

39. Concern for justice Sensitive to others' need, environment,
about hygiene,
cleaning etc. fully or partially, if told to do so on her and
own. equality
40. Co operation Takes responsibility of his/her own behaviour,
shares,
works together if to do so or on her own.

(Note: these indicators will be applicable to all the topics of EVS in general.)

Primary CCE Evaluation By CBSE

CENTRAL BOARD OF SECONDARY EDUCATION

Academic Branch, Shiksha Sadan 17, Rouse Avenue, New Delhi-110002

D(A)/CCE/04 Circular No: 18/04

29th March, 2004

To
All Heads of Institutions
Affiliated to CBSE
Dear Principal,

Sub : Continuous and Comprehensive Evaluation in Primary classes As you are well aware, the Board had already intimated through earlier notifications on the need and urgency of introducing continuous and comprehensive evaluation in the Primary classes. The objective of this exercise is to shift the focus of academic activities towards enrichment of the total personality of the learners and to facilitate the learners to address to various facets of learning encompassing the cognitive, affective and psychomotor domains. This also should help in distressing learning so that undue focus is not given to the terminal examinations.

Though various initiatives have been taken by many schools at their own level to include several of these elements in their school reporting systems, it is important that certain amount of uniformity is established across the schools affiliated to the Board. It is in this context that the Board has brought out a model of the SCHOOL ACHIEVEMENT RECORD for the primary classes. The Board has prescribed two different formats - one for classes I and II; and the other for classes III to V keeping in view the different competency requirements of the learners of these classes. It has also been informed earlier that the affiliated schools should stop the Pass-Fail system for the classes I and II and should have a continuous and comprehensive evaluation for classes III and V. The schools should progressively stop the pass-fail system upto class V. It is important to note that the schools should find adequate time and opportunities to identify the aptitudes and attitudes of the learners - to help them on what they are capable of performing rather than what they are not capable of performing.

The Board has also given certain broad guidelines at the last page of the formats. The schools are advised to get them printed at their own schools in the same size as has been brought out. The cooperation of the schools in the successful implementation of this scheme will help in bringing about the much desired changes in the educational scenario of this country.

Yours faithfully,
(G. Balasubramanian)
Director (Academic)

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CENTRAL BOARD OF SECONDARY EDUCATION

17, Rouse Avenue, New Delhi-110002

D(A)/CCE/04 12th June, 2004

Circular No: 25/04

To
All Heads of Institutions
Affiliated to CBSE
Dear Principal,

Sub: Achievement Record for Classes I to V - Reg.

As you are aware, the Board had suggested to the schools introduction of Continuous and comprehensive evaluation for classes I to V. The objective of the same was to evaluate the learner in a holistic manner so that the latent competencies are reflected appropriately in their report. It would also help in identifying their positive attributes and encouraging them rather than identifying what they are not capable of.

I am pleased to forward to you two formats of the same - one for the classes I and II and another for classes III to V. You are advised to get them printed appropriately for your school preferably in A4 format in 130 gsm art card paper in order to maintain basic uniformity among the schools. You may choose the dour suitable for your school-preferably-one colour for classes I and II and another for classes III to V.

The Board fervently hopes that the introduction of this system will have its consequent impact on the learning environment in the school and will facilitate the learner to grow in a more holistic manner.

Yours faithfully,
(G. Balasubramanian)
Director (Academic)

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Name	:
Class	:
	Section
Date of Birth	:
Admn. No.	:
Residential Address	:
	:
Telephone No.	:
Specimen Signature of Parent/Guardian	:

A. LANGUAGES

English		Evaluation 1	Evaluation 2	Evaluation 3
01.	Reading Skills " Pronunciation " Fluency " Comprehension			
02.	Writing Skills " Creative writing " Handwriting " Grammar " Spellings " Vocabulary			
03.	Speaking Skills " Conversation " Recitation			
04.	Listening skills " Comprehension			

