

Semester System in Schools of Haryana



हरियाणा विद्यालय शिक्षा बोर्ड, भिवानी
Board of School Education Haryana, Bhiwani

SEMESTER SYSTEM FOR SCHOOLS OF HARYANA

2006-07

**BOARD OF SCHOOL
EDUCATION HARYANA,
BHIWANI.**

NOTE: Provision for Project based learning was introduced later (20 marks) as a component of CCE

FOREWORD

I have great pleasure in penning a foreword for the inauguration of two innovative initiatives planned to be launched by the Haryana Board of School Education.

Due to the initiative based on the vision of Hon'ble Chief Minister, Sh. Bhupinder Singh Hooda, and the guidance of Hon'ble Education Minister Sh. Phool Chand Mullana, Haryana has done yet another first this time in the field of education through a decision for introducing Relative Grading and Semesterisation in School Education.

I congratulate the Haryana Board of School Education for these initiatives that are being talked of in education circles in different parts of the country but are internationally accepted and practiced propositions.

The initiatives are significant steps towards improvement in the educational set up in Haryana. I am highly appreciative of the efforts of Sh. Rajeev Ranjan, Secretary of the Board for this valuable initiative. I am also thankful to the expert members of the **Core Committee** for offering technical inputs for giving a practical shape to the proposal.

R.S. Gujral, IAS
Chairman
Board of School Education
Haryana

INTRODUCTION

In pursuance of the National Policy on Education, for so improving examinations as to make them valid and reliable and powerful instruments of improving teaching and learning, as also the aspiration of the National Curriculum Framework 2005 for introducing flexibility in examinations, the Board of School Education Haryana has decided to simultaneously introduce the following three examination reforms:

- Semesterisation
- Relative Grading
- Continuous and Comprehensive Evaluation

In framing the plan for the introduction of these three measures, the Board has evolved its own Haryana-specific schemes. It has thus endeavoured to formulate pragmatic and not idealistic schemes by making a variety of compromises without, in any way, compromising on the technical paradigms and theoretical principles.

In Semesterisation, we have evolved our own calendar without materially disturbing the existing one and prepared an alternative one when Semesterisation will be introduced at the plus two stage.

In Grading, we have developed our own scale of Relative Grading based on the trend study of our Board results for the past five years.

In Continuous and Comprehensive (School based) Evaluation (CCE) too, we have decided not to arithmetically add the marks of unit tests as such to the marks of external examinations which often leads to boosting of external marks. At the same time we have decided to accord a 10% weightage to the scores on unit tests, class participation, as well as participation in co curricular activities, and attendance which form part of CCE in the over all Grade Point Average (GPA). To motivate regularity, even attendance is given a weightage.

For accomplishing this scheme of examination reform, a Core Committee consisting of experts was constituted representing NCERT, IGNOU, COBSE, EDCIL, Heads of Schools/Colleges and experts in educational evaluation.

The Committee comprised of:

*Rajeev Ranjan, IAS, Secretary, Board **Chairperson***
Prof. H.S. Srivastava, former Dean NCERT, New Delhi
Prof. A.B.L. Srivastava, Chief Consultant EDCIL, New Delhi
Prof. Puran Chand, Joint Director, NCERT, New Delhi
Prof. D.V. Sharma, General Secretary, COBSE, New Delhi
Prof. M.C. Sharma, Director School of Education, IGNOU, New Delhi
Prof. I.K. Bansal, Head IR NCERT, New Delhi
Dr. Anant Ram, retd. Head, Govt. P.G. College, Bhiwani
Ms. Anita Devraj, Principal, DAV Sr. Sec. Public School, Bahadurgarh
*Dr. Kuldeep Agarwal, Director (Academic), Board **Convenor***

The following persons from government schools were also associated to get feedback from the field:

Sh. Sitaram Sharma, Principal, Govt. Sr. Sec. School, Devsar
Sh. Anil Kumar, Lecturer, Govt. Sr. Sec. School, Baund
Mrs. Nirmal Chauhan, Lecturer, Govt. Sr. Sec. School, Bhiwani
Mrs. Durgesh Nandini, Lecturer, Govt. Sr. Sec. School, Bhiwani

I am thankful to all the members of the committee for their valuable contribution. The committee met several times and the meetings were all attended full time by the undersigned.

For development of the documents for the Board in regard to these reforms, the Board is specially thankful to Prof. H.S. Srivastava.

The officials of the Academic, Administrative and Accounts branches of the Board provided valuable logistic support and we are thankful to them.

I am happy that we have finally successfully evolved a scheme for introducing Semesterisation and Relative Grading in our Board Examinations, making it one of the first initiative of its kind in the country at the school level.

Both these moves will, I'm sure, benefit all with a stake in education, which will be a milestone in the examination reforms in the country; making them powerful instruments of improving teaching and learning and thereby raising the standard of education in Haryana.

Secretary
Board of School Education Haryana
Bhiwani.

1. PREAMBLE

In the Indian school education scenario, the concept of semesterisation has so far only been vocalized; now the Board of School Education Haryana has decided to institutionalize it. The move has been prompted by a long range visionary perspective of qualitative improvement of school education.

As the first to have taken the decision to introduce semesterisation in the public examinations conducted by it among the 42 Boards of School Education in India, it is most certainly a bold ice-breaking initiative. It is also a landmark in the history of examination reforms in India.

The step - it could be safely mentioned - is a homage to the National Policy of Education 1986/92 and more particularly to the visionaries, who had included the proposal in it for making examinations a powerful instrument of improving teaching and learning.

As a widely accepted paradigm of international education, the introduction of semesterisation could also be called a positive step towards infusing an international spirit in Indian Education.

2. CONCEPT OF SEMESTERISATION

Semesterisation is conceived as an *a la carte* approach to the pursuit of education, spread over a given period of time, permitting freedom to students about choosing the courses of their choice. However, in the current context, the necessity of following the National Curriculum in spirit, if not in letter, considerably restricts such an ideal ethos of freedom, and obliges us to strike compromises in this regard.

