



## **Continuous Comprehensive Evaluation: Emerging Concerns in Assessment**

**Jitender Kumar, Ph. D**

Associate Professor, Deptt. Of Education M.D.U, Rohtak

**Arti Pasricha**

Assistant Professor, S.P.College of Education, Rewari

### ***Abstract***

*It is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standard of Education. CCE refers Continuous & Comprehensive Evaluation, a system of school based assessment that covers all the aspects of a student's development. It was designed to reduce the student stress related to board exams, and to introduce a uniform and comprehensive pattern for student evaluation across the country. It emphasizes on two broad objectives: (a) Continuity in Evaluation and (b) Assessment of broad based learning. Clearly, it attempts to shift emphasis from 'testing' to 'holistic learning' with an aim of creating young adults, possessing appropriate skills and desirable qualities in addition to academic excellence. Therefore, the CCE scheme brings about a paradigm shift from examination to effective pedagogy. Conventionally the teacher is seen as the information giver; knowledge flows only one way, from teacher to student. In a collaborative classroom (or the CCE method), emphasis is on shared knowledge and decision making. For some teachers finding time for planning collaborative instruction is a most difficult challenge. Practicing modes and modalities of CCE is a challenge before traditional teachers. Therefore it is absolutely essential that teachers need to be provided with orientation about the CCE scheme incorporating both the scholastic and co-scholastic areas of learners' growth. In order to make CCE effective there has to be collective understanding among all concern i.e. child, teacher, parent and institutions of higher education about what is being evaluated.*

### **THE GENESIS OF CCE:**

The CCE has its roots in the report of the Indian Education Commission 1964-66 popularly known as Kothari Commission. In this report several recommendations were made right from

Early Child Care and Education to University Education. The recommendation of the CCE along with several other recommendations was approved for implementation and the Government of India formulated the National Policy on Education (NPE)-1968. Subsequently the implementation of the CCE was emphasised in all documents approved by the Government of India viz NPE-1986, Programme of Action (POA)-1992, National Curriculum Frame Work for School Education (NCFSE)-2000, National Curriculum Framework (NCF)-2005, RTE-2009, etc. In fact, the flagship programme of the Government of India titled “Sarva Shiksha Abhiyan” (SSA) implemented from 2000-01 also insisted on the introduction of the CCE in a phased manner for classes one to eight.

### **WHAT IS CCE?**

Continuous and comprehensive evaluations are two aspects of the CCE. The continuous factor caters to the growth and development of the child and makes it very clear that the performance of the child cannot be adjudged on the basis of few periodic tests and or only through paper-pen exams as there are several other factors affecting the performance of the child. So also scoring 100 per cent does not mean the student knows everything about the subject and scoring 0 per cent does not mean the student knows nothing of the subject. In normal evaluation under paper-pen exams, the intra-examiner and inter-examiner variation factor up to 10 per cent of marks affects performance of the child. Apart from this, several other factors like stress, tension, health of student, errors in question papers, etc, also affect the performance of the child. The comprehensive factor includes scholastic and co-scholastic aspects. Scholastic evaluation comprises of formative assessment and summative assessment. The scholastic aspect includes academic subjects, work education, physical and health education, art education, etc. Co-scholastic aspects include participations and achievements of child in various activities including literary and creative skills, scientific skills, aesthetic skills and performing arts, art education, thinking skills, social skills, emotional skills, value system, etc, at various levels, in each subject, wherein a child has to participate in at least one activity in each subject. Therefore teachers should plan and organise diversified activities and give all students opportunities.