Hindi/Mother tongue		Evaluation 1	Evaluation 2	Evaluation 3
01.	Reading Skills " Pronunciation " Fluency " Comprehension			
02.	Writing Skills " Creative writing " Handwriting " Grammar " Spellings " Vocabulary			
03.	Speaking Skills " Conversation " Recitation			
04.	Listening skills " Comprehension			

B. MATHEMATICS

Aspects		Evaluation 1	Evaluation 2	Evaluation 3
"	Concept			
"	Activity			
"	Tables			
"	Mental ability			

C. ENVIRONMENTAL SCIENCE

Aspects	Evaluation 1	Evaluation 2	Evaluation 3
* Environmental Sensitivity			
* Activity / Project			
* Group discussion			

D. CO-CURRICULAR ACTIVITIES

Games	Evaluation 1	Evaluation 2	Evaluation 3
* Table Tennis			
* Discipline			
* Team spirit			
* Talent			

Art/Craft	Evaluation 1	Evaluation 2	Evaluation 3
* Interest			
* Creativity			
* Skill			

Music / Dance	Evaluation 1	Evaluation 2	Evaluation 3
* Interest			
* Rhythm			
* Melody			

E. PERSONALITY DEVELOPMENT

Personal and Social Traits	Evaluation 1	Evaluation 2	Evaluation 3
01. Consciousness			
02. Confidence			
03. Care of belongings			
04. Neatness			
05. Reg. Imity and Politeness			
06. Initiative			
07. Sharing and Caring			
08. Respect for other's property			
09. Self - Control			

F. HEALTH

Aspects	Evaluation 1	Evaluation 2	Evaluation 3
* Height (Cms.)			
* Weight (Kg.)			

Evaluation 1
 Specific Participation
 General Remarks
 Attendance
Class Teacher
Principal
Parent
Evaluation 2
 Specific Participation
 General Remarks
 Attendance
Class Teacher
Principal
Parent
Evaluation 3
 Specific Participation
 General Remarks
 Attendance

Congratulations Promoted to Class
 New Session Begins on

Class Teacher
Principal
Parent


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GUIDELINES TO SCHOOLS

1. The objective of the Achievement Record is to facilitate holistic learning in the school in a stress-free environment.
2. The continuous and comprehensive evaluation should be spread over the year and at least three assessments should be made during the years.
3. The focus should be on identifying the talents of the learner and to empower him with positive inputs.
4. No negative observations shall be made in the assessment format.
5. The Board recommends a five point scale for indicating the achievements in the following order:

A* OUTSTANDING
 A EXCELLENT
 B VERY GOOD
 C GOOD
 D AVERAGE

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NAME OF THE SCHOOL

ACHIEVEMENT RECORD

(Academic Year..... to)

Class III & IV & V

Name	:	
Class	:	Section
Date of Birth	:	
Adm. No.	:	
Residential Address	:	
Telephone No.	:	
Specimen Signature of Parent/Guardian	:	

LANGUAGES

English		Evaluation 1	Evaluation 2	Evaluation 3
01.	Reading Skills • Pronunciation • Fluency • Comprehension			
02.	Writing Skills • Creative writing • Handwriting • Grammar • Spellings • Vocabulary			
03.	Speaking Skills • Conversation • Reception			
04.	Listening Skills • Comprehension			
05.	Extra Reading			
06.	Activity/Project			
Hindi/Mother tongue		Evaluation 1	Evaluation 2	Evaluation 3
01.	Reading Skills • Pronunciation • Fluency • Comprehension			
02.	Writing Skills • Creative writing • Handwriting • Grammar • Spellings • Vocabulary			
03.	Speaking Skills • Conversation • Reception			

