



- ❖ presenting a workable template before the stakeholders
- ❖ scope for improvements should be inbuilt
- ❖ it is sustainable

We from the academia, have to convince ourselves for the need of a holistic assessment to do complete justice to it. It is for the teaching fraternity to bring credibility and there should be no room for prejudices, moreover, our actions have to be above board through self monitoring.

The reasons why CCE will succeed can be briefly summarized as under-

- Marks are a finality whereas grades have scope for improvement.
- It acknowledges the co-relation between left and right brain.
- Different teaching strategies are used as per interest of student.
- Transparency of system – as outcome expected is known to student and teachers.
- Rubrics can be customized as per needs of school, society, region.
- Rubric is an authentic tool and considers large number of criteria.
- Striving for excellence is there as “good enough” is not accepted.
- Learning is supportive and productive, self motivated, interdependent leading to a responsible learner.

Gaps between society and school will be bridged as learning connects to community and beyond classroom.

To conclude, CCE ensures evaluation to happen before, during and after instruction. The danger of present assessment is minimized as the present system is based on regurgitating facts at the end only for an exam. Rubrics will help define quality and make for more responsible students. In today's world there is lot of information but no knowledge, everything has a price but there are no values, we have icons but no role models. Our children need to learn, to have courage with compassion, be humble in victory, graceful in defeat, kind without being arrogant and above all, a total quality person.



CCE- A Psychologist's Dream Comes True

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Fifteen years of working with school children, parents and teachers has made me notice a number of inappropriate processes in the system that brings mental and emotional agony to our prime concern-children. Somehow God heard prayers and made the CCE happen. At last, I can hope that a child's status would just not mean academics, percentage of marks and rank in class! A child will now be looked upon as an individual with strengths and weaknesses, skills and interests, and as a whole, a unique person.

I still remember Stuti, who had to appear for class X (3 years ago) in next six months. How her tears just didn't stop for the entire session. She spoke of her continuous sittings with books, her obsession of studying all the time and staying away from any fun because it wastes time. No friends, no outings, no family get-togethers and no socializing ...because she had to study. She had always been a topper in class, but now she wanted to be in CBSE top 0.1 percent achievers. She was desperate to be the best; she had to keep the reputation! The pressure that our words, our reaction create by either over appreciation of success, or criticizing the mistakes through comparison, ridicule or sarcasm is not empathized by most adults (i.e. both parents and teachers). Her pain of not being able to accept self as worthy, inspite of best efforts and result was due to the rat race of more marks, the over importance of one board exam and lack of value given to other skills.

The cases (read victim children/adolescents) that come to my mind are many, but the moral of the story remained- the system and attitudes need to change. As we know, no change comes just through propaganda-certain clear rules have to be made to bring in the effect, this beginning has been made by the CCE. **Thank You, CBSE!**

The salient features of CCE, as I understand include balanced emphasis on academic skills, evaluated through **Formative and Summative Assessment**. Though we are experienced in summative assessment and know its benefits, the formative part enables the child to comprehend the concept better and relate the learning to life and environment around. Different ways of testing tap the Multiple Intelligences of the student, who is allowed to express what is learnt in the way that suits her.

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The inclusion of **Assessment of Co-scholastic** aspect would help in motivating each child to show case his talent. We know "God doesn't make junk". Nature creates each one of us as unique with presence of specific talents. With compulsion to notice and grade co scholastic aspects, the school will have to provide opportunity to each child to participate in one or the other activity. Hence, it will no longer be the same old 5-6 students per class being the best in all activities. This attempt to bring out the best in each child is one of the most appreciable aspects of CCE.

The assessment of **Life Skills** would certainly do the wonders of recognizing the qualities and abilities in children instead of declaring them defective for their shortcomings. This would enhance the perspective of a teacher to look at a child beyond academics. With only a handful of schools in the country working sincerely on Life Skills training, this inclusion would enable all children to grow harmoniously with the society around and self worth within. In all the CCE attempts to enable the schools to get involved in 'learner-centered activity' in the real sense.

However, there is a **fear of procedures** in implementation. One, it is difficult for anyone to accept change easily and especially when it is imposed as a rule. Secondly, the present system, since long, is used to being 'syllabus centered' (even those who claim to be child centered). Further, albeit CBSE has given clear guidelines and is continuing with training the teachers; more needs to be monitored with continuous assessment role with the teachers; the repercussions of teacher's over **control** are feared.

