

Comprehensive Course Evaluation and Tools of Assessment

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INTRODUCTION

Evaluation becomes a process for finding out how far the learning experiences are actually producing the desired results. The process of evaluation also involves identifying the strengths and weaknesses of the teaching plans. As a result, it is possible to note in what respects the curriculum is effective and in what respects it needs improvement. The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. However, since educational objectives are essential changes in human beings, that is, the objectives aimed to produce certain desirable changes in the behavior patterns of the student, the evaluation become the process for determining the degree to which these changes in behavior are actually taking place.

Why do you want to evaluate?	What do you want to evaluate?
Concerns about providing better teaching and learning for students within a particular school community	Is my teaching behavior having the desired effect in classroom management
The need to examine the impact of a new programme or organizational processes	Has a particular teaching strategy improved the performance of a specific group of students?
The need to ascertain course strengths in relation to system priorities and goals	Is a special project being positively accepted by the class or is there a lack of interest?
Collecting and presenting information from teachers, administrators, students and parents	Assess the educational quality of the curriculum policy or program

Tests and Examinations

Schools have traditionally used tests in assessment programming to measure whether students have acquired a certain process- and content-related knowledge. These tests focus on the missions, goals, and objectives and permit useful projections of student behavior and

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learning. A well-constructed and carefully administered test that is graded by two or more judges for the specific purpose of determining program strengths and weaknesses remains one of the most popular instruments for assessing student performance.

Portfolio Evaluation

Portfolios used for assessment purposes are most commonly characterized by collections of student work that exhibit to the faculty and the student the student's progress and achievement in given areas. Included in the portfolio may be research papers and other process reports, multiple choice or essay examinations, self-evaluations, personal essays, journals, computational exercises and problems, case studies, audiotapes, videotapes, and short-answer quizzes. This information may be gathered from in-class or out-of-class assignments.

Information about the students' skills, knowledge, development, quality of writing, and critical thinking can be acquired through a comprehensive collection of work samples. A student portfolio can be assembled within a course or in a sequence of courses in the major. The faculty determine what information or students' products should be collected and how these products will be used to evaluate or assess student learning. These decisions are based on the academic unit's educational goals and objectives.

Portfolio evaluation is a useful assessment tool because it allows faculty to analyze an entire scope of student work in a timely fashion. Collecting student work over time gives schools a unique opportunity to assess a students' progression in acquiring a variety of learning objectives. Using student portfolios also gives faculty the ability to determine the content and control the quality of the assessed materials.

Portfolios at other research institutions are widely used and have been a part of student outcomes assessment for a long time. Departments using portfolio evaluations include English, history, foreign languages, fine arts, theatre, dance, chemistry, communications, music, and general education programs.

CONCLUSION:

Evaluation procedures have a great importance in the individual guidance of pupils. It is not only valuable to know about student's background but also to know about their achievement of various kinds of objectives in order to have a better notion of both their needs and their capabilities. Increasingly, we must expect to evaluation procedures to determine what changes are actually taking place in students and where we must make still further modifications in order to get effective educational program.

What Other Principals Say...

CONTINUOUS AND COMPREHENSIVE EVALUATION

The internal assessment, activity, project method, periodical test etc. provides opportunities for continuous and persistent learning by the student. Each child with a varied Learning curve gets the maximum opportunity to learn. The CCE provides scope for students to manifest, enhance and develop talents. The premium is now on creativity and not memory.

The reports and the figures suggest that with 15% dropouts 30% failure, students dropout from Class 9 to 12, India needs to equip about 1.2 crore young people who join a work force every year with higher level of education and skills to be able to access better paying jobs. Secondary Education enables youth to break out of poverty trap. The CCE has set the time of education in the much different league from the traditional one which was of imparting education and intends to bring the education of India on the competing global pattern.

Chitra Nakra,

Principal,

Veda Vyasa D.A.V. Public School,
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DEVELOPING LIFE SKILLS THROUGH CCE

Attitude, Behaviour, Communication, Leadership, Team building, Interpersonal skills are subjects that are best learnt as LIFE SKILLS & it requires a continuum of learning through experience. The person in charge of imparting learning has also to become the in charge of careful observation of the Experience that is coming as Life skills.

CCE in my opinion is going to take forward the entire process of learning & developing skills. The schools will provide all possibilities for a child to learn, develop & the evaluation shall be continuous where the teachers partner the process of learning & development.

The process of education with CCE becomes interactive, communicative and collaborative and efforts that are required to meet the challenges of learning, develop wonderful, everlasting relationships in a very short time. The learning arising from this is profound and revealing. This system would help in identifying talent, proficiency in sports, music, theatre or fine arts.

Sapna Agrawal

Principal,

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CCE AND TOOLS OF ASSESSMENT

The aim of education has shifted to providing such opportunities where one develops an ability to express oneself, learns how to define and analyze a problem and to make intelligent decisions.

