



HANDOUT 2-B

Concept Note on Mentoring and Monitoring Continuous and Comprehensive Evaluation

The creation of an assessment paradigm that is diagnostic in nature, provides essential feedback about each student and helps in the all-round growth, is the focus of the Continuous and Comprehensive Evaluation system. Although not a new concept, it requires changes in the ways in which schools have been assessing their students and there are many on-the-ground issues that can come in the way of its effective and efficient implementation.

While every school has its own unique environment, focus and resource availability; a collective experience with different schools would help us understand the possible issues a school could face. These inputs would be critical in ensuring that there is sufficient sharing, guidance and intervention that can be carried out to make CCE successful in schools.

The overall approach for this exercise, therefore, is based on two major objectives:

- (i) The implementation of CCE has to be in letter and spirit, not just a procedure fulfilled on paper.
- (ii) It involves working very closely with the actual resource base that can make CCE a worthwhile initiative - i.e., the teachers and school leaders, to understand their views and their constraints (and find ways to overcome them).

Furthermore, in accordance with the recommendations of National Curriculum

Framework (2005) and National Knowledge Commission (2008), it is felt that this is also an opportunity for schools to revamp the internal school assessments, especially in the area of quality leading to enhanced learning.

"... current processes of evaluation, which measure and assess a very limited range of faculties, are highly inadequate and do not provide a complete picture of an individual's abilities or progress towards fulfilling the aims of education."

"The types of questions that are set for assessment need to go beyond what is given in the book..."

(NCF 2005: Chapter 3, pages 72-74)

"... there is a need to move away from memorisation to understanding concepts, developing good comprehension and communication skills and the need to access knowledge independently. This also requires substantial changes in the examination system, especially at Board level but also earlier."

(National Knowledge Commission: Chapter on School Education)

Capacity Building:

One of the main aims of Mentoring and Monitoring (M & M) programme is to build capacity within the schools to implement CCE effectively. This will be done through 'Train the Mentor-Monitor Framework'. Mentors and Monitors will work as Peer Assessors. Each Mentor is a Principal, who will be assigned two to four schools in the neighborhood. The



Mentor will visit a school and document observations through various tools such as Checklists, Interaction with Teacher Form, Classroom Observation Scale, Self Review Form and Mentoring Form on CCE. They will then mentor the school through hand holding, support and collaboration. A report will need to be submitted online.

Guidelines for Observation:

1. You may take another Head of the Department (*whose subject expertise is other than your own*) to the venue, if you so desire.
2. You need to observe at least one class in each subject in each term.
3. You may visit once in each term.
4. Ensure that the Self Review Form (SRF-CCE) has been received by you before you visit and verify evidence during the visit.
5. The token honorarium for each school for an entire year will be ₹1000 (Rupees one thousand only). This claim and a Report at the end of each term may be submitted online in the format available in the Mentoring Platform in the Academic section of the CBSE website.

“Man often becomes what he believes himself to be. If I keep on saying to myself that I cannot do a certain thing, it is possible that I may end by really becoming incapable of doing it. On the contrary, if I shall have the belief that I can do it, I shall surely acquire the capacity to do it, even if I may not have it at the beginning.”

– Mahatma Gandhi

