
**CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)
- AN OVERVIEW**

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ABSTRACT

Introduced by CBSE, Continuous and Comprehensive Evaluation (CCE) has changed the whole pattern of evaluation, from the ability to memorize and presentation of content to higher objectives like logical thinking, abstract thinking, application, analysis, problem solving and creativity etc. It also transformed from awarding marks to grading system. Continuous Comprehensive Evaluation means a regular assessment of both scholastic and co-scholastic aspects of pupil's learning in the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for many written tests throughout the year. The introduction CCE is considered as one of the major steps taken in this regard to improve and strengthen the quality of learner evaluation. This evaluation helps in decision making regarding various aspects of teaching-learning process, promoting the students, increasing quality, efficiency and accountability.

Key Words: CBSE, Continuous and Comprehensive Evaluation, Higher Objectives, Scholastic and Co-scholastic Aspects, Accountability.

Introduction

One of the major weaknesses conventional evaluation system has is its complete dependence on the three hour final examination that a student has to sit at the end of an assigned course, on the outcome of which his/her fate in terms of marks or grades is sealed. Even if a student does quite satisfactorily through the year and if, for one or other reason, he/she underperforms in the public examination, the unsatisfactory certificate is not a true representation of the student's personality. Another deficiency in the traditional examination is its too much dependence on the subjective judgment of teachers evaluating answer scripts variation in marks between the two teachers awarding the marks. All these shortcomings leave deep irreparable scar on the students and parents. Implementation of Continuous and Comprehensive Evaluation was one of the recommendations of the Indian Education Commission, 1964-66 popularly known as Kothari Commission.

The recommendation was accepted by the Govt. of India under National Policy of Education (NPE), 1968 which was formulated on the basis of the recommendations of the Kothari Commission. It states that "Comprehensive and Continuous Evaluation should incorporate both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time."

The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever.

The NCF 2005 envisions 'a vastly different system built upon entirely new foundations that would actually make the teacher the primary evaluator of her students. It also recommends that a school-based continuous and comprehensive evaluation system be established in order to (i) reduce stress on children, (ii) make evaluation comprehensive and regular, (iii) provide space for the teacher for creative teaching, (iv) provide a tool for diagnosis and for producing learners with greater skills. The Comprehensive and Continuous Evaluation scheme should be simple, flexible, and implementable in any type of school from the elite one to a school located in rural or tribal areas. Examination Reforms is an important component of NCF to reduce psychological pressure, particularly on children in class X and XII. CCE helps in improving student's performance by identifying his/her learning difficulties and abilities at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance.

New scheme of Evaluation

As a part of this new system, student's marks will be replaced by grades which will be 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 by means of evaluation of other activities. Grades are awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behavior, etc. to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, etc.

Need of CCE

The CCE method is claimed to bring enormous changes from the traditional *chalk and talk* method of teaching provided it is implemented accurately. As the system needs to move away from just rote learning and memory-based questions to application-oriented ones besides testing the problem solving and thinking skills of children and there is an imminent need to consider Continuous and Comprehensive Evaluation system. The present testing of the learner, based only on memory is one-dimensional. Students are not taught to analyze, to order, to organize, to reason, to find purpose and direction with the information that they receive without choice. The question papers of the Board Examination of Classes X and XII are predictable and students are not able to move beyond the text. They also undergo a great deal of stress and strain, and the fear of failure leads to many tragic consequences.

Purpose of CCE

- 1) To integrate teaching and evaluation and to test those skills and abilities which cannot be tested through written examinations at the end of the course like follows:-
 - i) Writing ability of the student
 - ii) His/Her participation in discussions, seminars etc.
 - iii) His/Her participation in field work, project work etc.
- 2) To encourage students to apply themselves rigorously to their studies.
- 3) To enable the teacher to realize the effectiveness of teaching–learning process.
- 4) To serve as a feedback for improving the contents of the courses, methods of teaching and teaching – learning process in general.

Procedure

Unlike old pattern of only one test at the end of the academic year, the CCE conducts several. There are two different types of tests. Namely, the *formative* and the *summative*. Formative tests will comprise the student's work at class and home, the student's performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child. Formative tests will be conducted four times in an academic session, and they will carry a 40% weightage for the aggregate. In some schools, an additional written test is conducted instead of multiple oral tests. However, at-least one oral test is conducted. Equal weightage will be given to cognitive ability slip tests of written mode and skill based assessment for activities like

discussion, project, debate, etc. In each subject, six Classroom Assessment Tests of 5 marks each need to be conducted and the marks of best 4 tests to be taken and recorded for 20 marks ($4 \times 5 = 20$ marks). Similarly, for Skill Based Assessment, six activities are to be conducted and the marks of the best four activities to be taken and recorded for 20 marks ($4 \times 5 = 20$ marks). This process is carried out through each term.