The other characteristic of semesterisation, as an embodiment of smaller short duration courses as compared to the traditional one or two year long ones, is surely available to us, and in the present venture it is proposed to exploit this freedom to the fullest possible extent.

The dictionary meaning of semester is half a year, and in education the concept implies courses of six months duration. Some of these courses could however be lighter or heavier. The weightage of courses is measured in terms of the credits they carry. Credits in turn are determined on the basis of the teaching-learning time they need. Students can pursue and qualify different courses, earn the credits they carry, and when the requisite number of credits have been earned, they become eligible to a degree/diploma/certificate as the case may be. Here, in our situation, however, the number of subjects to be qualified is fixed and so each course could be said to be

carrying the same number of credits. The facet of earning credits and keeping them in one's pocket for finally claiming a certificate of qualification is not therefore strictly applicable in our setting.

The meaning we can give to our semesterisation courses is a content which is scheduled to be covered in half-a-year, for which a separate examination is proposed to be held and which symbolically will have equal weightage.

3 EXPECTED GAINS FROM SEMESTERISATION

With the introduction of the Semester System, everybody with a stake in education would stand to gain. The main accruing advantages to different interested parties are summarised below:

A. Students

- In a single attempt, the students will be required to prepare for a smaller course content.
- The examination stress will therefore get considerably reduced as also the fear.
- Luck and chance will play a lesser role. The student's merit will become the chief determinant of his/her result.
- Examinations will become student friendly.
- A student can avail of 2 additional chances in any subsequent semester in order to attain qualifying grades in as many subjects as he/she has not been able to qualify.
- In case a student is unable to reach the qualifying level in any one paper out of four in 4 semesters in any subject, but his/her overall grade-point-level comes to the desired level prescribed by the Board, he/she will be taken to have cleared the examination in that subject.
- If a student qualifies in the external examinations and does not make the grade at the internal examinations, he/she will have a right of appeal to the Secretary of the Board.
- In case a student is desirous of improving upon her/his grade, she/he will be able to avail one more chance for doing so in every semester course. There is no limit to the number of courses one can improve in.
- The students will be better prepared for the selection/admission tests they may desire to appear for in future.
- While studying a shorter course for the semester examinations, he/she will be able to study more deeply, which in turn will prepare him/her better for life.
- The compulsory inclusion of co-curricular activities, not only in the education programmes but also in evaluation, will lead to a more harmonious all round development of personality of the students.

B. Teachers

- With 10% weightage in GPA allocated to Continuous and Comprehensive School-based Evaluation, the provision will empower the teachers.
- Semesterisation will yield self satisfaction to the teacher.
- The system will offer better opportunities for diagnosing the strengths and weaknesses of the students and enable the development of more realistic remedial programmes for helping students to improve their levels of attainment/performance.
- The ethos and discipline of the schools will also improve.
- With the necessity of studying all the year round, the abilities of the students and the result of the schools will also improve.
- The teachers will also be able to take innovative initiatives for enriching the teaching learning process.
- As semesterisation requires continuity of work by the teachers, the displacement of teachers will be minimal.

C. Parents

- The desire of the parents for realising their aspirations through their children will stand substantially realised with:
 - Students studying all the year round and adding to their basic competencies.
 - Students realising all round development of personality for squarely meeting unfamiliar situations in life.
 - Students better prepared for taking examinations and thereby fairing better in competitive examinations for admission/selection.

D. The Heads of Schools

- Heads of schools will become the principal catalysts for change.
- They will have the opportunity to monitor the entire process.
- They will play a key role in implementing the changed pattern of education and examination.
- They will oversee the total education in the school geared to the change.
- They will be the key to the success of the programme.
- The status of schools will get elevated.
- All this will enhance the prestige of the Head.
- In the context of the above, the Head of the School too would experience professional satisfaction in heralding the process of change as a pioneer and a pace-setter.

4. THE CALENDAR OF SEMESTERISATION

In our endeavour to ensure a smooth transition from the current focus on year-end examinations to semesterisation, it is proposed to proceed with the change without any drastic changes in the calendar for the academic year.

However, it will need to be ensured that examinations take minimum time while catering for maximum flexibility and the number of teaching-learning days is adequate.

When semesterisation is introduced at the Senior Secondary stage the calendar will also need to be aligned to the calendar for university classes.

In this context, the broad parameters of the calendar proposed to be initially followed for semesterisation is as under:

First Semester	April 1 to September 30
Summer Vacations	June 1 to June 30
First Semester Examination	August September
Second Semester	October 1 to March 31
Winter Vacation	December 24 to December 31
Second Semester Examination	February March

5. TEXTBOOKS

Haryana Board has been using NCERT text books. These books, however, are not designed for semester courses. So ultimately, the Board will need to have its own books for meeting the needs of Semesterisation.

As an interim measure, the content of the NCERT books will need to be suitably modified/distributed into two sections to constitute semester courses, to which appropriate titles will be given.

6. GRADING IN SEMESTER EXAMINATIONS

The Haryana Board of School Education has done another first by deciding to declare examination results, in terms of "Relative Grades".

Through this measure, the Board has attempted to emancipate the students from the imperfections in their classification on the basis of even a single mark while using a 101 point scale (0-100). By classifying students in just nine slots, the mistakes of

misclassification are likely to be much lesser than the situation of the commonly used 101 point scale.

Further more, the year after year use of the same boundary scores of 45%, 60% and 75% for all the subjects in all examinations, is evidently unjustifiable, because of the variations in the marks due to the specific nature of the subjects, the batches of students that take them, and the standard of the question papers.

It is common knowledge that 40 marks in mathematics (with a mark range of say 0-100) and 40 in English (with the range of obtained marks as say 30-80) are not equal. They are taken as low in Mathematics and average in English. Still, we add these unequal and hence non addable entities to obtain an over all level of attainment in terms of division, which is just like adding temperature (in Celsius), rainfall (in millimetres) and humidity (in percentage) to get an overall indicator of weather.

