

# **Manual on**

# **General CCE**

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## 1. Introduction

The new C.C.E. pattern which stands for Continuous and Comprehensive Evaluation has been introduced in our school. A year back, students in Std. IX used to struggle with the heavy burden of studies. We have various subjects. But the portions have been greatly reduced. I am sure this is going to help the students reduce their stress. “I need to score well!” and “I’ve got tough competition!” are thoughts of old. They had started to take it lightly.

The C.C.E. pattern has changed the mindset of the students. Now all the class tests play a great role in determining the marks of students. We students, learn the whole book by-heart, and then puke it out in the examinations. We don’t know that the values are useful, not only for examinations, but also for our day-to-day lives. The pattern aims at making the students confident and bold. This, I feel, is doing a great job. The seminars, speeches, mono acting and skits that are conducted in classes make us lose our stage fear. There are many projects, model, charts, book reviews that gives us the opportunity to show off our creativity.

**Like the proverb says “Bloom where you are planted!”**

I believe that each child has his/her own talents which can be developed over a period of time. The news that the Std. X Board Exams will not be conducted in itself, gives immeasurable joy for young students. The move to imply grading system is definitely a bane as it leaves a vacuum hard to be filled in the age of global competition. It is like you are removing a weight from the head of a students.

## 2.Objectives:

**After going through this manual the learner will be able to**

- understand the concept of CCE
- what is CCE ?
- why CCE?
- understand about formative and summative evaluation.
- advantages and disadvantages of CCE
- what can schools do for CCE ?
- know assessment criteria for scholastic and co-scholastic areas.
- some mis-concepts about CCE
- gaps in the assessments .

## 3. Why CCE?

For far too long, education in our schools was obsessed with examinations and all effort and huge amounts of man hours were spent to prepare the students for that eventuality. At all stages of school education be it class room instruction, home-work, class tests, unit tests, term tests or anything for that matter, the mainline curriculum had exam as the only means of assessment of the child. That meant major parts of the child’s development went either uncared for or unnoticed or un-catered to. However at some point in time schools did become conscious of providing for the all round development of the students but the

endeavor was mostly either as co-curricular or extra curricular. And because exam still remained the focal point, all these efforts could not take the centre stage. Secondly all efforts in the past to engage schools to a more child centered education could not yield the desired results as structure of the curriculum and the evaluation pattern were all tailored to a very close ended objective.

More importantly the assessment system (marks) of the student had restricted rationale. The mechanism of the assessment (examining) too was constrained. It did not bear the inherent tools that could be reflective of the over all development of the students personality. So, features like personality traits, skills and attitudes always remained outside the purview of the schools' main concern of assessment. As a result the school education system continued to miss out on evaluation/appraisal as an important means of educational enrichment.

So:

*...in order to change the way we 'edify' we had to change the way we 'quantify'...*  
... (Shergill, H.S., 2010)

The fact that all good education is, in essence, a process of developing the human personality in its entire dimensions- intellectual, physical, social, ethical and moral is undisputed and universally accepted. Good education is inconceivable if it fails to inculcate values essential to good life and social well being. It is integral to all stages of upbringing through interaction between individuals and social groups. Good education is also that which educates even when the student is out of school or college, when the student develops his own education even when there is no teacher. The lack of this insight in our education system perhaps has been one of the major shortcomings of a system inherited from the British era.

Because learning in schools is traditionally dominated and controlled by adults, students seldom make decisions about their own learning. Even though our philosophies of education purport to graduating students who are responsible citizens capable of participating thoughtfully in a democracy, our educational practices have a tendency to foster dependence, passivity and a "tell me what to do and think" attitude.

A benchmark of effective learning is that students are in charge of their own learning; essentially, they direct their own learning processes. In a discussion of indicators of engaged, effective learning, characteristics of students who are responsible for their own learning is an ability to shape and manage change, in other words, be self-directed. The importance of self-directedness or proactive-ness, by including it as one of the habits characterizing highly-effective individuals: "It means more than merely taking initiative. It means that as human beings, we are responsible for our own lives. Our behavior is a function of our decisions, not our conditions. We can subordinate feelings to values. We have the initiative and the responsibility to make things happen".

We, as educators, can nurture student self-direction and personal efficacy by providing students with opportunities *before, during* and *after* instruction to exercise some control of their own learning. An emphasis on student self-direction and efficacy means that we teach

and engage students in specific strategies that offer them opportunities to make decisions and solve problems on their own without being told what to do at all times. It means we provide them with strategies designed to help them process information effectively and to be self-confident, believing that they have the abilities to succeed. And perhaps most important, we help students become more reflective about their thinking and learning processes.

