EVALUATION UNDER RIGHT TO EDUCATION- WAY TO GO

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Abstract

RTE has made some major changes by introducing the concepts of No-Detention Policy (NDP), age-appropriate learning, and Continuous Comprehensive Evaluation (CCE). However, most teachers, headmasters and parents in the country are still struggling to understand what CCE really means. CCE is a holistic assessment system aiming to develop skill of students in all areas in order to make children stress free. The system is designed to assess students from various perspectives, intending eventually to eliminate rote-learning and cramming. In a research project by the author it was found that the CCE invited a mixture of positive and negative responses. It is a crucial component of the RTE but is unfulfilled without a complimenting comprehensive curriculum. Even though most of the respondents said the CCE is good but the researcher noted the negative approach about the CCE. There is a need of expert training to all the persons who has direct concern with school education, especially the Headmasters and teachers. Unfortunately implementation of CCE has remained a big challenge in India. While the MHRD recommends that the states adopt an activity-based-learning (ABL) model similar to what is being practiced in Tamil Nadu, CCE has mostly evolved into a process of format filling and frequent testing. It is critical that adequate training is provided on the pedagogic motivations behind CCE, so that it is effectively implemented.

Keywords – The Right of Children to Free and Compulsory Education Act 2009; Continuous and Comprehensive Evaluation; Formative Assessment and Summative Assesment;

Introduction:-

Education is the training of mind and assimilation of ideas leading to dynamism of character and creativity of personality. According to Indian education philosophy education does not mean stuffing the brain which result into stagnation of personality. In fact the primary function of education is to bring about all round development of a child with respect to body, mind and spirit. The western educationists also agree with this philosophy. They divide the human personality in to three domains namely cognitive, affective and psychomotor. These domains are related to head, heart and hands. When these domains are developed in a balanced way the purpose of education is achieved. In order to know the direction of growth of individual through the process of education evaluation system is required.[1]

Evaluation is necessary to know whether the school system is delivering good performance or not. And the outcomes from the evaluation could be of help for the improvement in students' learning.Successful learning cannot occur without high quality assessment. Due to inequitable and hierarchal nature theIndian education system has been subjected to criticism educationists, policymakers, teachers and parents alikefor a long time. There is an active ongoing debate in the country on the No-Detention Policy and the efficacy of Continuous and Comprehensive Evaluation, which were introduced under the Right to Education (Act), 2009.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 is enacted on 4th August 2009 by the Parliament of India and it came into force from 1st April 2010. India became one of 135 countries to make education a fundamental rightof every child.[2] RTE has made some major changes by introducing the concepts of No-Detention Policy (NDP), age-appropriate learning, and Continuous Comprehensive Evaluation (CCE). However, most teachers, headmasters and parents in the country are still struggling to understand what CCE really means. Assessment needs to be integrated in the process of teaching and learning. Assessment needs to be designed in such a manner that it becomes a powerful means of influencing the quality of what teachers teach and what students learn. It must, however, be flexible enough to the extent that it can be experimented with and adapted according to the specific situations and needs of the learner groups. This paper examines the concept of continuous and comprehensive evaluation, its need and importance, role of teachers and its implementation in schools with an empirical support.

What is Evaluation:-

Evaluation is systematic determination of merit, worth and significance of something or someone using criteria against a set of standard. In the context of school education, evaluation stands for a structured process of collecting, analyzing and interpreting students' progress and achievement both in curricular and non-curricular areas. It involves taking into consideration factors like the content, classroom processes and the growth of individual learners along with the appropriateness of the evaluation procedures.

