



Implementation Of Continuous Comprehensive Evaluation (C.C.E) Pattern in High Schools

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Abstract:

School Education in India has developed from ordinary instructing to advancements in instructing, learning techniques by contriving students focused ideal models. CCE (Continuous and Comprehensive Evaluation) framework, which was executed in CBSE schools in the last 50% of 2009 for students of IX class around, then, has been instrumental in this. CCE demonstrates towards a more impartial and powerful government funded instruction framework, along these lines, making aptitudes that have been the region of the few getting to be distinctly all inclusive. This induces the schools to consider about teaching speculation and critical thinking aptitudes to all students. The target behind CCE is the persistent, comprehensive improvement of students with concentrated on ability learning by including work situated and work connected sources of info. CCE regards appraisal as a type of correspondence and as a necessary piece of learning and instructing. As per this, the general objective of appraisal ought to be to enhance understudy learning and have the capacity to give a point-by-point elucidation of learner's profile elements. It values both process and the item. CCE has prompted to an outlook change in instructing instructional method to change our young pioneers into basic masterminds. The execution of another practice in its genuine quintessence is a major test in a nation like India, which has more than 11,500 CBSE schools spread over every single Indian state and 25 nations. This exploratory paper is an endeavor to dissect the effect of CCE on teaching, teaching method and inventive learning; and furthermore, recognize the difficulties confronted in its usage. As a piece of strategy, the experimental research was led to CBSE school academicians through a poll and individual meetings. The taking in derived from the review would additionally urge other school sheets to take over CCE design and beat the difficulties hampering its viability.

Keywords: Children, far reaching, instruction, assessment, technique, right, school

1. Appraisal of Education

Educationists have said that the incomparable objective of instruction is the freedom of the inward powers and capacities of individuals. From this, we ought to understand that everybody has forces and capacities and that drawing out these forces and capacities and enhancing them is instructive. When we look from this viewpoint, we realize that everybody is one of a kind and that the capacities and forces of one individual can't be contrasted and those of others. NCF (National Curriculum Framework) - 2005 has demonstrated that specialists, agriculturists, hairdressers, shoemakers, and individuals from all kinds of different backgrounds ought to be partners in the educational modules since they have a square with significance in building the general public. This lets us know how instructive logic can be howed without hesitation. In a fair nation, school is a vital group improvement focus. Consequently, NCF has coordinated that the learning encounters gave at school ought to be created with a viewpoint of get ready future residents to meet the future needs of the general public. Be that as it may, shockingly, our schools have gone off the track throughout the previous couple of decades. The schools have changed into bodies that work with the sole point of 'giving data in the course book for children and guaranteeing that they recollect and reproduce it in examinations. Thus, training has earned another definition, i.e., 'giving data'. Acquiring imprints and positions has turned into the

touchstone for children's skill. The inside and out advancement that ought to be realized through instruction has been restricted to negligible gathering of data. The training framework has been twisted into something that make individuals who have no associations with the general public and who have no social obligations. In this situation, NCF has emphatically felt that it is important to scrub the current educational modules, teaching techniques and assessment strategies.

The Right to Education Act - 2009 has demonstrated that alongside furnishing children with free training, the quality viewpoint ought to likewise be dealt with. It demonstrated that children's physical, mental and passionate advancement, protected qualities, their insight, aptitudes, capacities and their application to genuine ought to be surveyed consistently. This suggests the teaching, learning procedures ought to likewise be in accordance with the above. RTE cautioned that children ought not to lose their youth in the system of repetition memory strategies, conveying substantial heaps of books. The present assessment framework is subjecting youngsters to a great deal of dread, stress, nervousness and dejection. The opportunity has already come and gone that we saw instruction is not an imprints generation focus and that capability is not repetition remembrance. The learning encounters gave in school ought to empower youngsters to develop information all alone; and appraisal ought to be done couple with the teaching learning forms. It ought to be an essential piece of adapting however, not an apparatus to give extreme judgment on children's learning. This Continuous Comprehensive Evaluation helps children create not just their insight; aptitudes and application in subjects additionally create them as capable nationals with right states of mind towards society, nature and biodiversity. We trust the guardians, school administrations and the instructors put their absolute entirety in Continuous Comprehensive Evaluation and execute it in word and deed.

Wishing a splendid future for the nation, Kothari Commission communicated dauntless confidence in our educational system saying, "The predetermination of India is formed in her classrooms." The modelers of our constitution gave beat need to instruct with a solid conviction that present day India must be worked through training. Subsequently, to make instruction open to all, schools are being built up and educators are being enlisted in thousands. Teaching, learning materials, advanced innovation and in-administration preparing are reinforcing the schools.

