GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION: SCHOOL BRANCH
OLD SECRETARIAT: DELHI-110054.
No. DE.23(37)/Sch.Br./09/6497 Dated: 23/8/16

CIRCULAR

Please find enclosed the following two circulars issued by Chairman CBSE on the following subjects.

1. **Strengthening Formative Assessment in affiliated schools under Continuous and Comprehensive Evaluation.**
   Under this CBSE is bringing out series of Teacher’s Manuals on Formative Assessment in Hindi, English, Mathematics, Science and Social Science for classes IX-X in a phased manner

2. **Clarifications about ongoing Examination Reforms for the Session 2010-11**
   Under this sailent features of the reforms are reiterated and clarification on various assessments (Formative and summative) are also given.

All Heads of Govt./Govt. Aided schools are directed to go through these circulars carefully and bring it into the notice of all concerned.

(Dr. (Mrs.) Sunita Kaushik)
ADDL. DIRECTOR OF EDUCATION (SCHOOL)

No. DE.23(363)/Sch.Br./09/6497 Dated: 23/8/16

Copy to:-
1. PS to Secretary (Education)
2. PS to Director (Education)
3. All RDEs
4. All DDEs(District)/EOs
5. OS(IT) to please paste it on the website
6. Guard File

( Dr. (Mrs.) Suman Rekha )
DEPUTY DIRECTOR OF EDUCATION (SCHOOL)
CBSE/CE/CCE/2010
Dated: 02.08.2010
Circular No.: 44/2010

All Heads of Institutions
Affiliated to the Board

Subject: Clarifications about ongoing Examination Reforms for the Session 2010-2011

Dear Principal,

You are aware that the scheme of Continuous and Comprehensive Evaluation (CCE) and Grading System was introduced by Central Board of Secondary Education at Secondary Stage in all schools affiliated to it from the academic session 2009-2010. The reforms are continuing and being strengthened further during the ongoing session. The detailed information about the same is being given to schools from time to time through different circulars which are also available on CBSE website www.cbse.nic.in.

Some of the salient features of these reforms are being reiterated below for clarification, reinforcement and implementation.

(a) The recently announced scheme of Continuous and Comprehensive Evaluation (CCE) for classes IX and X is to be followed in all schools affiliated to the Board.

(b) Under the CCE, an academic year has been divided into two terms-Term I extending from April to September and Term II from October to March except for winter closing schools. The latter will have Term I from Jan to June and Term II from July to December.

(c) The syllabus in each subject for Classes IX and X has been distributed term wise. This term wise syllabus is available on the CBSE website at the CCE Corner under the section Secondary School Curriculum 2012.

(d) The assessment scheme to be followed in Secondary as well as Senior secondary schools in classes IX and X is exactly the same except that Class-X students studying in secondary schools will take Board conducted Summative Assessment-II (SA-II) in place of School conducted Summative Assessment-II (SA-II) in Senior Secondary Schools.

(e) All the students irrespective of their studying in secondary or senior secondary school or continuing or leaving the CBSE Board after class-X, will be required to undergo various assessments in co-scholastic areas in classes IX and X at school level as indicated earlier.
(f) For assessment in scholastic areas the schools will undertake both Formative and Summative Assessments in both the classes IX and X. For Formative Assessments, detailed guidelines have been issued separately. For Summative Assessments, the question papers in every subject for classes IX and X for SA-I will be based on Term I syllabus and for SA-II on Term II syllabus.

