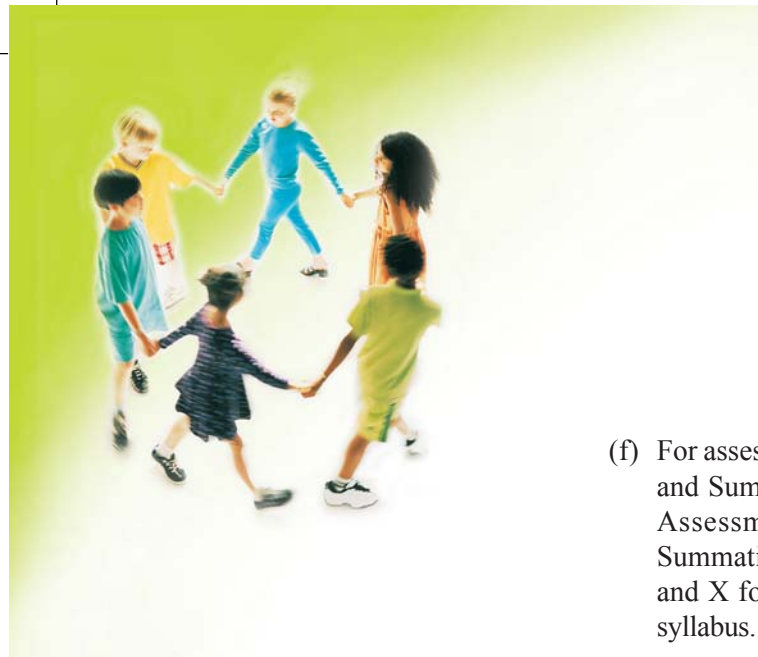
You are aware that the scheme of Continuous and Comprehensive Evaluation (CCE) and Grading System was introduced by Central Board of Secondary Education at Secondary Stage in all schools affiliated to it from the academic session 2009-2010. The reforms are continuing and being strengthened further during the ongoing session. The detailed information about the same is being given to schools from time to time through different circulars which are also available on CBSE website www.cbse.nic.in.

Some of the salient features of these reforms are being reiterated below for clarification, reinforcement and implementation.

- The recently announced scheme of Continuous and Comprehensive Evaluation (CCE) for classes IX and X is to be **followed in all schools** affiliated to the Board.
- Under the CCE, an academic year has been divided into two terms-Term I extending from April to September and Term II from October to March except for winter closing schools. The latter will have Term I from Jan to June and Term II from July to December.
- The syllabus in each subject for Classes IX and X has been distributed term wise. This term wise syllabus is available on the CBSE website at the CCE Corner under the section Secondary School Curriculum 2012.
- The assessment scheme to be followed in Secondary as well as Senior secondary schools in classes IX and X is exactly the same except that Class-X students studying in secondary schools will take **Board conducted Summative Assessment-II (SA-II)** in place of **School conducted Summative Assessment-II (SA-II)** in Senior Secondary Schools.
- All the students irrespective of their studying in secondary or senior secondary school or continuing or leaving the CBSE Board after class-X, will be required to undergo various assessments in co-scholastic areas in classes IX and X at school level as indicated earlier.



Continuous and Comprehensive Evaluation



Annexure 3j

- (f) For assessment in scholastic areas the schools will undertake both Formative and Summative Assessments in both the classes IX and X. For Formative Assessments, detailed guidelines have been issued separately. For Summative Assessments, the question papers in every subject for classes IX and X for SA-I will be based on Term I syllabus and for SA-II on Term II syllabus.
- (g) Various assessments under scholastic areas and students required to appear therein are again clarified below:

	Class-IX		Class -X	
	Secondary School	Sr. Secondary School	Secondary School	Sr. Secondary School
Formative Assessment-I (FA-I)	All students	All students	All students	All students
Formative Assessment-II (FA-II)	All students	All students	All students	All students
Summative Assessment-I (SA-I)	All students	All students	All students	All students
Formative Assessment-III (FA-III)	All students	All students	All students	All students
Formative Assessment-IV (FA-IV)	All students	All students	All students	All students
Summative Assessment-II (SA-II) School conducted	All students	All students	Not applicable	All students except those leaving the CBSE Board
Summative Assessment-II (SA-II) Board Conducted	Not applicable	Not applicable	All students	Only those leaving the CBSE Board