Yet, this is only one side of the coin. On the opposite side, the way the educational system is separating itself from its social obligation is exasperating. "Instruction" is changing its inclination and significance. Guardians, instructors and the general public in general, unequivocally trust that the training is checks and grades. Subsequently, schools and authorities are working in that heading with the sole point of more stamps and better evaluations. The schools that got more checks are viewed as great schools and the educators working on them as great instructors. This pattern prompted to exceptionally unfortunate rivalry in the private area. The scene has changed so much that today's youngsters are looked down as imprints acquiring machines. They are burglarized off their adolescence and are bound to the four dividers of the classroom with the goal that they get more stamps, and in this manner more credit to their school.

This has intense antagonistic consequences for the physical and passionate improvement of the youngsters. The future era being created in our schools is experiencing extreme anxiety and anguish, and is losing control over feelings, as they have no open doors for socialization. Stereotyped customary teaching, learning techniques, and mechanical teaching strategies appear to be the explanations behind youngsters' mental strain and uneasiness towards examinations. In some cases, they are prompted to suicides. In the scenery of this depressing situation, the National Curriculum Framework - 2005 has emphatically scrutinized the sort of training being educated in our schools.

NCF - 2005 has condemned saying that the methods being executed in our schools for the sake of majority rule government are really stifling the reasoning limit of youngsters making them frail animals, who can't address with strength and who can't think and act inventively. It has voiced a solid

protest against the course books, the teaching learning methods, and the examinations that have not been changed for a considerable length of time, which are in charge of making the schools work with the prime point of creating repetition retention. It has advised that the lessons which have no importance to children's needs or interests; and the instructing strategies that overlook genuine applications; force a considerable measure of weight on children, which thus, will affect the future society. It has cautioned the opportunity has already come and gone that such undesirable patterns were transformed. It has expressed that there is an earnest requirement for the update of examination framework, syllabuses and educational programs which deliver yellow people who can just get degree authentications however, can't take care of even the least difficult issue confronted, all things considered, circumstances. It has shown that instruction is not an aloof gathering of data from course books given by the educator in the classroom, however the development of learning through dynamic inclusion in different exercises and expanding all alone information.

The examinations directed for the sake of assessment are trying how much data the understudy can hold yet not his/her level of accomplishment of different skills. Educators, guardians and the administrative apparatus have made the lead of examinations an exceptionally complex movement. This has prompted to mass duplicating and cutting-edge misbehaviors in the examinations and the outcomes. In such manner, NCF - 2005 has unmistakably expressed that the point of assessment ought to be the accomplishment of the instructive points and objectives, however not stamps and positions.

The Right to Education Act - 2009 has shown that the administration and the instructors ought to assume liability for giving children, such learning encounters at school that they help youngsters to enhance their physical, intellectual, social, and passionate advancement; and to accomplish the scholarly measures determined for their class. It has coordinated the instructors not to subject youngsters to examine weight, but rather to give them 'learning without weight', observing their advance through Continuous Comprehensive Evaluation, and along these lines work towards their overall improvement.

2. Continuous Comprehensive Evaluation (C.C.E)

From RTE Act - 2009, we realize that children ought to accomplish all-round improvement, and that school ought to assume liability for this. Youngsters ought to grow physically, rationally, ethically and inwardly. For this current, children's' interests, states of mind and values ought to be created alongside school subjects.

The educational modules give meet significance to teaching, learning encounters and the assessment of the accomplishment of children. On the off chance that the assessment led in schools assess the youngsters' capacity to build learning, as well as their identity improvement, and is done consistently, it can be called Continuous Comprehensive Evaluation.

Here, Continuous means not restricted to a specific teaching, learning process or any occasion or any circumstance, yet to watch all parts of learning on persistent premise. This is to state that watching/assessing youngsters' physical and psychological advancement in a precise way consistently in the school and outside the school without telling them that they are being assessed. By recognizing the holes in learning and by taking up therapeutic measures, the educator and the understudy ought to have the capacity to do a self-evaluation.

COMPREHENSIVE implies 'All-round improvement'- advancement in the children's' physical, mental, moral and subjective spaces. For this, equivalent significance ought to be given to academic and co-educational zones in the educational modules without taking a gander at them as two separate regions. This implies treating expressions, work, qualities, wellbeing and life abilities, and keeping pace with language, arithmetic, science and social reviews. Along these lines, it takes a gander at the youngsters' advancement from the angle of educational accomplishment as well as from the view

purpose of their interests, capabilities and states of mind as well. This is to state that complete assessment gives approach significance to the imagination, investigative aptitudes and sound thinking notwithstanding information, comprehension and application.

