

New Education Policy - Continuous & Comprehensive Evaluation

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'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

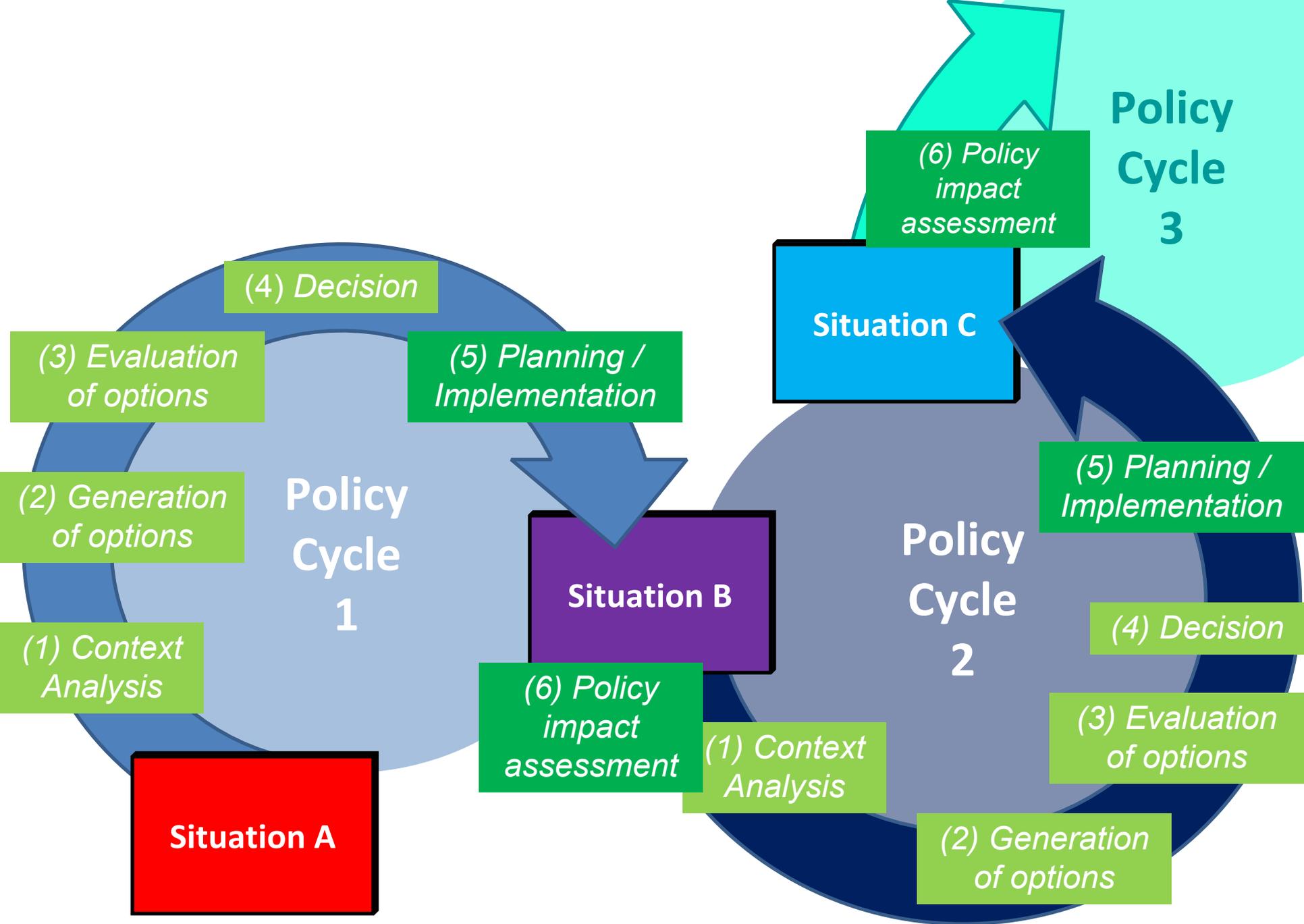
- (1) **Analysis** of the existing situation
- (2) The **generation** of policy options
- (3) **Evaluation** of policy options
- (4) Making the policy **decision**

