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Reforms in Evaluation: CCE A New Scheme of Evaluation

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Abstract

Education is a continuous process. The individual keeps on learning throughout his life. Good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback. Continuous and Comprehensive evaluation facilitates students' effective learning as well as their all round development of personality with its multiple evaluation tools and techniques and corrective measures which channelize the youth energy as students are involved in various activities over a year. It is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education.

Keywords: Education, continuous, comprehensive.

Introduction

Education is an active process. The individual keeps on learning throughout his life. It is a continuous process, so one should accept the premise that "good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback. Implementation of Continuous and Comprehensive Evaluation was one of the recommendations of the Indian Education Commission, 1964-66 popularly known as Kothari Commission. The recommendation was accepted by the Govt. of India under National Policy of Education (NPE), 1968 which was formulated on the basis of the recommendations of the Kothari Commission.

A humble beginning was made since then by introducing unit tests in place of Term end exam or yearend exam. Subsequently the NPE was re-formulated in 1986. The Govt. of India came out with Programme of Action in (PoA) in 1992. All the documents such as National Curriculum Framework for School Education, 2000 and the National Curriculum Framework, 2005 also stressed on the implementation of the CCE. With the launching of the SSA, the CCE was introduced for the classes from first to seven. The RTE also speaks about the CCE. Thus CCE is implemented now during the tenure of Shri Sibal, Minister of Human Resource Development. This is the new evaluation method introduced recently to decrease the accumulated stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation. CCE helps in improving student's performance by identifying his/her learning difficulties and abilities at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance. CCE is the modern method of evaluating all the prime dimensions of a student's personality that of how much he has been through out.

Recommendations of National Curriculum for Elementary and Secondary Education in Reforming Evaluation Practices

The continuous and comprehensive evaluation was initiated based on the recommendations to reform evaluation practices in school education by National curriculum for elementary and secondary education – a framework (1988). Therefore it is desirable to examine the view points presented in the framework with respect to evaluation. The framework emphasizes the following.

1. Minimum levels of learning.
2. Attaining mastery level.
3. Broadening the scope.
4. Using various tools, techniques and modes of evaluation.
5. Evaluation of the key qualities.
6. Reduce the anxiety and fear of the examinees.
7. As feedback mechanism.
8. Transparency.
9. Continuous periodical assessment.
10. Communication of the evaluation outcomes.

The above said recommendations provide a path to CCE. Concept of Continuous and Comprehensive Evaluation is a process of determining the extent to which the objectives are achieved. It is not only concerned with the achievement, but also with improvement. It involves information gathering, processing, judgment, and decision-making. It becomes essential for the teachers to adopt a scheme of continuous evaluation that helps in confirming whether learners have mastered the competencies or not. It stress the point that all learning experiences such as scholastic, co-scholastic, personal and social qualities are assessed. CCE should involve the summative assessment of cognitive abilities, as well as the assessment of health habits, cleanliness, work habits, cooperation, social and personal qualities through simple and manageable means of tools. It not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching-learning process, promoting the students, efficiency, increasing quality, and accountability. Continuous and comprehensive evaluation necessitates the use of multiple evaluation techniques and tools because different specific areas of pupil growth need different types of evaluation through certain techniques. The teacher has to select the most appropriate technique for a situation and develop the necessary tools for the same, and decide upon the timing and periodicity of evaluation. Scenario of evaluation practices in schools Certain empirical studies conducted at Regional level in schools (Rao Manjula, 1998; 2001; 2002) and other studies reported reveal the following:

- Evaluation practices carried out in schools are still conventional in their nature and purposes.
- Continuous assessment is not followed systematically in those schools where teachers are trained in in-service programmes.
- Competencies are not assessed through planned procedures of evaluation.
- Assessment of wrong things or the same range of things too often is carried out. One doesn't get a fair and realistic picture of what students have actually mastered.
- Undue reliance on recall is found, rather than enabling the students to transfer and apply what they have learnt to different concepts and problems.
- Formative feedback is not provided. Learning difficulties are not identified.

- The personal and social qualities are totally ignored due to lack of awareness of what to be evaluated and how to evaluate.
- Remedial instruction is not provided.

Instead of having its own constraints it also have the tensions and constraints influencing teachers' evaluation practices which are:

- i) lack of knowledge and skills related to evaluation
- ii) lack of facilities and time
- iii) expectations of the Head teachers and the colleagues to complete the syllabus in time
- iv) the social requirement of information and
- v) external accountability.

Furthermore, the in-service programmes planned for the teachers have inadequate inputs in evaluation and do not create avenues for practical exercises during the training sessions. Implementation of continuous and comprehensive evaluation The role of continuous and comprehensive evaluation becomes very important when our aim is to improve learners' quality in the cognitive as well as in the non-cognitive domains. It would be reasonable to regard continuous assessment in the context of school as a continuous updating of teachers judgments about learners that permit cumulative judgments about their performance to be made. Some important points to be considered for implementing continuous and comprehensive evaluation are:

- Careful examination of the course, and specification of competencies to be attained by the learners in terms of knowledge, understanding, application (analysis, synthesis, evaluation for higher grades) and skill performance.
- Knowledge and ability to construct assessment tools that are criterion based appropriate for assessing the competencies.
- Careful planning of the competency based teaching procedures. There should be congruence between teaching and assessment without which assessment would become distorted.
- Comprehensive evaluation of competencies as well as personality traits and attitudes.
- The maintenance of records.

- Requirement of knowledge and skills of evaluation, commitment, and assistance to provide remedial teaching on part of the teacher.