The CBSE's initiative to introduce the scheme of Continuous and Comprehensive Evaluation is undeniably a positive step in the direction of holistic development of children. CCE negates the concept of rote memorisation. It includes not only the scholastic areas but also reflects life skills acquisition, personality attributes, behavior interests, attitudes, values and proficiency in co-curricular activities.

The formative assessment enables the teachers to assess the learner throughout the year and thereby teacher can spare more time to know about the true picture of the growth and profile of the young learner. There is variety of tools to assess a child's performance which involve enquiry, questioning, debates, projects and assignments, narrative records, rating skills, observation and self-assessment.

Formative assessment also includes the self assessment sheets, students' interviews and oral tests, conversations, tests, quizzes and various other competitions which tell us how a learner understands a concept. Therefore continuous evaluation process will reduce the stress and anxiety . It will also reduce the drop out rate. Through this concept of continuous comprehensive evaluation system students will get more time at their disposal to develop their interests and hobbies and hence acquire learning in a friendly environment rather than in a fearful atmosphere.

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Judging the performance within three hours with the help of written evidence was not appropriate because it did not give a complete idea of the progress of a student .

CCE seems a more appropriate way of judging progress of students as it lays equal emphasis on almost all aspects of individual student. The report card recognizes the potential



of a student in other than cognitive domain and provides space for its proper documentation for the first time in the history of Indian education Sysytem. It is an effective way to enable the student to face the world by exploring their talent. It also evaluates the views and opinions of the students, ability to comprehend the situations quickly, reactions to different problems and compatibility with mates and elders.

The grading system would definitely reduce the stress level among the students and help in curbing suicides due to disappointment with the evaluation of performance. It provides equal opportunity to all to improve.

Brilliant's Convent
West Enclave, Pitampura

CBSE deserved all appreciation for launching the system of Continuous Comprehensive evaluation which focuses on holistic development of the child. Indeed it is a paradigm shift from examination to effective pedagogy. This effective pedagogy includes active participation of the students in various activities pertaining to scholastic and co-scholastic areas. Examination system cannot assess the other traits present in a child. By implementing CCE teachers would systematically work to polish the qualities of a child. Teacher would also be focusing on this thing that children who have to steer our country in future must become good citizens. We have to guide our teachers as to how they will be changing the attitude of the students and will be including values amongst them. Though the schools are already working on it but now the students are going to get grades for it so the teachers would plan things systematically according to CCE and everything will be reflected on the report card. The main feature of the CCE is that it is diagnostic in nature and the teachers will get the opportunity to work on the weaknesses of the children by providing guidance to them and by giving feedback to them about their performance. So, I personally feel that CBSE has launched the best system now.

Mrs. Anita Nanda

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What Other Teachers Say...

REDUCE THE UNDUE PRESSURE ON CHILDREN

Education should not be restricted within the boundaries of marks, percentage, ranks, positions and academic scores. The reputation of school, social status of parents and academic result of teachers should not hinder the progress of child. There is an urgent need to eradicate the existing pressure on children to grow in stress free environment. The children do need their space and freedom so as they can grow into good human beings. A child who is not able to score good marks in theory can be more efficient in other fields like fine arts, sports, theatre etc. The marks oriented education system can suppress the creativity and interests of child.

If the children are unable to live upto the expectations of their parents and teachers, they often loose their self esteem and tend to choose the wrong ways of escaping from this pressure. We, as their mentors, have to understand their inner feelings and requirements. We should provide some non scholastic outlets for their emotional and creative expressions. We should try and build a society which respects and grants freedom to the child rather than forcing them to be academically perfect.

If there will not be any change in the attitude of parents and teachers, a time will come when the society will be full of frustrated youngsters. So let us all be a part of this new beginning of pressure free education and bring back the innocent smiles back on the faces of our children.....

Ms. Stuti Guleria

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The globalized twenty-first century demands much more from students and teachers. As society is shifting from an 'Industrial Age' to the 'Information Age', learning goals are changing and therefore techniques of assessment also need restructuring.

The validity of the performance standards has to be explored and ultimately diverse students' performance based on socio-economic, language and cultural

backgrounds are to be assessed using divergent methods and yardsticks in a continuous way.

CCE - The scientific method tries to determine the strengths and weaknesses of students, improves students acquisition levels, strengthens school teamwork and societal co-operation. Student's interaction and behaviour are well taken care of along with academics. At the core of the new educational vision, the objective of making the learning process joyful for the child is envisaged. When the child takes greater responsibility for his /her own learning and by giving freedom to the learner to experiment and explore, the learning process can be made exciting and meaningful to each learner. Thus learning can be de-stressed by introducing alternatives to homework in smaller classes and by gradual elimination of pass/fail criterion along with the introduction of grades.

As teachers we need to gather information, ponder over the reflections on communication that occur as a result of classroom interaction, make innumerable attempts and strategies to understand and make them feel the focus and importance of their learning. Here students should be able to articulate the shared information about their own learning. Above all holistic assessment includes personality development ultimately resulting in creating useful members for the society. Even we teachers are made to resort to creative teaching throughout.