PLANNING

- (5) Planning of policy **implementation**
- (6) Policy **impact assessment**

POLICY ADJUSTMENT

- (7) Subsequent policy **cycles**



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
- Report on National Policy on Education - 2016 (Subramanian Committee Report).
- A new Committee constituted under the Chairmanship of Shri K Kasturirangan

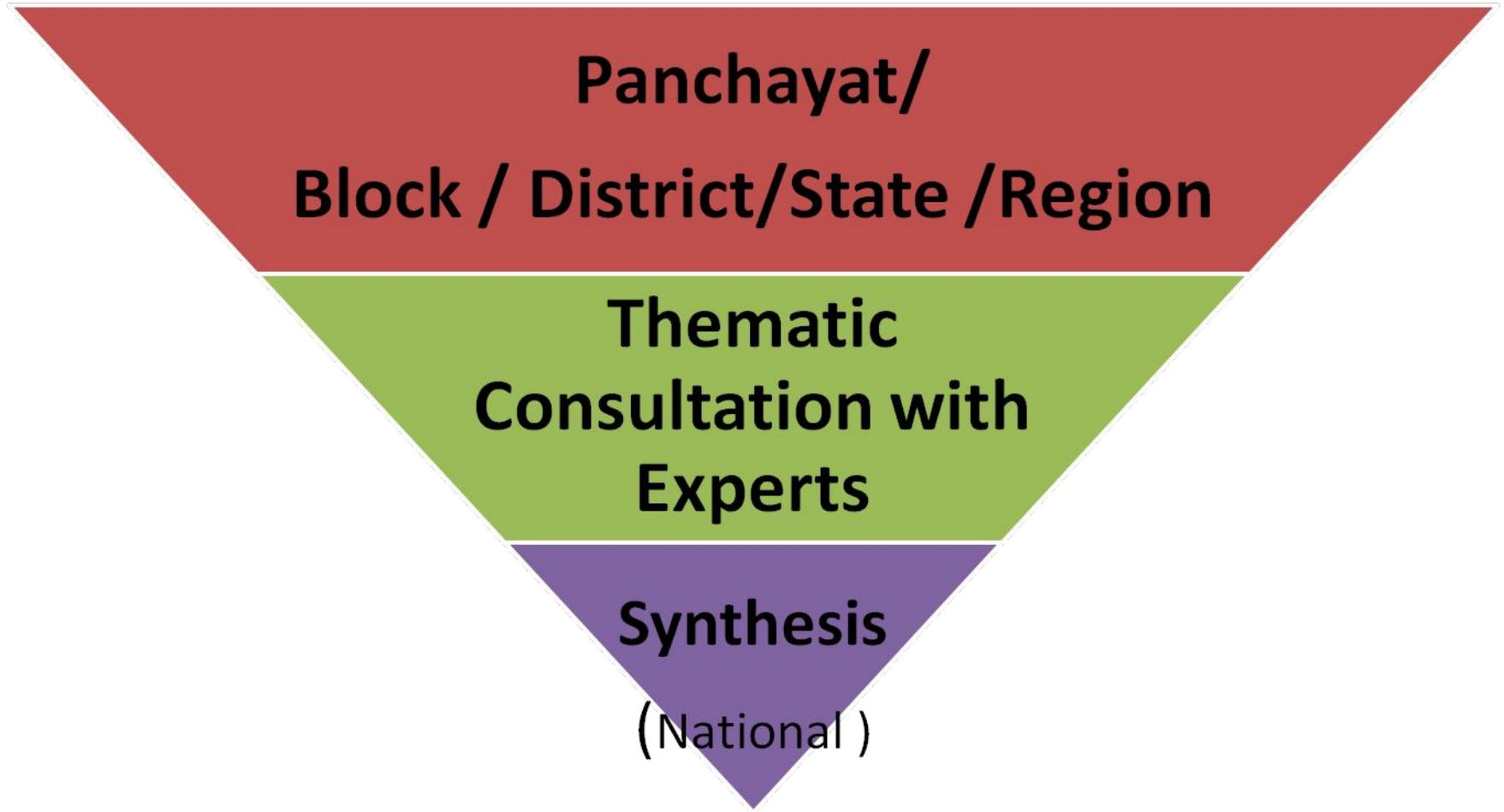
Legacy : 1968 policy

- 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



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.
12. Comprehensive Education – Ethics, Physical Education, Arts & Crafts, Life Skills
13. Focus on Child Health

