

CONTINUOUS AND COMPREHENSIVE EVALUATION SCHEME FOR SCHOOLS (CLASS I to VIII)

Chapter-I

Introduction

The aim of civilisation is the overall development of the society. And the best resource for development is the Human Resource. This resource can only be tapped through education. The future of our civilisation and the value of the society will depend on the quality of education we are imparting to our children. National Council of Educational Research and Training (NCERT) and State Council of Educational Research and training (SCERT) have been taking initiatives to implement the various policies to provide best education to our children. Because of the needs of the ever changing society, there are still areas for improvement. Sarva Shiksha Abhiyan (SSA), Rastriya Madhyamic Shiksha Abhiyan (RMSA) provide various inputs and initiatives for achieving universal education with better infrastructures and physical facilities. However, the learning quality and the learning levels of the children are still not satisfactory.

It has become necessary to impact an all round development in areas-cognitive, affective and psychomotor domain of children by focusing on evaluation through various school activities. An answer to such holistic approach is Continuous and Comprehensive Education (CCE). The concept of CCE was introduced in the seventies and emphasized by National Policy on Education (NPE-1986). It further got reinforced by National Curriculum Framework(NCF-2005) and has become mandatory till Elementary stage of education with the introduction of Right to Education (RTE) Act-2009. This scheme needs to be understood by the teachers, parents and students alike. It has to be implemented with all zeal and in its true spirit in the best interest of the children.

What is CCE ?

Continuous: Evaluation should be continuous. It includes 'Continual' and 'periodicity' of evaluation. The Continuous' emphasizes that 'growth and development' which is a continuous process in a learner and not an event that occurs at random. The growth and development of a child's personality should be an integral part of the whole teaching-learning' process and should be spread over the entire span of the academic session. It should encompass.

1. Placement evaluation (Evaluation of entry behaviour)
2. Diagnostic testing (informal testing using multiple techniques)
3. Regularity of assessment (during teaching learning process)
4. Remedial measurement and re-teaching
5. Term test (summative test)
6. Feedback of evidence to teachers and students.

Comprehensive: Abilities, Aptitudes and Attitudes of a child can manifest in forms other than written words. Comprehensive covers evaluation of all round development of children not only the cognitive aspects. It covers Co-Curricular Activities and Personal – social Qualities (PSQS).

Co-Curricular areas include specific contents and other activities such as literary, scientific, cultural, games and sports, arts etc. Personal and social qualities take care of the qualities which are necessary for being a good and responsible citizen of the country.

Evaluation: It is the process of finding out to what extent the changes in the growth and development have taken place in the child. Thus, evaluation process is very broad and involves four major steps:

- Collection of evidences
- Analysis of evidences
- Interpreting the outcomes of analysis and making judgments about the child's progress, and
- Taking decisions

What is the purpose of CCE?

The basic question arises why there is more emphasis on CCE when schools and a large number of school education boards are already doing evaluation and certification of students. To get the answer of this, first of all we must be aware about the shortcomings in the present evaluation system and then find an answer to above question. Major shortcomings of the present evaluation system are as under:

- It does not cover all the areas of child's growth
- There is too much emphasis on memorization, on cognitive abilities and meta-cognitive abilities are ignored altogether
- It is not the real measure of student's potential as only a fraction of the course is tested
- The public examination pattern is practised at elementary classes without any efforts for diagnosis, remediation and meaningful reporting
- A lot of psychological fear and tension is created among children due to present system of examination.
- The present education system is totally examination centred system, whatever is to be tested, is always taught. It promotes only selective learning.

To overcome the above limitation and to evaluate children comprehensively on regular basis with the aim of overcoming learning difficulties and promotion of all-round development, a scheme of CCE is needed. The scheme should empower teachers and schools to evaluate regularly and enhance the learning levels of children.

What are the salient features of a CCE scheme?

Keeping in mind the above, the CCE scheme have been developed which have the following features:

1. It is simple enough for the teachers to understand and implement within the school time framework.
2. Evaluation is an integral part of teaching learning process and carried out continuously.
3. It is flexible in nature so that all types of schools can adopt or adapt as per available infrastructure and resources in the schools.
4. More emphasis has been given on enhancing learning than certification.
5. Scopes for development and evaluation of various aspects of child's progress have been taken care of.
6. There is ample scope for diagnosis and remediation of learning difficulties.
7. It provides sufficient scope for self evaluation by students and teachers.
8. The various tools and techniques to be used for evaluation of child's development has been illustrated.
9. More emphasis is given to informal evaluation than formal evaluation.

Chapter II

CCE- A Paradigm Shift

Understanding CCE:

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), has been implemented since April 2010. The Act requires that CCE be implemented for each child till the completion of Elementary schooling. Thus CCE is a mandatory requirement under RTE which is to be implemented in true spirit. Implementing CCE, the role of teachers becomes central. Information culled from the field experiences and interaction with teachers is that the teachers are facing problems in the implementing of CCE. *Teachers are largely engaged in compiling the data and keeping the records of children's test results rather than integrating assessment with the teaching-learning process as an essential component of CCE.* CCE is generally considered by them as an external activity to be performed separately after the completion of a topic/lesson, which is not.

The RTE Act prohibits any public examination till Class VIII and 'no detention' policy has to continue. It must be clear at this juncture *that implementing non-detention policy should not lead to absence of teaching –learning in schools.* On the contrary, CCE can play as a powerful instrument in respecting the intent of RTE on the one hand and ensuring learning for all children on the other hand, as assessment during teaching – learning process would provide for necessary and timely feedback for further improvement. CCE in turn would encourage all to focus on child's progress with her/his own performance over time.

Apart from this, there are misconceptions related to various terms used in CCE implementation 'Continuous' is generally considered by teachers as a regular conduct of 'tests'. Many schools are practicing weekly tests in the name of continuous assessment in all subjects. 'Comprehensive' is considered as combining various aspects of child's behaviour in isolation from the curricular learning. Personal-social qualities (empathy, co-operation, self-discipline, taking initiative, etc) are judged in isolation and are being graded on four/five-point scale which appears impractical. Evaluation is equated as record keeping exercise. As a result of this, teachers are highly confused and they complain about being engaged in compiling the assessment records/data of CCE during their teaching-learning time, resulting in the loss of time meant for 'actual' teaching-learning.

This book aims to

- * develop conceptual understanding about CCE among various stakeholders, i.e. practitioners, administrators, and teacher educators, for CCE implementation.
- * provide examples how CCE could be used as an integral component of teaching-learning process ;
- * suggest teachers/teacher educators what kind of information needs to be recorded about the child's progress.
- * guide teachers on what type of reporting would be useful for child's

- progress and
- * provide a model and broad guidelines for teachers, teacher educators, and administrators, for implementing CCE.

2.1 Assessment and Evaluation:

The primary purpose of assessment and evaluation is to improve children's learning to help them progress leading to their overall development. Information about their learning gathered through assessment during teaching-learning, help teachers to determine students' strengths and learning gaps in the concerned subjects which serves to guide teachers in adapting curriculum and teaching-learning approaches/methods to suit children's needs. However, at the same time, it also serves the purpose to reflect how well a student has achieved the curricular expectations through the process of gathering information from a variety of sources.