According to M. Brown, "Evaluation is essential in the never ending cycle of formulating goals, measuring progress towards them and determining the new goals which emerge as a result of new warnings. Evaluation involves measurement which means objective qualitative evidence. But it is broader than measurement and implies that considerations have

been given to certain values, standards and that interpretation of the evidence has been made in the light of the particular situation. "[3]

'Evaluation in its broader context includes examination of academic and examination of non-academic aspects of education. In examination and measurement the emphasis is upon the academic subjects only whereas evaluation includes all the changes that take place in the development of a balanced personality and measures and qualities of head, hand, health and heart of an individual.'[4]

Educational evaluation is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs to refine programs and improve student learning. Assessments play a critical role in the education system. When designed effectively, assessments perform a number of functions — they facilitate learning; help provide feedback to students on their learning progress; and also provide evidence for external stakeholders to judge a particular course of study, what students are gaining out of it and so on.[5]

Internationally, there is a recent trend to adopt standardized assessments in schools. A standardized assessment is a test designed so that everyone who takes the test is answering the same questions, or a selection of questions from a common set of questions, and the test is evaluated in a standardized or uniform manner which then allows a comparison of relative performance of a test taker with others. When standardized assessments were first introduced in schools, they were lauded as providing a fair mechanism to assess educational standards of students. Now, standardized assessments have begun to be seen as a way of achieving learning outcomes and teacher accountability.

There are many researches that disprove the benefits of standardized assessment. Standardized tests have not worked anywhere in the world to improve learning outcomes - all they have done is increase stress among teachers and students. Assessment is primarily useful to teachers and students as a feedback for improvement – it is best done at school by the teachers in their respective classrooms.

Finland, which is universally acknowledged as having one of the best schooling systems in the world - students are not tested at the national level except for college entry. In India a new concept of evaluation is recognized by the RTE Act, 2009, theContinuous and comprehensive evaluation as a process of assessment. This approach to assessment has been introduced by state governments in India, as well as by the Central Board of Secondary Education in India, for students of sixth to tenth grades and also twelfth in some schools.

What is CCE: -

Continuous and comprehensive evaluation is the process of assessment mandated by the RTE Act 2009. In this new evaluation system the student's marks have been replaced with grades which have been decided through the continuous (whole year) curricular and extra-curricular evaluations. These are efforts to decrease the pressure on the students faced while learning and giving small test andexamination along with extra-curricular activities throughout the academic year. The grades are awarded to the students based on the learning abilities as well as skills, innovation, teamwork, speaking and behavioral changes etc.

CCE is a holistic assessment system aiming to develop skill of students in all areas in order to make children stress free. The system is designed to assess students from various perspectives, intending eventually to eliminate rote-learning and cramming.As child development is a continuous process, evaluation should be continuous. The progress of the learner will be evaluated quite often in continuous evaluation. Learner is subjected to schooling for scholastic and co-scholastic gains. In fact comprehensive evaluation covers the whole range of students' experiences in the context of total school activities. It includes physical, intellectual, emotional and social growth comprising of social personal qualities, interest, attitude and values.[6]

Nature of CCE:-

Section 29 of the RTE Act, specifies that CCE should be built around five tools - child's engagement pattern, general observations, observations during group work and individual work in class, child's written work, and an anecdotal record. The main objective of the new evaluation system is to shift the focus from 'just academics' to holistic development of students and to reduce the burden of exams on students. In accordance with the system, students appear for six exams during one academic year, including four formative and two summative assessments.

Summative test are regular three hour long exams conducted by schools and board. Twenty percent of marks will be based on internal assessment, which will be the average of formative assessment done at four different levels and 80 percent on board exams. In addition to that students are expected to show their mettle in various projects, assignments, activities and events spread over the academic session.