One recent example of a teacher's effect (or side effect) on a child is as follows. A class XII student of a very reputed school suffers panic attacks along with school phobia due to discouraging and sarcastic remarks of a teacher. The child with consistently good academic performance is being ridiculed for repeatedly missing a couple of internal exams due to flu. The submission of medical report brought more sarcastic remarks from the teacher. The sensitive child is no more able to face the class and has developed school phobia with the pre-boards just a month later! All are aware that such instances are a routine. Educational Psychology learning in B Ed course has actually not made a mark in many a teachers mind. Hence, only continuous training, feedback and a comprehensive evaluation scheme like CCE can make a difference.

To conclude, every innovation can be used and misused. Hence, a system of appropriate **monitoring** of teacher's assessment, compulsion of **in- service training** for teachers on Life Skills and its role in child's psycho development seems essential.



CCE - Paradigm shift from 'Teaching to the Test' to 'Holistic Education'

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"Education is what survives when what has been learned has been forgotten" – B.F. Skinner

The Problem

It would not be an exaggeration to say that a paradigm shift is required in the manner in which education is perceived and implemented in our society. Young people in the current system are not perceived as growing, active human beings who seek a meaningful connection to their community, society, and the natural world but as products of institutions where they are mechanically trained to faithfully reproduce what they are taught.

An integral part of our humanity is lost when the uniqueness and inherent creativity of a child is replaced by absolutes like scores, awards, competitions etc. The real purpose of education is to foster generations of compassionate, generous and sensitive citizens who contribute to society and are responsible to the organic world around them. It is time to discard the archaic process that requires cramming and blind reproduction of material.

It must be remembered that the idea behind evaluation is to judge how well the child is grasping and retaining knowledge, and to identify learning gaps in students, not to pit students against one another or make scores a definitive benchmark. Each child is unique, and possesses certain qualities, and to let his/her brilliance go unnoticed because of biased and narrow parameters of learning would be an utter waste of talent. Teaching needs to be more experience-based and personal, so that it caters to the creative impulse of each young individual. The classroom needs to become more than a concrete space, and turn into an avenue of meaningful discussion and debate.

A New Approach to Education

Our existing system has largely ignored essential aspects of learning, such as listening skills, cognitive skills, critical analysis, communication skills, data interpretation and organizational skills, and the focus has so far been on memorizing and accumulation of facts. It would be a tremendous pity if children were merely taught a prescribed curriculum but not made to understand why they are being taught something and how it is useful to their everyday lives.

The most painful experience as a teacher is to see young people lose hope and get discouraged because they are faced by an impersonal and unforgiving education system that

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gives primacy to the results they “manufacture”, over the efforts and creativity they put into it. I have seen many students riddled with anxiety and low self-confidence because of the constant pressure to perform and generate a desirable output. This obsession with “performance” and “results” is an epidemic that has haunted our country’s education system for years, dragging in teachers, students and parents alike. Amidst all this, the simple joys of learning and exploration have disappeared. The current educational reforms seek to revive those simple pleasures so that teaching and learning once again become an organic journey that students and teachers can together embark upon.

We need to restructure the way we impart knowledge, and build a system where students are free to pursue personal interests and passions, and a creative effort is made to present knowledge in ways that makes it more relevant and exciting to students. As educationists, we need to respect the diverse learning capacities of individual students, so that none are left out, and each student is given space to express his/her ability. The classroom needs to be dismantled, and reshaped so that students are encouraged to explore questions that lie beyond the immediate curriculum and are given space to reflect upon ideas that depart from the confines of the traditional syllabus.

Children are filled with wonder and curiosity about the world around as infants, but somehow this magic is driven out during the process of growth, and is replaced by worries about tests, competition and rote. Our aim should be to be to constantly fuel that hunger for knowledge, and create inquisitive individuals who are in love with the process of learning itself. Those of us responsible for shaping curriculum and laying down the tenets of education need to remember that we are not trying to create future engineers, doctors or managers, but enable young minds to assimilate all that is possible from the world around them, and then choose the course of their lives as they deem fit.

Evaluation, not examination

Given our transcendence of the examination system in recent times, and a shift towards a more comprehensive evaluation system, several things need to be reiterated.

We, as educationists, must keep in mind that learning is a dynamic process, and there must be an equally dynamic process of evaluation as well. One cannot accurately judge a child’s learning capacity through annual or biannual exams that throw predictable questions that assume a generalized level of comprehension across all students. Teachers and parents must work in tandem to keep a continuous track of each child’s development, and provide constant support and encouragement wherever needed.