Assessment during teaching-learning (i.e., continuous assessment) gives clues about children, which the teacher can act upon timely to enhance learning, especially where children are facing difficulties and special help is needed. *Continuous assessment does not require the use of structured tests which are given to all children at the same time. In this process, they may not even know that they are being assessed. Thus continuous should not mean more frequent formal tests.*

Comprehensive component means getting a sense of 'holistic' development of child's progress. Progress cannot be made in a segregated manner, that is cognitive aspects, personal-social qualities, etc. After completion of a chapter/theme, teacher would like to know whether children have learnt (assessment of learning) as she/he expected based on lesson's objectives. For that she/he broadly identifies the objectives of the lesson and spells out learning indicators. The teacher designs activities based on expected learning indicators. These activities need to be of varied nature. *Through these questions/activities she would assess the learners and that data would be one kind of assessment data of a lesson/theme. Such assessment data must be recorded by the teacher. Likewise in one term, she/he would cover 7-8 lessons/topics and in this manner she/he would have substantial data covering varied aspects of child's behaviour. It would provide data on how the child was working in groups, doing paper-pencil test, drawing pictures, reading picture, expressing orally, composing a poem/song etc.* These data would give 'comprehensive' picture of child's learning and development. *This data would help to know to the assessment of learning among children.*

Most of the time the terms 'assessment' and 'evaluation' have been used interchangeably. There is a difference in what these imply. The purpose of assessment is judging the quality of performance of children while learning is going on. Evaluation focuses on the actual level attained after a certain period of teaching-learning with no interest in why and how that level was attained. It refers to judging the quality of students' work on the basis of established set of criteria and assigning a value (e.g. marks or grades) to represent that quality. Formative assessment is process oriented while evaluation is product oriented.

Educators think that the prime purpose of evaluation is labelling or comparing performance of children against each other. They also think that these processes are there to point out weaknesses of the child or what the child does not know, rather than focusing on improving child's learning. *The spirit of CCE is to enhance student learning both through assessment and evaluation.* It compares the performance of a child with her/his previous performance, instead of comparing her with her peers.

2.2 PSQ and Grades.

Another misconception is related with assessment of personal-social qualities of children and awarding grades. These qualities such as empathy, cooperation, concern for others, etc. are traditionally/generally assessed at three-point or five-point scale of grading. However, assessment of personal-social qualities should neither confine to a specific subject nor requires assigning a specific time as it can be dealt with more effectively in various situations such as during teaching-learning, outdoor activities, regular observation, and peer interaction, etc. Moreover, these should not be assessed in terms of presence or absence. ***Words description must be employed to state the extent the child displays these qualities.***

2.3 Student's Class Performance Record.

Teachers think that in CCE they need to record each child's progress daily or the progress needs to be recorded on a large number of indicators continuously by them. *This understanding is totally contrary to the spirit of continuous assessment.* Teachers need not assess all the children all the time, nor do they need to make elaborate records of children's progress and report them to others. Continuous assessment is only to help the teacher teach better, and she may record only that which would be genuinely useful for her to enhance teaching-learning in her student's performance record book in her own format.

2.4 Promotion to higher class.

It is also mistakenly thought that in CCE, every child needs to be promoted whether he/she learns or not. The real spirit of CCE is that every child should get an opportunity to learn all through the process and be helped whenever she/he needs feedback and support. This means if the teacher regulates and monitors assessment throughout the year and devises strategies to help the child so that the child's learning improves, then the situation of the child failing at the end of a term would not arise.

2.5 Responsibility for CCE Implementation

CCE is also misunderstood as the sole responsibility of a teacher. This makes the task seem impossible and makes the teacher feel extremely burdened with unrealistic expectations. On the contrary, CCE aims at reducing the teacher's burden. Actually, it places the collective responsibility of implementing CCE by various stakeholders i.e. administrators, parents children and teachers. Children need to take responsibility of assessing their own work, their peers' work and helping each other learn. Some children are a good resource to help the teacher.

Chapter –III

CCE in Classroom

3.1 CCE in English classroom:

In our society we find that English is used in our varied day to day functional purposes long with our first language regional language. Therefore, we can say that English is very much a part of our multilingual environment.

Teaching-learning of English needs to be flexible in such a way that learners use their first language along with second language to express themselves wherever needed. The teacher can also use the first language to provide background information and then move on to read the lesson with children in English.

Language learning does not necessarily take place only in the language classroom. Mathematics or an EVS class is first a language class then a subject class. It would be really useful if you take the same theme in all the subjects. It will reinforce the use of language in different contexts. Therefore, it is not necessary that all the activities conducted in the English class be based on the English textbooks; textual material from EVS or Mathematics textbooks can very well be selected for organizing and conducting activities and assessing learner's language skills in any class.

Objectives of English Language Teaching Learning.

One of the major objectives of language teaching is to equip learners with the ability to read and write with understanding, communicate effectively and to make them independent learners. Although there is a variety of teaching methods and materials, the language teaching classroom has remained one of the most challenging areas of education.

For a very long time now, we have been talking in terms of LSRW skills as the objectives of language teaching. We need to develop skills holistically e.g. when we are Speaking we are also simultaneously Listening and when we are Writing, we are also Reading in a variety of ways. And then there are many situations (e.g. friends reading a play together and taking notes for its production in which all the skills in conjunction with a variety of thinking skills are used together).

Some of the objectives for classes I-V would include the following:

Expected Learning/Objectives at Stage –II (Classes I,II).

* To familiarize learners with the language primarily through spoken input in meaningful situations (teacher talk, listening to recorded material, etc.)

*To help them comprehend spoken and written input provided by the teacher (through mother tongue, signs, visuals, pictures, sketches, gestures, single word questions and answer).

*To help learners build a working proficiency in the language, with the focus on listening with understanding and speaking (words, phrases, small sentences).

*To enable learners to recite and sing poems, songs and rhymes and enact small plays or skits.

*To help them become visually familiar with texts and word (s), their meaning, and understand the letter (s) and sounds of the language.

*To help them associate meaning with written and printed language.

*To use drawing and painting as introduction to writing and relate these activities to oral communication.

Expected Learning/Objectives at Stage – II .

*To build on learners' readiness for reading and writing.

*To provide print-rich environment to develop oral and written skills.

*To help learners understand the printed texts in terms of headings, paragraphs and horizontal lines.

*To enrich learners' vocabulary mainly through telling, retelling and reading aloud of stories/folktales in English.

*To use appropriate spoken and written language in meaningful contexts/situations.

*To give learners an opportunity to listen to sounds and appreciate the rhythm and music of rhymes.

*To enable to relate words (poems and stories) with appropriate actions and thereby provide understanding of the language.

*To familiarize learners with the basic process of writing.

An example of how CCE is used in the classroom is illustrated below:

Subject : English

Example 1 (Stage II)

Class IV

Name of the Book – A composite Modern English Textbook

Lesson 3 – THE MOST PRECIOUS GIFT

The lesson is about the celebration of the festival 'Ningolchokkouba', which is mainly celebrated by the Meeteis of Manipur. It is Leima's first ningolchokkouba after her marriage. As part of the custom, Leima goes to her parent's home and celebrate ningolchokkouba. Leima receives her gifts from her parents and brother. But the most precious gift for her is the one she receives from David.

The overall overall objectives/learning points of the lesson are :

*To enable the learners to read the text with comprehension.

*To enable them to understand the central idea and locate details.

*To enable them think critically and infer from the text.

*To enable them to use language for putting forth their ideas.

* To enable them to write short paragraphs/dialogues.

Pre-Reading Activity in the form of general discussion may be initiated to assess the children for their previous knowledge and create new learning situations thereafter.

The topic could be on the different kinds of festivals celebrated by them. They must be encouraged to express themselves :

1. What festivals do you celebrate ?
2. How do you celebrate these festivals ?
3. Why do you celebrate these festivals ?
4. With whom do you celebrate these festivals ?
5. Do you think we should have more/less festivals ? why ?

Let children come up with honest responses. Even if they answer in the negative, they are not to be discouraged. They must be encouraged to give reasons for their responses.

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FOR THE TEACHER (Assessment during Teaching – Learning)

This activity will help you assess children’s thinking skills, speaking skills and listening skills. Whether the children.

- Can express their opinion and support it with reason.
 - Can ask questions about the ideas presented.
 - Can answer questions put to them.
 - Can participate in class discussion.
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The lesson may be divided into separate units taking into account the competency level of the children. Accordingly ,Reading Activity (Reading Aloud and Silent Reading) will be taken up and children may be assessed for their reading skills and comprehension during the teaching- learning process.