3. The Need for Evaluation

For us assessment implies directing examinations. Educators, guardians and the general public all in all used to take a gander at assessment from the examination perspective. Driving the children to remember the data given in the course readings, making them compose it in the examinations lastly granting marks for that has turned into the primary point of instruction. These examinations, directed for the sake of assessment, rather than framing uplifting state of mind towards learning and school, subject youngsters to dread, nervousness and stress.

The imprints and positions that are utilized to gauge the advance of children's are putting youngsters ceaselessly underweight, so their physical and intellectual improvement is hampered. The teaching, learning forms have changed focusing on the accomplishment of imprints. Assessment has turned into a major examination program that is led disregarding the youngsters' advantages, dispositions and capabilities. In this frantic race for imprints, undesirable happenings are occurring offering an approach to good for nothing rivalry, leaving no degree for the children' enthusiastic advancement and the accomplishment of life abilities. The unit and terminal examinations led for the sake of assessment are useful for stamping youngsters "pass" or "flop" yet not to recognize the learning holes and to remediate them.

The present assessment framework is educationally focused. The data given for the sake of 'Advance cards' contain assessment done on academic zones as it were. At many events, however, we claim to lead Continuous Comprehensive Evaluation; actually, just academic regions are given significance. The Co-academic regions like craftsmanship training, work involvement, esteem instruction, life aptitudes, and so on, are not given due significance. In addition, we misjudge that the Continuous Comprehensive Evaluation implies leading more examinations. In this way, there is a critical requirement for the approach producers, specialists in the field of training and instructors to have a more critical take a gander at Continuous Comprehensive Evaluation and attempt to comprehend its actual importance.

4. Assessment Present setting

1. There is no association/connection between the points of instruction, the assessment system and the inquiries solicited as a section from it.
2. The children learning is measured just through composed tests, giving a practically zero extension for oral aptitudes and oral presentations
3. The following syllabus is instructed as a custom, independent of the children's' advance, i.e., whether their advance is great or awful.
4. Significance is given to inquiries that can be replied through repetition memory, giving no space to inquiries that test child's reasoning limit and logical ability
5. Learning has turned out to be course book based. 'Giving data and testing its multiplication limit' has turned into the substance and the preeminent objective of instruction
6. The principal point of training is all-round improvement of the tyke. Be that as it may, a considerable measure of significance is given to educational parts like dialects, arithmetic, science and sociology, overlooking the segments that add to the overall improvement of the tyke like expressions, recreations, wellbeing, life aptitudes and qualities.
7. Rather than observing the children's' learning amid teaching, learning forms, the educators are holding up till examinations to know the execution of the children.
8. The educators are either changing their teaching strategies nor adjusting them.
9. They are not considering how to enhance; how or which technique will give better outcomes. They immovably trust that the youngsters' advance to a great extent relies on upon their insight.

10. Since learning is equipped towards planning youngsters to face examinations and secure great imprints, guides, notes, address banks and test papers are given more noticeable quality
11. Since instruction and learning are impacted by the assessment methodology, the execution of the educators and the youngsters are incredibly affected by them

5. CCE and Examination Reforms

Through CCE, the accompanying changes are proposed in the examination framework:

Children's advance ought to be surveyed in the classroom pair with teaching, learning forms through developmental assessment, saying farewell to onetime assessment toward the end of the year.

1. Guaranteeing that gaining is moved far from repetition strategies and concentrating on self-expression
2. Since assessment is to know children's level of accomplishment of scholastic gauges, care ought to be going up against surveying the targets of learning and the points of training
3. Examinations ought to be led utilizing the question papers arranged by the instructor as it were.
4. Under any conditions, s/he ought not get them or utilize the ones arranged at Mandal level or school complex level.
5. He or she ought to set up the question paper, keeping in view what has been instructed;
6. and what destinations were focused on while educating. The inquiries ought to give scope for children to think, dissect and expand all alone. They ought to be open ended so children can express their sentiments and demonstrate their insight and capacity in their imaginative expression.
7. Each instructor ought to keep up understudy savvy, subject-wise CCE Register to record the youngsters' advance in various abilities in different subjects
8. Assessment ought to be done through composed examinations as well as through a wide assortment of evaluation devices like oral expression, presentation, investment in exercises and venture work, portfolios, recounted records, journals, reports, and so forth.
9. Assessment ought to be made complete by incorporating into its expressions and artworks, amusements, wellbeing and cleanliness, values, and work training
10. Educators ought to watch and evaluate the child's execution while they read, compose, do maths, work in gatherings, and take an interest in talks. Along these lines, if the instructor surveys youngsters while they take part in teaching, learning forms, it is called developmental assessment. At the point when this is done thoroughly consistent, it is called Continuous Comprehensive Evaluation.
11. The advance card ought to demonstrate the youngsters' advance in curricular and also co-curricular regions.
12. The youngsters' advance ought to be talked about in the school Parent Teacher gatherings
13. held toward the end of each term. The child's skill in perusing, composing, doing maths, talking fluidly about a given subject, social conduct and so on, ought to be exhibited before the guardians.
14. At the point when schools revive in June, each instructor ought to lead a benchmark test in each subject to know the level of children's and after that settle focuses to be accomplished, in light of the result of the test. The teaching, learning forms and the consequences of the CCE ought to be checked on occasionally, and appropriate changes ought to be made in the arrangement.