### **The CCE emphasises on the following aspects of teaching-learning processes:**

- Defining minimum levels of learning at all stages of education while evaluating the attainment of children.
- Attaining mastery level in all competencies.
- Broadening the scope of learners' assessment by way of including assessment of psychomotor skills and socio-emotional attributes.
- Aiming at qualitative improvement in education through valuation.
- Using grades instead of marks to overcome intra examiner and inter examiner variation in assessment.
- As feedback mechanism for the benefit of teachers, learners and parents providing timely corrective measures for improving attainment level of students.
- Using various tools, techniques and modes of evaluation such as paper-pen test, oral testing, observation schedules, rating scales, interviews and anecdotal records, quizzes, projects, assignments, individual and group evaluation methods at different stages. Maintain comprehensive student portfolios based on observational and situational tests.
- Reducing undue emphasis on paper-pen tests in evaluation process.
- Using more and more informal means of testing to reduce the anxiety and fear of the examinees.
- Laying more stress on informal and child friendly methods of testing.
- Recording of evidences regarding psychomotor skills related to co-scholastic areas such as work experience, art education and physical education.
- Preparing a profile of the growth and development of every learner.
- Every school may do planning of a detailed scheme of evaluation in view of the minimum learning outcomes coupled with content.
- Evaluation of the key qualities like regularity and punctuality, cleanliness, self control, sense of duty, desire to serve, responsibility, fraternity, democratic attitude and sense of obligation to environmental protection.
- Participatory and humane evaluation.
- Continuity of evaluation through periodical assessment of learning to be utilised for diagnosing the areas of difficulty and arranging remedial instruction.
- Demystification of evaluation process for making it transparent by taking parents and community into confidence.



- Communication of evaluation outcomes in a positive manner.
- Developing competence for self-evaluation keeping in view the maturity level of children.
- To avoid Pass or Fail and thereby frustration among learners at a very tender age.

### **Advantages of CCE System**

#### **CCE helps in reducing stress of students by -**

- Identifying learning progress of students at regular time intervals on small portions of content.
- Employing a variety of remedial measures of teaching based on learning needs and potential of different students.
- Desisting from using negative comments on the learner's performance.
- Encouraging learning through employment of a variety of teaching aids and techniques.
- Involving learners actively in the learning process.
- Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas.

CCE helps in improving student's performance by identifying his/her learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance.

Holistic education demands development of all aspects of individual's personality including cognitive, affective and psycho motor domains. It is unfortunate that not much attention and emphasis is given to the development of interests, hobbies and passion of learners. Focusing on excellence in academics alone undoubtedly results in lop-sided development of personality. It is thus essential that due importance be given to participation in co-curricular activities like music, dance, art, dramatics and other areas of one's interest to make life more fulfilling and enjoyable.

Scheme of CCE is expected to help the child make informed choice of subjects in class XI based on his aptitude, interests, liking, and academic performance. With CCE aiming at all

round development of the child's personality it is expected that a student will be able to take up competitive examinations in right earnest. It may be clearly understood that introduction of CCE does not mean less emphasis on academic attainment. Students will still be required to do well in studies. However due to acquisition of additional life skills, like thinking and emotional skills, they are expected to meet different life situations with greater maturity.

### **How Does CCE Help a Classroom Teacher?**

1. CCE helps in improving a student's performance by identifying his/her learning difficulties at regular time intervals. The process starts at the beginning of the academic session.
2. It employs suitable remedial measures for enhancing their learning performance.
3. This form of evaluation offers flexibility to schools to plan their own academic schedules as per specified guidelines.
4. As part of this new system, a student's 'marks' are replaced by 'grades' which are evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim is to reduce the workload on students and to improve the overall skill and ability of the student.
5. Grades are awarded to students to evaluate and present an overall measure of the student's ability based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behavior, etc.

### **Challenges faced by Teachers in implementing CCE:**

- Time needs to be set aside for teachers to plan lessons collectively as they are required to put in more work in the new paradigm for designing formative activities and evolving additional teaching-learning materials. It augurs well for the teaching community that it is now a beginning to move away from the textbook oriented teaching to more creative ways of involving students in the learning process. Every class is a new experience, unique in its own way and hence repetitive and mechanical transaction has no place in the emerging classroom. Not only the same subject teachers, but also collaboration of resources ought to happen with teachers taking up different subject areas.