Further more, the common notion about 91% - 100% to denote A Grade, 81% - 90% as B Grade and so on (Absolute Grading) is also not acceptable because this is hardly different from the traditional marking system. Moreover, under this system, in some subjects no body may ever get an A grade.

Thus, the procedure that the Board has decided to adopt is that of relative grading on a nine point scale where grades are determined on the basis of the distribution of obtained scores in a particular subject of a particular examination.

Again, the Board has adopted its own scale on the basis of the study of the scores obtained by students in different subjects of its examinations during previous years. The grades will be determined for each subject in every examination separately. Thus, a particular mark may mean a particular grade in one subject and another grade in another subject. These grades will be determined and declared subject wise.

It needs to be specially mentioned that the determination of the boundary scores for grades which will cover ranges of marks will be done after the examination scores are available and not arbitrarily, in advance of the examinations. Thus, even if in a particular examination the range of obtained scores in a subject are say 10 marks to 50 marks, some students will still be able to get the top grades A+ or A. This is very unlike the present situation where distinctions are obtained only in say mathematics, which happens due to the mark yielding nature of the subject and not because those who offer mathematics are only the bright ones of the lot and those who offer social sciences not so.

While ideally, the distribution of grades based on the marks obtained in the exam should be different for each subject, for the sake of simplicity and operational

efficiency, initially, a uniform distribution has been proposed for adoption in all subjects. The formula devised after deep deliberations by a special group of experts that is unique to the Haryana Board is given below.

RELATIVE GRADE	DESCRIPTION	Grade Point Value	RELATIVE GRADE	DESCRIPTION	Grade Point Value
A+	Outstanding	10	B-	Above Average	5
A	Excellent	9	C+	Average	4
A-	Very Good	8	C	Below Average	3
B+	Good	7	C-	Marginal	2
B	Fair	6	D	NPE (Needs Proficiency Enhancement)	1

Those who get below 33% marks in any subject will get D Grade; the remaining will be divided into 9 Grades.

7. TRANSITION AND CERTIFICATION IN SEMESTER COURSES

In classes VIII, X and XII, a student will be required to take two semester examinations conducted by the Board in each subject. The course content to be covered for each semester in every subject will be prescribed by the Board.

To be deemed as having qualified in a particular course of a particular subject in a semester examination, a student will be required to obtain any Grade above D on a nine point scale.

In case a student is unable to reach the qualifying level in any subject in a semester, he/she will be offered an opportunity to reappear in that semester subject exam. For reappearing in the course(s) and qualifying in it/them, a student will be allowed maximum 2 more chances, the chances can be availed of even after the final semester of 10th/12th is over but only in the next two semester exams, i.e one more year. This can be termed as a two year window.

7.1 GRADE IMPROVEMENT

The same rule and procedure will be applicable to all those who are desirous of improving upon their grades (except that only one chance will be admissible for improvement in a semester subject, as against 2 chances for qualifying). In this situation, too, a concession will be available to the students. When a student reappears for a semester subject examination and gets a grade lower than the one already obtained by him/her, the principle of "better of the two" will be applicable

for purposes of declaring the result. There will be no limit in the number of subjects/papers that one can improve in.

7.2 CERTIFICATION

A student will not be expected to wait for the result of the previous semester of the academic session for attending the class in the next semester. The final **Certificate of Qualification** will be awarded to a candidate when he/she attains the qualifying level in all the prescribed courses of the two semesters of a particular class.

After each semester examination, however, all those who take the examinations in different subjects will be awarded a **Certificate of Partial Achievement** (if one has qualified in one subject at least) or a **Certificate of Participation** (if one has appeared in the examination but has not qualified even in one subject).

8. CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

The introduction of continuous and comprehensive school-based evaluation as a supplement to the external examinations conducted by the Board is also another innovative initiative of the Haryana Board.

Already introduced by eleven other Boards including CBSE, this is not the first in India, but is certainly new to Haryana State. However, giving weight age to CCE in a public/board exam is a first, as no other Board in India has done this till date.

The status of the schools will thus get elevated for evaluating students for public consumption. This will, in concrete terms, mean empowerment of the teachers and heads of schools, mentioned in passing earlier. Continuous and comprehensive school-based evaluation will cover three main facets:

- The first will relate to the level of academic achievement attained in school. This is proposed to be done through two mid-semester tests in a semester. The first mid-semester test is proposed to be held in the second month of a Semester and the second one a month before the end of the Semester. Each one of these tests would carry 3 % weightage and will be displayed along with the marks in those subjects in external examinations. The most important fall out of this provision will be that the students will be motivated to study all the year round, and avoid selective last minute study before the examinations.
- The second will cover participation (including interest in the classroom teaching-learning process, homework, etc.) and attendance. Participation and attendance will carry 2 % weightage each. This will encourage and motivate students to be regular in attending school, something which often becomes a

casualty, adversely affecting attainment and growth.

- The two mid-semester tests, participation and attendance will together carry 10% weightage for each subject 3% each for the 2 unit tests and 2% each for participation and attendance.
- The third facet of CCE will cover non-scholastic aspects which are very important for success in life, much beyond examinations. Proficiency in games and sports offered by the school will be evaluated in respect of each student. The student of course will be allowed an option where more games and sports are available. The provision will take at least partial care of the physical health of the students which participation of students in games and sports is likely to yield. The schools will also be prompted to offer facilities for games and sports and provide for them in their schedule of activities.
- The second aspect of this third facet will be participation for attaining proficiency in co-curricular activities other than sports & games, like literary (debating, creative writing, elocution, recitation, etc.), Art & Culture (dance, drama, music, drawing, painting sculpture, etc.); scientific (like experimentation, exploration), community service (like NSS, Scouts & Guides, NCC, etc.). These will also be from among those available in the school.

Participation in co-curricular activities and the level of proficiency attained therein will be recognized and rewarded by way of enhancement in the overall GPA subject to a maximum of 2%.