School education is the single strengthening input that has been deemed central for the personality and 'Nationality' development. Since the time of our independence, many committees and commissions persistently emphasized upon a number of educational reforms. Among various measures that have been adopted to expand the provisions for realizing the goal of universalizing elementary education, the NCF had made several recommendations to improve the quality of school education. The recommendations include the child-centered approach; improvement in the quality of education through reforms in the context and the process of education, school facilities, laying down minimum levels of learning, and emphasis upon **Continuous and Comprehensive Evaluation (CCE)**.

Here is an attempt to examine the **CCE**, its need and importance, role of teachers and its implementation in schools with an empirical support.

Although 'belief-change' in student-teachers constitutes a more important aim of CCE, it should be viewed (not as the additional burden of the teacher has of evaluation and assessment) as shift in the process of knowledge transmission per se. Reflection-oriented learning by student-teachers has been put forward as the major direction towards helping them to grow in their pursuit, and to actively involve them change and (re)constructing their own knowledge base for teaching/learning. The dynamic interchange between reflection and immersion into teaching/learning is related to the process of belief change, with student-teachers engaging in self-directed methods. It challenges long-held assumptions by indicating that reflection (evaluation) may be a more fruitful way of effecting learning.

#### What is not CCE?

- Testing/Examining the students in a formal manner every day/week is not CCE.
- Excessive homework / assignments or project work is not CCE.
- Invoking fear in students in the guise of assessment by the teacher is not CCE.
- Minutely assessing the students for behaviour is not CCE.
- Believing that Formative Assessment is only meant for students and is not indicative of a feedback mechanism of teachers teaching methodology is not [CCE](#)
- Lack of coordination with other subject teachers resulting in over assessment of the Students are not CCE.

- Not informing the parents and students about the parameters of assessment is not CCE.

### What is CCE?

Assessing students on a continuous basis in a cyclic manner is CCE

Collaborating of project and research work in groups;

Balancing of projects and assignments across subjects is CCE

Integrating assessment with teaching and learning; Balancing the Scholastic Areas with the Co-Scholastic Areas (to encourage students participation) is CCE

Encouraging and motivating students to be positive in their attitude is CCE

Reference to the Manuals for Formative Assessment tools for teaching, learning, diagnosis and feedback is CCE.

Teacher's judgement when made through an honest and objective appraisal without bias is CCE.

Continuous interaction with parents with regard to the students and progress performance is CCE.

### What schools should do?

Formative Assessment needs to be taken up with discrimination and in consultation with all subjects teachers so that projects of all subjects are not given at the same time.

Self learning and study skills need to be encouraged through in-class activities.

Project work may be given in groups and the group members need to work in school under the direct supervision of the teacher.

Through an interactive classroom, the teacher must engage students in exploring, experimenting and experiencing learning.

School may lay emphasis on Co-Scholastic Areas i.e., Life Skills, Attitudes and Values for personality development.

Giving feedback of the students to the parent from time to time is important.

Uncovering and discovering syllabus is more important than merely completing syllabus in all subjects.

Integrated Projects may be given where subjects are interlinked. Subject teachers should plan and develop the project and assess it together.

Sessions for parents on CCE; handouts can be given to parents and students; Details of CCE can be mentioned in the schools Almanac/ Diary/[Syllabus](#) booklet.

Educational organizations have become more and more dominated by the debate on the process of **assessment** and **evaluation**. Unfortunately both seem to be getting used interchangeably without distinguishing one from the other, which is creating a bit of a problem for the true and exact understanding and the correct implementation of CCE in its right spirit.

Even though there may seem overlaps in the connotation of the two terms yet in the case of **assessment** the focus is a bit narrow; the area of analysis of the underlying process is restricted and does not need to be defined in terms of other relevant areas.

For example let's examine appraisal of mathematical achievement where the surface features are test or exam results on the one hand and the underlying cognitive/mathematical abilities (which is the deeper process) on the other.

#### 4. Advantages and Disadvantages of CCE System

CCE helps in reducing stress of students by -

- Identifying learning progress of students at regular time intervals on small portions of content.
- Employing a variety of remedial measures of teaching based on learning needs and potential of different students.
- Desisting from using negative comments on the learner's performance.
- Encouraging learning through employment of a variety of teaching aids and techniques.
- Involving learners actively in the learning process.
- Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas.

#### Advantages

CCE helps in improving student's performance by identifying his/her learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance.

Holistic education demands development of all aspects of individual's personality including cognitive, affective and psycho motor domains. It is unfortunate that not much attention and emphasis is given to the development of interests, hobbies and passion of learners. Focusing on excellence in academics alone undoubtedly results in lop-sided development of personality. It is thus essential that due importance be given to participation in co-curricular activities like music, dance, art, dramatics and other areas of one's interest to make life more fulfilling and enjoyable.

