



## JAIN HERITAGE SCHOOL CBSE Evaluation System

### 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. Over the years, educationists have felt the need for overhauling of the educational system in general and evaluation system in particular in India. This concern was also reflected in National Policy on education (NPE) 1986 and Programme of Action (POA) 1992 when the nation focused 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.

### EXTENSION OF THE SCHEME AT PRIMARY STAGE (Grade 1 to 5)

Encouraged by the success of this Endeavour, the Board decided to extend this scheme at primary level and the assessments will essentially be in the form of worksheets. The schools have been given the necessary flexibility to incorporate changes suiting to local requirements. 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:

<b>A*</b>	<b>Outstanding</b>	<b>90% - 100%</b>
<b>A</b>	<b>Excellent</b>	<b>75% - 89%</b>
<b>B</b>	<b>Very Good</b>	<b>56% - 74%</b>
<b>C</b>	<b>Good</b>	<b>35% - 55%</b>
<b>D</b>	<b>Scope for improvement</b>	<b>Below - 35%</b>

The grade of the child can be computed in the achievement card based on the percentage of presence of behavior 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.

For more details, you can visit the following websites:

1. [www.jhs.ac.in](http://www.jhs.ac.in)
2. [www.cbse.nic.in](http://www.cbse.nic.in)