Children are asked to read the lesson and attempt the following questions :

Unit I

- A. Complete the following :
- 1.Ningolchakkouba is a festival where every married daughter is.....
 - 2.‘Ibema’ is a term of
 - 3.As part of the ningolchakkouba’s custom, Leima’s parents and brother would have
 - 4.Leima takes a

Unit II

- B. Put the following statements in correct sequence :
1. Leima blessed her parents and brother.
 2. The house looked neat and clean.
 3. Leima told her mother that Biren had brought her to parent’s home.
 4. Her mother and father gifted her a ‘phanek mayek naiba’.

5. Leima's mother received her.
6. Leima's parents ,her brother and Leima ate their meal together.
7. Her brother gave her a kashmiri shawl.

Unit III

- C. State whether the following statements are true or false.
1. David called 'Iche' to Leima's mother.
 2. David came to meet Leima because it is 'Ningolchakkouba'.
 3. David and his mother were Leima's neighbours.
 4. David's mother sold vegetables, charcoal and dry wood.
 5. David used to meet Leima everyday after school hours.
 6. David and Leima did not like each other.
 7. David was eleven years old.

Unit IV

- D. Answer the following questions :
1. Who was happy to see David ?
 2. Why did David come to see Leima ?
 3. What gift did David bring for Leima ?
 4. Why did David work in a hotel ?
 5. What was the most precious gift for Leima ?
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Assessment during Teaching-Learning

It is seen that a variety of questions can be used during reading exercise to cater to the needs of all the students in a heterogeneous group. These can be used for assessment of learning for comprehension (reading). You can assess the children on the criteria that they

- Can read and understand the text.
- Can answer simple questions.
- Can arrange read information in correct sequence.

You can also record the children's progress and development as a reader ; the children's pleasure and involvement in story reading, individually or with others ; the range of strategies used when reading and the children's ability to reflect critically on what is read.

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Post – Reading Activities will include going beyond the text and connecting learning to real life situations. In addition to the textual questions you may ask inferential questions for children's assessment of learning.

1. Why did Leima's brother call her 'Ibema'?
2. Why did Leima's mother-in-law tell her not to be late ?
3. Why do you think Leima's mother mopped and cleaned house the day before ?
4. Why did David come to meet his 'Iche' Leima ?
5. Had you been in David's place, what would you do for your 'Iche' and why ?
6. Do you think David has done a good thing ? Yes/No, then why ?
7. Why did Leima say that David's gift is the most precious gift ?
8. If you were in Leima's place, would you show the same love and affection towards David ? If yes/no, then why ?

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Assessment during Teaching – Learning

These are open- ended questions which require the children to think creatively and go beyond the text. You give them the liberty to answer imaginatively and should accept their responses with an open mind. You can now assess the children on the following criteria :

- * Can infer from the text.
- * Can go beyond the text and make guesses and predictions
- *Can think critically and express their ideas creatively.
- * Can connect the story with real life and speak about it.

This would give an idea of language development of the children and indicate their level of proficiency. This can be used for reporting.

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Other activities can be :

Read the following from the text :

- * Don't forget to take them with you.
- * Yes, he'll come at 3 o'clock to take me back.
- * We haven't seen you for ages, David.
- * I'm so happy to see you.
- * I've come today because today is Ningolchakkouba.
- * It's a tribal shawl.

(You explain to the students the use of contracted forms.)

3.2 CCE in Mathematics Classrooms

Learning Mathematics is not about using algorithms, getting correct answers or methods but understanding how to solve problems. Mathematics classrooms must focus on the following:

The students must be assessed with regard to the following capabilities.

Are they able to –

- apply mathematical facts, generalization and provide reason for it ?
- argue logically the truth and falsity of statements ?
- understand the basic structure of different branches of mathematics, such as arithmetic, algebra, geometry, data handling, mensuration etc.
- understand and apply different ways of dealing with handling abstractions ?
- apply mathematical concepts learnt to solve problems in newer contexts ?

In this way assessing the child continuously helps the teacher to understand regularly about, “what the child understands ?” “what she does not understands ?” “What inputs can be given to help her understand the concept ?” etc.

Using different teaching strategies, the teacher can also assess various aspects of child's personality and her overall development. For example, given a group task/assignment, she will know, "Does the child act with responsibility?" "Does she help other group members in completing the task?" etc.

The feedback obtained during the assessment can be used by the teacher for providing proper inputs to the children. If this feedback is recorded, and a cumulative record can be prepared, it would help to get an overall view of the progress made by the child.

In order to understand the above mentioned strategies better, an example has been provided. This exemplar material will give the teacher an insight into a classroom situation where an attempt has been made to depict that assessment is an integral part of the teaching learning process.

An example of how CCE is used in the classroom:

Standard – Class V

Theme: Factors, multiples; HCF and LCM of two (or more) numbers (+ve integers)

The teacher should have an overall assessment of the students in regards to the ability of division of a number by another number: The meaning of dividend, divisor, quotient and remainder. He/She then defines the factors and multiples of a positive integer by way of examples.

The following points are to be made clear to the students.

In a division by a number, say 6, the remainder can be one of the six numbers, namely 0, 1, 2, 3, 4 and 5.

Similarly, when the divisor is 9 the remainder is one of the nine numbers viz. 0, 1, 2, 8

When a number divides another second number leaving a remainder 0, we say that the second number is divisible by the first.

In short remainder '0' means divisibility.

- (a) In any division sum '0' (zero) cannot be the divisor. The reason for which you will learn later on.

The factors and multiples of a number are defined by way of examples.

The following table illustrates the concepts of factors and multiples of a number

No.	Factor	Multiples
1	1	1, 2, 3, 4, 5, 8
2	1, 2	2, 4, 6, 8, 10, 12, 8
3	1, 3	3, 6, 9, 12, 15, 18, ..
4	1, 2, 4	4, 8, 12, 16, 20, 8

The teacher first must ask the student to help him to construct table. The teacher should mark those students who spontaneously help him in the process of construction of the table. He/She can mark those students who make the correction.

He/She should mark those students who do not participate in the exercise, encourage them to participate by asking a pointed question and helping them to overcome

The following question can test a students' concept of factors and multiples of a number

- (1) What are the smallest & greatest factors of a number?
- (2) What is that number having only one factor
- (3) Can a number have the smallest multiple? What about the greatest multiple of a number.

Note that the smallest multiple is the greatest factor.

In the process the teacher can introduce the concept of prime and composite numbers and the one which is neither of them.

The teacher will take sufficient time to see that each and every student in his class can construct the table of factors and multiples of any two given numbers, say, 12 and 18

Number	Factors	Multiples
12	1,2,3,4,6,12	12,36,48,60,72,84,96,108
18	1,2,3,6,9,18	18, 36,54,72,90,108

When he/she is satisfied with them, the concepts of the Highest Common Factor (HCF) and Lowest Common Multiple (LCM) of two numbers can be introduced.

He/She can test their understanding of HCF and LCM by asking them if the idea of lowest common factor and highest common multiple can be meaningful. When the students have understood what are HCF and LCM, the process which are commonly use for finding them can be introduced.

- (a) The method of prime factorization
- (b) The method of division

The algorithms are the last thing to be taught to them.

A student with the above idea is expected to be able to identify the HCF & LCM of two numbers from the table of factors and multiples.

Teacher's reflections:

The teacher should make the following points:

Mark the students who readily participate in the solving of a problem. See that His/her suggestions are positive response even if it (they) are wrong.

If the suggestion is wrong, the teachers must find it is so. It must be his/her wrong perception of the matter under consideration.

- (a) It should be certain that each and every student participate in any exercise performed in the class
- (b) It is never a good work of the teacher when he/she completes (solves) a problem by himself/herself and let the students copy the same.