01.	Listening skills			
	* Comprehension			
05	Extra Reading			
B. MATHEMATICS				
	Aspects	Evaluation 1	Evaluation 2	Evaluation 3
	* Concept			
	* Activity			
	* Tables			
	* Memorability			
	* Written work			
C. ENVIRONMENTAL SCIENCE / SCIENCE				
	Environmental Science	Evaluation 1	Evaluation 2	Evaluation 3
	* Environmental Sensitivity			
	* Activity / Project			
	* Group Discussion			
	* Written work			
	Science	Evaluation 1	Evaluation 2	Evaluation 3
	* Concept			
	* Activity / Project			
	* Scientific Skills			
	* Group Discussion			
D. COMPUTER				
	Aspects	Evaluation 1	Evaluation 2	Evaluation 3
	* Skill			
	* Aptitude			
E. CO-CURRICULAR ACTIVITIES				
	Games	Evaluation 1	Evaluation 2	Evaluation 3
	* Enthusiasm			
	* Discipline			
	* Team Spirit			
	* Talent			

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CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092

No.D(A)/PA/CCE/2004 15th September, 2004

Circular No: 31/2004

To
All the Heads of Institutions affiliated to CBSE

Subject: Continuous and comprehensive evaluation in Primary Classes - Reg

Dear Principal,
i) Circular No.6 dt.8.2.2003
ii) Circular No.5/04 dt.5.2.04

As you are well aware, the Board has been time and again drawing the attention of the school community through the circulars mentioned in the margin to the urgency of providing a stress free education to the students in the primary sections of school. While the causes that contribute to the stress are many, some of them are quite tangible and it is possible to take such measures that would minimize the stress, if not totally eliminate the same.

One of the major contributors to the stress is the size of the school bag. This has been brought to the attention of the entire country by the Yashpal Committee Report. Taking cognizance of the increasing number of text books prescribed by certain institutions for the students of the I and II classes in particular, the Board has always felt that the number of books and note books prescribed to the classes I and II should be as minimal as possible. Even these books and notebooks have to be left in the school classrooms so that the students do not have to carry these books home. The schools are advised to make such arrangements in the school campus that there is adequate provision for the school bags of these students being housed safely for their daily use.

In order that the psychological load of the text books is not carried home and that the students have enough time to develop other basic life skills and are enabled to develop adequate emotional rapport with the parents, the Board has also recommended that no homework is given to them. It is felt that at this age, the learning is as informal and joyous as possible so that there is time and scope for nourishing the mental health of the students. The fear that the students will not learn effectively unless they are given formal learning inputs is unfounded. The parents should be helped by the schools to understand the changing paradigm in the larger interest of their children.

Arguments are being advanced about the elimination of the Pass - Fail system at the primary classes. The Board is fully convinced that this would go a long way in eliminating the fear from the minds of the younger ones. Sometimes failing a child for the inadequate performance in one subject or the other appears to be against the very basics of the idea that every learner has certain latent talents and it is the responsibility of the education system to identify and nurture such talents.

So in brief the following action needs to be taken at the school level: 1. The students need not carry the school bags from their home and the school bag be kept in

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the Desk at the school.

2. No home work up to class - II.

3. Continuous and Comprehensive Evaluation with no Pass-Fail criteria up to class - V. The students achievement record need to be formulated accordingly and the Board has already forwarded two formats for the same vide circular no. 25/04 dated 12.06.2004-one for the classes I and II and another for classes III to V. So up to class-II, two year profile of the students be maintained and for students in class III to V three year profile of the students be maintained.

In order to facilitate the schools to focus on the holistic development of the students, from class I to V the Board has brought out the guidelines to schools in the form of "Alternatives to Homework." This priced edition of the book (Rs.75/-) is being sent as a complimentary copy to all the affiliated schools. Additional copies, if any, required can be purchased by the schools from the book stores of the CBSE at its Headquarters or the Regional offices. As could be seen from this book, the Board has provided a series of activities which would help the students to develop confidence and competence. The Life skills and 'core values have to be developed among the students and in this arduous task, the role and the responsibility of the parents and the family cannot be marginalized. The schools have to ensure the cooperation of parents in discharging this task of human resource development.