20 Higher Education Related Themes

1. Governance reforms for quality

2. Ranking of institutions and accreditations

3. . Improving the quality of regulation

4. . Pace setting roles of central institutions

5. . Improving State public universities

6. Integrating skill development in higher education

7. Promoting open and distance learning and online courses

8. Opportunities for technology enabled learning

9. Addressing regional disparity

10. Bridging gender and social gaps

11. Linking higher education to society

12. Developing the best teachers

13. Sustaining student support systems

14. Promoting cultural integration through language

15. Meaningful partnership with the private sector

16. Financing higher education

17. Internationalization of higher education

18. . Engagement with industry to link education to employability

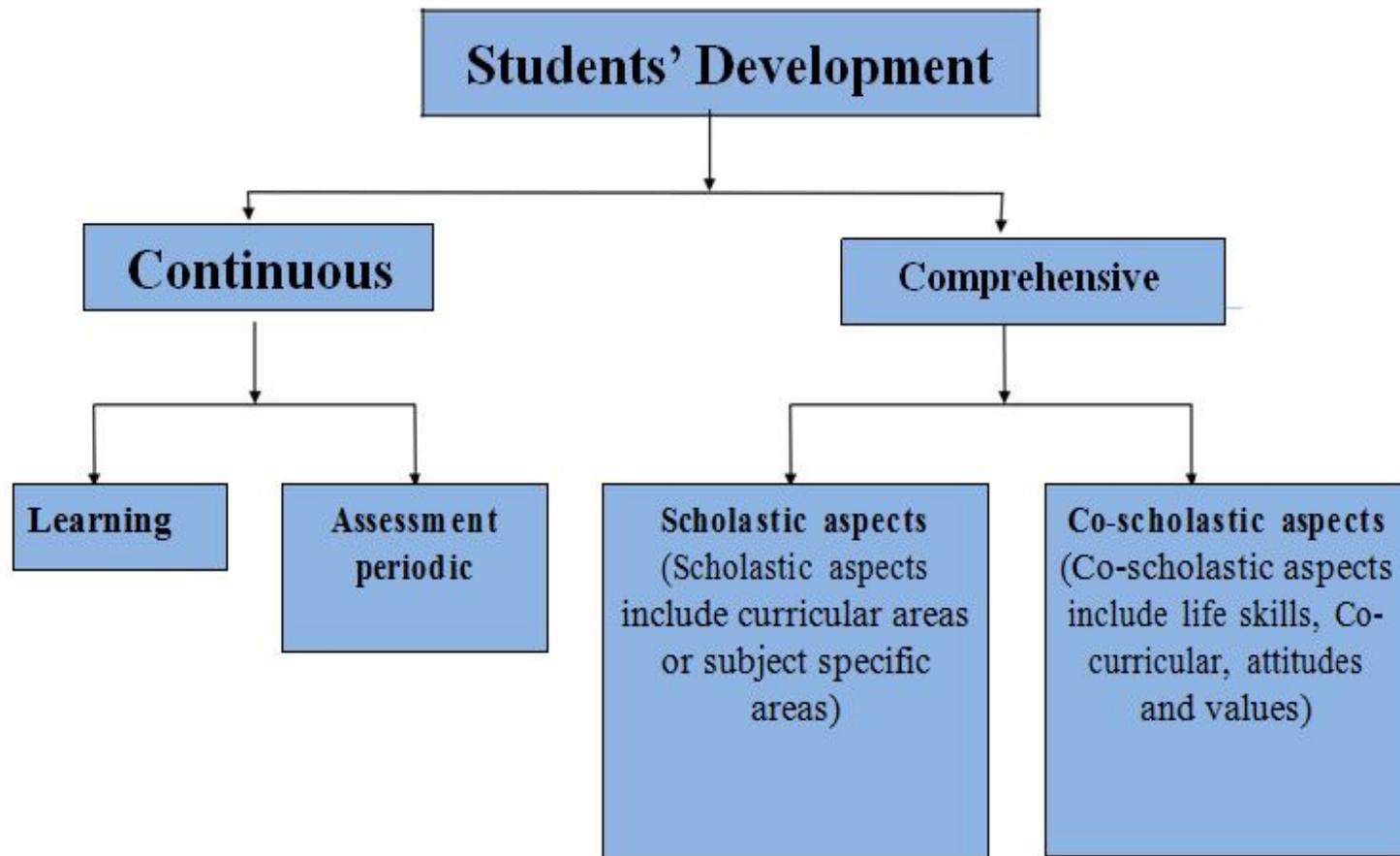
19. Promoting research and innovation

20. New Knowledge

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



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

Difference School Based Assessment (CCE) and Terminal Evaluation (Exams)

Assessment	Evaluation
<ul style="list-style-type: none"> • It helps us to understand the current state of the learning process 	<ul style="list-style-type: none"> • It helps us to measure how much has been learnt
<ul style="list-style-type: none"> • An ongoing process 	<ul style="list-style-type: none"> • A final process
<ul style="list-style-type: none"> • Process orientated 	<ul style="list-style-type: none"> • Product orientated
<ul style="list-style-type: none"> • Focuses on improving the learning process 	<ul style="list-style-type: none"> • Measures the quality of the product
<ul style="list-style-type: none"> • A shared, reflective relationship between the learner and the teacher 	<ul style="list-style-type: none"> • Compared to externally imposed standards
<ul style="list-style-type: none"> • Diagnoses areas of needed improvement 	<ul style="list-style-type: none"> • Judgments are made on the basis of the overall score