Formative and Summative Evaluation:-

According to the education process or programme or programme evaluation method, Scriven (1965) divided evaluation types into formative and summative evaluations.[7]

1. Formative Assessment:-

It 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 student to reflect on the performance, take advice and improve upon it. It involves the students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively, it can improve student performance tremendously while raising the self-esteem of the child and reducing the work load of the teacher. Formative Assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners. It is also carried out for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

Features of Formative Assessment-

  i. Is diagnostic and remedial
 ii. Makes provision for effective feedback
iii. Provides a platform for the active involvement of students in their own learning
 iv. Enables teachers to adjust teaching to take account of the results of assessment
  v. Recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
 vi. Recognizes the need for students to be able to assess themselves and understand how to improve
vii. Builds on students' prior knowledge and experience in designing what is taught
viii. Incorporates varied learning styles to decide how and what to teach
 ix. Encourages students to understand the criteria that will be used to judge their work
  x. Offers an opportunity to students to improve their work after they get the feedback
 xi. Helps students to support their peer group and vice-versa.

2. Summative Assessment:-

It is carried out at the end of a course of learning. It measures or "sums-up" how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades. Assessment that is predominantly of summative nature will not by

itself be able to yield a valid measure of the growth and development of the student. It, at best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on it to decide about the development of a student is not only unfair but also unscientific. Overemphasis on examination marks that focus on only scholastic aspects in turn makes student assume that assessment is different from learning, resulting in the "learn and forget" syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners.

Features of Summative Assessment:-

   i.   Summative assessment is a standard for evaluating learning of students.

   ii.   Generally taken by students at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned.

   iii.   Summative assessment methods are the most traditional way of evaluating student work performance and student's competency.

   iv.   Summative assessment will determine whether the student should be promoted or not in the next class.

Fieldwork observations:-

This research paper is based on the research project sanctioned by the ICSSR, New Delhi. The researcher visited to the 31 schools from Pune and Beed district of Maharashtra. The responses of the headmasters, teachers and SMC members, Students and Parents are articulated in this regard. The persons who have direct or indirect concern with school education system like Headmaster, Teacher and parents also need to be well versed about such an evaluation system.

60 percent Headmasters from the both districts and 13.63% Teachers and 13.33% parents from Pune district said CCE is a very good evaluation method, it covers all aspect of the child's behavior it needs proper implementation. 9.09% Teachers from Pune and 20% from Beed district accepted goodness of the CCE but felt the teacher have to do lot of clerical work regarding the CCE assessment. The teachers have to expend their valuable time on the regular preparation and maintenance of the records than spending time on teaching.

22.45% of the respondents from the both districts mentioned that this is a school-based assessment of students, which covered allaspects of student's development process. They thought that the students could do a lot of activitieswithout mental pressure and the

teacher could pay individual attention. 18.18% teachers and one parent from Pune and 40% teachers and 15.38% parents from Beed district said that it was the behavioral observation of the students.

27.79% Headmasters from Pune and 13.33% from Beed district said that it was a not good evaluation method instead the annual examination system was better than CCE. 9.09% teachers from Pune along with one headmaster and 20% teachers along with 7.69% parents from Beed district did not know about the CCE. More than 60% parents from both districts have no information about CCE but give irrelevant answer.

The CCE invited a mixture of positive and negative responses. It is a crucial component of the RTE but is unfulfilled without a complimenting comprehensive curriculum. Even though most of the respondents said the CCE is good but the researcher noted the negative approach about the CCE. There is a need of expert training to all the persons who has direct concern with school education, especially the Headmasters and teachers.

Tools used for the CCE:-

Continuous and comprehensive evaluation is a process of assessment by the teacher throughout the academic year. The level of knowledge and participation in practical, team activities and extracurricular activities are the objects of assessment for the all-round improvement of the students. Teachers are engaged in the teaching-learning process and give cumulative and comprehensive judgment about a students' progress. The assessment involves tests (written, oral), assignments, projects, fieldwork, discussion, practical work, class-work etc.

The researcher asked the headmaster, teacher and students from the 8th and 9[th]standard about the tools used for assessing the student's academic and behavioral progress. Almost all of the respondents including headmasters, teachers, 8th and 9th standard students from Pune and Beed said that a number of tools were used under the CCE for assessing the behavioral changes in the students i.e.daily observation, oral exam, various activities, practical, homework, test exam and written exam.