Scheme of CCE is expected to help the child make informed choice of subjects in class XI based on his aptitude, interests, liking, and academic performance. With CCE aiming at all round development of the child's personality it is expected that a student will be able to take up competitive examinations in right earnest. It may be clearly understood that introduction of CCE does not mean less emphasis on academic attainment. Students will still be required to do well in studies. However due to acquisition of additional life skills, like thinking and emotional skills, they are expected to meet different life situations with greater maturity.

### Disadvantages

The most basic point is that CCE can prove to be dangerous because students will take studies casually. If there won't be any competition all students won't study sincerely. Our education system needed improvement but such a random change would never help instead it will do the opposite. If the same system would have been introduced gradually it would have been better. But now most of the students have come to think that acting smartly in front of the teacher is the key to success. Studies are taken as secondary. As a result scores are dropping in all schools. Also teachers are getting more powers which they can always use unfairly and to some extent "partially".

As a disadvantage of the Semester system, I would point out the lack of recovery that students can make due to limited time, in comparison to Annual systems. Time is too short in Semester system. Students don't understand many chapters.

Students will not be able to fight IT with 12th because then more stress will have to laid down on 12th as it is the only board class remain

By abolishing CBSE exams the power to face exams is destroyed. Even if a student escapes this exam he wil have to face other exams that time definitely he will be in a problem to face an exam.

Definitely not .....abolishing boards means abolishing the growing capability of students.....boards...

1. Continuous helps control errors and irregularity before the final audit.

2. Continuous audit helps to minimise errors.

3. It helps to strengthen the internal control system.

It's good system to see when you already have given Boards and don't have a single chance to try it (CCE). Otherwise, most of the children who are taylor-made for studies are having some problems. Making good impression on new teachers will never disclose who\_so\_ever is more eligible only for studies. Making good cover page will fade out the material written in the projects of toppers. How can your result depends on what you wear, how you behave. Its a matter of common observation that students had studied more in tuitions in comparision of school have scored good marks. So in simple wor...

## 5. Misconcepts about CCE System

As part of the formal and informal feedback from the parents, students, principals and teachers a few concerns have been raised by a few stakeholders which are recorded below:

- Too many tests, assignments, projects, homework and review tests (in some schools as many as seven review tests per week) are being taken.
- The projects are being given to students (to be done at home) which in most cases lead to no real learning as they are either done by siblings/parents or conveniently outsourced to entrepreneurs who have set up shop.
- The stress on students is increasing due to minute microscopic examination of behaviour which also makes students behave artificially.
- No real time is being provided to students to play or participate in Co-Scholastic activities
- There is an element of subjectivity in assessing skills especially the co- scholastic skills.
- Some schools have no Parent Teacher Meeting at all or where it is convened, it remains a few and far between event.

The Board has also come to know that a section of teachers feel that they are required to put in more work in the new paradigm by way of preparing their lesson plans, designing formative activities and evolving additional teaching-learning materials. It augurs well for the teaching community that it is now beginning to move away from the textbook oriented teaching to more creative ways of involving students in the [learning](#) process. Of course, teachers will have to put in greater effort to improve their teaching on the basis of regular feedback and diagnosis followed by remedial instruction. Every class is a new experience, unique in its own way and hence repetitive and mechanical transaction has no place in the emerging classroom. While teachers may find the additional work a little challenging or even taxing, they will soon learn to enjoy their work a lot more seeing their reward in the form of improvement of their students in all the domains of their personality. Further, once they learn to plan their work in the initial phase, they will find the schedule more rewarding and less hectic.

Thus CCE implores for the use of compound assessment/analysis/evaluation techniques in addition to the more conventional ones. This is so because precise areas of pupil's learning and personality enhancement need specific nature of evaluation. The facilitator has to select the most appropriate ones for the situation and develop the necessary indicators/tools and decide upon the periodicity and timing of evaluation. Mere Assessment would indeed be grossly inadequate from the objective of inclusive education.

How is this likely to change the educational scenario of today or even of the near future? The traditional classroom is expected to give way to a **collaborative classroom**. Conventionally the teacher is seen as the information giver; knowledge flows only one way, from teacher to student. In contrast, the methods used in a collaborative classroom (or the CCE method), emphasis is on shared knowledge and decision making. The teacher has the knowledge of content, skills, and instruction but values the contribution students can make. The personal

experiences, prior knowledge, and cultural background students bring to the learning experience are used as a basis for instruction. Here teaching requires teachers to share authority with students allowing them a voice their opinion/suggestions in setting goals, deciding on activities, etc.

Teachers may have a great deal of difficulty learning how to share control of instruction with students. Teachers are taught to make the decisions in the classroom and helping students make their own decisions will conflict with some teachers' learned experiences as well as their feelings about being in charge. The reorientation towards a student-owned classroom requires not only a cognitive but an affective reorientation as well. For some teachers this is a most difficult challenge. Finding time for planning collaborative instruction is another problem.