<ul style="list-style-type: none"> • Flexible criteria that can be changed 	<ul style="list-style-type: none"> • Fixed criteria are used for rewards and punishments
<ul style="list-style-type: none"> • Measurements help on the journey to reach ideal outcomes 	<ul style="list-style-type: none"> • Measurements help to separate better and worse
<ul style="list-style-type: none"> • Students learn collaboratively from one another 	<ul style="list-style-type: none"> • Students try to defeat one another
<ul style="list-style-type: none"> • Shows both teacher and student what needs improving 	<ul style="list-style-type: none"> • Shows the student what he has already achieved

Difference between Formative and Summative Evaluation

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

How Can Everyone Have The Same 'Wrong' Answer?

II. Evaluation of Scholastic aspect:

Part 1: Scholastic Areas

Evaluation of Academic Subjects in Classes VI to VIII.

Six assessments are proposed:

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

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

Summative Assessments (SA) = SA1+SA2 = 60%



Continuous and Comprehensive Evaluation

Manual for Teachers Classes VI to VIII



CENTRAL BOARD OF
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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

Class	Formative Evaluation (A)	Summative Evaluation (B)		Grand Total (A+B)
	Day to day Observation, Oral work, Practical/Experiment, Activity, Project, Test/Open book, Home/class work, Others	Theory	Oral/Practical	
I & II	70	20	10	100
III & IV	60	30	10	100
V & VI	50	40	10	100
VII & VIII	40	50	10	100

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 feed back loop to learners**
- **Massive record keeping exercise**
- **Used mainly for showing supervisors**
- **Focussed on measuring, not improving**

Teachers confused, complain of burden and waste of 'teaching time'

Then how could 'outcomes' improve?

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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