

Regulation
for
Continuous Comprehensive Assessment (CCA)
2021- 2022
[As per provisions of Ordinance 26, clause 10 (a)]

In exercise of powers conferred by Statute 14 (d) of Second Schedule of the Central Universities Act 2009, No. 25 of 2009 and as per provisions of the Ordinance No.26 Clause 10, Guru Ghasidas Vishwavidyalaya hereby publishes the CCA Regulations. These Regulations may be called “**Guru Ghasidas Vishwavidyalaya, Continuous Comprehensive Assessment (CCA) Regulations, 2022**”.

1.0 Preamble

NEP 2020 proposes to transform the way students’ performance and potential will be assessed. The primary purpose of assessment will be to help the teacher, student and the entire education system continuously revise teaching-learning processes to optimise learning. The nature of assessment will shift from one that is summative and primarily tests rote memorization, to one that is more regular and formative.

Learning outcomes based assessments help provide assurances to stakeholders that students have attained the expected competencies and they are ready for job/ entrepreneurship /employment and/or further studies. Over reliance on only one aspect of education might be perilous and assessment must have a variety of learning outcomes that have been widely accepted. These include intellectual skills (procedural knowledge), verbal information (declarative knowledge), cognitive strategies (executive control processes), motor skills, and attitudes.

1.1 Continuous Assessment has four major characteristics:

1.1.1 Continuous Assessment is Comprehensive It is comprehensive in the sense that it assesses every aspect of the learners' activities. For instance, it assesses cognitive, affective and psychomotor activities in the learner. Also, in making assessment, it uses a variety of assessment instrument like test, assignment, examination, socio-gram, checklist, rating scale, observation and even the notes the student copies. This is a major deviation from the former practices, which assesses achievements in the cognitive domain only.

1.1.2 Continuous Assessment is Cumulative Continuous Assessment is cumulative in the sense that there is continuity in the collection and assessment of data. That is to say, assessment mode of a students' performance at the end of the term or semester is based on cumulative observation from series of assessment instruments throughout the course.

1.1.3 Continuous Assessment is Systematic It is systematic in the sense that the teacher should specify well in advance, what should be assessed, the time of assessment, varieties, and types of assessment (class, tests, essays, quizzes, projects, assignments etc). The teacher should also specify the criteria for assessment. The implication of all these is that there should be a plan to produce a programme of assessment.

1.1.4 Continuous Assessment is Guidance Oriented Continuous Assessment is guidance oriented in the sense that it provides information, which can be used to guide the learners to grow and develop in the right direction. Diagnostic and formative tests are carried out from time to time within a course of study or a programme. Such tests provide the information needed to guide the learner. Continuous assessment provides the opportunity to diagnose weaknesses on the part of the learner in time among others.

1.2 Designing Assessment Process

UGC's learning outcome based curriculum framework based on Outcome Based Assessment (OBA) asks the teachers, to first identify what it is that we expect students to be able to do once they have completed a course or programme. It then asks us to provide evidence that they are able to do so. In other words, how will each learning outcome be assessed? What evidence of student learning is most relevant for each learning outcome and what standard or criteria will be used to evaluate that evidence? Assessment is therefore a key part of outcome-based education and used to determine whether or not a qualification has been achieved.

1.2.1 Criteria-based comprehensive assessment: This is to benchmark students' learning against criteria which is based on subject specific learning outcomes identified as per the curricular aims and objectives. To provide comprehensive information regarding the extent of student learning vis-à-vis learning outcomes on all aspects of curriculum, including performance in different subject areas, skills (academic, interpersonal), interests, dispositions and motivation in a holistic manner without segregating into compartments of academic, non-academic or co-academic areas.

1.2.2 Reporting without labelling or comparing students: Evaluation is often thought as labelling or comparing performance of students against one another through marks, grades or any other means by pointing out their weaknesses, which only humiliates them and lowers their self-esteem. Every learner have individual differences (intra and inter) in terms of interest, ability, aptitude, attitude, intelligence, capacity, creativities and potentialities. To provide the required support without humiliation, comparing the performance of a student with her/his own previous performance, instead of doing with that of her/his peers, can be used to identify their learning and developmental needs. This not only enhances learning but also boosts their self-confidence.

The Guru Ghasidas Vishwavidyalaya framing these regulation

- To identify learning difficulties in mastering certain competencies and the intensity of such learning difficulties.
- To improve students' learning through diagnosis of their performance.
- To plan appropriate remedial measures to enable the students who have learning difficulties in mastering the competency.
- To improve or alter instructional strategies to enhance the quality of teaching.
- To decide upon the selecting of various media and materials as instructional supportive system in mastering the competencies.
- To strengthen evaluation procedure itself.

2.0 The objectives of the Continuous Comprehensive Assessment (CCA):

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and independent of memorization

- To make evaluation an integral part of teaching-learning process
- To use evaluation for improvement of students achievement and teaching – learning strategies on the basis of regular diagnosis followed by remedial instruction
- To use evaluation as a quality control device to maintain desired achievements of performance
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment.
- To make the process of teaching and learning a learner-centered activity.

To make the process more comprehensive in nature, it is important that assessment of the student learning be done in a whole range (appropriateness, adequateness and effectiveness) of situations and environments both in and out of the classroom.

3.0 Evaluation will be done on a comprehensive continuous basis during each semester as per these regulations or any amendment in these regulation made from time to time.

3.1 For the purpose of uniformity there will be a uniform procedure of examination to be adopted by all Schools.

3.2 There shall be two component of evaluation, 30% Internal Valuation (Continuous Comprehensive Assessment-CCA) and 70% shall be for End-Semester Examination.

4.0 Continuous Comprehensive Assessment- CCA may employ one or more assessment tools suitable to the course. The students are to be informed well in advance about the nature of assessment.