Similarly, students who are used to relying on teachers to give them so much structure, direction and information will have to learn to start asking themselves, "What can I do before I ask an adult?"

#### 4. Focus on Learning Outcome:

**'Evaluation is an essential part of education and learning.'**

It will be easier for some schools to discuss and work toward self-direction for students than it will be for them to implement similar strategies for all the adults within the vicinity of the neighborhood.

One of the definitions of learning is 'learning is the discovery of meaning.' It has two aspects: one, acquisition of new knowledge or experience; the other has to do with the individual's personal discovery of information. Individual's Experience cannot be ignored in order to address any possibility of his learning outcome from schooling or class room activity. The critical transformation from discovering to learning occurs as the receiver of the information/experience is enabled to interpret the flow of information on the basis of his own ability, ambition and learning style. The discovery of Meaning can only take place in people if they are involved in the process of discovery.

**Individual is the key participant in the sequence of clear thinking, rational action, experimentation and redefining.**

And these are the essential features of CCE's formative and summative assessments. Summative assessment is characterized as the assessment *of* learning and is contrasted with Formative assessment, which is the assessment *for* learning. In the Scholastic and Co-scholastic areas of CCE the focus is on skill development, attitude monitoring and sensitization towards ones social responsibility. In other words there is Value addition in school education. This refers to the study of development of essential values in pupils and the practices suggested for the promotion of the same. Value education is education in values and education towards the inculcation of values, in its full range of meaning, value education includes developing the appropriate sensibilities - moral, cultural, spiritual. Value education is essentially 'Man Making' and 'Character Building'.

It is the goal of CCE to make the individual '*a thinking being capable of judging and decision making.*' Secondly, Morality is the under current that passes through all life activities, is the message of CCE. The supremacy of moral values in education is unquestionable. Education from the value expansion point of view is a scientific process of developing a desirable form of thinking and ability as well as attitude to deal with issues related to values. Values form a significant aspect of all the areas of human and social development.

#### 5. Learner Based Activities: Benefits of Formative Assessments for Students

As per CBSE, CCE refers to a system that covers all aspects of student's development. It emphasizes two fold objectives a) Continuity in evaluation and b) assessment of broad based learning and behavioral out come. In the CCE governed class:

- Students are more motivated to learn.
- Students take responsibility for their own learning.
- Students become users of assessment.
- Students learn valuable lifelong skills such as self-evaluation, self-assessment, and goal setting.
- Student achievement can improve from percentile points.

Our students are so used to looking up to instructors as experts in the field and take to heart most of the things instructors say. That makes the role of the teacher as facilitator more productive than ever before. Thus, spending a fair amount of time and effort thinking about how to respond to students may be a worthwhile time investment. Many terms we use to express have acquired redundant connotations leaving the use of these terms in ways that they may mean very different from the way user had wanted to use them. For instance sometimes the term "feedback" is used loosely or carelessly to refer to what is more accurately called **reinforcement**. So this may also be looked upon an occasion to upgrade ourselves in many ways.

Another important realisation may be for us to understand that learning is not necessarily an outcome of teaching. Even with what is taken to be good instruction, many students, including academically talented ones, understand less than we think they do. So the scope, spectrum and perception of 'teaching' have to be broadened.

Activity is the heart of students attempt to make sense of the world around him. To take a look at the message in the **two stories** here and assess the potential of the activity to sensitize, to create awareness and all that could fall within the purview of enrichment of the group and compare the potential with conventional methods, will create an insight of what alternatives methods can do and how they can work.

**Activity objective:** Learning from Nature

Tell or read stories about animals that demonstrate unity, such as Dolphins and Elephants, and brain-storm for learning outcome.

### **Story 1**

A man was in a shipwreck, and was left floating alone on a tiny raft far out in the sea. He was found by a group of dolphins, who swam with him for many miles, pushing his raft along. They were united in their goal of saving the man. When some of the dolphins were tired, others would take over. They kept swimming together, and when the ones who were pushing got tired, the ones who were more rested would push again. They rotated the work like this for many, many miles, pushing the raft until it was close to a little village by the sea, where the man could swim safely by himself to the shore.

### **Story 2.**

Elephants have many similarities to humans. They live for seventy to eighty years. They love their children very much. When the elephants are threatened by a lion, the large elephants form a circle around the baby and young elephants. The parent elephants face outwards in the circle so they can guard their children and keep them safe. The elephants are united; they act together with a shared goal.

**Activity:** Divide the class into several groups. Ask each group to study the story in the context of animal known for support of its kind, and discuss the following reflection points in regard to the animal studied. Many other stories about animal behavior that demonstrate unity and cooperation can be taken up.