- For effective implementation of the CCE it is essential to have a small class, with the teacher-student ratio practically limited to 1:30. In the changed scenario, a teacher ought to maintain a number of records like child's portfolios, anecdotal records, prepare checklists, rubrics for assessment. All this only becomes functional with a small class size 3-5.
- There is a need for sustained school routine to promote reading amongst teachers. It is often seen that classroom issues remain the foremost responsibility of the class teacher and there is never an effort made to allocate time for helping teachers read on fundamental classroom issues, explore different research areas. Thus, they are not able to update themselves with the contemporary world.
- There is a paradigm shift of present classrooms from behaviourist to constructivist and giving way to a collaborative classroom. Conventionally the teacher is seen as the information giver; knowledge flows only one way, from teacher to student. In a constructivist classroom emphasis is on shared knowledge and decision making and teacher values the contribution of the students. The personal experiences, prior knowledge, and cultural backgrounds students bring to the learning experience are used as a basis for instruction. It is a challenge for teachers to share control of instruction with students 1-6.
- For creative assessment test items that promote thinking and analysis rather than recall of textbook material need to be included. The most commonly used traditional methods used by the teachers are paper-pencil tests/tasks, written oral tests, questions on pictures, stimulated activities and conversations with students. No doubt these are useful but they need to be used carefully. The kind of questions and items used should have space to generate and express individual thoughts and ideas creatively.
- For the effective implementation of modes and modalities of CCE flexible timetable is required. It is difficult for a child's mind to switch on and off between different subjects one after the other, within the span of 30-40 minutes. Further, for a constructivist classroom every subject shall require block periods at least, to justify teaching, learning and simultaneous evaluation which should be extended for outdoor activities.

### **Strategies and Plausible Solutions for implementation of the continuous and comprehensive evaluation**



It is at most important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education. In spite of the challenging scenario, if the following strategies and solutions are taken into consideration than no doubt the CCE will be successfully used in our classroom.

- The principal and the teachers should develop an action plan indicating the scheme of evaluation, identifying the task and role of different teachers, different activities, and their time schedule, mode of implementation and feedback, mechanism along remediation strategies. Teachers should prepare annual plans on the basis of curriculum and syllabi and not on the basis of text books, as is being done at present.
- Proper monitoring and supervision under the observation of experts is needed to manage the evaluation. The institutes meant for the cause of should appoint subject wise pedagogical experts for each subject.
- Orientations, workshops should be managed to all the personal who are involved in the process of evaluation. Subject wise orientation of teachers should be organised every year for all teachers of the particular class before commencement of academic year. All newly recruited teachers should be oriented and workshops should be conducted before their posting and this should be an on-going process. Schools and teachers should be flexible according to local needs and needs of students while using the manual prepared by the SCERT.
- The institute like NCERT, SCERTs, DIETs may prepare diagnostic and criterion referenced tests for different classes. Teachers should be familiar with various tools and techniques in evaluation for which orientation of teachers should have been conducted.
- Question Banks may be developed to assist the teachers in making tests for frequent testing. For successful implementation of the continuous assessment approach, teachers need to give more tests, which mean more marking. They need to observe the learners more keenly to assess their affective outcomes, and there will be records to be kept on the learners. All these could mean more work to the teacher, more demand on his or her time and more responsibility on him or her. This means they must be

professionally prepared for operating the system. Teachers should be encouraged to form favorable attitudes toward the practice. They should be made aware of the requirements of the system, its importance and how to implement it. The SCERT should prepare resource persons to conduct workshops for framing quality questions, for setting quality question papers and for quality evaluation.

- Record keeping is also one of the biggest challenge especially where the teacher have not the basic knowledge of teaching aids like computer learners records have to the adequately and meticulously kept over a long period of time. They should be properly stored. Scores may have to be combined from different sources using various weights. Teachers need basic arithmetical operations of addition and multiplications etc so that scores will not misplaced, marks books or registers for learners could be used.
- CCE does not mean that teachers have to go on administering test after test till the child passes. In fact, if the child fails in the first test, at the most, teachers can give only one additional test for those students who were absent on valid grounds. For other low performers, teachers should take remedial steps in their respective subjects. Alternate modes of evaluation as listed above could be tried too.
- The number of students in a class should be not more than 40 as specified in the RTE Act though the ideal strength should have been between 30 and 35 students.

### **Conclusion:**

The purpose of education should not just to assess the level of growth, but more to improve it. So, the necessary feedback is required to reinforce the educational process. Comprehensive and continuous evaluation gives a more accurate and immediate feedback to the teacher and the students about the effectiveness of the teaching learning process. It is possible to assess the various aspects of what the students needs to live a good life with the zeal and systematical planning of teacher, only then we can expect good quality outcome as per the expectations of the country to education.

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