It may be specially mentioned that this is more for developing the other normally overlooked and yet important facets of personality. This is also likely to be a valuable input in Total Personality Development as these activities will enable the evaluation of personal and social qualities, attitudes and values, besides a variety of other competencies.

While ordinarily the performance in CCE is not reflected in the performance in external examinations, a unique step in this regard has been envisaged by giving it weight age in the overall GPA.

The schools will maintain the records of attained performance levels on different facets during a semester and communicate them to the Board before the commencement of the semester examinations, within the time period as stipulated by the Board.

The CCE scheme is bound to percolate to the lower stages of education for further enriching the school education programme in the State.

9. PREPARATION FOR INTRODUCING SEMESTERISATION, RELATIVE GRADING AND CCE:

Elaborate preparations on the part of the Board are called for and are proposed to be taken up for introducing these innovative schemes.

Publicity for educating the public about the changes will be required. The help of the Public Relations Department as well as the Education Department of the Government will be crucial in this regard. TV Programmes, Radio Programmes, Video Programmes, Newspaper publicity, etc. will have to be developed and used for this purpose.

Material for orientation programmes: In addition to the basic documents developed by the Board on the three issues (grading, CCE and semesterisation), some material especially targeting the schools and the teachers is proposed to be developed.

Some other tasks that need to be undertaken are:

- Preparation of supplementary material in terms of practical work corresponding to different themes.
 - Preparation of exercises for developing different competencies in different courses/subjects.
 - Preparation of the design and a couple of sample blueprints based on the design for the question papers of different courses/subjects.
 - Preparation of samples of mid-semester tests along with designs, blue prints, marking schemes and question-wise analysis.
 - Preparation of guidelines and rating scales for assessing co-scholastic /co-curricular aspects.
 - Preparing teachers 'guides and students' work books in different subjects.
 - Preparing/publishing/printing semester-wise textbooks so that they are made available on time to the students.
 - Formats of certificates for
 - Board Examinations (Certificates of Qualification) for the final certificate with a foot note about the school CCE Certificate.
 - Certificates of partial achievement/participation for semester examinations.
 - CCE Certificate to be issued by the school.
 - Proforma of OMR Sheets for the communication of details about CCE by the schools to the Board.
- Modification of Board regulations and developing auxiliary instructions for examinations.

10. HIGHLIGHTS OF THE SCHEME IN BRIEF

General Objectives

- To enhance the overall quality of school education in the State of Haryana;
- To make the education process in schools more learner friendly, joyful and oriented to all round balanced development of personality;
- To bring in more openness, flexibility and transparency in the education system in general and evaluation/examinations in particular;
- To enhance the overall credibility of the education system prevalent in the State;
- To make teachers more responsible, accountable and efficacious;
- To empower all stakeholders of the education system administrators at all levels (including principals), teachers, students, community at large (including parents/guardians);
- To provide better education to the children of Haryana so that they become capable of competing at the national, as well as the international level, for contributing substantially towards the development of the State as well as the country.

Specific Objectives

- To ensure that optimal teaching learning takes place in schools;
- To reduce the burden of curriculum load on a student for a public examination;
- To make evaluation continuous and comprehensive;
- To de-stress examinations;
- To eliminate the fear of examinations without doing away with them;
- To prepare students for the competitive world where examinations/other forms of evaluation have to be faced throughout life;
- To pave the way for planning remedial work for the weaker and enrichment for the gifted students;
- To do away with the word **fail** and introduce relative grading system for a more fair and just evaluation of students, recognizing ability, talent and effort.

School Calendar

- **First semester from 1st April to 30th September.**
- **Summer vacation from 1st June to 30th June.**
- **First semester exams in August - September.**
- **Second semester from 1st October to 31st March.**
- **Winter vacation from 24th December to 31st December.**
- **Second semester exams in February - March.**

Continuous & Comprehensive Evaluation (School-based evaluation)

CCE (school-based evaluation) will be given a weightage of 10 % in the overall GPA (Grade Point Average) in each subject in every semester. CCE grade will be shown separately in the Certificate. It will have the following components:

- 6 % for two unit tests; (3% each)
- 2 % for attendance;
- 2 % for participation in the teaching-learning process.

The first unit test be administered in the second month of the semester and the second one in the month before the semester end examination. Thus the unit tests will be in May, August November and January. Three days in a week, should be kept for these tests in the said months. The days should be pre-decided for every subject as part of the school time table so that there is no confusion among the teachers and students. The test is to be set by the teacher himself/herself, based on what has been taught in the class; it should serve as both an achievement test as well as a diagnostic test. The feedback yielded by the test result should be utilized by the teacher for planning remedial work for the weak students and enrichment for the gifted/brilliant students. The students will maintain separate test notebooks for each subject, which will be kept as a record in the school after they have been shown to the students and parents for transparency.

The teachers should mark the test copies and declare the result not later than 4 days from the test; it will be the Head's duty to supervise and keep the records. Initially, we may go for pre-announced tests on dates fixed beforehand. However, in due course of time we should switch over to snap tests. The teachers will, of course, set the test paper and they should be given freedom in that. The questions should be mainly short answer type.

The result should be communicated to the students and parents through a report card (School Based Evaluation Card), whose format will be supplied by the Board. The result will be sent to the Board by the schools through an OMR sheet to be supplied by the Board. There will also be a column for qualitative description of the student in the CCE card.

Evaluation of the extent of participation will be based on regularity, punctuality, class work, homework, projects and other assignments. Minimum 75 % attendance in classes will be essential as of now.

Every student will participate in at least one co-curricular activity provided for in the school. These activities will include cultural, literary activities, scientific or community service as well as Sports & Games, NCC, Scouts & Guides, etc. There

will be 2% weightage for co-curricular activities in the overall GPA. Detailed guidelines for this purpose will be worked out by the Board.

The schools will be closely monitored with regard to school based assessment so that there is no partiality or injustice.