(g) Various assessments under scholastic areas and students required to appear therein are again clarified below:

<table>
<thead>
<tr>
<th></th>
<th>Class-IX</th>
<th>Class-X</th>
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</thead>
<tbody>
<tr>
<td>Formative Assessment-I (FA-I)</td>
<td>All students</td>
<td>All students</td>
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<tr>
<td>Formative Assessment-II (FA-II)</td>
<td>All students</td>
<td>All students</td>
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<tr>
<td>Summative Assessment-I (SA-I)</td>
<td>All students</td>
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<tr>
<td>Formative Assessment-III (FA-III)</td>
<td>All students</td>
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<td>Formative Assessment-IV (FA-IV)</td>
<td>All students</td>
<td>All students</td>
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<tr>
<td>Summative Assessment-II (SA-II) School conducted</td>
<td>All students</td>
<td>All students</td>
</tr>
<tr>
<td>Summative Assessment-II (SA-II) Board Conducted</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

(h) The Summative Assessments-II (SA-II) conducted by the school (School conducted) and conducted by the Board (Board conducted) will be -

1. Based on same syllabus prescribed for Term II only,
2. Will carry the same weightage of 40% towards final grade,
3. Will be based on the same types of question papers in term of question paper design, blue print and difficulty level
4. Will be evaluated on the basis of similar marking schemes prepared by the Board.

(i) Both the School conducted SA-II and Board conducted SA-II will be based on the question papers sent/vetted by the Board.

(j) The students appearing in the School conducted SA-II will be assessed by the schools themselves and their answer books will be randomly verified by the Board. However, the students appearing in the Board conducted SA-II will be assessed by the External Examiners as has been the practice in the past for Board Examinations.
(k) At the end of class-X, every student (irrespective of his/her studying in secondary or senior secondary school or continuing or leaving the CBSE Board after class X) will get the same Continuous and Comprehensive Evaluation Certificate of School Based Assessment prepared, printed and signed by the Board. For this, the body will collect the data electronically from all the schools. The Board reserves the right to randomly verify the records of different assessments done by the schools and moderate the same if required. Detailed procedure for collection of data will be sent to the schools in due course of time.

(l) All schools except winter closing schools are expected to conduct Term I Summative Assessment (SA-I) in the month of September and Term II Summative Assessment (SA-II) in the month of March. The Board will provide/vet the question papers and marking schemes in all the subjects for classes IX and X for SA-I as well as SA-II. For details regarding question papers for SA-I, the Board’s Circular No. 43/2010 dated 02.8.2010 may please be referred to.

- **Term I and Term II will have following weightage:**
  - Term I: FA1 (10%) + FA2 (10%) + SA1 (20%) = 40%
  - Term II: FA3 (10%) + FA4 (10%) + SA2 (40%) = 60%

- **Formative Assessments:**
  - FA1 (10%) + FA2 (10%) + FA3 (10%) + FA4 (10%) = 40%

- **Summative Assessments:**
  - SA1 (20%) + SA2 (40%) = 60%

The schools may adapt the Report Card to some extent in terms of the size, colour, paper to be used, however, the divisions and the content must follow as given in the format. The Model Format of the Report Card is already provided to the schools. Schools are requested to use the current format w.e.f. this session both for Classes IX & X.

It is observed that information related to ongoing examination reforms which is put on CBSE website and sent to schools through different circulars from time to time does not reach all stakeholders. It results in undue anxiety and worry amongst them. Therefore, it is also requested that the above information may be shared with all students, teachers and particularly the parents.

The Board has initiated series of additional measures related to strengthening of scheme of Continuous and Comprehensive Evaluation. Some of these include Monitoring and Mentoring programmes, development of supplementary materials on Formative Assessment in all subjects for classes IX-X, collection of feedback and suggestions on the scheme and organization of teacher training programmes on CCE. It is expected that all affiliated schools will make necessary efforts to understand, appreciate, implement and disseminate the ongoing examination reforms.

Yours sincerely,

(VINEET JOSHI)
CHAIRMAN
Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar- 791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
9. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
10. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
11. The Education Officers/AEOs of the Academic Branch, CBSE.
12. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
13. The Library and Information Officer, CBSE
14. EO to Chairman, CBSE
15. PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

[Signature]
CHAIRMAN
CBSE/ACAD/ (HI&R) 2010/188

All the Heads of Institutions  
Affiliated to CBSE

Subject: Strengthening Formative Assessment in affiliated schools under Continuous and Comprehensive Evaluation.

