‘Policy’ and Policy Making

• ‘Policy’ a set of principles or directives to guide actions to achieve rational outcomes.
• It is one of the most potent instruments of promoting planned development and social change.
• Policy making is an evolving and cyclical process.
• New Policy is often formed on the basis of the review of the progress in the implementation of earlier policies.
• On the basis of impact assessment of earlier policies, subsequent policy cycle is initiated.
Policy Cycles

POLICY-MAKING
(1) Analysis of the existing situation
(2) The generation of policy options
(3) Evaluation of policy options
(4) Making the policy decision

PLANNING
(5) Planning of policy implementation
(6) Policy impact assessment

POLICY ADJUSTMENT
(7) Subsequent policy cycles
(1) Context Analysis

(2) Generation of options

(3) Evaluation of options

(4) Decision

(5) Planning / Implementation

(6) Policy impact assessment

Policy Cycle 1

Policy Cycle 2

Policy Cycle 3

Situation A

Situation B

Situation C
New Education Policy
Legacy, Process and Outcome

• The Formulation of New Education Policy is under process

• Legacy of two Major National Education Policies
  – National Education Policy - 1968
  – National Policy on Education -1986


• A new Committee constituted under the Chairmanship of Shri K Kasturirangan
Legacy : 1968 policy

- acceptance of a common structure introduction of the 10+2+3 system
- In the school curricula, in addition to laying down a common scheme of studies for boys and girls
- science and mathematics were incorporated as compulsory subjects and
- work experience assigned a place of importance
- restructuring of courses at the undergraduate level
- Centres of Advanced Studies were set up for post-graduate education and research
Legacy: 1986 policy

- National System of Education to bring about uniformity in education,
- making adult education programmes a mass movement,
- providing universal access, ensuring retention and improving quality in elementary education,
- special emphasis on education of girls,
- establishment of pace-setting schools, like Navodaya Vidyalayas in each district,
- Vocationalisation of secondary education,
- synthesis of knowledge and inter-disciplinary research in higher education,
- starting more Open Universities in the States,
- strengthening of the All India Council of Technical Education,
- encouraging sports, physical education, Yoga and adoption of an effective evaluation method.

- Promoting Education for Equality
- Re-organisation of Education at different levels
  - Pace Setting Schools (Navodaya Vidyalayas)
  - Adult Education and Non-Formal System (IGNOU)
- Technical and Management Education
- Reorienting the Content and Process of Education
- Teacher Education
Consultation Process

- Panchayat/
- Block / District/State /Region
- Thematic Consultation with Experts
- Synthesis (National)
NEP Themes

33 Themes identified under NEP

School Education
13 themes

Higher Education
20 themes
13 School Education Related Themes

1. Ensuring Learning Outcomes in Elementary Education
2. Extending outreach of Secondary and Senior Secondary Education
3. Strengthening of Vocational Education
4. Reforming School Examination Systems
5. Revamping Teacher Education for Quality Teachers
6. Accelerating rural literacy
7. Promotion of ICT
8. New Knowledge, pedagogies and approaches for teaching
9. Schools standards, School assessment and School Management systems
10. Enabling Inclusive Education
11. Promotion of Languages.
13. Focus on Child Health
## 20 Higher Education Related Themes