- Unity and harmony creates a sense of belonging and increases well-being for all.
- The importance of unity is that everyone is respected.

After studying the story, each group can discuss what lessons ‘their animal’ has for humankind. Groups can prepare their suggestion in artistic format (poster, picture, drama, and skit) when presenting their findings to the rest of the class.

When students develop awareness about their own thinking and learning processes, they become aware of the effectiveness of the strategies they use in reaching the goals they have set. In the absence of this awareness learning is superfluous and devoid of applicability. It does not lead to further developing of new or related ideas or knowledge. Therefore activities that have a component of ‘thinking’ for solutions are generally not only more meaningful but also interesting and joyful.

- **ACTION OPTIONS:** Teachers may design instruction where students have opportunities of setting goals for the improvement of their own learning. This can be done on regular intervals. Students can be allowed to set goals, design strategies and identify indicators of success as well as reasons for setting the goal. Continuous

monitoring helps students engage in reflective thinking. Developing and using a variety of strategies to manage thinking processes develop the ability to ask the right questions which in turns help the students become focused on the exact issues that lead to understanding and learning. Confusions and complexities are sorted out.

By and by they become better at posing their own questions. As students read, listen and discuss, they may ask,

- Do I understand completely?
- Can I picture what I am hearing/reading?
- If not, what gaps exist?
- What do I need to question the speaker about for clarity and understanding?

In order to provide for behavior for developing thinking skills and ability to generate the right process of enquiry an interesting and a productive way to ensemble activities for topics and subjects is to follow the Doug Stevenson’s model of stage wise process of a story. It works in almost any topic with minor variations.

Step	Story Structure Process (as given by Doug Stevenson)	Suggestions for activity
Step 1	Set the scene in stage one; create the context for the story	Create the context to the topic – set up a ‘lead in’ to the activity
Step 2	Introduce the characters, use visual descriptions, and relationships	Establish a relationship between what is already known and what is intended to be discovered by using descriptions/visual/models etc for the concrete to abstract theory. What Students learn is influenced by their existing ideas.
Step 3	Begin the journey-- What is the task, the goal, the journey	Establish the task by setting the objective, the process, the means, the journey, etc
Step 4	Encounter the obstacle-- Something must happen in a story.	Pre-empt obstacle that may be encountered — that may impede the activity
Step 5	Overcome the obstacle: What did you have to do to overcome?	overcome obstacle by discussing/devising/ suggesting what could be done to overcome it

Step 6	Resolve the story: Tie up any loose ends.	execute and resolve the task: Tie up loose ends
Step 7	Make the point with "Phrase That Pays."	Discuss the learning outcome and connect them with related understandings
Step 8	Ask the question: "Has that ever happened to you?"	Ask question/have discussion/possible application to reinforce understanding and strengthen desired skills

Stage wise formation for conducting activities using the Structure Process of a Story:

**Some suggestions for topics that can be taken up for developing support activities for co-scholastic areas of CCE.**

<b>S E L F D E V E L O P - M E N T</b>	<b>D I M E N S I O N O F D E V E L O P M E N T</b>	<b>V A L U E S *</b>	<b>S O U R C E S / I N F L U E N C E S f r o m</b>
	PHYSICAL	<input type="checkbox"/> HEALTHY LIVING <input type="checkbox"/> CLEANLINES <input type="checkbox"/> DIGNITY OF MANUAL WORK <input type="checkbox"/> DISCIPLINE <input type="checkbox"/> REGULARITY	FAMILY /SCHOOL /SCRIPTURE
	INTELLECTU AL	<input type="checkbox"/> TRUTH <input type="checkbox"/> QUEST FOR KNOWLEDGE <input type="checkbox"/> SCIENTIFIC TEMPER <input type="checkbox"/> RATIONAL OUTLOOK	STORIES / DISCUSSIONS / DEBATES

	MORAL/ETHICAL	<input type="checkbox"/> RESISTENCE TO TEMPATATION <input type="checkbox"/> RIGHTEOUSNES <input type="checkbox"/> DUTY AND OBLIGATION <input type="checkbox"/> NON VIOLENCE <input type="checkbox"/> SELF CONTROL/DISCIPLINE	ROLE PLAYS/ LEC-DEMS/
	SPIRITUAL	<input type="checkbox"/> PURITY <input type="checkbox"/> TOLERANCE <input type="checkbox"/> UNIVERSAL LOVE <input type="checkbox"/> DEVOTION/FAITH <input type="checkbox"/> FREEDOM	PRACTICING AS DAILY GOOD DEEDS / LEAGUE OF GOODNESS GROUP WHICH WORKS LIKE THE REFERENCE GROUP
SOCIAL DEVELOPMENT	SOCIAL FAMILY	<input type="checkbox"/> SOCIAL REPONSIBILITY <input type="checkbox"/> COOPERATION <input type="checkbox"/> MUTUAL RESPECT <input type="checkbox"/> RESPONSIBILITY	AWARENESS OF INDIVIDUAL IN SOCIETY- CELEBRATING 'DAYS' LIKE MOTHERS DAY/ FATHERS DAY etc
	SOCIETY/ COMMUNITY	<input type="checkbox"/> CONCERN/SHARING <input type="checkbox"/> WORK ETHICS <input type="checkbox"/> SERVICE/CIVICSENSE	CELEBRATING 'DAYS' LIKE EARTH DAY/ NO TOBACCO DAY etc
	NATIONAL	<input type="checkbox"/> SPECULARISM <input type="checkbox"/> NATIONALISM <input type="checkbox"/> PATRIOTISM <input type="checkbox"/> DEMOCRACY	