Ultimately, the school based evaluation marks/grades should be communicated online, i.e. through e-mail with electronic signatures of the concerned teacher and the Head. This implies that every school should have at least one computer with an internet connection. Henceforth, no school will be recognized/affiliated unless it has at least one computer with an internet connection. The existing schools may be given one year to fulfill this condition.

External Examinations

There will be an external examination conducted by the Board after every semester in classes 8th, 10th and 12th. The weightage given to each external exam of each semester will be 90%, 10 % being internal assessment (CCE).

Relative grading for all subjects of external examination will be as per the following table:

RELATIVE GRADE	DESCRIPTION	Grade Point Value	RELATIVE GRADE	DESCRIPTION	Grade Point Value
A+	Outstanding	10	B-	Above Average	5
A	Excellent	9	C+	Average	4
A-	Very Good	8	C	Below Average	3
B+	Good	7	C-	Marginal	2
B	Fair	6	D	NPE (Needs Proficiency Enhancement)	1

Criteria for earning the certificate of qualification:

A student will be able to register for the consecutive next semester without waiting for his/her result of a particular semester. Whether one has earned the certificate of qualification or not will be judged at the end of the 2nd semester. **In order to qualify in a subject, a student has to obtain at least C-. In order to earn the certificate of qualification at the end of the Middle/Secondary/Senior Secondary course, one has to qualify 5/6 subjects as per the Pass Formula of the Board. One has to qualify separately in external examination as a whole as well as in theory and practicals separately. However, it will not be essential to qualify in school-based assessment separately.**

Reappear/Improvement

A student will get two reappear chances in order to qualify in a particular subject that he/she has not been able to qualify in the first chance; for improvement in a course already qualified, a student will get only one chance. These chances can be availed of within a maximum period of 4 semesters, including 2 semesters after the second semester is over. Reappear/improvement will only be in the external examination; continuous and comprehensive school based assessment grades will remain the same and be carried over.

All the papers of the 2 semesters will be conducted in August-September as well as February-March. Thus, one can reappear/improve in any paper in any of these semester examinations subject to a maximum of 2 reappear chances and one improvement chance.

Enrolment

Enrolment will be done in class 8th as of now.

Implementation

The semester system will be introduced in all classes from 6th to 12th from the session 2006-07. The Board will conduct external examination in both the semesters of classes 8th, 10th and 12th from the session 2006-07.

Publicity

A massive campaign for publicity of the system will have to be launched aimed at all the stake holders, viz.

- Educational Administrators at the State level (Directorate of School Education officers), district level (DEOs, SDEOs, etc.) and school level (Principals and Heads);
- Teachers;
- Parents/guardians and the community at large;
- Students;
- Board officers/officials at all levels.

For publicity, a multi pronged strategy will have to be devised, taking the support of the Department of School Education, Department of Public Relations, Panchayati Raj institutions, etc. Audio and Video programmes will be prepared for this purpose. Information & Communication Technology (EDUSAT, teleconferencing, etc.) will be utilized.

Orientation Programmes will be organized for administrators, who will have to act as the Key Resource Persons for further dissemination to teachers and students.

Additional Workforce

The work load of the Board will have to be studied and restructuring/reallocation of work will have to be done. Additional workforce will be needed for which recruitment process will have to be initiated and concluded on priority basis.

Monitoring

Monitoring will be done collaboratively by the Directorate of School Education officers and Board officers/officials. Monitoring will include among other things:

- Presence of teachers;
- Presence of students;
- Classes being held;
- Unit tests being administered;
- Co-curricular activities being held seriously and regularly;
- Practicals being done seriously and regularly;
- Fairness and transparency of internal assessment;
- Proper records being kept.

Principals/Heads will have an important role to play in the success of the semester system. They will guide and supervise the teachers as well as monitor the whole process/system. That is why their training/orientation will also be crucial.

Introduction of Grading System in Haryana Board of School Education **(A Technical Report)**

GENESIS

Ever since the incorporation of the recommendation for the replacement of marks by grades in the National Policy on Education-1986 and POA-92, the proposal has been under consideration of the various Boards of School Education in the country. The issue has been discussed in several forums of teachers, teacher educators, educational administrators, evaluation experts, conferences of Chairpersons/ Secretaries of Boards of School Education and other conferences of COBSE.

A committee consisting of the following experts was constituted to make a detailed study of the proposal in the context of the specific situation of Haryana Board of School Education.

1. Dr. H.S. Srivastava, Retd. Head, Evaluation, NCERT
2. Dr. A.B.L. Srivastava, Retd. Professor, NCERT
3. Dr. S. Rajput, Present Head, Evaluation, NCERT or her nominee
4. Dr. Ved Prakash, Ex-head, Evaluation NCERT, presently Secretary UGC or his nominee.
5. Director (Academic), C.B.S.E. or his nominee.
6. One officer from Council for Indian School Certificate Examination.
7. Director (Academic), NIOS or his nominee
8. Sh. O.P. Garg, Principal, S.M. Hindu Sr. Sec. School, Sonapat
9. Sh. S.S. Dalal, Principal, Shanti Niketan Sr. Sec. School, Sonapat
10. Ms. Anita Devraj, Principal, DAV Sr. Sec. School, Bahadurgarh
11. Dr. Anant Ram, Retd. Professor, Govt. College, Bhiwani
12. Dr. M.C. Sharma, Director School of Education, IGNOU
13. Dr. D.V. Sharma, Gen. Secretary, COBSE

The committee went into the various related aspects and undertook a detailed analysis of the results of the Board and distribution of various subjects for scores of the past years of classes VIII and X. The analysis was discussed in a series of meetings.

Finally, a sub-committee was formed to prepare a technical report. The sub-committee comprised the following members:

- | | |
|---|----------|
| 1. Shri Rajeev Ranjan, IAS, Secretary, HBSE, Bhiwani | Chairman |
| 2. Prof. H.S. Srivastava, Former Dean, NCERT, New Delhi | Member |
| 3. Dr. A.B.L. Srivastava, Former Prof., NCERT, New Delhi | Member |
| 4. Prof. Avatar Singh, Deptt. of Evaluation, NCERT, New Delhi | Member |
| 5. Dr. Kuldeep Agarwal, Director, Academic, HBSE, Bhiwani | Convenor |

The sub-committee's technical report was later discussed by the whole committee and finalized. The salient outcomes of the deliberations, in terms of observations and recommendations of the committee are presented here.