3.3 CCE in EVS Classroom (Primary classes)

In primary classes children enjoy EVS subject when they are given opportunities to share their experiences. They enjoy when they are asked to answer about the familiar things. You must have also realized that children of primary classes describe any event/situation/learning experience in a holistic/thematic way rather than describing it in its parts. With this development nature of primary children, Environmental Studies (EVS) has been considered as an integrated core curricular area at the primary stage.

The integrated nature of EVS subject helps you reduce the curriculum load and help children to learn concepts more meaningfully. Being concrete learners, children do not view the world divided into ‘subjects’ or disciplines. For example, a young child views a butterfly in a holistic manner and does not segregate its description into compartments of different disciplines for example, the beauty (aesthetics) of a butterfly, what kind of a creature it is (an insect), or what is its role for flowers (pollination), or the patterns on its wings and symmetry of its body parts, etc. They learn better when the school knowledge is connected with their daily lives.

Thus, the pedagogy of teaching-learning of this stage needs to be child-centered and thematic in nature. *Conscious efforts need to be made to avoid giving direct information, definitions and descriptions as children construct their own knowledge.* However, this requires ensuring their active participation in learning by exposing them to diverse experience through a variety of sources within and outside the classrooms.

As you agree that when assessment is carried out simultaneously or during teaching learning, it allows to identify the learning gaps and modify our teaching learning to suit the needs of children. This helps to provide timely feedback to improve his/her future learning.

What are we expecting from EVS classrooms ?

We want children to learn EVS by developing different kind of skills, conceptual knowledge, feelings, attitudes and sensitivities. A broad list of indicators for assessment has been drawn up so that teachers can plan learning tasks to fully cover this range. It is expected that skills, values, attitudes, feelings would be developed over a period of time.

Broad indicators identified for EVS learning for primary stage are given below (indicator-wise details appended).

1. Observation and Recording – Reporting, narrating and drawing, picture – reading, making pictures, tables and maps.

2. Discussion – Listening, talking, expressing opinions, finding out from others.
3. Expression - Drawing, body movements, creative writing, sculpting etc.
4. Explanation – Reasoning, making logical connections.
5. Classification – Categorizing grouping, contrasting and comparing.
6. Questions – Expressing curiosity, critical thinking, developing questions.
7. Analysis – Predicting, making hypotheses and inferences.
8. Experimentation – Improving, making things and doing experiments.
9. Concern for Justice and Equality – Sensitivity towards the disadvantaged or differentlyabled, showing concern for environment.
10. Cooperation – Taking responsibility and initiative, sharing and working together.

An example of CCE in EVS

Class – V

Subject :- EVS

Sub Theme : Dignity of Labour

Situation : Urban School. (Co-Education)

The main learning objectives for this lesson are :-

- i) How do we live in a society ?
- ii) How many kinds of works have you seen in our daily life ?
- iii) What types of works are performed by the members of a family ?
- iv) Do you think they feel any guilty when they do the work that was usually done by his mother/father/sister/brother ?

Learning materials : News paper cutting, text book, story.

Strategy : Group works.

Transaction :

A group of 5 (five) students is formed. Now, the teacher (Tomba) is to begin the interactions and ask them to exchange their experiences honestly. The teacher observes their expression and support the point whenever his help is needed.

Teacher : My dear pupils, now, all of you should tell about what your family members do.

Student 1 : My mother always cooks & washes. My father goes to the office; My sister sometimes helps my mother.

Teacher : Don't you do anything ?

Student 1 : Yes, I wash my cloth sometimes.

Student 2 : My father is a shopkeeper and my mother is a school teacher. I usually help in serving and cleaning of house lawn.

Student 3 : My father is carpenter and my mother is working as a shopkeeper in my house shop.

Student 4 : My father is a policeman and my mother is a lawyer. My elder brother helps to the working of our family and a woman from our nearby come to our house to help us in the house chore.

Teacher : Make a chart and let us fill what each of our family members do.

Student	Father's duty	Mother's duty	Brother/sister duty	His duty	Other
1.	Office employee	Cooking/wash	Helps	Washing	-
2.	Shopkeeper	Teacher	-	Cleaning	-
3.	Carpenter	Shopkeeper	-	-	-
4.	Policeman	Lawyer	Helps	-	helping

Teacher : What can you say about duty of a father ?

Student 1 : My father's profession is different from others.

Student 2 : My father's work supports us.

Student 3 : I feel that any work can be done by a father to support and manage a family.

Student 4 : My father's duty is very strict your father's duty is somewhat relax.

Teacher : Now, you see, a father has no restrictions or feel shy while doing any work. One should not have any pride when he exercises his duty.

Assessment (During interaction) :

Student 1 : Co-operating attitude but has inferiority.

Student 2 : Simple and he has some idea of dignity of labour.

Student 3 : Very democratic, has the sense of dignity of labour.

Student 4 : Superiority & pride. He lacks some idea of the lesson.

The teacher may check their ideas by making different questions for different family members and their duties.

Again, the teacher may take his discussion beyond the example of family i.e to outside home and school.

Teacher : Name 3 different persons and their duties who you have seen on the way to school.

Student (1) : A barber, a shoe maker, a traffic police woman.

Student (2) : A rickshaw driver, shopkeeper, a policeman

Student (3) : A shopkeeper, blacksmith, a woman in an embroidery shop.

Teacher. Can you suggest their importance ?

Student (1) : I go to barber for every month, without traffic police how can I go safely.

Student (2) : My mother always goes to school on rickshaw. If there were no policemen, we might be in every trouble.

Student (3) : Without shopkeeper ,it would be impossible to buy things. Blacksmith gives us iron equipments.

Teacher : What can we draw our conclusions ?

Group : Their works give us our needs and a society always needs such peoples for different work.

Assessment :

Make a table as below and fill their duty's importance

Police	
Barber	
Farmer	

The assessment in classroom always enhances the learning level and it helps to find out the unclear direction of learning.

Pen- Paper tests

Q.1. How many types of jobs done by different persons have you been seen ?

Q.2. Do they feel ashamed when they do their duties ?

Q.3. List the importance of different jobs.

Assessment area :

- i) Writing ability
- 2) Sequential organization of knowledge.
- 3) Conceptual expression.

Based on the performances of the students the teacher's possible follow up actions are

—

- 1) to improve writing skill
- 2) how to present their thinking.
- 3) check the validity of the expressions.

3.4 CCE IN SCIENCE CLASSROOM

Good teaching can be done in a large variety of ways and there is no single best method. We are presenting some examples of teaching-learning situations to help you see how continuous assessment can be done during teaching. The use of these examples in any way must also be as per the children's cognitive levels and syllabi. These are only to show how assessment can go on continuous along with teaching.

It is important to note that a teacher will mostly try to assess what the expects the children to learn from

the lesson. So prior thinking by the teacher on what is expected to be learnt from the lesson/unit is extremely important and we have tried to show it in each example.

Example 1 : A class on magnets.

Prior knowledge : Students are familiar with poles of a magnet and have already classified materials as magnetic and non-magnetic.

The teacher divides the class into groups of 4-5 students. He asks them to take out magnets from their science kits.

Prakash takes out a bar magnet. He is amazed that nothing is marked on the ends. He shows it to others in the group and they bring it to the notice of the teacher.

Teacher : What type of marks did you expect on the magnet ?

Indu : All the magnets I have seen had 'N' on one end and 'S' on the other end.

Teacher : What do you think N and S mean ?

Raman : North and South.

Teacher : How can you decide which end is N and which is S if nothing is written ? Discuss among yourselves and let the class know your answer.

(The teacher's objective here is to see whether they have actually understand the interaction between poles of two different magnets. He also observes participation of students in peer discussions in their groups).

Nafisa : Bring a magnet with markings and see which end attracts the N of that magnet.