### 6. Focus on each and every child: The Diagnostic and the Remedial.

The objective of diagnostic-remedial model is to help students understand why they make mistakes and help them become willing and better learners. It does not only mean showing them their mistakes but also to acknowledge:

- how thought affects actions;
- believing in one's ability to succeed;
- persisting;
- accepting responsibility for personal actions;
- overcoming impulsiveness and fostering deliberateness;
- becoming more open to others' ideas;
- listening; cooperating; and believing in the necessity for precision and clarity of thought.

Helping students become more aware of these dispositions and of the underlying beliefs about self that affect their will to learn, to choose, and to participate in a variety of learning challenges enables students to realize that personal efficacy means taking control of one's learning ability and hence destiny.

Here is a general reinforcement's process that can be used in many type of student assessment for the diagnostic and the remedial outcomes.

<b>Confirmation</b>	Your answer was incorrect .....	(diagnostic)
<b>Corrective</b>	Your answer can be corrected by .....	(remedial)
<b>Explanatory</b>	Why your answer was incorrect .....	(diagnostic)
<b>Diagnostic</b>	How could you have avoided making these mistakes .....	(diagnostic)
<b>Elaborative</b>	How can you write qualitatively better answers .....	(remedial)

## 6. ASSESSMENT CRITERIA

The Education Minister Mr. Kapil Sibal had indicated on a number of occasions that there would be changes at various levels of school education system in the country. The changes being indicated had to be implemented in a way that it would not create any major issues for the teaching fraternity of the country. But the introduction of the changed pattern of evaluation was to address the unfortunate stress that had taken a very heavy toll of the stressed out students and parents. In the name of securing good grades the students and parents underwent huge pressure that was neither productive nor healthy. Quite often this pressure did not augur too well for the young inexperienced minds that could find no let up in the demand of performance be it home , school or peer group.

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 was perceived as a system that would help train the young minds not only to handle the pressures of exam only but also enhance their personality with skills like

**Broad Features of CCE:** This evaluation pattern will add to the process rather than stand on judgment of the quantum of learning alone. It becomes a feature wherein appraisal will be the integral part, contributing to the quality and adding to the dimension of benefits. It will be:

- Expected to reduce stress on children
- Makes evaluation comprehensive
- Provide space for teachers and students for creative teaching/learning
- Provide a tool of diagnosis & remediation
- Endow learners with greater skills
- Developing the ability of taking informed decision making rather than depending on chance element & subjectivity
- De-emphasize memorization
- Incorporate assessment in different situations of learning
- Space for assessment in different ways, for the benefit of children
- Incorporate scholastic & co-scholastic aspects of learner's development
- Give descriptive assessment picture of the pupil
- Assessment on continuous basis
- Improvement and examination reform
- Use of grades give broader assessment and reduces comparisons.

## **Assessment**

Schools have also been advised to familiarize parents and students with all the material, circulars, and various manuals brought out on CCE and **Formative Assessments**. This is essential to provide correct information to the parents. Moreover the schools need to involve parents in the changes being made in terms of transaction of syllabus, conduct of Formative Assessment, conduct of Co-Scholastic Skills and maintaining records of marks and grades in case of **Summative Assessment**. It is also important that schools should not be charged with subjectivity while evaluating Co-Curricular skills. It is therefore advised that schools should arrange the evaluation of co-curricular skills in such a way that more than one teacher is involved for assessing Life Skills, Co-Curricular Skills, Attitudes and Values.

**Assessment** would mean analyzing the surface features say test or exam result whereas **Evaluation** of mathematical achievement in a class would mean assessment procedures plus some accounts of other features like the effect of teaching method; the expectations of the teacher/students; resources available and used. This process is far more deep-seated and is directed also at the features of the teaching/learning situation.

**Assessment procedure** is divided into sections **Scholastic and Co-Scholastic** which are further divided for convenience.

