

**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.

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.

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.

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 a focus on a better learning environment

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.

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

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



CHAIRMAN & SECRETARY