The summative assessment is a three-hour long written test conducted twice an year. The first summative or *Summative Assessment 1* (SA-1) will be conducted after the first two formatives are completed. The second (SA-2) will be conducted after the next two formatives. Each summative will carry a 30% weightage and both together will carry a 60% weightage for the aggregate. The summative assessment will be conducted by the schools itself. However, the question papers will be partially prepared by the CBSE and evaluation of the answer sheets is also strictly monitored by the CBSE. Once completed, the syllabus of one summative *will not* be repeated in the next. A student will have to concentrate on totally new topics for the next summative.

At the end of the year, the results are announced by adding the formative score to the summative score, i.e. $40\% + 60\% = 100\%$. Depending upon the percentage obtained, the board will deduce the CGPA and thereby deduce the grade obtained. In addition to the summative assessment, the board will offer an optional online aptitude test that may also be used as a tool along with the grades obtained in the CCE to help students to decide the choice of subjects in further studies. The board has also instructed the schools to prepare the report card and it will be duly signed by the principal, the student and the Board official. In addition to that, various assignments can be given such as projects, models and charts, group work, worksheet, survey, seminar, etc. The teacher will also play a major role. For example, they give remedial help, maintain a term-wise record and checklists, etc.

Tools and Techniques of Evaluation

a) Evaluation of Scholastic areas:

Area	Technique	Tool	Periodicity	Reporting
All the School Subjects	Oral test	Oral questions	Every day after completing a competency or group of competencies	Using direct or Indirect grades Direct Grading
	Written test, Project work, Practical activities & Maintenance of Portfolios	Question paper , Unit test Assignments Diagnostic test	Class test Unit test & Terminal test	

b) Evaluation of co-scholastic areas and Personal and Social qualities:

Area	Technique	Tool	Periodicity	Reporting
Health	Medical checkup for physical growth	Norms of fitness used by Doctor	Once in a year	Health status
Physical Education	Observation of activities	Rating scale	As per time table	Direct Grading
Work Experience & Art Education	Observation at work and activities Maintenance of Portfolios	Rating Scale	As per timetable	Direct Grading
Social&Personal qualities Cleanliness,Discipline, Co-operation,Regularity, Punctuality,Protecting environment,Truthfulness ,Patriotism,Responsibility	Observation, Interview and Self reporting Techniques (students' diary)	Rating scale, Checklist and Anecdotal Records	Day to day observations by the teachers by determining criteria for each trait	Direct Grading (once in every month)

Marks and Grades

As has been suggested by the NCERT, it is proposed to award Grades on a 9-Point Scale after a Mark-based Assessment in Scholastic areas in order to avoid unnecessary competition among students and to nullify the subjectivity of Examiners. Indicators for assessing each of the co scholastic areas will be graded on a 5-Point Scale alone. In CCE, the marks obtained in an exam are usually not revealed. However, equivalent grades, which would be deduced using a special method by the teachers during evaluation would be revealed. This is considered as a drawback since a child with 92 marks will get the same grade as the child with 100 marks and their talents cannot be recognized by anyone else other than their teachers. The merits and demerits of CCE are listed below.

Merits of CCE

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. The problem of discipline will remain subsided.
4. It is more reliable than external examinations as it covers all the topics of the syllabus.
5. It motivates the pupils to work regularly and thoroughly. They work throughout the year and don't waste time
6. 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.
7. Undue strain upon the students is relaxed. Moral standards in students are never allowed to wave.
8. It serves as a base for awarding scholarship and giving fee concessions
9. 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.

Demerits of CCE

1. Continuous Comprehensive Evaluation is time consuming.
2. The short term evaluation increases the work load of teachers. Moreover, it demands training, efficiency and resourcefulness on the part of teachers.
3. In the absence of external examination, a public examination at the end of the year is very essential in every scheme of evaluation.
4. Bad things like bribery may increase in number and intensity.
5. Shirkers of work in the teaching profession who are there due to some compulsions of life may not work and the standards in their hands may go down.

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