



## ABSTRACT

School Education – Evaluation Reforms – Recommendation of the State Level Expert Group – Introduction of Continuous Comprehensive Evaluation system in all schools in Tamil Nadu – Implementation for Class I to VIII from the academic year 2012-13 and for classes IX to X from the academic year 2013-14 - Orders – Issued.

School Education (V1) Department

G.O.(Ms) No. 143.

Dated : 19.09.2011.  
Thiruvalluvar Aandu 2042.

Read :

1. G.O. (1D) No.106, School Education, dated 5.4.2011
2. From the Director of Teacher Education, Research and Training Chennai-6 Lr. Rc.No.4914/D2/2011, dated 4.8.2011.

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### ORDER :-

As the State needs to move away from just rote learning and memory-based questions to application-oriented ones besides testing the problem solving and thinking skills of children and there is an imminent need to consider Continuous and Comprehensive Evaluation system, Government has constituted State Level Expert Group for evolving and implementing Evaluation reforms in the state in the G.O. 1<sup>st</sup> read above.

2. As studied by the State Level Expert Group, the Director of Teacher Education Research and Training, in the reference 2<sup>nd</sup> cited has sent proposals for Introduction of Continuous Comprehensive Evaluation from Class I to X in all Schools as detailed below :-

The Government of Tamil Nadu have taken radical and positive steps in the recent past in the direction of child friendly learning. The classroom transaction envisaged for the Primary and Upper Primary students in Tamil Nadu reflects a paradigm shift from teacher-centric to learner-centric pedagogic practice.

The National Policy on Education (NPE 1986), which states that "Comprehensive and Continuous Evaluation should incorporate both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time."

The NCF 2005 envisions 'a vastly different system built upon entirely new foundations that would actually make the teacher the primary evaluator of her students. It also recommends that a school-based continuous and comprehensive evaluation system be established in order to (i) reduce stress on children, (ii) make evaluation comprehensive and regular, (iii) provide space for the teacher for creative teaching, (iv) provide a tool for diagnosis

and for producing learners with greater skills. The Comprehensive and Continuous Evaluation scheme should be simple, flexible, and implementable in any type of school from the elite one to a school located in rural or tribal areas. Examination Reforms is an important component of NCF to reduce psychological pressure, particularly on children in class X and XII.

The Right of Children to Free and Compulsory Education Act [2009] ensures the following :-

- Building up child's knowledge, potential and talent ;
- Learning through activities, exploration and discovery in a child friendly and child-centered manner ;
- Making the child free from fear, trauma and anxiety and helping the child to express views freely ;
- Comprehensive and continuous evaluation [CCE] of the child's understanding of knowledge and his or her ability to apply the same.

(2) Continuous and Comprehensive Evaluation in schools is one of the provisions attributed in the above said Act. As the RTE Act 2009 mandates the practice of Comprehensive and Continuous Evaluation, the State has resolved to introduce the Comprehensive and Continuous Evaluation in all schools of Tamil Nadu in the best interest of every student.

(3) The present testing of the learner, based only on memory is one-dimensional. It does not test whether the student is able to interpret or apply knowledge gathered in any other frame of reference. Students are not taught to analyze, to order, to organize, to reason, to find purpose and direction with the information that they receive without choice. It does not take into account the child's learning style, or have diversity in time frame or testing mechanism that can accommodate and reflect the child's learning capacity. The question papers of the Board Examination of Classes X and XII are predictable and students are not able to move beyond the text. They also undergo a great deal of stress and strain, and the fear of failure leads to many tragic consequences.

(4) The Central Board of Secondary Education (CBSE) has already introduced Comprehensive and Continuous Evaluation for Classes I to X and is in the process of extending it to classes XI and XII. The neighbouring States like Kerala and Karnataka too have implemented Comprehensive and Continuous Evaluation in the Schools.

(5) Some dimensions for Comprehensive and Continuous Evaluation are already in-place in Tamil Nadu at both Primary and Upper Primary levels in Government and Government-aided schools. At present, however, the framework of Comprehensive and Continuous Evaluation for all schools that is in consonance with the RTE Act is not in place. Hence, there is an urgent need to make Evaluation more continuous and comprehensive, and to reduce the stress level of the learner, as mandated by the NCF 2005.

(6) The Evaluation Reforms in School Education Committee discussed with educationists and interacted with teachers about evolving and the implementing the Comprehensive and Continuous Evaluation Model for Classes I to X, and deliberated on the implications of extending it to Classes XI and XII.

(7) Continuous and Comprehensive Evaluation comprises of both **Scholastic** and **Co Scholastic** Areas. Each Term of an academic year would have a Formative and one Summative Assessment.