Most importantly, all those involved as stakeholders in the educational process need to constantly remind themselves that the aim of evaluation is to judge the child’s ability in order to be able to cater to him/her accordingly, and to detect any possible discrepancies, so that they can be remedied. It is time to dismiss the idea of tests and scores as the purpose of examinations. Too



many times have these turned into monstrosities that have claimed the mental peace and even lives of young students. We need to let students compete with their own “selves” and constantly strive to improve, not to compel them to upstage one another. The role of teachers is not to find faults with students, but to see the best in every child, and help him/her polish inherent capabilities. The very notion of a teacher must transform from an overbearing, critical figure into a helpful and warm enabler who is a constant source of support and encouragement. A child may not be able to memorize multiples of twelve, but may be excellent at solving puzzles, and it is up to the teacher to help optimize that ability. There are many young students who cannot understand the rules of grammar but have a vivid imagination that can conjure up great works of fiction- it is then the teacher’s task to help the child retain the love for storytelling while at the same time teaching how to tell it well.

In essence, the path to learning must be given its due respect, and joy must be imbued into the collaborative journey undertaken by students, teachers and parents.

The Path Ahead

With the onset of the present examination reforms, there is reason for great optimism. It is heartwarming to know that children will no longer be subjected to a 3-hour ordeal of conventional examination. Formative assessments will bring back the focus on evaluating the children’s responsiveness to what is taught. The new paradigm promises to reward originality and encourage creative spirit.

There is an apprehension in some minds that the holistic evaluation is difficult to implement in an over- populated country like India, where we find ourselves constantly struggling for resources. However, that is no excuse for abandoning what promises to be a revolution in the way we perceive education. The emerging system of comprehensive evaluation will surely bring back the recognition of diverse areas of learning such as communication skills, decision making, quizzing acumen, analytical reasoning, lateral thinking and sensitivity towards environment. The classrooms of the future have to be raised on the pillars of love, praise, motivation and support. There should be no room for hatred, sarcasm, bias and criticism. We now live in a world where information is in abundance and is easily accessible to all, but it is our task as educationists to impart the wisdom to use it. Let us pledge to no longer suffocate the spirit of the inquisitive mind, but to help it emerge in the open and flourish.

“ I am a child and a leader of tomorrow

I want to think, to doubt, to question

I want to be responsible and caring

I want to be heard and respected.”

Joyful Learning without the fear of Examination

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Continuous Comprehensive Evaluation (CCE) is not new in the field of education. This is in vogue for many years. But adoption of this concept for class X examination and consequently abolition of the Board Examination at the end of class X has come as a revolutionary change. Any change is met with resistance and introduction of CCE is no exception. All the stake holders from students, parents, teachers to Heads of institutions were initially resistant to accept the new idea. Their reactions varied from skepticism to anger. But as the long drawn debate died down, the concept was seen under a new light and a realization dawned upon its utility and goal.

CCE, in fact, doesn't do away with examinations. Instead, the fear associated with examination is removed. This is made possible by formative and summative assessments. The word 'examination' is replaced by 'assessment'. Generally, the word 'examination' is viewed as a 'three hour', 'hundred marks', 'paper pen test' which weighs highly in favour of rote memory. But assessment takes out the sting of all the fearful things associated with examination. Assessment can take place in an informal setting. The stress, fear or even the phobia associated with it is shed away. Assessment can effectively test the understanding and application of knowledge rather than rote memory of facts and figures.

The assessment is spread throughout the session, giving ample opportunities for the learners to look back at their performances at various stages and improve upon if needed. As the chunks of knowledge acquired is of smaller sizes, the learners can easily grasp and manage understanding. Instead of one single examination at the year end, several assessments spread throughout the session can be easily managed by the learners. The need for testing the learners on the entire course as a whole is taken care of by the summative assessments. These summative assessments need not be equated with examinations as their weightage is markedly brought down.

What really changes is the way things are learnt. The teachers and the learners are free from the year end examination stress. Learning can take place in a relaxed and joyful manner. In the scenario that was unfolding year after year with frightful regularity, which is a thing of past, the teachers were hard pressed with time and in a break neck speed portions were

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'covered' instead of being 'uncovered'. The course was completed early so that revision could be undertaken followed by a series of pre boards to hone the skills of our learners to face the examinations. Sometimes, the teachers used to come across a ridiculous situation wherein their protégés would peak well before the examination and on the D day, they would simply bungle up. Students used to be so thoroughly prepared well before the examination that on the eve of the examination, they didn't know what to do. Sometimes, the examination preparation would start in the summer vacation of the preceding year itself and they would be ready with the entire course when the new session started.

In the present changed context, my students can watch a movie 'Julius Caesar' to supplement their appreciation of the extract of the play in the textbook of English. Science can be learnt by doing things at laboratory instead of sitting in the classrooms and listening to the lectures of teachers with their eloquence through chalk and talk. The students can visit the Mathematics Laboratory more often and mathematics can be learnt differently. Social science can be learnt through projects and doing references at the internet and library. I can visualize a whole new approach to learning than what we are obsessed with all these days due to certain compulsions and constraints of preparing our students for the great academic event called the 'Board Examination'.