<table>
<thead>
<tr>
<th>1. Governance reforms for quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ranking of institutions and accreditations</td>
</tr>
<tr>
<td>3. Improving the quality of regulation</td>
</tr>
<tr>
<td>4. Pace setting roles of central institutions</td>
</tr>
<tr>
<td>5. Improving State public universities</td>
</tr>
<tr>
<td>6. Integrating skill development in higher education</td>
</tr>
<tr>
<td>7. Promoting open and distance learning and online courses</td>
</tr>
<tr>
<td>8. Opportunities for technology enabled learning</td>
</tr>
<tr>
<td>9. Addressing regional disparity</td>
</tr>
<tr>
<td>10. Bridging gender and social gaps</td>
</tr>
<tr>
<td>11. Linking higher education to society</td>
</tr>
<tr>
<td>12. Developing the best teachers</td>
</tr>
<tr>
<td>13. Sustaining student support systems</td>
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<tr>
<td>14. Promoting cultural integration through language</td>
</tr>
<tr>
<td>15. Meaningful partnership with the private sector</td>
</tr>
<tr>
<td>16. Financing higher education</td>
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<tr>
<td>17. Internationalization of higher education</td>
</tr>
<tr>
<td>18. Engagement with industry to link education to employability</td>
</tr>
<tr>
<td>19. Promoting research and innovation</td>
</tr>
<tr>
<td>20. New Knowledge</td>
</tr>
</tbody>
</table>
Continuous & Comprehensive Evaluation (CCE)

• CCE refers to a system of school based evaluation of students that covers all aspects of a student’s personality.

• ‘Continuous’ means that the evaluation of students’ growth and development is a continuous process rather than an event; is built into the total teaching learning process & spread over the entire academic session.

• ‘Comprehensive’ it covers both the scholastic and the co-scholastic aspects of students’ growth and development.
CCE -
A System of School-Based Assessment covering all aspects of Students’ Development

- **Students’ Development**
  - **Continuous**
    - Learning
    - Assessment periodic
  - **Comprehensive**
    - Scholastic aspects (Scholastic aspects include curricular areas or subject specific areas)
    - Co-scholastic aspects (Co-scholastic aspects include life skills, Co-curricular, attitudes and values)
CCE in Education Policies

• The Kothari Commission Report 1966 had stated that “the internal assessment or evaluation conducted by schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students’ growth that are measured by the external examination and also those personality traits, interest & attitudes which cannot be assessed by it”. (9.84)

• National Policy on Education 1986 had also stated that ‘Continuous and Comprehensive Evaluation should incorporate both scholastic and non-scholastic aspects of evaluation spread over the total span of instructional time (8.24(iii));

• The National Curriculum Framework- 2005 (NCF-05): School based CCE system should be established to… reduce stress on children; make evaluation comprehensive and regular; provide space for the teacher for creative teaching; provide a tool of diagnosis & remediation; produce learners with greater skills
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- It helps us to understand the current state of the learning process</td>
<td>- It helps us to measure how much has been learnt</td>
</tr>
<tr>
<td>- An ongoing process</td>
<td>- A final process</td>
</tr>
<tr>
<td>- Process orientated</td>
<td>- Product orientated</td>
</tr>
<tr>
<td>- Focuses on improving the learning process</td>
<td>- Measures the quality of the product</td>
</tr>
<tr>
<td>- A shared, reflective relationship between the learner and the teacher</td>
<td>- Compared to externally imposed standards</td>
</tr>
<tr>
<td>- Diagnoses areas of needed improvement</td>
<td>- Judgments are made on the basis of the overall score</td>
</tr>
<tr>
<td>- Flexible criteria that can be changed</td>
<td>- Fixed criteria are used for rewards and punishments</td>
</tr>
<tr>
<td>- Measurements help on the journey to reach ideal outcomes</td>
<td>- Measurements help to separate better and worse</td>
</tr>
<tr>
<td>- Students learn collaboratively from one another</td>
<td>- Students try to defeat one another</td>
</tr>
<tr>
<td>- Shows both teacher and student what needs improving</td>
<td>- Shows the student what he has already achieved</td>
</tr>
</tbody>
</table>
## Difference between Formative and Summative Evaluation