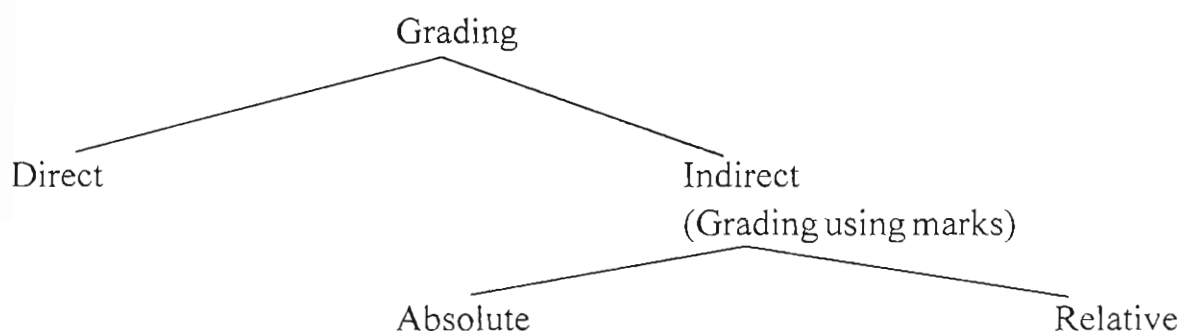
RATIONALE

The switch over from marks to grades has been recommended by the NPE-1986 as a reaction against the use of marks which have different ranges in different subjects (say 0-100 in Mathematics and 20-80 in English) and are therefore not comparable at a particular score of say 60 which is considered to be average in Mathematics and good in some other subjects. Marks are also influenced by variability in the standard of question papers in different years as also by variations in the standard of marking. We tend to make judgment assuming that the marks have high precision so as to make a distinction between the abilities of two students one obtaining 59 marks and another 60 marks. However, the raw marks lack such precision and a large variation is observed in the marking standards of examiners.

In this context the universal and sacrosanct use of 33%, 45%, 60% and 75% for classifying the levels of attainment of students for division (in all subjects, for all years and for all examinations) does not stand to logic. These are arbitrary cut-off points and cannot be considered as fair for all the subjects as the distribution of marks differ considerably. Thus we have been wrongly classifying students into divisions first, second, third etc.

There is cut throat competition for obtaining more and more marks. Parents also join this mad race and keep their children under stress and anxiety for scoring higher marks. This results in nervous breakdowns and even suicides if a student fails or scores less due to the defective system. Use of grades will decidedly reduce the unhealthy and undesirable competition.

The next natural question arises about the kind and method of grading to be adopted.



In Direct Grading each individual piece of performance is required to be assessed and awarded a grade. Then these grades for the answer to each question in a question paper will need to be converted into numerical grades that have then to be added up and this numerical figure again converted into a symbolic grade (A+, A- etc.) to arrive at the overall grade for that subject. This procedure is quite cumbersome for the examiners and is likely to multiply mistakes in calculations that each examiner will be required to undertake for each answer script. Moreover, teachers and examiners are used to scoring answers in terms of numerical marks and not grades. Hence, direct grading does not appear to be a feasible proposition in large-scale public examinations conducted by Boards.

Indirect grading is the conversion of numerical marks into grades. Indirect grading is of two types Absolute and Relative. Each one of these two has its own merits and demerits.

In Absolute Grading the mark ranges for different grades are decided in advance and the range within which a particular obtained mark falls, determines the grade to be awarded. This enables us to know how a student has fared in a subject. It is a simple practice to adopt. But the use of the same grade ranges in all subjects, with different spread of obtained marks and with different standard of question papers and scoring creates apprehension about their utility and validity. It simply means that in certain subjects no student will get the top grade. The important information regarding relative position of any student in the entire group cannot be had from absolute grades.

In relative Grading, the grades are awarded on the basis of the distribution of marks obtained by students in a subject at a particular examination. The procedure takes

care of the varying distribution of scores of the subjects as also the likely variation in the standard of question paper and the standard of marking. The grade ranges thus vary from subject to subject and are, therefore, determined by fixing the percentage of the total number of examinees to be given a particular grade.

One of the ways in which the percentage of students to be given a certain grade is by using stanine scale. If we use the "Stanine scale" which is considered as ideal in relative grading the percentage of students who would be awarded different grades is as under:

GRADE	C-	C	C+	B-	B	B+	A-	A	A+
% of EXAMINEES	4	7	12	17	20	17	12	7	4

In the Stanine Scale, the distance between two consecutive grade points is exactly half a Standard Deviation when the basic assumption that all abilities are distributed normally in large population is true. In such a situation 4% of the top scoring candidates would always get A+ grade and the bottom 4% would always get C- grade in all subjects.

As an illustration if the mean is 50 and Standard Deviation is 12 the range of marks in different subjects according to the stanine scale will be as under:

Grade	C-	C	C+	B-	B	B+	A-	A	A+
Mark Ranges	Below 29	29-35	35-41	41-47	47-53	53-59	59-65	65-71	Above 71

Grades in this regard are derived from marks on the assumption of their being distributed normally, but that situation is rarely obtained and the distribution of obtained marks, is invariably skewed. Use of stanine implies that the skewness is overlooked and grades are awarded by treating skewed curves as if they are normal. The distribution depends on various factors such as subjectivity of the evaluator, difficulty of the question paper etc. These factors erode the validity and reliability of our measuring instruments and the evaluation process.