Process of Continuous and Comprehensive Evaluation

Evaluation of Scholastic areas

Area	Technique	Tool	Periodicity	Reporting
All the school Subjects	Oral test Written test Project work Practical activities Maintenance of Portfolios	Oral questions Class work Question paper Unit test Assignments Diagnostic test	Every day after completing a competency or group of competencies Monthly class test Unit test Terminal test	Using direct or Indirect grades

New scheme of evaluation

As a part of this new system, student's marks will be replaced by grades which will be evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim is to reduce the workload on students and to improve the overall skill and ability of the student by means of evaluation of other activities. Grades are awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behavior, etc. to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, etc.

Marks and grades

In CCE, the marks obtained in an exam are usually not revealed. However, equivalent grades, which would be deduced using a special method by the teachers during evaluation would be revealed. This is considered as a drawback since a child with 92 marks will get the same grade as the child with 100 marks and their talents cannot be recognized by anyone else other than their teachers. Though this system might have some drawbacks it instills this value that

students need to compete with themselves to get a better grade and not with others. The grading system is as follows-

CGPA	Grade	Qualified?	Merited?
9.1-10.0	A1	Yes	Yes
8.1-9.0	A2	Yes	Yes
7.1-8.0	B1	Yes	Yes
6.1-7.0	B2	Yes	Yes
5.1-6.0	C1	Yes	Yes
4.1-5.0	C2	Upon up gradation	No
3.1-4.0	D	Upon up gradation	No
2.1-3.0	E1	No	No
1.1-2.0	E2	No	No

Examination pattern

Unlike CBSE's old pattern of only one test at the end of the academic year, the CCE conducts several. There are two different types of tests. Namely, the *formative* and the *summative*. Formative tests will comprise the student's work at class and home, the student's performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child. Formative tests will be conducted four times in an academic session, and they will carry a 40% weightage for the aggregate. In some schools, an additional written test is conducted instead of multiple oral tests. However, at-least one oral test is conducted.

The summative assessment is a three-hour long written test conducted twice an year. The first summative or *Summative Assessment 1 (SA-1)* will be conducted after the first two formatives are completed. The second (SA-2) will be conducted after the next two formatives. Each summative will carry a 30% weightage and both together will carry a 60% weightage for the aggregate. The summative assessment will be conducted by the schools itself.

However, the question papers will be partially prepared by the CBSE and evaluation of the answer sheets is also strictly monitored by the CBSE. Once completed, the syllabus of one summative *will not* be repeated in the next. A student will have to concentrate on totally new topics for the next summative.

At the end of the year, the CBSE processes the result by adding the formative score to the summative score, i.e. $40\% + 60\% = 100\%$. Depending upon the percentage obtained, the board will deduce the CGPA and thereby deduce the grade obtained. In addition to the summative assessment, the board will offer an optional online aptitude test that may also be used as a tool along with the grades obtained in the CCE to help students to decide the choice of subjects in further studies. The board has also instructed the schools to prepare the report card and it will be duly signed by the principal, the student and the Board official.

Often during the evaluation of Social Science papers, the following concepts are observed.

- Investigation of the situation - What is the question and what is to be explained.
- Co-relation with a real life situation - Whether the situation given matches any real life situation, like tsunamis, floods, tropical cyclones, etc.
- Deductive Method - What does the student know and how can he use it to explain a situation.
- Usage of Information Technology - Can the problem be solved with the use of IT? If yes, how?

In addition to that, various assignments can be given such as projects, models and charts, group work, worksheet, survey, seminar, etc. The teacher will also play a major role. For example, they give remedial help, maintain a term-wise record and checklists, etc.

How Does Continuous and Comprehensive Evaluation Help a Classroom Teacher?

In sum, the continuous and comprehensive evaluation helps a classroom teacher in the following ways.

- To identify learning difficulties in mastering certain competencies and the intensity of such learning difficulties.

- To improve students' learning through diagnosis of their performance.
- To plan appropriate remedial measures to enable the students who have learning difficulties in mastering the competency.
- To decide upon the selecting of various media and materials as a supportive system in mastering the competencies.
- To improve or alter instructional strategies to enhance the quality of teaching.
- To strengthen evaluation procedure itself.

Some Empirical Studies

In view of the existing evaluation practices prevalent in schools and based on the recommendations of NPE followed by the National curriculum framework for school education, it was considered necessary to develop a scheme of evaluation in order to improve the evaluation system. A school Based Evaluation scheme was conceived at implementing the idea of continuous and comprehensive evaluation in school situation by the unit of Department of Educational Evaluation and measurement, NCERT in Demonstration Multipurpose Schools in 2001. The project aimed at developing students' achievement through continuous assessment, diagnosis and remediation, assessment in co-scholastic areas and personal and social qualities. Monitoring and supervision was another important component of the scheme that aimed at effective implementation of the scheme as well as for providing timely interventions for its smooth functioning. The head teacher and the teachers were expected to assume more responsibility and power to take initiatives to improve evaluation. The scheme also aimed at the involvement of parents in improvement of learners' progress in both scholastic and co-scholastic areas. The scheme had a positive impact on learners, especially in improvement of personal and social qualities. The teachers were found to have improved their evaluation competencies. The teachers of DMS, are continuing the scheme even though the project is completed, which is an indicator of successful impact of the evaluation scheme on parents, teachers and students.

Conclusion

If we wish to discover the truth about an educational system, we must look into its evaluation procedures. Examinations in their present form are not the real measure of students' potential because they cover only a small fraction of the course content. They do not cover all the evaluation of all abilities.

Nor do they provide for the application of multiple evaluation techniques which can assess the cognitive as well as the non-cognitive abilities of learners. Continuous and Comprehensive evaluation facilitates students' effective learning as well as their all round development of personality with its multiple evaluation tools and techniques and corrective measures which channelize the youth energy as students are involved in various activities over a year. It is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education.

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