**Formative Assessment [FA]** is assessment that happens throughout each term. It allows scope for use in a diagnostic and remedial manner.

**Summative Assessment [SA]** is conducted at the end of every term. It is blueprint-based, objective, written, individual and graded. Each SA would only assess the syllabus covered during that Term.

#### **Scholastic Area - Curricular Learning Units**

- All Subjects: [Tamil, English, Maths, Science, Social Science]

[Summative Evaluation Questions would include Knowledge and Understanding Questions, Application-based Questions, Open Ended Questions, as per the blueprint]

- Physical Education/Folk Arts/Yoga/Gardening/Gymnastics

Descriptive Indicators for Assessment would be based on criteria of performance, such as Involvement, Persistence, Regularity of Practice, Team Spirit [where required]

**Co Scholastic Areas** include Life Skills [WHO recommended 10 Life Skills], Work Experience [SUPW], Visual and Performing Arts Attitudes and Values / Personality Development and Co curricular Activities like Scouts and Guides, NSS, Club Activities, Indigenous sports, or any other unique individual skills. Descriptive

#### **(8) Evaluation Scheme for Connecting Methodology to Assessment: Classes I to X**

As has been suggested by the NCERT, it is proposed to award Grades on a **9 – Point Scale** after a Mark-based Assessment in Scholastic areas in order to avoid unnecessary competition among students and to nullify the subjectivity of Examiners.

Indicators for assessing each of the co scholastic areas will be graded on a **5 – Point Scale** alone.

(9) Students will be evaluated in scholastic areas both by Formative and Summative assessments with the weightage of 40 and 60 percent marks respectively. Formative assessment happens **throughout each term** and provides scope for diagnostic and remedial measures. Summative assessment is conducted at the end of each term which tests subject competencies.

(10) The academic year would have 3 Terms, as at present, or, as an alternative, 2 Terms, [June – October & November - April], based upon the Semester pattern followed by the Central Board of Secondary Education.

Under Formative assessment, (Trimester pattern) equal weightage will be given to cognitive ability slip tests of written mode and skill based assessment for activities like discussion, project, debate, etc. In each subject, six Classroom Assessment Tests of 5 marks each need to be conducted and the marks of best 4 tests to be taken and recorded for 20 marks (4 x 5 = 20 marks). Similarly, for Skill Based Assessment, six activities are to be conducted and the marks of the best four activities to be taken and recorded for 20 marks (4 x 5 = 20 marks). This process is carried out through each term.

### (11) Assessment Framework - Scholastic Area

Formative Assessment would take place in 2 frames – FA [a] & [b].

FA (a) - 4 best activities [classroom transactional processes] out of a maximum of 6 for each child would be assessed for 20 marks [each 5 marks = 20].

FA (b) - Out of 6 Slip Tests/CATs, the best 4 will be taken and assessed for 20 marks. [Each 5 marks = 20].

S. No.	Terms	Type of Assessment	Mode of Assessment	Time frame	Marks
1.	Term 1 June to September	FA 1	[*] a & b	June - September	20 + 20
		SA1	Paper – Pen Test	First Week of September	60
2.	Term 2  October to December	FA 2	[*] a & b** b -Check Note for Classes V/VI to X	October to December	20 + 20
		SA 2	Paper- Pen Test	Third week of December	60
3.	Term 3 January to April	FA 3	[*] a & b	January - April	20 + 20
		SA 3	Paper – Pen Test	First Week of April	60
[Grade/Grade Point – Report Card] [Average Percentage - For Teacher Assessment]					

### [\*] – Note

a. Song, Puppetry, Role-play, Craft, Games and Stories, etc; [Primary Level].  
Associative/Creative Activities, Summarizing/Organizing Activities, Interactive Activities, Performance-based Activities Investigative Activities and Remedial Activities. [Upper Primary, Secondary Levels]

b. Evaluate Cognitive Skills at the end of each unit of the syllabus.

**\*\*Note:** In Term 2, for Classes V/VI -X, the whole of the 20 marks assigned for FA [1] would be allocated for a Project/Assignment in any subject/area of the student's interest. This is to be done through the 2<sup>nd</sup> Term, and evaluated at the end of Term 2.(Activities for FA a and FA b will be designed in a workshop and will be distributed to schools as implementation guide lines).

**Grades for Scholastic Area – Summative Evaluation**

<i>Marks</i>	<i>Grade</i>	<i>Grade point*</i>
55-60	A1	10
49-54	A2	9
43-48	B1	8
37-42	B2	7
31-36	C1	6
25-30	C2	5
19-24	D	4
13-18	E1	-
12 & below	E2	-

**Grades for Scholastic Area – Formative Evaluation**

<i>Marks</i>	<i>Grade</i>	<i>Grade point*</i>
37-40	A1	10
33-36	A2	9
29-32	B1	8
25-28	B2	7
21-24	C1	6
17-20	C2	5
13-16	D	4
9-12	E1	-
8 & below	E2	-

\*The Grade given in each scholastic area can be converted into marks by multiplying the Grade Point by 10, if required.