6. All-round advancement of children

At the point when the principle point of instruction is to accomplish all-round advancement of children, it is important to comprehend what all-round improvement is. Since school instruction is connected with the developing theme of youngsters, they ought to have age-suitable tallness, weight and wellbeing. These are critical. So also, children ought to build up the correct states of mind and basic qualities like fellowship, participation, persistence and resilience. They ought to create legitimate considering, innovative speculation and the capacity to face issues and illuminate them with respect. Notwithstanding all the above, they ought to have the reasonable comprehension of the lessons.

Subsequently, all-round advancement implies not simply taking in the data given in the reading material - it is the youngsters' physical, subjective, enthusiastic, social and social improvement. In this manner, without keeping up the qualification amongst academic and co-educational ranges, each one of those segments said above, which will add to the inside and out improvement of the youngsters ought to be dealt with as a major aspect of the educational programs. Therefore, assessment ought to likewise be complete and ought to assess all the above, however, ought not to limit itself to just some of them.

7. Requirement for Comprehensive Evaluation

Assessment is not leading examinations. Watching the capabilities of the children from time to time for the sake of unit tests and terminal examinations is not helpful to their learning at all. In addition, this examination framework is valuable just to gauge how much the youngsters can recollect, however not to quantify their capabilities in different territories. Leading these memory-based examinations will just subject youngsters to serious anxiety, nervousness and melancholy. Not the slightest bit would we be able to survey their passionate and social improvement. Subsequently, there is a need to assess the child's advancement extensively on a persistent premise. The aftereffects of this sort of assessment, which is managed without making child mindful of their being tried, empower them to recognize the learning holes and learn them once more. Since it is done in a calm environment consistently, it is conceivable to recognize the imperfections/deficiencies as and when they show up and take up healing exercises/measures. Since this has assessed not just the segments identified with information, data and seeing additionally the parts identified with psychological and full of feeling spaces, learning exercises that give rise to significance to children' physical, subjective, social, moral, and enthusiastic improvement discover put in the classroom. Accordingly, we require Continuous Comprehensive Evaluation.

8. Points of Continuous Comprehensive Evaluation

Assessment is not implied for retaining data, and recreating it in examinations. It ought to evaluate the behavioral changes in youngsters' intellectual, psycho-engine and emotional areas which have been brought out by the learning encounters gave in the classroom, and help the child to progress. The data given to youngsters as different lessons are insufficient for them. NCF - 2005 showed that it is the duty of the school to create in child's the aptitudes and abilities essential for their future life, as diagnostic aptitudes, innovative considering, legitimate thinking; and life aptitudes, similar to self-restraint, persistence, resistance, social change and confronting and taking care of issues with respect. So far these have been dealt with as additional curricular exercises or co-curricular exercises, and practically zero significance has been given to them. This is impeding to the inside and out advancement of children. Subsequently, the state educational modules structure - 2011 has shown that every one of these segments ought to be dealt with as curricular exercises, deleting the partition between them. Consequently, it is chosen to assess the youngsters' physical, psychological, enthusiastic and social advancement, giving equivalent significance to each of them.

9. The goals of Continuous Comprehensive Evaluation

1. To help create subjective, psychomotor and emotional areas.
2. To lay accentuation on points of view and de-underscore remembrance.
3. To make assessment a necessary piece of the instructing learning process.
4. To utilize assessment for development of students' accomplishment and educating learningsystems, on the premise of consistently finding took after by therapeutic guidelines.
5. To utilize assessment as a quality control gadget to keep up sought benchmarks of execution.
6. To decide social utility, attractive quality or viability of a program and take proper choices about the learner, the way toward learning and the learning environment.
7. To make the way toward educating and taking in a learner-focused action.

10. Conclusion

Continuous Comprehensive Evaluation ought to be composed as a piece of teaching, learning forms. This helps us to know how proficient are the learning encounters gave at the school in building up the children. In Continuous Comprehensive Evaluation, all parts are assessed similarly without keeping up the refinement amongst curricular and co-curricular ranges.

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