Teacher : Do you all agree that Nafisa's method will work ?

(There is general agreement to her suggestion. Their agreement shows the teacher that they have correctly understood the interaction between poles of two magnets).

Teacher : But what if you don't have another magnet that has N and S marked ?

Students start to discuss, but seem to be at a loss.

The teacher (giving a hint) : A compass needle is a magnet, free to move. It always in the North-South direction. Does that give you some clue ?

Lakshmi : Oh yes, I saw that at home. So is the end that points towards the North the N end ?

Teacher : Yes.

Raj: Oh, then the magnet should be made free to move. Suppose we balance it on a pin ?

Lakshmi : How can you balance this on a tiny pin ?

Karenk : Suppose we float it on water in a paper boat ?

(Lakshmi's and Karenk's responses indicate to the teacher that they are following the idea of a freely suspended magnet setting in a direction).

Teacher: These are good ideas, but let's see what we can do right now. Can you find out using just a thread and this magnet ?

(The teacher walks around the class and observes the activities of the students. Their success in this activity indicates to the teacher how good they are at thinking independently or designing solutions in a novel situation. The teacher encourages students and groups to help each other, and discuss their ideas. If there is a learner who has a better understanding, the teacher ask the student to explain to others. He observes the ideas they try and sometimes gives suggestions to them. He notices some children are patient in their trials, some are helping others, some won't allow anyone to try and want to do it all by themselves. These indicate their attitudes towards collaboration. The teacher makes a rule that everyone in the group has to try their hand at suspending the magnet).

Another example:

Class- VII

Theme – Importance of water & management of water.

Situation : Urban School (Co- Education)

Main learning objectives .

- i) Living beings need of water
- ii) Important sources of water.
- iii) Unavailable water, non-usable water.
- iv) purification of water
- v) Preventing wastage of water.
- vi) Harvesting rain water.

Learning materials : Text book, News paper/magazine cuttings, Globe, map etc.

Strategy : Group Works.

(Groups consisting 5 students each are formed. The teacher is to observe their expression, interaction and support and guide the groups whenever needed).

Teacher : Today let us learn about a material which is so abundant but so scarce on which our survival is dependent.

Student 1 : What is that ,sir ? Is it air ? But air is not so scarce ?

Student 2 : Is it sunlight ?

Student 3 : It may be water. We get plenty of water during rainy season. During raining season though water is everywhere good drinking water is very scarce.

Student 4 : Yes, it must be water. We should ask Sir,

Teacher : Yes it is water. Tell me why water is important for us.

Student 1 : It is used for drinking, washing, bathing & in the toilet etc.

Student 2 : Plants cannot grow without water. Animals, birds also need water.

Student : How does rain falls ?

Teacher : Water from the sea and lakes continuously goes into the air in the form of water vapour by the process of evaporation. As it goes up in the air it gets cooler and cooler and the water vapour begins to condense into bigger and bigger particles which ultimately forms rain drops that falls as rain. Some of this rain gets absorbed on the surface of the earth which we call underground water. Most of the water flow in the form of rivers which ultimately goes into the seas and lakes.

Student : The water again goes up by evaporation.

Teacher : Yes this is called water cycle.

(Here, the teacher describes the water cycle and every student agrees with the teacher)

Teacher asks the students how do we get water for drinking and other daily uses.

Student 1 : We draw water from the river.

Student 2 : In the villages water is drawn from the ponds. In some villages we see water being drawn from underground wells.

Student 3 : In the hills, villagers use water from the small springs as well.

Teacher : Do you think such water is safe for our health ? Suggest methods to make such water safe for drinking.

(Let the groups discuss the various methods themselves and observe their views.)

Teacher :Why sea water cannot be used for domestic use ?

The teacher introduces the concept by saying, water is a versatile natural solvent for many substances, rain water goes from the surface of earth to river & drains which ultimately goes into the sea. Allow the students to construct their own ideas how the sea water would taste. They may be encouraged to guess about its density, concept of buoyancy may be introduced (Why do swimming in sea water easier than in fresh water .They may be asked to visualize the recovery of common salt from sea water. Will it be possible of obtain some precious materials from sea ? Why people are interested in exploring seas & oceans.

3.5 CCE in Social Science Classrooms

At the upper Primary stage different Social Sciences subject areas comprise of History, Geography, and Social and Political Life. An exemplar assessment procedure is provided for various activities related to these subject areas which show how it can be integrated with instruction and designed to probe students' conceptual understanding and reflect important learning objectives.

3.5.1 History

History textbooks cover a large number of themes that are important to the history of India as well as to the state. The themes are not only about political events, but also everything that happens in society. In handling and communicating the content in the textbook, teachers need to first ascertain what students should know and be able to do in history.

The three important aspects of historical literacy include.

- * Knowledge of historical facts, themes and ideas.
- * Historical reasoning – ability to analyse, synthesis and evaluate historical evidence.
- * Communication of historical knowledge and reasoning to a wider audience.

An example:

Class VII

Subject : History

Lesson : The Mughals

Situation : An urban school

Learning Objectives :

- 1) How did Babur found the Mughal dynasty ?
- 2) How did Humayun become a king without a Kingdom ?
- 3) The role of Sher Shah Suri.

Learning material : A picture of Taj Mahal ,Text Book

Teaching strategy : Narration and activity.

Transaction : The teacher shows to the students the picture of the Taj Mahal and asks the students to identify the picture.

Student 1 : That is the picture of the Taj Mahal.

Teacher : Who built the Taj Mahal ?

Student 2 : Shah Jahan built the Taj Mahal.

Student 3 : I think it was Akbar.

Teacher : It was Shah Jahan and not Akbar who built the Taj Mahal. Now tell me, to which dynasty Shah Jahan belong .

Student 3 : I think they ruled at Delhi.

Student 2 : It was Mughal dynasty.

Teacher : Alright, Shah Jahan and also Akbar belong to the Mughal dynasty. Today, we will try to learn about the Mughals.

The teacher then narrates the story of Babar who founded the Mughal dynasty in 1526 by defeating Ibrahim Lodi at Panipat, how he conquered other areas by

defeating Indians kings in different battles like at Khanwa and Ghagra, then about the succession of Humayun to the throne in 1530, the problems Humayun had to face and how he became a king without a kingdom.”

Student 2 : Sir, how can a king be without a kingdom ? (many students were aroused and expectant).

The teacher then explains how Humayun was defeated by the Afghan, Sher Shah Suri in Chausa and again in Kanauj and how he became a king without a kingdom, how Humayun regained the throne at Delhi only after the death of Sher Shah Suri.

Student 2 : Sir, who is this Sher Shah and how did he defeat Humayun.

Teacher : About Sher Shah Suri, we will discuss it in the next class.

Assessment & Recording : During the class, the teacher may observe the students and their actions. He also may ask relevant questions to a few selected students as assessment for learning.

Student 1 : has some idea of the lesson and is cooperative.

Student 2 : is cooperative, has good listening skill, is inquisitive.

Student 3 : lacks the idea of the lesson but shows participation.

To enhance learning, the teacher now write a question on the blackboard -

Q. Match the column

A	B
Battle of Chausa	
Battle of Panipat	Babar
Battle of Ghagra	Humayun
Battle of Kanauj	
Battle of Khanwa	

The teacher then calls on one student at a time and ask him to match one battle only to one king and so on until 5 students have been called up do the task.

Pen– paper Test :- In the end of the class, the teacher gives a home- assignment.

Q. Arrange the following battles in a chronological order .

Battle of Panipat
 Battle of Kanauj
 Battle of Ghagra
 Battle of Khanwa
 Battle of Chausa

Assessment area :

- 1) Writing skill
- 2) Verbal expression

- 3) Conceptual understanding
- 4) Sequential organization of knowledge
- 5) Cooperation/participation

Follow Up :

Based on the performance of the students, the teacher may take up follow up actions

- to improve writing skill
- to present data in a sequential manner.
- to have conceptual understanding.