➤ **SCHOLASTIC AREAS** - Is divided into two Parts

- **S-Part 1 = ACADEMICS**
- **S-Part 2 = WORK EXPERIENCE ART EDUCATION  
PHYSICAL & HEALTH EDUCATION**

(CO-SCHOLASTIC AREAS comprises of two sections CO-SCHOLASTIC 2 and Co-SCHOLASTIC 3).

➤ **CO-SCHOLASTIC 2** has two parts – **CS-Part1** and **CS-Part2:**

- **CS2 Part1: LIFE SKILLS**
  - Thinking Skills,
  - Social Skills and
  - Emotional Skills
- **CS2 Part2: ATTITUDES and VALUES TOWARDS**
  - Teachers,
  - Schoolmates,
  - School Program and
  - Environment

➤ **CO-SCHOLASTIC 3** also has two sub-sections **3A** and **3B**

- **CS3 Part 1: SKILLS & CLUBS**
  - Literary & Creative skills,
  - Scientific skills,
  - Aesthetic Skills and
  - Performing Art and Clubs
  - (Eco, Health and Wellness Clubs etc.)
- **CS3 Part 2: HEALTH & PHYSICAL EDUCATION**

Eight different kinds of activities have been provided.

1. Sports/ Indigenous sports(Kho-Kho etc)
2. NCC/NSS
3. Scouting and Guiding
4. Swimming
5. Gymnastics
6. Gardening/Sharamdan
7. First Aid
8. Yoga

Let us understand through the following explanations:

**Grades and Not Marks**      The students will be given grades not marks

**Process:**                      The marks obtained will be converted into grades

#### **GRADING SCALE FOR SCHOOL ASSESSMENT**

<b>ASSESSMENT AREAS:</b>			<b>GRADING SCALE (Point)</b>
Scholastic:	S- Part 1	Academics	9
Scholastic:	S- Part 2	Work Exp etc	5
<b>CO-SCHOLASTIC 2:</b>			
Co-Scholastic:	CS2-Part 1	Life Skills	5
Co-Scholastic:	CS2-Part 2	Attitudes & Values	3
<b>CO-SCHOLASTIC: 3:</b>			
Co-Scholastic:	CS3-Part 1	Co-curricular Activities	3
Co-Scholastic:	CS3-Part 2	Health & Physical Education	3

#### ➤ **Scholastic Areas**

<b>ACADEMICS (9 POINT SCALE)</b>	<b>CO-CURRICULAR (5 POINT SCALE)</b>
	19

Language 1, Language 2,	Work Experience,
Mathematics, Social Science,	Physical and Health Education/ Games
General Science, Addl Optional,	
Information Technology, Home Science	

**Scholastic-PART 1 - ACADEMICS- (9 POINT SCALE)**

MARKS	GRADE	POINTS
91—100	A1	10
81—90	A2	9
71—80	B1	8
61—70	B2	7
51—60	C1	6
41—50	C2	5
33—40	D	4
21—32	E1	----
20 & below	E2	----

**Scholastic -PART 2 - CO-CURRICULAR  
Work Experience /Art Education/ Physical Education**

<b>(5 POINT SCALE)</b>
<b>GRADE</b>
A+
A
B+
B
C

➤ **Co-Scholastic 2 (CS2)**

**CS2 Part1/A: LIFE SKILLS**

**Thinking Skills**

**(5 POINT SCALE)**

<b>GRADE</b>
A+
A
B+
B
C

**CS2 Part1/B**

**Social Emotional and Thinking Skills**

**(3 POINT SCALE)**

<b>GRADE</b>
A+
A

**CS2 Part2**  
**-Attitudes and Values**

1. Towards teachers
2. Towards students and peers
3. Towards School Property
4. Towards School Program
5. Towards Environment

- **Co-Scholastic 3 (CS3)**
  - **Participation and Achievement - in**
    - Literary,
    - Scientific and
    - Aesthetic Activities
  - **Health and Physical Education –**
    - Swimming,
    - NSS,
    - Yoga.
    - First Aid

**Why assessment:**

- Students must know their strengths and weaknesses.
- Helps teachers in carrying out remedial work with the students.

