

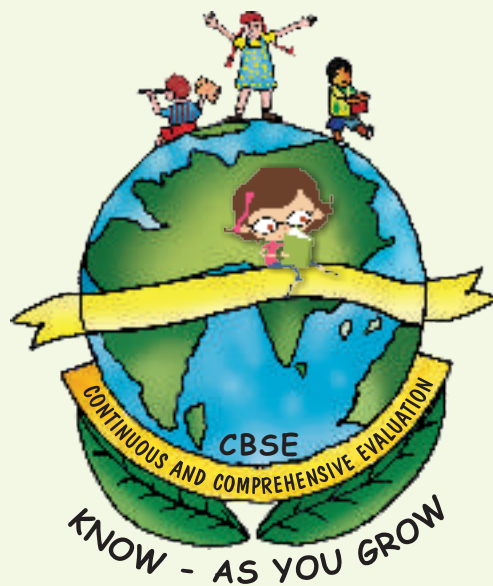


Teachers' Manual

on

Continuous and Comprehensive Evaluation

Classes IX & X



Central Board of Secondary Education

Preet Vihar



Teachers' Manual on School Based Assessment Class IX & X

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक [सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए, तथा उन सब में, व्यक्ति की गरिमा और ² [राष्ट्र की एकता और अखण्डता] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
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भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करें;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करें तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करें;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखें और हिंसा से दूर रहें;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करें जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹ SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.



KAPIL SIBAL

Minister of HRD



सत्यमेव जयते

मानव संसाधन विकास मंत्री
भारत सरकार
नई दिल्ली
MINISTER OF
HUMAN RESOURCE DEVELOPMENT
GOVERNMENT OF INDIA
NEW DELHI-110 115

MESSAGE

It gives me immense pleasure to know that the Central Board of Secondary Education is implementing the scheme of Continuous and Comprehensive Evaluation (CCE) in class IX from the current academic session in all its affiliated schools. Such a scheme was recommended by many National Commissions on education in the past and its implementation in schools has been long overdue.

With the broader aim of examination reforms in mind, the scheme envisages that every learner is to be evaluated over the entire period of learning schedule rather than one-shot three hour external examination at the end of a course of learning. Besides, the process of evaluation should also include and reflect all components of personality of an individual.

Such a scheme of CCE not only provides necessary feedback about the acquired levels of learning and areas of desired additional inputs for enhancement of learning in scholastic areas, it also lays equal emphasis on proficiency of learners in the acquisition of essential Life-Skills, attitudes and values, interests and achievement in outdoor co-curricular activities including sports and games.

It is hoped that due emphasis on development of necessary personality attributes and other Co-scholastic areas alongwith desired levels of attainment in the scholastic domain will certainly help the young learners grow into better human beings and will enable them to contribute meaningfully towards societal requirements and national expectations. Both the head and the heart have an equal role to play in the holistic development of an individual.

I compliment the efforts of Central Board of Secondary Education and particularly its Chairman and all other individuals and groups who have contributed richly to bring out this document. It is hoped that the schools will take all necessary steps to undertake related activities and implement the scheme in right earnest.

With best wishes

Kapil Sibal

Minister of HRD

अंशु वैश्य
सचिव

ANSHU VAISH

Secretary (SE & L)



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मानव संसाधन विकास मंत्रालय
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MESSAGE

I am glad to learn that the Central Board of Secondary Education (CBSE) is bringing out a *Teachers' Manual on Continuous and Comprehensive Evaluation (CCE)* to be implemented as part of *School Based Assessment*.

The recent reform agenda of the Ministry of Human Resource Development included phasing out of the Board Examination at the end of Class X w.e.f. 2011 in schools at Senior Secondary Level, the introduction of grades in place of marks in Classes IX and X, and the accreditation of schools in terms of quality enhancement.

It is in this context that Continuous and Comprehensive Evaluation as a part of School Based Assessment becomes one of the desirable objectives of education. This is among the most important measures aimed at holistic development of learners. A pressing concern of CBSE has been the development of Life Skills such as creative and critical thinking, effective communication skills and the ability to collaborate with others in a team. Inculcation of positive attitudes, a sense of responsibility and social consciousness as citizens of the country need to form an important part of the co-scholastic domain.

I sincerely hope that the teachers of schools affiliated to CBSE will find the *Teachers' Manual on Continuous and Comprehensive Evaluation* a useful tool, which will equip them to deal with the changes in the wake of examination reforms recently announced by CBSE.

ANSHU VAISH



S C KHUNTIA

Joint Secretary



सत्यमेव जयते

Ministry of HRD

MESSAGE

The Central Board of Secondary Education has recently brought in the scheme of Continuous and Comprehensive Evaluation (CCE) as a part of its Examination Reforms Programme. This follows the announcement by Hon'ble Minister of Human Resource Development to reform the Examination System.

Continuous and Comprehensive Evaluation is concerned with the holistic assessment of a learner which includes both scholastic and co-scholastic areas of learner's growth with particular reference to attributes such as life skills, attitudes and values, sports and games as well as co-curricular activities.

The present Teachers' Manual on Continuous and Comprehensive Evaluation contains detailed guidelines on the methodology of evaluation, school based assessment, assessment of scholastic and co-scholastic areas, techniques and tools of evaluation and the implications for schools.

The National Curricular Framework 2005 and the Position paper on Examination Reforms of 2006 by NCERT have recommended that School Based Assessment should replace external examinations.

In addition to this Manual, CBSE is also in the process of conducting training programmes for principals and teachers of all schools affiliated to CBSE and it is hoped that the students, teachers, parents, principals and educational administrators will be involved in this collaborative venture.