Recording :- Recording of the pupil's performance may be done in the Student's performance record immediately in/ after the class.

3.5.2 Geography

At the Primary level Geography has been a part of the teaching of Environmental Studies . At the upper primary level, students are introduced to the basic concepts of Geography necessary for understanding the world in which they live. Children enjoy learning it more when it relates to their personal lives.

Learning objectives in geography at upper primary level:

1. Acquisition of knowledge and understanding (to acquire the knowledge in terms of facts, terms, concepts, processes etc. related to the study of geography).
2. Application of knowledge (to apply knowledge to new situations ; co-relate with the surroundings).
3. Development of skills (e.g. map interpretation).
4. Character building qualities and values (sensitivity towards environment ; to develop a positive attitude towards people and environment both natural and cultural).

3.5.3 Social and Political Life

This part comes at the upper primary stage. The idea is to introduce students to various aspects of political, social and economic life. The concepts are explained using imaginary narratives that allow children to draw connections between these and their everyday experiences.

Learning Objectives :

1. To enable children to make connections between their everyday lives and the issues discussed in the textbook ;
2. To have them gain a real sense of the workings of Indian democracy, Its' institutions and processes ;
3. To enable children to grasp the interconnectedness between political , social and economic issues ;
4. To have them recognize the ways in which politics affects their daily lives.

CHAPTER-IV

ASSESSMENT AND EVALUATION SCHEME IN CCE

A child's homework, project work, other assignment, etc. shall form an important part of the child's assessment. Also, the Child's classroom performance record, i.e. the data collected during the teaching- learning process, shall be used by the teacher not only to provide feedback to improve the children's learning but also to record the child's performance in the class . The focus of this assessment is to improve the child's self learning. Besides, information about the learning level is to be collected by the teacher after completion of certain Units/ chapters and through pen-paper test method at the end of each term . All these will be reported by the teacher at the end of the term and will be called the **assessment of learning**.

4.1 The scheme is as follows;

1. The academic year will be divided into two terms- one before the summer break and another after the summer break.
2. The Term-I shall carry an evaluation and assessment value of 40 % weightage marks while the Term-II will have value of 60% weightage marks. ***The student's performance will be reported in Grades only.***
3. The assessment in the Term-I will comprise the Formative Tests, Summative Test and the Child's performance record spanning the first term period while the assessment in the Term-II will comprise of the same as above for the remaining period(Term- II period) of the academic year.
4. In the Formative Tests, assessment in the scholastic areas for each academic subject will be done through oral test, activities, assignment, class tests , quiz, etc., as assessment for learning in the syllabus covered up to the end of the first term for 10 % weightage marks. This will help in finding out the learning gaps of the pupil and remedial measures may be taken up.
A minimum of 10 activities shall be conducted during each term for formative tests.
5. In the ***Summative Test of the term-I***, assessment will be in the form of a ***written test of 20% weightage marks*** for the total syllabus covered during the term-I.
6. ***10% weightage marks in the Term-I*** will be set aside for assessment as per the records maintained for the particular student from ***the child's performance record***.
7. Thus, ***the assessment for the Term-I shall be out of 40 % weightage marks.***
8. In ***the term-II too***, Formative Tests will again be done using tools like oral test, activities, assignment, class tests , quiz etc., for 10% weightage marks ***for the syllabus covered during the Term-II.***

9. *In the term-II Summative Test* assessment will be *in the form of written test* , which shall be of *40% weightage marks and cover the syllabus of term -II*.

10. *10% weightage marks for the Term-II* is similarly set aside for assessment from the *child's performance record maintained for this Term-II*.

11. *Thus, the assessment for the Term-II shall be out of 60% weightage marks.*

12. *At the end of the academic year, the student's Grade in the scholastic area* will be the overall performance of the academic year and will be *fixed by the average Grade obtained in the two terms.*

13. *3 point scale Grade will be used for class I-V and 5 point scale Grade for class VI-VIII level.*

13. For the *class I-V level, the Co-Scholastic area* will cover the following,

1(A). Personal & Social qualities.

i) Obedience ii) Honesty iii) Cleanliness, etc.

1(B) Attitudes and values.

i) Respect for others. ii) Respect for teachers, etc.

2(A). Work Education.

i) Cleaning room / school ground. ii) Environment Protection.

2(B). (i) Visual & performing Art. (ii) Painting & Drawing.

3. Health & Physical Education.

(i) Sports (ii) Physical fitness.

4. Any other.

14. Considering *the higher level of learning and age of the students*, co-scholastic areas for class VI-VIII will comprise of the following,

1(A). Personal & social qualities.

i) Life skill .

1(B) Attitudes and values.

i) Respect for others/ elders, etc.

2(A). Work Education.

i) Making models, etc. ii) Environmental protection.

2(B)(i) Visual & performing Art. (ii) Painting & Drawing.

3(A). (i) Literary and Creative skills

(ii) Information & communication Technology skills.

- 3(B). Health & Physical Education.
 (i) Sports (ii) Physical fitness.

4. Any other.

In both the levels, the co-scholastic assessment will be **done by observation only and Descriptive words will be used to describe the level of the child.**

4.2 The mechanism and structure of the CCE scheme is presented in the table form as follows;

CCE SCHEME FOR CLASSES I-V

I. Scholastic Areas

Particular	Term-I (Before Summer Break)				Term-II (After summer break)				
	Formative Tests	Summative Test	Student's Class Performance	Total – FTs+ ST+ SP (A)	Formative Tests	Summative Test	Student's Class performance	Total FTs+ ST+ SP(B)	Grade (A+B)
Tools	Oral test/Activities/Assignment/class test/Quiz, etc	Pen & paper Test	Observation/oral test		Oral test/Activities/Assignment, class test/Quiz, etc	Pen & paper Test	Observation/oral test		3 point Scale Grade
Weightage	10%	20%	10%	40%	10%	40%	10%	60%	
Coverage	Term-I	Term-I	Term-I		Term-II	Term-II	Term-II		

FTs- Formative Tests, ST- Summative Test, SP- Student's class performance record

II . Co – Scholastic Area

1(A). Personal & social qualities

- i) Obedience ii) Honesty iii) Cleanliness, etc.

1(B) Attitudes and values

- i) Respect for others. ii) Respect for teachers, etc.

2(A). Work Education

- i) Cleaning room / school ground. ii) Environment Protection.

2(B) Visual & performing Art. (ii) Painting & Drawing.

3. Health & Physical Education

- (i) Sports (ii) Physical fitness.

4. Any other.

CCE SCHEME FOR CLASSES VI-VIII

I. Scholastic Areas

Particular	Term-I (Before Summer Break)				Term-II (After summer break)				
	Formative Tests	Summative Test	Student's Class Performance	Total – FTs+ST+SP (A)	Formative Tests	Summative Test	Student's Class performance	Total – FTs+ST+SP (B)	Grade (A+B)
Tools	Oral test/Activities/Assignment, class test/Quiz, etc	Pen&paper Test	Observation/oral test		Oral test/Activities/Assignment, class test/Quiz, etc	Pen paper Test &	Observation/oral test		5 point Scale Grade
Weightage	10%	20%	10%	40%	10%	40%	10%	60%	
Coverage	Term-I	Term-I	Term-I		Term-II	Term-II	Term-II		

FTs- Formative Tests, ST- Summative Test, SP- Student's class performance

II . Co – Scholastic Areas

1(A). Personal & social qualities.

i) Life skill .

1(B) Attitudes and values.

i) Respect for others/ elders, etc. ii) Towards school property.

2(A). Work Education.

i) Making models, etc. ii) Environmental protection.

2(B)(i) Visual & performing Art. (ii) Painting & Drawing.