The Board has also advised the schools to reflect the profile of the students in the prescribed format of the Achievement record. The profile of the students may be reflected in a five point scale as shown in the format. The absolute marks be translated into grade in academic assessment. A guideline in this regard for changing absolute marks to grading is being circulated shortly. The above instructions have to be followed by all the schools as these are in total conformity with the broadly defined educational policies of the Government of India.

These decisions of the Board are to be viewed not in isolation, but as a part of a series of initiatives taken by the Board in the continuum of the educational reforms. The Board would appreciate, if the schools would carry ahead these initiatives up to the middle school level (for classes VI to VIII). The Board would also shortly come with formats of Achievement Records for the classes VI to VIII based on the 'concept of continuous and comprehensive evaluation and on a seven point scale.

The cooperation of the schools in early and effective implementation of these instructions in their respective schools would help in achieving the cherished goals of making our younger generation thoughtful, imaginative, creative and productive.

Yours faithfully,
(G.BALASUBRAMANIAN)
DIRECTOR (ACADEMIC)

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CENTRAL BOARD OF SECONDARY EDUCATION

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

Acad./Dir (Acad.)/2004 12th April, 2005

Circular No: 21/2005

**The Heads
of all CBSE affiliated institutions
Dear Principal,**

As you are aware the Board, vide its circular No.25/04 dated 12th June, 2004 had forwarded two formats of the achievement records for classes I and II and III to V signifying the introduction of continuous and comprehensive evaluation at primary level.

The earlier exposure to the scheme at secondary level facilitated the schools in implementing this scheme at primary level. Though the main features of the scheme remain the same the Board is sending additional guidelines to help you in evaluating the primary students. The Rating Scales given therein will help in proper placement of students performance in different scholastic and coscholastic areas for awarding grades.

I would like to reiterate that the main purpose of introducing this scheme is to nourish and nurture the many facets of the child's growth. We should jointly endeavour to restore the happiness and joy of learning in the formative years of childhood.

With best wishes,

Yours faithfully,
(G. BALASUBRAMANIAN)
DIRECTOR (ACADEMIC)

GUIDELINES ON CONTINUOUS AND COMPREHENSIVE EVALUATION AT PRIMARY LEVEL

THE BACKGROUND

Over the years, educationists and other concerned persons have felt the need, for overhauling of the educational system in general and evaluation system in particular. This concern was also reflected in National Policy on education (NPE) 1986 and Programme of Action (POA) 1992 when the nation focussed on quality of education. One of the recommendations of policy was the introduction of Continuous and Comprehensive Evaluation (CCE) in schools. Further it was included in National Curriculum Framework for School Education (NCFSE) 2000 as School Based Evaluation which has its roots in the concept of CCE. Continuous and Comprehensive Evaluation (CCE) as the name implies is a developmental process of assessment which emphasizes on two fold objectives - continuity and evaluation on the one hand and assessment of broad range of instructional outcomes on the other.

THE BEGINNING....

The Central Board of Secondary Education first launched the scheme of school-based evaluation at secondary level from the academic session for class IX beginning in April 1998.

Supplementing the Board's secondary school certificate, the comprehensive school based evaluation certificate records students' achievement in the areas of physical development, emotional development and aesthetic development apart from cognitive development. By recognizing, appreciating and evaluating their personal and social qualities, attitudes and interests, the Board has moved closer to students in motivating them to overcome their inhibitions and realize their true potential.

EXTENSION OF THE SCHEME AT PRIMARY STAGE

Encouraged by the success of this endeavor, the Board decided to extend this scheme at primary level and advised the schools to desist from the existing pass-fail system based on terminal examination. The Board has also circulated a copy of Achievement Record to schools as a model to adopt. The schools have been given the necessary flexibility to incorporate changes suiting to local requirements.

The document is aimed at providing a holistic picture of the learner and would not give any negative input about the performance of the learner. The objective is to bring continuous improvement in the performance of a learner through constant diagnosis of gaps and difficulties in learning and helping the learner in overcoming them through remediation of instructions.