Dear Principal,

After the introduction of Continuous and Comprehensive Evaluation in the schools affiliated to CBSE, Formative Assessment has come to occupy the central stage in the classroom transaction of curriculum. Though not a new concept in educational dynamics, formative assessment has, till now, been perceived more as a complement of summative evaluation than as an integral part of pedagogy that aims to enhance learning. It is also to be conceded that as frontal teaching ruled the classroom, formative assessment tasks continued to be only cursorily attempted, if at all at that. Consequently, most of the practices in this field have aimed at measuring the achievement of students instead of facilitating a process of better and more complete learning. Further, formative assessment, to fulfil its purpose, has to be carried out as part of the teaching-learning process by using a wide range of tools and techniques. Besides contributing to effective learning, variety in classroom practices makes the process of learning more joyful and interesting.

In a sense CCE can also be perceived as Child Centred Education because it lays emphasis on catering to multiple intelligence and individual talent. Another significant aspect of CCE in general and Formative Assessment in particular is that the teacher and the learner have to make use of the data generated by various tools and techniques that are employed in the classroom for improving the teaching-learning process. The teacher’s Manual on Continuous and Comprehensive Evaluation, brought out by the Board provides detailed information to teachers on the salient features of CCE including formative assessment. The extensive training workshops conducted by the Board have, the Board fervently hopes, created awareness and conceptual clarity about CCE.
As a follow up, the Board is bringing out a series of Teacher’s Manuals on Formative Assessment in Hindi, English, Mathematics, Science and Social Science for class IX and X. The main objective of this endeavour is to place illustrative examples of formative assessment tasks in the hands of teachers so that they are encouraged, besides using the materials provided, to build their capacity for preparing their own materials to add value to curriculum delivery. Practical guidelines for integrating the formative assessment tasks and activities included in the manual will help teachers in using them at the appropriate stages of curriculum delivery.

The Manuals have been prepared keeping the curriculum objectives of the respective subjects in mind. Thus, being curriculum specific, the content has been so organized that teachers will find it convenient to select activities and tasks according to their and students’ needs. By using the manuals effectively, teachers would be able to breathe life into their classrooms. Learner involvement, dynamic and lively interaction and creative engagement would become integral features of the teaching-learning process, helping the teacher and the learner move away from routine and often dull text-book based activities.

A variety of tasks and activities have been included in the manuals and in the hands of an imaginative teacher, they will address the varied talents and needs of learners, facilitating inclusive development. Problem solving, critical thinking, creativity and other higher order skills have been harmoniously integrated with the aim of not only enhancing thinking skills but also to make the activities and tasks adequately challenging to learners. Teachers will do well to plan, prepare and conduct the various activities for each of their lessons, without being satisfied with a mechanical approach that characterizes curriculum transaction carried out in the frontal teaching mode. If used in its true spirit, formative assessment as a part of Continuous and Comprehensive Evaluation will, on the one hand introduce the much needed child-centredness in the classroom and promote motivation among learners on the other to utilise their innate abilities and skills for better, more comprehensive and deeper learning.

At the first phase the Board is bringing out the Manuals in English Communicative, English Language and Literature, Hindi course A and B for class IX. They are also available on the CBSE Website (www.cbse.nic.in). The manuals in the book form will be available as priced documents in the stores of CBSE, 17, Rouse Avenue New Delhi – 110002 as well as in the Regional Offices of the Board. Manuals in other subjects for class IX and in all the major subjects for class X will shortly be available. There is no gainsaying the fact that Formative Assessment is all set to revolutionize the teaching-learning process in the schools of our country.

This may kindly be brought to the notice of all teachers and students across different subjects. Parents may also be encouraged to visit the CBSE website to familiarise themselves with the Manuals in all subjects.

Yours faithfully

(Vineet Joshi)
Chairman
Copy to the respective Heads of Directorates, Organizations and institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi- 110054.
4. The Director of Public Instrucions (Schools), Union Territory Secretariat, Sector-9, Chandigarh-160017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim- 737101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791111
7. The Director of Education, Govt. of A&N Islands, Port Blair- 744101.
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