Annexure 3j

- (h) The Summative Assessments-II (SA-II) conducted by the school (School conducted) and conducted by the Board (Board conducted) will be –
1. Based on same syllabus prescribed for Term II only,
 2. Will carry the same weightage of 40% towards final grade,
 3. Will be based on the same types of question papers in term of question paper design, blue print and difficulty level
 4. Will be evaluated on the basis of similar marking schemes prepared by the Board.
- (i) Both the School conducted SA-II and Board conducted SA-II will be based on the question papers sent/vetted by the Board.
- (j) The students appearing in the School conducted SA-II will be assessed by the schools themselves and their answer books will be randomly verified by the Board. However, the students appearing in the Board conducted SA-II will be assessed by the External Examiners as has been the practice in the past for Board Examinations.
- (k) At the end of class-X, every student (irrespective of his/her studying in secondary or senior secondary school or continuing or leaving the CBSE Board after class X) will get the **same Continuous and Comprehensive Evaluation Certificate of School Based Assessment prepared, printed and signed by the Board.** For this, the board will collect the data electronically from all the schools. The Board reserves the right to randomly verify the records of different assessments done by the schools and moderate the same if required. Detailed procedure for collection of data will be sent to the schools in due course of time.
- (l) All schools except winter closing schools are expected to conduct Term I Summative Assessment (SA-I) in the month of September and Term II Summative Assessment (SA-II) in the month of March. The Board will provide/net the question papers and marking schemes in all the subjects for classes IX and X for SA-I as well as SA-II. For details regarding question papers for SA-I, the Board's Circular No. 43/2010 dated 02.8.2010 may please be referred to.
- **Term I and Term II will have following weightage:**
 - **Term I:** FA1 (10%) +FA2 (10%) +SA1 (20%) = 40%
 - **Term II:** FA3 (10%) +FA4 (10%) +SA2 (40%) = 60%
 - **Formative Assessments:**
 - FA1 (10%) +FA2 (10%) + FA3 (10%) +FA4 (10%) = 40%
 - **Summative Assessments:**
 - SA1 (20%) +SA2 (40%) = 60%





Annexure 3j

The schools may adapt the Report Card to some extent in terms of the size, colour, paper to be used, however, the divisions and the content must follow as given in the format. The Model Format of the Report Card is already provided to the schools.

It is observed that information related to ongoing examination reforms which is put on CBSE website and sent to schools through different circulars from time to time does not reach all stakeholders. It results in undue anxiety and worry amongst them. Therefore, it is also requested that the above information may be shared with all students, teachers and particularly the parents.

The Board has initiated series of additional measures related to strengthening of scheme of Continuous and Comprehensive Evaluation. Some of these include Monitoring and Mentoring programmes, development of supplementary materials on Formative Assessment in all subjects for classes IX-X, collection of feedback and suggestions on the scheme and organization of teacher training programmes on CCE. It is expected that all affiliated schools will make necessary efforts to understand, appreciate, implement and disseminate the ongoing examination reforms.

Yours sincerely,

(VINEET JOSHI)
CHAIRMAN



Continuous and Comprehensive Evaluation

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar- 791 111

Annexure 3j

7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. Director of Education, SIE, CBSE Cell, VIP Road, Jungle Ghat, PO 744103, A&N Island.
9. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
10. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
11. The Education Officers/AEOs of the Academic Branch, CBSE.
12. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
13. The Library and Information Officer, CBSE
14. EO to Chairman, CBSE
15. PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE



CHAIRMAN

Continuous and Comprehensive Evaluation

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Dear Sir,

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Note: You may detach this sheet and send the Feedback of the Teachers' Manual on the above mentioned address.