### Grades for Scholastic Area – Combination of Formative and Summative Evaluation

<b>Marks</b>	<b>Grade</b>	<b>Grade point*</b>
91-100	A1	10
81-90	A2	9
71-80	B1	8
61-70	B2	7
51-60	C1	6
41-50	C2	5
33-40	D	4
21-32	E1	-
20 & below	E2	-

For each Term and for each Subject, Grades will be awarded in the following manner :

<b>Term</b>	<b>FA(a) 20</b>	<b>FA(b) 20</b>	<b>FA Total 40</b>	<b>SA 60</b>	<b>Total [FA + SA] 100</b>	<b>Grade</b>
1						
2						
3						
Average of Term 1 + Term 2 + Term 3 = $300/3 =$ Grand Total						Corr. Grade

(12) As has been suggested by the NCERT, it is proposed to award Grades instead of Marks, in order to avoid unnecessary competition among students and to nullify the subjectivity of Examiners.

**For each Term Grades will be awarded in the following manner:**

<b>Sl.No</b>	<b>Subject</b>	<b>Grade for summative Evaluation (for 60 marks)</b>	<b>Grade for Formative Evaluation (for 40 marks)</b>	<b>Combined Grade (for 100 Marks)</b>
1.				
2.				
3.				

(13) Descriptive Indicators for assessing each of the co scholastic area namely, Life Skill, Work Experience, Visual and Performing Arts, Attitudes and Values, Personality Development and Co curricular Activities will be prescribed in the Teachers Manual which will prepared by the evaluation committee. Grades for a particular descriptive indicator is given below :

Excellent	A
Very Good	B
Good	C
Satisfactory	D
Needs Improvement	E

(14) The content covered in one particular term will not be carried to next subsequent term. Basic concepts and practices, however, would need to be adequately reinforced and carried over.

(15) Assessment will be recorded thrice a year in both Scholastic and Co Scholastic areas in a progress card. The progress cards will be maintained independently in each area for each child. These records would be carried over throughout the period of schooling process. In the event of the transfer of the student, the Student Comprehensive and Continuous Evaluation Record would be given to the student along with the Transfer Certificate.

(16) This proposed method of assessment will be implemented as follows :-

Classes 1 to 8	:	2012 - 2013
Classes 9 and 10	:	2013 – 2014

(17) At the Higher Secondary level, for the change in curriculum envisaged to yield the intended result and fulfill the objectives of National Curriculam Frame, National Policy on Education and Right to Education, it is necessary to re-examine the need for Board examinations for Classes X and XII.

(18) After long deliberation, the system of evaluation followed now in colleges and institutes of higher learning is a Semester pattern, with summative and project based assessments built into the evaluation process. This frame has replaced an earlier, content-laden non-semester pattern. Thus, to enable students to transit smoothly from school to college, it is suggested to follow a similar pattern for Classes XI and XII.

(19) The Director of School Education, Director of Elementary Education and Director of Matriculation Schools, would implement and monitor the Comprehensive and Continuous Evaluation's in the respective schools without lapses.

3. After Examination, the Government has decided to accept the proposal of the Directorate of Teacher Education, Research and Training, in para 2 above and accordingly issued orders to introduce the Continuous Comprehensive Evaluation Scheme for classes 1 to 8 from the academic year 2012-2013 and for classes 9 to 10 from the academic year 2013-2014 in all schools of Tamil Nadu.

(ii) Moreover, it is also ordered that as trimester pattern will be introduced in all the schools from the next academic year, the Continuous Comprehensive Evaluation system will be an integral part of the Trimester system.

(BY ORDER OF THE GOVERNOR)

D. Sabitha,  
Secretary to Government.

To  
The Director of Government Examinations, Chennai - 6.  
The Director of School Education, Chennai - 6.  
The Director of Elementary Education, Chennai-6  
The Director of Matriculation Schools, Chennai-6.  
The Director of Teacher Education Research and Training, Chennai -6.  
The Managing Director,  
Tamil Nadu Text Book Corporation, Chennai -6.  
The Sate Project Director, Sarva Shiksha Abhiyan, Chennai -6.  
The Additional Project Director,  
Rashtriya Madhyamik Shiksha Abhiyan, Chennai - 6.  
The Chairman, Teachers Recruitment Board, Chennai-6.  
The Director,  
Non Formal and Adult Education, Chennai-6.

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