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>FORMATIVE</th>
<th>SUMMATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of students</td>
<td>Active involvement</td>
<td>Passive Involvement</td>
</tr>
<tr>
<td>Examples</td>
<td>Observations, interviews, evidence from work samples, etc.</td>
<td>Common assessments like tests and exams</td>
</tr>
<tr>
<td>Design</td>
<td>Designed to adjust teaching and learning while they are still occurring</td>
<td>Designed to provide information about the amount of learning that has occurred at a particular time</td>
</tr>
<tr>
<td>Means of testing</td>
<td>Quiz, interviews, conversations, visual and oral testing, projects, practicals and assignments, etc.</td>
<td>Assessment in the form of pen-paper test mostly</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Done to improve or change a program while it is in progress</td>
<td>Focuses on the results or outcomes of a program</td>
</tr>
<tr>
<td>Grading</td>
<td>Scored but not graded</td>
<td>Graded</td>
</tr>
</tbody>
</table>
II. Evaluation of Scholastic aspect:

Part 1: Scholastic Areas

Evaluation of Academic Subjects in Classes VI to VIII.

Six assessments are proposed:

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Percentage of weighting in academic session</th>
<th>Month</th>
<th>Term wise weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessment-1</td>
<td>10%</td>
<td>April-May</td>
<td>FA1 + FA2 = 20%</td>
</tr>
<tr>
<td>Formative Assessment-2</td>
<td>10%</td>
<td>July-August</td>
<td></td>
</tr>
<tr>
<td>Summative Assessment-1</td>
<td>30%</td>
<td>September</td>
<td>SA1 = 30%</td>
</tr>
<tr>
<td></td>
<td>Second Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessment-3</td>
<td>10%</td>
<td>October-November</td>
<td>FA3 + FA4 = 20%</td>
</tr>
<tr>
<td>Formative Assessment-4</td>
<td>10%</td>
<td>January-February</td>
<td></td>
</tr>
<tr>
<td>Summative Assessment-2</td>
<td>30%</td>
<td>March</td>
<td>SA2 = 30%</td>
</tr>
</tbody>
</table>

Total: Formative Assessments (FA) = FA1 + FA2 + FA3 + FA4 = 40%

Summative Assessments (SA) = SA1 + SA2 = 60%
NCF: How CCE would be implemented

Primary stage (1-V)
Throughout the primary stage there should be no formal periodic tests, no awarding of grades or marks and no detention. NCF 3.3.1 (Pg. 48)

- use of feedback during learning activities, using a daily diary (NCF. Pg.73)

Upper primary stage (VI-VIII)
There should be continuous as well as periodic assessments, (unit tests, term end tests) the system of ‘direct grades’ should be adopted. There should be no detention. NCF 3.3.1 (Pg. 48)
### CONTINUOUS COMPREHENSIVE EVALUATION

**Stds. I to VIII**

<table>
<thead>
<tr>
<th>Class</th>
<th>Formative Evaluation (A)</th>
<th>Summative Evaluation (B)</th>
<th>Grand Total (A+B)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Theory</td>
<td>Oral/Practical</td>
</tr>
<tr>
<td>I &amp; II</td>
<td>Day to day Observation, Oral work, Practical/Experiment, Activity, Project, Test/Open book, Home/class work, Others</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>III &amp; IV</td>
<td>60</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>V &amp; VI</td>
<td>50</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>VII &amp; VIII</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
</tbody>
</table>
The CCE in Practice (RTE ‘no detention’)

- CCE interpreted as series of ‘Formative’ and ‘Summative’ evaluation tests
- No difference in practice between the two
- No feedback loop to learners
- Massive record keeping exercise
- Used mainly for showing supervisors
- Focussed on measuring, not improving

Then how could ‘outcomes’ improve?

Teachers confused, complain of burden and waste of ‘teaching time’
Feedback on CCE in New Education Policy

• Against CCE
  ❑ There should not be any school based examination at Class 10 level;
  ❑ In the process of making students stress free, they are becoming irresponsible, giving less attention to studies
  ❑ Process is complicated and confusing;

• In favour of CCE
  ❑ CCE practice is best, but is not followed properly due lack of infrastructure
  ❑ It has benefitted the students with special needs

• CCE should be modified
  ❑ CCE should be remodeled with provision adequate infrastructure
  ❑ The teachers should be thoroughly trained and prepared
Thank you

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