REPORTING STUDENTS' ACHIEVEMENT

While reporting students' achievement in different areas, indirect grading in absolute scale having five points may be used. The grades will stand for the following distribution of marks:

A*	Outstanding	90% 100%
A	Excellent	75% 89%
B	Very Good	56% 74%
C	Good	35% 55%
0	Scope for improvement	Below 35%

The grade of the child can be computed in the achievement card based on the percentage of presence of behaviour indicator in the above category of percentiles. Besides certain remarks can be made in scholastic and co-scholastic areas as well as the achievement level of the child. These remarks will help the parents and the child to provide the learning skills in that area by devoting more learning efforts.

Thus, continuous and comprehensive evaluation is a useful proposition for improvement of students' achievement through continuous diagnosis, remediation, encouragement and appreciation. It requires coordinated and concerted efforts on the part of Principals, teachers and parents for the multifaceted personality development of the child. The enclosed **rating** scales are expected to help the teachers in proper placement of students in terms of the different grades.

RATING SCALES

ATTAINMENT (CLASS AND II)

TESTING AREA/SKILL/COMPETENCY	STANDARD	A	B	C	D
1. Reading Skills	Comprehension (Understanding)	Can read and correctly pronounce new words or phrases from text of the text.	Can read and pronounce new words with guidance from the teacher.	Can read and pronounce new words most of the time.	Can read and pronounce new words at all times without the guidance from the teacher.
	Fluency	Can read simple sentences fluently with proper speed, expression and pronunciation.	Can read simple sentences but takes time to read and needs help from the teacher.	Can read simple sentences without guidance or prompting.	Can read simple sentences while reading aloud and without any help.
	Comprehension	Can read and understand a story/sentences and answer all the questions correctly.	Can read and understand a story/sentences and answer most of the questions correctly.	Can read and understand a story/sentences and answer some of the questions correctly.	Can read and understand a story/sentences and answer all the questions correctly.
2. Writing Skills	Creative writing	Can write a letter, a story or five sentences or a paragraph with creativity and originality e.g. can use an adjective with a noun. Then to use new words on his own.	Can write a letter or five sentences or a paragraph with creativity and originality e.g. can use an adjective with a noun. Then to use new words on his own.	Can write a letter or five sentences or a paragraph with creativity and originality e.g. can use an adjective with a noun. Then to use new words on his own.	Can write a letter or five sentences or a paragraph with creativity and originality e.g. can use an adjective with a noun. Then to use new words on his own.
	Handwriting (Cursive)	Is neat and legible. All letters and strokes are properly formed.	Is neat and legible. Occasional mistakes.	Is neat and legible. Frequent mistakes.	Is neat and legible. Frequent mistakes.

and transcript on is error free.		inconsistency seen in: formation of letters and strokes, missing, unnecessary is not there.	his strokes and letters: Transcription has occasional errors.	number of errors.
Grammar	Can write sentences accurately and use simple punctuation marks appropriately.	Can write sentences accurately and use simple punctuation marks appropriately.	Cannot write sentences without quite a few errors. Sometimes fillers in the use of punctuation marks.	Can write shorter pieces with some accuracy. Needs a lot of help.
Spelling	Can spell almost all words from the curriculum. Can apply phonetic knowledge to spell similar words.	Spells words from the list correctly with occasional errors. Can apply phonetic knowledge to spell similar words.	Makes a few mistakes while spelling words. Able to apply his phonetic knowledge sometimes to spell similar words.	Makes a lot of spelling mistakes.
Vocabulary	I use a good range of vocabulary. Always use new words in writing.	I use a good range of vocabulary. Always use new words in writing.	Can often use new words.	Never uses new words. Knowledge is restricted to words taught to him.
03. Speaking Skill	Is fluent and spontaneous. Responds to situation	Is fluent and spontaneous. Responds to situation	Lacks spontaneity. Lacks fluency and	Needs to practise most of the time.