It would be a matter of satisfaction if teachers use this Manual for the purpose of assessment on a continuous basis throughout the year. It is my earnest hope that all the schools will take necessary steps to strengthen the CCE scheme and create a good model for overall improvement of quality of secondary education in the country.

S C KHUNTIA

JOINT SECRETARY

Government of India

Ministry of Human Resource Development

New Delhi



VINEET JOSHI

Chairman & Secretary
CBSE

Foreword

The purpose of evaluation is to see if a given programme is working, an institution is successful according to the goals set for it, and the original intent is being successfully carried out. It means to determine social utility, desirability or effectiveness of a process, product or a programme and includes recommendation for some course of action. Evaluation does not just mean measurement of the level of learning outcomes but more so an approach for further improving the system. It needs to be diagnostic and formative in nature to provide remedial help to the students.

It is also agreed by all academicians that evaluation should act as a positive input for improving the teaching learning process and not as a deterrent. The report card of evaluation should reflect not only the scholastic aspects of the learner, but also Life Skills acquisition, personality attributes, behaviour interests, attitudes, values and proficiency in indoor as well as outdoor co-curricular activities. It should facilitate in unravelling the latent talent and reflect a true picture of the growth and profile of a young learner.

The Board first introduced School Based Assessment scheme at the secondary stage in its affiliated schools in the year 2000. An Achievement Record card reflecting attainment of a student in scholastic and co-scholastic domains was designed and made available to every affiliated school for use. A Separate assessment card was designed for primary stage and schools were advised to use this card for comprehensive assessment of students. However, necessary flexibility was provided to incorporate any changes in the assessment card suited to local environment. The said document aimed at providing holistic profile of the learner without reflecting any negative remarks. A five-point grading was recommended to show attainment profile of the learner. Schools were also advised vide circular no 25/04 dated 12th June, 2004 to desist from declaring students pass or fail only on the basis of end of year single examination.

The present Manual for the teachers includes detailed information about the scheme of Continuous and Comprehensive evaluation, fundamentals of assessment in co-scholastic areas, essential dimensions of School based assessment, tools and techniques of evaluation in scholastic and co-scholastic domains, the proposed school Based Achievement Report Card and detailed guidelines for effective implementation of the scheme in schools. Care has been taken to include essential theoretical framework as well as desired implementation procedures. Proper emphasis on the need of systematic recording, analysing, interpreting and using the data about various aspects of learner growth in order to provide diagnosis, remediation and enhancement of learning has also been highlighted in the document.

The proposed Certificate of School Based Assessment is divided into three parts. Part 1 consists of Scholastic areas. The academic performance of the learner in the classes 9th and 10th will be reflected in the form of grades and percentile rank. Two terms have been suggested during a year, term 1 from April to September and term 2 from October to March for classes 9th as well as 10th. Each term will carry two formative and one summative assessment. The grading scale for scholastic domain is a nine point scale based on direct grading. Part 2 comprises of co-scholastic areas which includes Life-Skills and attitudes and values. A five point grading scale for assessment in Life-Skills and a three point scale for assessment in attitudes and values has been proposed. Part 3 consists of co-scholastic activities which include participation in Literary, Scientific, Aesthetic and Club activities. Second sub-section under this head includes Health and Physical Education. It has been proposed to assess the students on a three point scale in all these areas.

The CCE document should be seen as a positive interpretation of the profile dynamics of the learner. It is necessary to discuss the salient features of CCE Scheme with the teachers and convince them that assessing children is not a separate activity nor is it an extra burden which requires additional effort or time. It needs to be woven into the teaching learning process as an integral part. Schools should also engage in a dialogue with parents to bring home to them the context and the meaning of the Continuous and Comprehensive Evaluation so that they are active partners in realizing the potential of their children. The Board is pleased to issue the guidelines to schools on the CCE Scheme containing its philosophy, genesis, techniques and tools of evaluation, and other details for their ready reference.

Before I close, it is ethically important to mention that the proposed document is an outcome of a long process of deliberations with teachers, principals, teacher educators, educational administrators and evaluation experts besides of course, the faculty of the Academic Unit. Specific mention in this regard could be made of the tireless efforts in the revision of the document for bringing it to the present form especially Prof. H.S. Srivastava for his expert guidance in conceptualizing the scheme and finalizing the document along with the officers in the Academic Unit, Dr. Sadhana Parashar, Education Officer and Mr R.P. Sharma, Consultant. Special thanks are due to Mrs Ameeta Mulla Wattal, Dr. Sangeeta Bhatia and Mrs. Lata Vaidyanathan along with their teachers.

I hope that schools will follow the CCE Scheme of School Based Assessment in the right spirit with academic honesty and which will better support learning and better enable the school to achieve one of the objectives of the change- improved and more enjoyable learning by all students. I also hope that parents will appreciate the need for holistic assessment and encourage their children to develop skills in all areas.

(VINEET JOSHI)
CHAIRMAN & SECRETARY

Education, as a planned endeavour, at a personal level on a small scale or institutional level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring members of society. They are made familiar with the various practices of the community by imparting the relevant skills and ideas. Ideally, education is supposed to encourage the students to analyse and evaluate their experiences, to doubt, to question, to investigate - in other words, to be inquisitive and to think independently.

Position Paper on Aims of Education, NCF 2005 NCERT

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Education must therefore promote and nourish as wide a range of capacities and skills in our children as possible. The gamut of such skills include the performing arts (music, dance, drama, and so on), painting and crafts, and literary abilities (weaving stories, wielding language to portray different aspects of life, a flair for metaphorical and poetic expression, etc.). Also, skills as diverse as some children's special capacity to bond with nature - with trees, birds, and animals-need to be nurtured.

Position Paper on Aims of Education, NCF 2005 NCERT