THE PATH TO FOLLOW

Ideally, the difference between the scale values of two consecutive grades should be equal but that is not possible because the distribution of marks in different subjects varies greatly. For example, in the subjects Mathematics and English of class X, distribution is positively skewed; for subjects having practicals like Music, Physical Education, Agriculture, it is negatively skewed. The distributions vary from subject to subject in many different ways. Similar is the case with class VIII results. Therefore, it is not possible to ensure fair grading by sticking to the theoretical constructs. It becomes necessary to depart from the use of stanine scale and adopt a scale that takes into account the reality of varying distribution of marks across subjects. The scale to be adopted has to be based on the distribution that is closest to most of the subjects.

The study of scores of the past three years, including the March, 2005 examination, reveals that the distribution of marks in most subjects displays a positive skewness with concentration of examinees in the lower class intervals with fewer candidates getting higher marks. Exceptions however are witnessed in some other subjects more particularly among the optional subjects offered by fewer candidates. These and other ground realities thus lead us to make some compromises and departures from the stanine scale.

Firstly, the study of the actual distribution restrains us from adopting the “Stanine Scale” in letter and spirit, though we are more than anxious not to give up the spirit of relative grading as our core anchor point. The very nature of subjects and the quality of question papers affects the distribution of scores.

Thus in view of practical considerations, it was decided to adopt a new scale after careful consideration of the actual distribution of scores. The following scale for relative grading is proposed taking into account the skewness of the distribution of scores in major subjects:

<u>Letter Grade</u>	<u>Percentage of students</u>	
<i>A</i>	<i>Top 2%</i>	<i>20%</i>
<i>A</i>	<i>Next 6%</i>	
<i>A-</i>	<i>Next 12%</i>	
<i>B</i>	<i>Next 15%</i>	<i>50%</i>
<i>B</i>	<i>Next 20%</i>	
<i>B-</i>	<i>Next 15%</i>	
<i>C</i>	<i>Next 12%</i>	<i>30%</i>
<i>C</i>	<i>Next 10%</i>	
<i>C-</i>	<i>Last 8%</i>	

Secondly, the compulsions of statutory requirements for admission to courses of higher education and selection for jobs, prompt us to retain 33% marks as the qualifying level in different subjects individually. For the purposes of awarding grades, the entire distribution of obtained scores in different subjects is proposed to be taken into account, but grades according to the propose scale will be awarded only to those students who may have obtained 33% and above marks. All the students getting less than 33% marks will be clustered together irrespective of the scale in which they fall.

Thirdly, it is decided not to declare anyone as having failed if scores are below 33%. All the students who succeed in obtaining 33% and above marks in the required number of subjects will be awarded a Certificate of Qualification which will indicate the relative grades based on the aforesaid scale along with grade ranges. However, it is recommended that for a transition period of two years, instead of grade ranges, marks may be shown. Those who are unable to reach the qualifying level of 33% and above marks in the required number of subjects will be given a Certificate of Achievement indicating grades and grade ranges only in the subjects they have crossed the benchmark of 33%. They will be given a span of two years to clear all the

1 (no) required subjects at the examinations conducted by the Board including the supplementary examinations. In case they clear a subject or subjects through the next year's annual examinations, they will be awarded grades, on the basis of grade ranges of that year's annual results. If, however, they clear a subject or subjects through a supplementary examination they will be awarded grades on the basis of the grade ranges of the previous annual examination.

Fourthly, in the optional subjects (other than languages) there is high weightage given to practicals in which scores are generally very high. Hence, in these subjects the distributions are highly negatively skewed with concentration of marks in upper class-intervals. It is, therefore necessary to make some modification in the scale for awarding grades in optional subjects. While the percentage of examinees in grades A+, A, A- and B+ will remain the same as in other subjects, the grades B and below B will be pooled into single grade B. Thus the grade B will be awarded to all those examinees who score 33% or more marks but do not fall in the category of top 35% students i.e. top four grades B+ to A+.

(Later in this context, the following decision was taken:

In all subjects where the students are less than 1% of the total number of students or the practical marks are 50% or more, there should be Absolute Grading. The division will be 8 marks for the first 8 grades (A+ to C) & 4 marks for the last grade (C-). This will help in doing away with the problem of clubbing a few grades as thought earlier. Also, the distribution of marks in these subjects is such that it requires a different treatment.)

Lastly, as an interim measure for 2 years until the concept of grades gets crystallized in the public mind and students, teachers, parents etc. get educated and appreciate the grading system, marks will be indicated along with relative grades in the certificates.

Guidelines for CCE (Continuous & Comprehensive Evaluation) or School-Based Evaluation

Introduction

It is in response to the recommendation of the various committees and commissions on education that the Board of School Education Haryana has decided to introduce school-based evaluation as a supplement to its external examination. This

- satisfies the dictum that those who teach must also test
- elevates the status of the schools to that of the Board for assessing students for public consumption
- enables the teachers to improve the attainment levels of students by overcoming their shortfalls and by improving upon their strengths.

I. Continuous Evaluation

- The scheme envisages three components of evaluation:
- Two unit tests of 10 marks each - 20 marks in all
- Participation in class-room activities and attainments therein carrying 5 marks in all.
- Regularity in attendance also carries 5 marks.

These 30 marks will be divided by 3 and filled in the OMR sheet. The OMR sheet has to be sent to the Board within the stipulated time, failing which the erring schools will be penalised.

1. Unit Test:

- Each of the two Unit Tests may
- cover the topics covered in each subject during the period in question as per the unit-wise division of syllabus already sent to schools.
- be administered during the stipulated time span.
- be administered within a class period without needing a change in the regular school schedule.

2. Participation in classroom activities:

A provision of 5 marks has been made for this, which is aimed at ensuring that the students remain active, alert and enthusiastically participate in class activities. The main criteria for evaluation in each subject in this regard in respect of the students could be:

- Going through the lessons before hand.
- Attentiveness to what is going on in the class.
- Showing curiosity and eagerness about seeking clarifications for better understanding of the lessons.
- Enthusiastic participation in class activities.
- Showing keenness to learn more about the topic.
- Giving relevant and current answers to the questions asked by the teacher.