3(A). (i) Literary and Creative skills

(ii) Information & communication Technology skills.

3(B). Health & Physical Education.

(i) Sports (ii) Physical fitness.

4. Any other

4.3 Grade and Marks Range:

Following tables show the types , scales of grading and range of marks to be used at the Elementary stage.

4.3.1 Types of Grades

Classes	Scholastic	Co- Scholastic
I-V	3 points Absolute Grading	Descriptive
VI-VIII	5 points Absolute Grading	

4.3.2 Grade, Grade values & Marks Range for Class I-V

Grade	Grade Value	Range of marks				Description
		10	20	40	60	
A	3	7-10	15-20	30-40	41-60	Very Good
B	2	4-6	8-14	15-29	21-40	Good
C/C*	1	1-3	1-7	1-14	1-20	Fair

NB:-C* in the individual subject or in other Average grade (except Cumulative grade) means -Not satisfactory & needs improvement, remedial teaching in the class.

4.4 Classes I-V (3 point scale)

There shall be no detention in classes from I to V. At this stage children will be evaluated using observation, oral techniques, activities, assignment, pen-paper test, etc. Records of the students on their performance in the class as maintained by the teachers in the student's performance record will also be part of the evaluation. Depending on the mark secured, a student will be graded in each subject and the Average Grade of each subject will be calculated at the end of the term. **Average grade (by calculating GPA of grades) obtained in the two terms will be shown as the Grade obtained in the particular subject. The Cumulative Score in Grade (by calculating Cumulative Grade Point Average) of the student is the Grade of all the subjects taken together.**

Example: The performance of the students of class V will be recorded as given below.

Name of student Class Roll No.....

Subject	Term- I				Term – II				Total A + B (Cumulative score in Grade)	Final Cumulative Score in Grade	
	Formative Tests	Summative Test	Student's Class performance	Overall term Score in Grade-FTs+ST+SP (A)	FTs	ST	Student's Class performance	Overall term Score in Grade-FTs+ST+SP (B)			
(Out of)	10% 10	20% 20	10% 10	40%	10% 10	40% 40	10% 10	60%	100%	A	
Lang-I (English)	A	B	A	A	B	B	A	B	A		
Lang-II (Manipuri)	B	B	A	B	A	B	A	A	A		
Maths .	A	C	B	B	C	C	B	C	B		
Term-I Average Score in Grade				B							

N.B.FTs-Formative tests, ST-Summative Test, SP-Student's class performance

An illustration of converting the grades into grade values and calculating the grade point average (GPA) and then to grade for the subject, Lang-I (in the above performance sheet) is given below.

Name of the Student : Class-..... Roll No.....

Subject	Term-I				Term-II				
	Formative Tests	Summative Test	Student' Class Performance	Total FT+S T+SP(Average Grade)	Formative Tests	Summative Test	Student' Class Performance	Total FT+S T+SP(Average Grade)	Total A+B (Cumulative score in Grade)
	10	20	10		10	40	10		
Grade	A	B	A	A	B	B	A	B	A
Grade Value	3	2	3	3	2	2	3	2	3

First we have all the grades in place of marks in Term –I. By calculating we get the GPA and then grade in the Term-I. Similarly, We calculate the GPA and grade of the Term-II. Finally, both the Grades of the Term-I and the Term-II are added and divide it by 2 to get the Cumulative score Grade of the subject.

Hence, average grade of Lang-I in the Term-I is calculated as follows,

$$\frac{A+B+A}{3} = \frac{3+2+3}{3} = \frac{8}{3} = 2.6 = 3 = A$$

(Any decimal point > or = '5 is rounded to the next higher whole number & any decimal point < '5 is rounded to the next lower whole number)

Similarly, average grade in the Term-II is calculated to be B

We combine the Grade of Term-I and II to get the Cumulative score grade of the subject as follows,

$$\frac{A+B}{2} = \frac{3+2}{2} = \frac{5}{2} = 2.5 = 3 \text{ (rounded off)} = A$$

4.5 Classes VI-VIII (5-point scale)

There shall be no detention in classes from VI to VIII. A 5-point scale will be used to indicate the grades. The method and technique of calculation of Average grade and Cumulative score grade are the same as explained for class I-V level.

4.5.1 Grade, Grade values & Range for Class VI-VIII

For Classes VI-VIII, the 5- point absolute grading is given as follows.

Grade	Grade Value	Range of marks				Description
		10	20	40	60	
A	5	9-10	16-20	33-40	48-60	Outstanding
B	4	7-8	13-16	25-32	37-48	Excellent
C	3	5-6	9-12	17-24	25-36	Very good
D	2	3-4	5-8	9-16	13-24	Good
E/E*	1	1-2	1-4	1-8	1-12	Fair

NB:-E* in the individual subject or in other Average grade (except Cumulative score in grade) means -Not satisfactory & needs improvement, remedial teaching in the class.

Otherwise, the scheme will be the same as spelled out for level I-V.

The performance of the students will be recorded as given below.

Name of student:- Muhammad , Class-VIII, Roll No. .-34

Science	First Term				Second Term					Final Cumulative Score in Grade
	FTs	ST	SP	Total FTs+ST+SP(Average Grade) (A)	FTs	ST	SP	Total FTs+ST+SP(Average Grade) (B)	Total A+B (Cumulative score in Grade)	
(out of)	10%	20%	10%	40%	10%	40%	10%	60%	100%	
1st language	B	C	D	C	A	B	E	C	C	C
2 nd language	A	D	C	C	A	A	B	A	B	
3 rd language	E	B	C	C	B	B	D	C	C	
Mathematics	C	D	B	C	D	D	B	C	C	
Science & Technology	C	A	D	C	C	B	D	C	C	
Social Science	E*	C	E	D	B	B	B	B	C	
Term-I Average Score in Grade				C						

FTs- Formative tests, ST- Summative Test, SP- Student's class performance record.

An illustration of converting the grade values into grades , calculating the grade point average (GPA) and then to grade for the subject, Science & Technology (as recorded above), is given below.

Sc& Technology	FTs	ST	SP	Total FTs+ST+SP(Average Grade)	FT	ST	SP	Total FTs+ST+SP(Average Grade)	Total A+B(Cumulative score in Grade)
	10	20	10		10	40	10		
Grade	C	A	D	C	C	B	D	C	C
Grade Value	3	5	2	3	3	4	2	3	3

First we have all the grades in place of marks in Term –I. By calculation we get the GPA and then grade in the Term-I. Similarly, We calculate the GPA and grade of the Term-II. Finally, both the Grades of the Term-I and the Term-II are added and divide it by 2 to get the Cumulative score in Grade .

Hence GPA and grade of Sc. & Technology in the Term-I is calculated as follows,

$$\frac{C+A+D}{3} = \frac{3+5+2}{3} = \frac{10}{3} = 3.3 = 3 \text{ (Rounded to 3)} = C$$

Similarly, GPA and grade in the Term-II is calculated to be C

We combine the Grade of Term-I and II to get the cumulative score in Grade of the subject as follows,

$$\frac{C+C}{2} = \frac{3+3}{2} = 3 = C$$

4.6 Teacher 's Diary

In the Teacher's Diary, Planning and strategy of lesson of the teacher for the day will be recorded.

Here, the teacher will record the topic he intends to teach for the day in the Pre-active stage (Before the class). Later after the end of the class the teacher will record the progress of the topic in the Post-Active stage.

4.6.1 A specimen of teacher's diary is given below.

Class _____

Pre-Active stage			Post-Active stage
Date	Subject	Topic	Remarks

4.7 A student's class performance record.

Each subject teacher is to maintain a student's record book where the student's performance is recorded. In the student's performance record, records of students during and after the lesson, based on their performance, efficiency, honesty, development and their weakness, are entered.

The Student's class performance records will play a very vital role to indicate not only the overall academic performance and development of the student in the classroom but it will also help to monitor and providing remedial assistance until the minimum level of learning/achievement of the student is reached.