Coming to the tools of assessment, I should share the amazement expressed by the parents in the recently held parent teacher meeting at the Vidyalaya. For the eyes being used to the usual report cards which glaringly reflected the child's performance through marks, sometimes circled red wherein the child was not to successful in crossing the magic figure of 33, the new report card was a revelation. They couldn't believe that their child was assessed holistically rather than scholastic area only. They could look at their children in a whole new way with assessments on a host of non scholastic areas. We were inundated with questions on how the school would take care of all these non scholastic areas and what they, as parents, could be doing to help their children. Assessment on non scholastic areas has alerted the teachers and they are taking stock of the situation with a new found alacrity.

The tools of assessment are varied and challenging. For teachers who were used to administer a test through a question paper, the new dispensation would be a new journey of learning. They have to understand the principles of the variety of tools, ways of administering them, scoring and interpretation. It would take some time, but will usher in a new era of assessment. The beneficiary is the learner and therefore the new enterprise has to be taken with all seriousness by the teachers. One thing is certain: the learners will thoroughly enjoy at least some of these tools. What a turn around!

Implementation of CCE Scheme in Schools- some reflections

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Education is considered to be, and rightly so, a process which should enable an individual to make a decent living as well as lead an enriching and fulfilling life. It is also believed to be a preparation for life, a process and means of empowering individuals to take control of their lives. The scheme of Continuous and Comprehensive evaluation, recommended by many national committees and commissions in the past, primarily aims at re-focussing on achieving these goals.

The essentials

It needs to be clearly understood that the scheme of Continuous and Comprehensive evaluation is not merely a shift in assessment processes and procedures. It encompasses re-designing of content delivery methods, creating desired infrastructure and facilities, providing effective and engaging learning experiences and creating conducive learning opportunities and environment. In order to assess learners in the areas of literary or creative skills, scientific skills or performing arts, the schools need to provide not only the required learning conditions but also design suitable activities to enable the learners to develop such skills.

The scheme also does not intend to dilute the importance of academic excellence and performance of learners in competitive domains. But besides academic attainments, it also emphasizes on other equally essential elements of human development. Who can deny the significance of germination of right kind of thought-seeds during the formative years, inculcation of healthy relationship skills, acquisition of roots of life in form of desired attitudes and values, development of emotional management skills and a physically and mentally healthy individual? Though the earlier curricular included many of these elements, no serious efforts were being made to give it due emphasis due to its absence in the assessment scheme. The present scheme focuses on including and highlighting all these components in the assessment design with the hope that the same will be given desired emphasis during day-to-day life of the school activities.

Consultant CBSE



The immediate actions

Sensitizing and empowering the teachers, enabling them to understand and appreciate the scheme, initiating steps to design or acquire related materials and designing suitable activities are some immediate tasks for every school. Collaborative efforts through neighbourhood schools or Sahodaya complexes can be of great help to overcome initial challenges. Providing active learning experiences and involving all learners in the process is the key mantra of the scheme. Matters related to large class size, heterogeneity of learners, involving every learner in the process deserve serious attention and meticulous planning.

One of the key considerations in the implementation of scheme in the right earnest is the assessment of learners in co-scholastic areas in an objective manner. Teacher's role and attitude as a learner is going to be very crucial in this respect. The Board has designed Teacher's manual on CCE for this purpose. Detailed guidelines related to this aspect have been included in this document. More materials are likely to be made available to schools shortly. However, designing suitable and relevant activities meeting local needs and requirements will necessitate individual or collective efforts. Besides giving special attention to meaningful formative assessment, due care and time may be given to selection of proper tools and techniques for objective assessment of learners in the areas of life skills, games and sports and attitudes and values.

In closing

Changing mindset of individuals has always been more challenging and slow than materialistic changes in their lifestyles. The CCE scheme expects and demands change in the mindset of all stakeholders with regard to relevance of existing educational practices, the desired shift from part to the whole, from merely rational to the intuitive as well, from linear to non-linear thinking and from analysis to synthesis of emerging problems and requirements. We, as educationists and decision-makers owe more responsibility to the present and future generations to grow and develop as complete individuals. The first step has been taken. Let us all march ahead in unison.

Self-assessment is essential for progress as a learner: for understanding of selves as learners, for an increasingly complex understanding of tasks and learning goals, and for strategic knowledge of how to go about improving,

Sadler, D R 1993, Assessment in Education, Vol.8 No2, pp 153-169