**Guiding Principles of CCE**

- Connecting knowledge to life outside the school,
- Ensuring that learning is shifted away from rote methods,
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- Making examinations more flexible and integrated into classroom life and,
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

**Teachers Should Keep In Mind**

**FORMATIVE ASSESSMENT  
FOR TEACHER**

<b>DIAGNOSTIC</b>	<b>REMEDIAL</b>
Informs the teacher where the problem lies	Helps teacher give specific feedback
Focus on the problem area	Provide relevant support
Plan the next plan	

**FORMATIVE ASSESSMENT  
FOR STUDENT**

<b>DIAGNOSTIC</b>	<b>REMEDIAL</b>
Helps the student identify the problem areas	Helps to improve performance
Provides feedback and support	Provides opportunities to improve performance

**A Successful Formative Assessment Scheme**

- **Plan** all assessment
- **Focus** on formative assessment
- **Share** learning outcomes and assessment expectations with students
- **Use** clearly defined criteria
- **Use** examples and exemplars
- **Give** specific feedback
- **Incorporate** student self assessment
- **Students** keep a record of their progress
- **Teachers** keep records of student progress

**Important:**

The formative assessment grade may not be for one assessment only. It should be an average of work done over a period of time. For example a grade which reflects experiments should be an average for practicals(3-4) attempted over a certain period of time.

- Use a variety of tools (oral, projects, presentations) .
- Understand different learning styles and abilities.
- Share the assessment criteria with the students.
- Allow peer and self assessment.
- Give an opportunity to the student to improve.

## FORMATIVE & SUMMATIVE

### What is Formative Assessment?

**FORMATIVE ASSESSMENT:** Formative assessment is a tool used by the teacher to continuously monitor student progress in a non-threatening, supportive environment. It involves:

- regular descriptive feedback,
- a chance for the students to reflect on their performance,
- take advice and improve upon it.

It involves students` being an essential part of assessment for designing criteria to assessing self and peers. If used effectively it can improve student performance, while raising the self esteem of the child and reducing the work load of the teacher.

### The Formative assessment Design:

<b>April July</b>	–	<b>July- Sept</b>	<i>Sept</i>	<b>Oct –Dec</b>	<b>Dec- Mar</b>	<i>Mar</i>
FA1		FA2	<i>SA1</i>	FA3	FA4	<i>SA2</i>
10%		10%	<i>30%</i>	10%	10%	<i>30%</i>

**Total Formative Assessments = FA1 + FA2 + FA3 + FA4 =40%**

**Total Summative Assessments = SA1 + SA2 = 60%**

## **SUMMATIVE ASSESMENT**

- End of term or end of the year exams.
- Feedback on learning to teacher and parents
- It measures or sums up how much a student has learned from the course.
- Summative assessment methods are the most traditional way of evaluating student work.

## THE SUMMATIVE ASSESMENT DESIGN

<i>April –July</i>	<i>July- Sept</i>	<b>Sept</b>	<i>Oct –Dec</i>	<i>Dec- Mar</i>	<b>Mar</b>
<i>FA1</i>	<i>FA2</i>	<b>SA1</b>	<i>FA3</i>	<i>FA4</i>	<b>SA2</b>
		<b>30%</b>			<b>30%</b>

### 8. Assessment of gaps

The introduction of CCE has evoked a mixed bag of feelings across the educational who's who. For its detractors 'CCE expects teachers to be relentlessly evaluating (you can even call it acting like a regulatory body) their students under so many parameters'. This is argued as adversative to any legitimate learning and understanding; and that it puts tremendous pressure on the already overburdened school teachers, who are more likely to be spending much of their school hours and post school filling in details and churning out data in vast quantities. Where as if we look at the purpose of CCE- that it was introduced with a broad minded concept of providing wider scope to students to utilise their inherent talent. It is equally applicable for students having good academic background and for students having talent in other activities. It will reduce stress and anxiety which students often face before and after examination, and then the two arguments do not seem to be referring to the same issue.

But the question is “**Are examinations the only way of evaluation children**”? The examination system has been used for a long time, but has always been debatable whether it is really a good way to judge a student's certification in education? Socrates once said, "An unexamined life is not worth living". There must be something to segregate the wheat from the chaff.

- Is it possible to judge a person's language ability through examinations?

One of the many reasons why proficiency in spoken English is not achieved inspite of years of learning the language as a 'subject' and years of taking exams, is because the exam is only in the pen and paper mode. No spoken proficiency is tested. In the CCE format of evaluation there would be assessment indicators for fluency, articulation, diction, speech, elocution and expression. 'Today most companies look for communication skills and fluency in English. In the exam a student might fare well in the written, but when it comes to spoken language he is

not able to express himself very well, thus loses the opportunity, as Language is the international passport today.' Will there be not enough reason for students to speak effectively?

If the purpose of testing is to judge the ability of student its likely indicators for testing should be associated with knowledge, skills, eligibility and behaviors that one can achieve. This may be considered the general purpose. And there must be a fair multiple opportunity and flexible means of evaluating. But examining a student should not be the only way to judge a student.

- When the aim of education is capacity building, is the examination the only essential means of assessing?

These days' technological advancements have necessitated a shift in the focus of education in a big way the end is important, the means immaterial! Education is a way of enlightening people and making them aware of the world they live in and to help them voice their opinion on important issues in life later. .... **(unfished)**.