- *The teacher will record the performance, development and even the weakness of the students(assessment for learning) in the teaching-learning process in the class.*

4.7.1 A specimen of the child's class Performance record.

Class _____

Subject: _____

A child's class Performance record					
Sl.No.	Date	Student' name	Roll No.	Assessment(Descriptive)	Grade

- *Not all the students shall be assessed at a time or in a particular period. Only 4 or 5 students may be recorded at a time/in a particular period.*
- However, all the students will have to be covered over a period of time.

Class assignment(c)	c1	c2				c3	c4			
Activity (a)			a1	a2			a3	a4		
Projects (p)			p1	p2		p3				
Quiz (q)						q1				
Puzzle (P)					P1				P1	
Field trip (f)								f1		
Written test (w)		w1	w2	w3			w4		w5	
Any other										

MI(1),MI(2), MI(3),... indicates months of first term while MII(1),..... indicates the months of the second term . The Roman number indicates the term and Arabic number indicates the month.

- **A minimum of 10 activities shall be conducted during each term for formative tests.**

CHAPTER -V

SCHEME FOR CO-SCHOLASTIC AREAS

The objective of Co-scholastic areas is to develop a positive, social attitude towards the dignity of labour and to nurture values, aesthetic sense and skills for healthy living for all round development of the student's personality.

Assessment/Evaluation procedure for Co-scholastic areas will be different from the procedure of evaluating scholastic areas like mathematics, languages, etc. For evaluation of this area a collective effort of Headmaster, class teacher, sport teacher, Art teacher, physical teacher and even parents are required.

Head masters play a pivotal role in successful evaluation of co-scholastic areas in the school. They must seek the co-operation of the teachers and parents to make it successful. They should explain the purpose and procedure of implementing this area and make due provisions in the time table. Further they should motivate the teachers to develop positive attitude towards the co-scholastic areas in the schools as it will go a long way for the overall personality development of the students.

Co- scholastic areas to be observed are as follows:

Class I-V.

1(A). Personal & Social qualities

i) Obedience ii) Honesty iii) Cleanliness, etc.

1(B) Attitudes and values

i) Respect for others. ii) Respect for teachers, etc.

2(A). Work Education

i) Cleaning room / school ground. ii) Environment Protection.

2(B) Visual & performing Art. (ii) Painting & Drawing.

3. Health & Physical Education

(i) Sports (ii) Physical fitness.

4. Any other

Class VI-VIII

1(A). Personal & social qualities.

i) Life skill .

1(B). Attitudes and values.

i) Respect towards others/ elders. ii) Towards school property

2(A). Work Education.

i) Making models. ii) Environmental protection.

2(B) .(i) Visual & performing Art. (ii) Painting & Drawing.

3(A) (i) Literary and Creative skills

(ii) Information & communication Technology skills.

3(B). Health & Physical Education.

(i) Sports (ii) Physical fitness.

4. Any other.

5.1 Anecdotal record form/card.

Co-scholastic records will be entered in anecdotal record. These record forms could be entered in by Headmaster, class teacher, teacher in the field of sports, Art and physical fitness ,etc.,

- *An Anecdotal record for each student will be maintained by the school.*
- *Concerned teacher of co-scholastic areas will record their observation of the student in the anecdotal record.*
- *At the end of the Term-I, a comprehensive and holistic view of all aspects will be recorded in the report sheet in a descriptive manner. Similarly, at the end of Term-II another comprehensive and holistic view will be recorded. For example, “ Tomba comes in neat and clean dresses”*

Specimen of Anecdotal record form/card :

Name of the student			
Class Section.....			
Date	Activities/Fields	Teacher's comments or suggestions.	Signature of the teacher.

CHAPTER - VI

REPORTING

A progress report (specimen) will be of the following form,

Multipurpose School

Kwakeithel, Imphal.

Recognition 353007

Phone No.:

PROGRESS REPORT

Session:- Class:- V Section.....

CONTINUOUS AND COMPREHENSIVE EVALUATION

Student Profile

Admission Number

Name of the Student

School Roll No.

Date of Birth

Mother's Name

Father's Name

Residential Address

Permanent Address

Attendance/.....

Health Status

Height Weight

Blood Group Vision

Specific Ailment

**Signature of
Parent**

**Signature of
Class Teacher**

**Signature of
Principal**

1. Scholastic Area

Subject	Term- I				Term – II				Total A + B	Final Cumulative Score in Grade	
	FTs	ST	Student's Class performance	Overall term Score in Grade- FTs+ST+ SP (A)	FTs	ST	Student's Class performance	Overall term Score in Grade- I FTs+ST+SP (B)			
(Out of)	10% 10	20% 20	10% 10	40%	10% 10	40% 40	10% 10	60%	100%	A	
Lang-I (English)	A	B	A	A	B	B	A	B	A		
Lang-II (Manipuri)	B	B	A	B	A	B	A	A	A		
Maths .	A	C	B	B	C	C	B	C	B		
Term-I Average Score in Grade				B							
Teacher's signature											
Headmaster's signature											
Parent's signature											

FTs- Formative tests, ST- Summative Test, SP- Student's class performance

2. Co- Scholastic Area

	Words Description	
	Term-I	Term-II
2A. PSQs		
i) Cleanliness		
ii) Honesty		
iii) Obedience		
2B. Attitudes and Values		
i) Respect for others/elders		
ii) Respect for teachers		
2C. Work Education		
i) Cleaning classroom/Ground		
ii) Protection of Environment .		
2D.		
i) Visual and performing Art		
ii) Painting & drawing		
2E. Health & physical Education		
i) Sports		
ii) Physical fitness		

Result: Qualified

A progress report (specimen of class VII) will be of the following form,

Multipurpose School

Kwakeithel, Imphal.
Recognition 353007

Phone No.:

PROGRESS REPORT

Session:- Class:- VII Section.....

CONTINUOUS AND COMPREHENSIVE EVALUATION

Student Profile

Admission Number

Name of the Student

School Roll No.

Date of Birth

Mother's Name

Father's Name

Residential Address

Permanent Address

Attendance/.....

Health Status

Height Weight

Blood Group Vision

Specific Ailment

**Signature of
Parent**

**Signature of
Class Teacher**

**Signature of
Principal**

1.Scholastic Areas

Science	First Term				Second Term					Final Cumulative Score in Grade
	FTs	ST	SP	Total FTs+ST+SP(Average Grade) (A)	FT	ST	SP	Total FTs+ST+SP(Average Grade) (B)	Total A+B(Cumulative score in Grade)	
(out of)	10% 10	20% 20	10% 10	40% 40	10% 10	40% 40	10% 10	60% 60	100% 100	
1st language	B	C	D	C	A	B	E	C	C	C
2 nd language	A	D	C	C	A	A	B	A	B	
3 rd language	E	B	C	C	B	B	D	C	C	
Mathematic	C	D	B	C	D	D	B	C	C	
Science & Technology	C	A	D	C	C	B	D	C	C	
Social Science	E*	C	E	D	B	B	B	B	C	
Term-I Average Score in Grade	C									
Teacher's signature										
Headmaster's signature										
Parent's signature										

FTs- Formative tests, ST- Summative Test, SP- Student's class performance

2. Co- Scholastic Area

	Words Description	
	Term-I	Term-II
2A. PSQs		
i) Thinking skill		
ii) Emotional skill		
iii) Social skill		
2B. Attitudes and Values		
i) Respect for Teacher/others		
ii) Toward school property		
2C. Work Education		
ii) Environment Protection		
2D.		
i) Visual and performing Art		
ii) Painting & drawing		
2E.(i)Literary and Creative skill (ii) Information &communication Technology skills.		
2F. Health & physical Education		
i) Sports		
ii) physical fitness		

Result: Qualified.