Daily observation of the student's behavior and CCE:-

Continuous and comprehensive evaluation covers all scholastic and co-curricular areas of the school education. This evaluation includes two types of assessment - summative and formative. Formative assessment covers academic areas and summative covers non-academic areas like attitudes and skills. This has to be evaluated by observation in the class

and outside activities. For the formative assessment teachers have to observe continuously all aspects of the student's behavior and record it in the observation book.

It is revealed that most of the teachers (91.89%) note down the observational aspects in the observational book. Only one gave a negative response and 5.41% did not give any response. It means that most of the teachers note the proper observational entries on the observation books or register.

Most of the teachers (35.14%) reported that they assess the students forhis/her regularity and his/her participation in games and various activities. Moreover, 24.32% respondents said that they check the individual skills of the students. 29.73% respondents keep the record at the time of teaching on observation of the students' learning. Only 5.41% teachers assess the student by asking questions and only two teachers from Pune district did not give any response. It means all the respondents used various techniques to assess the student's co-curricular activities.

Activities done for effective CCE:-

Learning is a continuous process so the teacher has to assess the student's learning capabilities continuously. The teacher has to take observational notes continuously. Among the teachers 47.95% teachers reported that they enlisted the complete emotional and intellectual changes of the students at the time of teaching. Also 13.51% teachers said that they registered the changes at any time, similarly the same number of teachers told that they registered all changes at the end of the week, 5.44% said they took it in a month and 13.51% did not give any response.

It means most of the teachers enlisted all positive and negative changes deriving in the student's attitude while learning in the class or outside it. This is the correct way to assess the student's attitude/skills or other aspects of the personality. Nevertheless, the researcher noted that some teachers did not enlist it in the classroom or listed it after a long period. In such type of assessment, the observations might be prejudiced and which may affect the improvement of the students.

Activities done for effective CCE:-

Education is the process of personality development and the CCE is the process of the overall personality development of the child. Teachers have to evaluate the students accurately on their behavioral changes. He/she has to know the whole process, tools of evaluation and methods of evaluation. The effectiveness of the CCE mostly depends on the

activeness of the teacher. The researcher asked all teachers about the activities done by him/her and by the school for effective evaluation.

Most of the headmasters and teachers (80%)said that the school sent the teachers for training on CCE. One teacher and 33.33% headmasters from Pune and one headmaster from Beed said generally the school called meetings to give instruction to the teachers or sent them for proper training or arranged informative lectures for teacher on evaluation by CCE. 44.44% Headmaster from Pune and 93.33% from Beed district said they keep watch on the evaluation process for accurate evaluation along with other activities done for effective CCE. Three(13.64%) teachers from Pune and one from Beed said that they did not take any extra efforts for the effective evaluation of the students through CCE.

It means that most of the teachers are trained for the CCE and some time the headmasters keep watch on the evaluation process.

Perception on possibility of accurate evaluation by CCE:-

Here the researcher asked the headmasters and teachers about the possibility of accurate evaluation.

60.61% headmaster and 67.57% teachers said accurate evaluation of the students is possible by CCE. 27.27% headmasters and 2.70% teachers said only a little bit accuracy has been possible in the evaluation by CCE. 12.12% headmasters and 24.32% teachers from the both districts gave a negative response.

It means most of the respondents gave positive response about the possibility of accurate evaluation by CCE.

Merits and Demerits of the CCE:-

CCE is a holistic assessment system aiming to evaluate skills of students in all areas in order to create an atmosphere for joyful learning. Moreover, education is the process of personality development and it is a continues process that needs to be assessed the continued evaluation. CCE is good for evaluation of the all-round personality development of the child but it has many drawbacks also. Many teachers have not fully understood the strength of the CCE and so a lot of them oppose it. The researcher asked all teachers to explain the merits and demerits of the CCE.