These evaluative criteria should be at the back of the teacher's mind while assessing a student. On the basis of overall assessment based on the above mentioned criteria, normally

5 marks would indicate	<u>outstanding</u>	performance
4 marks would indicate	<u>very good</u>	performance
3 marks would indicate	<u>good</u>	performance
2 marks would indicate	<u>marginal</u>	performance
1 mark would indicate	<u>poor</u>	performance
0 mark would indicate	<u>very poor</u>	performance

It will however, be desirable for a teacher to spread the scores he/she awards over the total scale of 0-5 and not to concentrate and cluster them only in the top scores.

- Classroom activities may include: assignments, question-answer sessions, discussion in the process of teaching and learning, Project work etc.
- Initiative and zeal for taking part in such activities does matter, but a lot depends on how the teacher motivates the students and gets them involved.
- It is not the accuracy of response but the effort being put in by a student which matters most.
- A teacher who does not give freedom to ask questions is not teaching in fact. How freely students pose their queries show real quality of teaching. Therefore if a student is not responding or does not show interest in classroom activity, a lot of blame has to be on the teacher.
- A general record of student's participation must be maintained by the class teacher in consultation with the subject teachers and the awards given must be based thereon.

3. **Attendance:**

The scheme of evaluation also allocates 5 marks to attendance. This is likely to encourage both parents and teachers to ensure that the students attend schools regularly. Attendance may be awarded in the following manner:

Actual Percentage**Awards****of attendance**

96-100	05
91-95	04
86-90	03
81-85	02
75-80	01
(below 75)	No marks

75% attendance means the actual attendance and does not include any attendance condoned by the Head of the institution or the Secretary, Board.

- While accounting for attendance the class teacher must take report from subject-teachers too to ensure that the students remained present throughout.
- Right in the beginning of the first period everyday, the attendance may be duly shown on the blackboard and it must be maintained till the end of the last period.
- It goes without saying that attendance register is the main document for keeping record of attendance. Further, the subject teachers may also be roped in for this purpose.

II. Comprehensive Evaluation

Another aspect of CCE that has been envisaged will cover co-curricular activities (non-scholastic areas) which is very important for success in life, much beyond examinations. Participation in co-curricular activities and the level of efficiency attained therein will be recognized and rewarded by way of enhancement in the

overall GPA (as well as in the aggregate percentage from the session 2007-2008). This will be a valuable input in holistic personality development as it will promote the development of personal and social qualities, attitudes and values and a variety of other competencies.

Co-curricular activities can be divided into two categories

- i) Games/Sports
- ii) Cultural, Literary, Artistic, NCC, Scouts & Guides, NSS

The school should make provision for every student participation in at least one co-curricular activities under each one of the above two categories. At least 3 periods in a week should be devoted to co-curricular activities. Heads of Schools should adjust these periods for co-curricular activities in the Time Table. These three periods can be continuous at the end of the day, if possible. This is because one period is not sufficient for doing any meaningful and purposeful activity of this nature.

Keeping in view the relative popularity of the games being played in Haryana Schools only the following games should be considered for the purpose of granting the additional marks:

I. Olympic Games

- 1. Athletics
- 2. Badminton
- 3. Basketball
- 4. Boxing
- 5. Football
- 6. Gymnastics

II. Non Olympic Games

- 1. Cricket
- 2. Kabaddi (Haryana Style)
- 3. Kabaddi (National Style)
- 4. Kho Kho
- 5. Yoga

7. Hockey
8. Lawn Tennis
9. Swimming
10. Table Tennis
11. Volley Ball
12. Wrestling

Uniform system is to be adopted for the achievement in sports at the level of class VIII, X & XIII. This is predominantly because the sports competition are held both by the Sports Department and by the Education Department based upon age groups and the achievement level would be automatically considered for the respective age group. Marks are to be awarded as follows:

1. State Level Open Competition conducted by Sports Department/ Association recognized by Sports Department, Haryana participation 1% and position 2%.
2. State Level competition of the inter school games federation (a) Ist, IInd & IIIrd position 2 % (b) Participation 1%.
3. District Level Open competition conducted by Sports Department, Haryana or Association recognized by Sports Department, Haryana (a) Ist, IInd & IIIrd position 1% (b) Participation ½%.
4. District Level Competition held by School Games Federation (a) Ist, IInd & IIIrd position 1% and (b) Participation ½%.

In addition to these marks, marks need to be given to other co-curricular activities. The following activities would be considered for awarding of marks for other co-curricular activities:-

- | | |
|--------------------|------------------------------|
| a) Individual Song | h) Declamation Separately in |
| b) Group Song | English & Hindi |

c) Group Dance

d) Folk Dance

e) Play

f) Painting Competition

g) Debate Separately in

i) Essay Writing

j) Models in Science Fair

k) NCC

l) NSS Participation in camps

m) Scouts & Guides

English & Hindi

For all the competitions (a) to (i), 2% marks would be awarded to the children, who secure Ist, IInd or IIIrd position at the State Level Competition. For participation at the State Level competitions, as well as Ist, IInd & IIIrd position winners at the District Level competitions 1% would be awarded. For participation at District Level competitions ½% marks would be awarded. For NCC, "A" Certificate, the child would be awarded 2%. For NCC, those children who participate in the National Parade at New Delhi for Republic Day, they would be given 2% marks. For the children who participate in District level Republic Day or Independence Day Parade, they would be given ½% marks. For NSS, those who have attended three camps of minimum 10 days each, and are awarded certificate for that, they will be given 2% and if two camps have been attended then 1% and if 1 camp is attended, then ½ % will be given. For scouts & guides, those who secure President's Award will be given 2% marks, and those who secure a State Award 1% marks will be given. For the models in Science Fair, the children who secure Ist Prize or IInd Prize at District. Level Fair/competition, they will be given 1% marks. *If a child participate in games and other co-curricular activities, the maximum additional marks in any case, he/she can be given, would be restricted to 2% subject to the production of authenticated and relevant certificate.*