4.1 Assessment for courses will be carried out as follows:

- (i) **Continuous Comprehensive Assessment (CCA)** accounting for 30% of the final grade that a student gets in a course; and
- (ii) **End-Semester Examination (ESE)** accounting for the remaining 70% of the final grade that the student gets in a course. **(ESE):** End-semester examination (ESE) that will be for three hours duration and will be covering the whole syllabus of the course.

4.2 Continuous Internal Assessment 1 and 2 test: [formative Assessment (FA) and Summative Assessment (SA)]: There will be 2 Continuous Internal assessment [one formative

Assessment (FA) and one Summative (SA)] of 15 marks each, to be conducted by the teacher/ course coordinator handling the course. These assessments are to promote deeper learning, thinking and reflection to gauge student's achievement / performance.

(i) **Formative assessment** refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. Formative Assessment can help to clarify and calibrate learning expectations for both students and parents. FA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility over their own educational growth. Formative assessment will be prerogative of the course coordinator based on specific requirement of the student. Suggestive methods of formative assessment are as follows:

(any one or in combinations as decided by the course coordinator)

- Practical Assignment
- Observation of practical skills
- Viva voce
- Quiz
- Interview
- Oral presentations
- Computerised adaptive testing
- In-class discussions
- Instructor-created exams
- Seminar presentations
- Clicker question
- Low-stakes group work
- Group Tutorial work
- 1-minute reflection writing assignments
- Home assignments
- Self and peer Assessments
- Any other method as may be required for specific course / student by the course coordinators.

(ii) Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course or semester. Summative assessments may be a class tests, assignments, or project, used to determine whether students have learned what they were expected to learn. It will be based on evidence, collected using single or multiple ways of assessment. The systematically collected evidences should be kept in record by course coordinator. Evaluated evidences along with the marks should be sent to the COE on last working day of the semester. The method of evaluation/ assessment will be as follows:

(any one as decided by the course coordinator)

- Written test
- Open book test
- Laboratory report
- Problem based assignments
- Individual project report
- Case study report
- Team project report
- Literature survey
- Standardized Test
- Any other pedagogic approach specifically designed for a particular course by the course coordinator.

5.0 A Student cannot repeat summative assessment. However, if for any compulsive reason due to which the student could not attend the assessment, the prerogative of arranging a CCA lies with the course Coordinator with the approval of Dean of School through the Head of the Department in which the student is admitted based on justified reasons.

5.1 The Course Coordinator shall be responsible for evaluating all the components of continuous assessment for the concerned subject of a course. However, the University may involve any other person (External or Internal) for Evaluation of any or all the components as decided by the Vice Chancellor from time to time.

6.0 Continuous Fairness in Assessment:

Assessment is an integral part of system of education as it is instrumental in identifying and certifying the academic standards accomplished by a student and projecting them far and wide as an objective and impartial indicator of a student's performance. Thus, it becomes bounden duty of a University to ensure that it is carried out in fair manner. In this regard, UGC and NEP 2020 recommendations are followed in assessment system, which would enable University to effectively and fairly carry out the process of assessment and examination.

7.0 APPOINTMENT OF EXAMINERS

7.1 Provisions for appointment of examiners shall be as prescribed in the Regulations of the University and as amended from time to time.

7.1.1 In case 30 to 50% of core courses offered in different semesters across the disciplines in all programmes, the assessment of the theoretical component towards the end of the semester should be undertaken by external examiners from outside the university conducting examination, who may be appointed by the competent authority. The panel of the 3 examiners for each course will be prepared by the BoS of the department and submitted to Vice Chancellor through Dean of the School for approval of any one from the panel. The selection of 30% to 50% of courses to be set by external examiner will be decided by the respective BOS preferably by rotating courses. Both the external examiners

In such courses, the question papers will be set by external examiners, however, internal teacher may carry out valuation, to avoid delay in the results

7.1.2 In case of the assessment of practical component of such core courses, the team of examiners should be constituted, one external examiner and course coordinators. The external examiner in the team should be invited preferably from outside the University for conducting laboratory examination. The panel of the 3 examiners for each course will be prepared by the BoS of the department and submitted to Vice Chancellor through Dean of the School for approval of any one from the panel.

7.1.3 In case of the assessment of project reports / thesis / dissertation etc. the work will be submitted to the HOD through supervisor/mentor. The evaluation should be undertaken on the basis of project reports / thesis / dissertation etc. submitted and viva voce/presentation both, by supervisor (30%) and external examiner (50%) and faculty members (20%).

The panel of the examiners for each course will be prepared by the BoS of the department and submitted to Vice Chancellor through Dean of the School for approval.

7.1.4 The payment of remuneration for the examiners will be as per existing rule of the University or as may be notified by the University from time to time.

8.0 Implementation of continuous and comprehensive evaluation

The role of continuous and comprehensive evaluation becomes very important when our aim is to improve learners' quality in the cognitive as well as in the non-cognitive domains. It would be reasonable to regard continuous assessment in the context of department as a continuous updating of teachers judgments about learners that permit cumulative judgments about their performance to be made. Some important points to be considered for implementing continuous and comprehensive evaluation are:

- Careful examination of the course, and specification of competencies to be attained by the learners in terms of knowledge, understanding, application (analysis, synthesis, evaluation for higher grades) and skill performance.
- Knowledge and ability to construct assessment tools that are criterion based and norm based appropriate for assessing the competencies.
- Careful planning of the competency based teaching procedures. There should be congruence between teaching and assessment without which assessment would become distorted.
- Comprehensive evaluation of competencies as well as personality traits and attitudes.
- The maintenance of records.
- Requirement of knowledge and skills of evaluation, commitment, and assistance to provide remedial teaching on part of the teacher.