The researcher got both negative and positive responses for this question. Near about 30% teachers did not like this evaluation system in that the teacher respondents, 27.27% out of 22 from Pune and 33.33% out of 15 respondents from Beed district, said evaluation by various

activities is not good and the marks system is better than grade system. 30% teachers said that correct evaluation cannot be possible by CCE. Moreover, 16.22% teachers said in the annual examination the teacher can evaluate the students by their performance in the paper but the CCE takes long time to evaluate. One teacher said that this policy is not affordable for economically poor students because the students from such category cannot prepare the projects assigned by the school.

Among all teacher respondents 13.64% from Pune and 20% from Beed said that CCE is good for all round development of students and students of the disadvantaged groups and weaker sections, but students didn't work seriously so they faced difficulties in 9th standard. Two (9.09%) teachers from Pune district said evaluation by various activities is good, but there was no need to organize written exam like tests in the class, so there was need for change in summative evaluation. One teacher from Pune said that this policy is helpful to slow learners but it is not good for clever students, it should be fixed up to 5th standard only. One teacher from Pune said this is a good policy and there is no need for any change in this policy.

It means that a lot of teachers have negative approach about the CCE but they need proper guidance on the CCE.

Advantages and disadvantages of CCE:-

Advantages –

1. It is more valid than external examinations as it covers all the topics of the syllabus assessment every month or fortnightly.
2. Students will become more regular and punctual. They will try to do their home assignments and class work to the entire satisfaction of all concerned.
3. It is more reliable than external examinations as it covers all the topics of the syllabus.
4. It motivates the pupils to work regularly and thoroughly. They work throughout the year and don't waste time.
5. It enables us to diagnose pupils' difficulties in learning. It provides opportunities of find out needs, interests, abilities and aptitude of an individual and shows him the way for the development.
6. Undue strain upon the students is relaxed. Moral standards in students are never allowed to wave.

7. It aims at finding out what the child knows, what he can do and what intelligence he has got rather than at finding out what he does not know, what he cannot do and what intelligence he has got.

Disadvantages-

1. Continuous Comprehensive Evaluation is time consuming.

2. A teacher has to assess so many students continuously so his/her work load has increased so much.

3. The short term evaluation increases the work load of teachers. Moreover, it demands training, efficiency and resourcefulness on the part of teachers.

4. In the absence of external examination, a public examination at the end of the year is very essential in every scheme of evaluation.

5. Due to so many exams, assignments, homework etc. much burden on students.

Conclusion with suggestions:-

Continuous and Comprehensive Evaluation is based on the scholastic as well as co-scholastic achievement of the child, will be effective only where the teacher is trained and equipped to perform such evaluation. The teachers are not adequately prepared for the effective execution of CCE. Large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE.Teacher's work has increased tremendously in new evaluation system there are some ambiguity among the teacher about the evaluation procedure. CCE system proposed to teacher as a record keeper CCE forced to teacher to spend more time on record keeping more than teaching.

Unfortunately implementation of CCE has remained a big challenge in India. While the MHRD recommends that the states adopt an activity-based-learning (ABL) model similar to what is being practiced in Tamil Nadu, CCE has mostly evolved into a process of format filling and frequent testing. It is critical that adequate training is provided on the pedagogic motivations behind CCE, so that it is effectively implemented. The following suggestions have come up from this research project.

i) The pedagogic system of CCE is an opportunity for schools to be student centric and eliminate rote learning. However, implementing CCE will require extensive and continuous teacher training.

ii) School, Teachers and other stakeholders required training on CCE, everybody have to familiar about new policy. Its needs to prepare to all the stakeholders for use of Tools and Techniques, assessing co-scholastic areas and recordings, reporting and documentation.

iii) There is need of an external supervisory monitoring system of educationists, parents and other stakeholders to provide the necessary support to schools and teachers regarding the CCE.

iv) There is need to provide sufficient infrastructure in the schools for the appropriate evaluation.

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