By Mrs. Karthiayani Bhatt,
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CCE is an approach wherein progress will be assessed by multiple intelligence approach rather than by the conventional testing styles. CCE lays emphasis on development of cognitive, psychomotor, affective skills and stimulation of thought processes by various activities. CCE calls for making evaluation an integral part of the entire teaching learning process and to use it as a quality control devise for maintaining standards of performance according to the growth and development of the student.

Since growth and development are continuous, the term "Continuous" of CCE explains that the evaluation is a continuing process and it should not be limited to assessment at specific periods of time. The term "Comprehensive" of CCE denotes the assessment of the scholastic and co-scholastic abilities of the students as per the rate of their growth and development.



CCE aims on getting a complete insight into the students' "learning" by assessing the acquired skills, achievement in different subjects, development of interest, attitude and motivation, creating awareness of socio-environmental issues, working independently and collaboratively, critical thinking skill and ability, knowledge, understanding, application, association, correlation, memory, recall and socio-emotional skills.

Assessment tools include class presentations, poster making, drama, camps, symposium, audio-visual presentation, tests and term papers having subjective and objective format based on the curriculum. Assessment tools also call for enhancement of safety, discipline, decency and moral values of the family and cultural group that they belong to.

CCE allows excellence in diverse areas to be recognized and rewarded so there is a great possibility for education of gifted students and students with special needs in the mainstream education system. CCE assesses social skills, emotional skills, values, attitudes, life skills, thinking skills, creative skills sports and physical activities and work experience by hands on learning, literary and aesthetic activities and not just the content of the various subjects, therefore we as teachers, administrators and policy makers can finally look forward for the **"Unity and Uniqueness in Diversity"** as has been created by the **"ALMIGHTY"**.

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The CCE (Continuous and Comprehensive Evaluation) introduced at the secondary level needs continuation in classes XI and XII also as the efforts put in grooming the students till class X under co-scholastic areas would be forgotten at the level when they need them the most. The students tend to get out of the control of the system of the school like the areas of attendance and behaviour as their focus and emphasise more on professional career pursuit than their excellence in CBSE Examination. Further extension of the system can create a closer link and association not only with the students but with the monitoring body. The CCE seen to be very passive about the measures suggested for not adhering to the guidelines.

The best of the system fails where the will to exercise is not found. After all it is the human mind that creates and destroys. The system brought in can be effective if the wings of ban on such practices be enforced. Profession without the commercial element can bring in all success.

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Our education system should focus more on knowledge and less on marks. It should help to have complete personality development. It must allow the children to explore the world and to come with their own originality in order to help them more in the course of life. It is more important for the teacher to teach the students the lessons of life rather than the lessons in their textbooks. Sometimes our so- called Gurus make the care-free life of children miserable by nagging them frequently with so many dos and don'ts. Without a formal and board exam now I think children can have some peace and rest.

True, the new system of grading and the abolition of board exams will give more time to teachers and to school authorities for developing Life Skills and other qualities in children but at the same time teachers must be objective and rational while judging the students. Teachers should find out means and methods to make learning through activities and fun. Learning should be connected to life and be more meaningful. This will make our children more knowledgeable, intelligent and self dependent. Learning through activities, discovery and exploration in a child centered manner will help the students a lot. Yes the new education policy will open bright opportunities of learning.

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Teacher in English

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ARE WE READY TO UNLEARN?

"The knowledge of the world is only to be acquired in the world, and not in a closet.
- Lord Philip Dormer Stanhope Chesterfield"

The teachers have to embrace cultural diversity by being globally aware as the onus of effective learning environment lies equally on the teachers. The focus in learning environment now shifts to constructing new meaning and gathering experience based on the learners previous schemas. Is it possible to create effective learning experience for learners without assisting them to adjust socially? If not then there is another aspect of constructivism, called the social constructivism where the teachers helps the learner to equip these social skills. This new window to learning would engage all stake holders alike in the process, parents, community and teachers and be involved in this learning process. The time has already come to match skills like creative thinking, innovativeness and curiosity to higher order thinking skills. To assist the learners move out of the closet of a classroom and content based learning, the teacher of today will have to be socially adaptable, an able communicator with matchless interpersonal skills with an ability to adjust and work well in teams.

The need of the hour is to integrate technology in the entire educational process. Reference to technology does not limit its meaning to computers or ICT integration but it extends its boundaries to curriculum and pedagogy, honing and upgrading teacher competencies and skills, creating infrastructure to support the new learning environment.

The revolution has already begin.. the clarion call is to move from effective and engaged learning to creating an active learning environment...that encourages questioning, scratches mind and promotes inquiry to construct new information and that would be true learning

So are we ready to unlearn-----

illiterate of the new century would not be those who cannot read and write, but those who cannot unlearn, learn and relearn.

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