



## Cognizance of Continuous and Comprehensive Evaluation (CCE) Among School Teachers

### KEYWORDS

Continuous and Comprehensive Evaluation, Assessment, Evaluation

**Mohd Sartaz**

Research Scholar (PhD) Department of Teacher Training & Non-formal Education (IASE) Faculty of Education  
Jamia Millia Islamia University (Central University, India) New Delhi

**ABSTRACT** *Since Independence, Education System of India has practiced numerous modernizations to extemporize Indian Education System, as per the necessity of time and societal needs, which acknowledge that India is amongst one of the key manpower exporting nation in the world; albeit the dark side upholds that India still relatively is a knowledge-taking country rather than a knowledge-creating country. With the development of time and technology world has become a Global Village therefore we need to follow the footmark of extremely developed educational system of the world. That doesn't mean we have to overthrow the existing educational system as a whole because India has been known for her world class education and curriculum since time immemorial.*

*The result of this study revealed that currently the perception of government school teachers is average which indicates moderate acceptability of Continuous and Comprehensive Evaluation by the teachers. The educators are not sufficiently trained for the operational implementation of Continuous and Comprehensive Evaluation in government schools. Moreover, the study discovered that there are several obstacles in the appropriate implementation of Continuous and Comprehensive Evaluation such as large number of students in the classes, lack of appropriate training, inadequate infrastructure & teaching materials and increased volume of work.*

### Introduction

Understanding and evaluating the quality of education requires a holistic picture of the unique and complex characters of schools, boards and government policies and the ways in which environmental factors both inside and outside the school affect student achievement. However, despite its importance, many people find quality an mysterious concept. It would be true to say that we all know quality when we experience it, but describing and explaining it is a more difficult task. There is only thing which we can be certain of: quality is what makes the difference between things being excellent or run-of-the-mill.

From the time immemorial all civilizations across the globe had regarded teachers as the preeminent guide, guru, advisor and mentor for the pupils despite the diversification of culture, race, religion, and region. Assessment possesses a considerable position in the field of education. To assess the progress and achievements of the learners at any particular stage examination is supported by all teachers and parents. It is uniformly necessary for the society to assure itself that the work delegated to its institutions is being carried on adequately and that the students studying there are getting the right type of education for accomplishing the essential standards. Examinations are the customary means adopted for the purpose of assessment. An unbiased assessment is favorable for all concerned- learners, teachers, parents and society. Examinations are considered so important that most of the students are terrified of them.

School education is the necessary foundation for strengthening human resources that has been deemed central for the National development. Since the time of our independence, many committees and commissions persistently emphasized upon the free and compulsory education in our country. Among various measures that have been adopted to expand the provisions for realizing the goal of universalizing elementary education, the National

Policy of Education had made several recommendations to improve the quality of school education. The recommendations include the child-centered approach improvement in the quality of education through reforms in the context and the process of education, school facilities, additional teachers, laying down minimum levels of learning, and emphasis upon continuous and comprehensive evaluation.

One can prophesize an extreme improvement in the way classroom education will be made available in the subsequent years. The reliance on the previously prevalent teaching aid - technology will soon become an indispensable tool that will offer more flexibility to the students and the teachers. The old-fashioned classroom arrangement is fast being substituted by those approaches which bolden larger involvement and interaction between the students and the teachers. With such arrangement for the foreseeable future, education will certainly not be restricted to ordinary information but will be know-how that touches lives forever.

Focusing on excellence in academics alone undoubtedly result in lop-sided development of personality. In order to bring about the improvement in the quality of education and the holistic development of the child who is tomorrow's global citizen, evaluation process should focus adequately on both scholastic and non-scholastic areas of development. Hence the focus need to shift to comprehensive evaluation also needs to have continuity at regular intervals throughout the academic year. This thought is further gets support from the following:

The National Policy on Education (NPE 1986), which 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 NCF 2005 also recommends that a school-based continuous and comprehensive evaluation system be established in order to:

- (i) Reduce stress on the 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.

The right of children to Free and Compulsory Education Act [2009] ensures the following:-

- ❖ Building up child's knowledge, potential and talent;
- ❖ Learning through activities, exploration and discovery in a child friendly and child-centered;
- ❖ Manner;
- ❖ Making the child free from fear, trauma and anxiety and helping the child to express views freely;

### Concept of Continuous and Comprehensive Evaluation

The inkling behind the Continuous and Comprehensive Evaluation of assessment is certainly to advance the teaching-learning process and material, and be competent to analyze the goals that have been acknowledged for different school stages, by evaluating the extent to which competencies of the learners have been developed. Examinations play an important part in one's educational career and help in instructing quality education. The existing evaluation system in India is predominately aiming on the intellectual skills and the society further backing it, for a long time the psycho motor and affective domains of holistic learning have not received their due significance. Therefore the aim of education is developing the 'whole child'. Holistic education demands development of all aspects of individual's personality including cognitive, affective and psycho motor domains. In the present scenario it is very stressful for the parents, teachers and students only to be working on cognitive aspects without learning the processes of learning. Teachers' professional self-esteem and promotions are geared to the scholastic marks attained by their learner. Focusing on excellence in academics alone undoubtedly result in lop-sided development of personality. In order to bring about the improvement in the quality of the education and the holistic development of the child who is tomorrow's global citizen, evaluation process should focus adequately on both scholastics and non-scholastic areas of development. Hence the focus needs to shift to continuous and comprehensive evaluation. Continuous and comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student's development. It 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. By facilitating all-round development of students, providing all the students the same opportunity to display their individual potential, helping the teacher to realize the effectiveness of teacher-learning process, continuous and comprehensive evaluation technique proves itself as a boost to students.

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based assessment of students that covers all aspects of students' development. It is a developmental process of assessment which emphasizes on twofold objectives. Continuity in evaluation and assessment of broad based learning and behavioral outcomes.

Continuous and Comprehensive Evaluation was formu-

lated by ministry of Human Resource Development, Kapil Sibal to decrease the accumulated stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation. The CCE is an attempt to shift from learning by rote to applying one's knowledge. The questions in examination paper will not simply be based on information, but on interpretation of concepts. So 'mugging up' will not be enough. Under the CCE, assessment is carried out under two categories – summative (weighted at 60%) and formative (weighted at 40%). Summative assessment will be conducted at the end of each term, and will be largely performance-based. This is divided into two categories – Scholastic and Co-Scholastic Areas. Scholastic area assessment is based on the student's knowledge of the portions covered by the syllabus in various subjects. This also includes Physical Education, Yoga, Gymnastics and Folk Arts. Co-Scholastic areas refer to life skills, personality development, and participation in programmes like the NSS, Scouts, indigenous sports, clubs, and other individual skills, including performing and visual arts.

Formative assessment is continuous (done throughout the term), and will be based on lateral thinking tests as well as activities such as projects, debates and group discussions. The written tests will fall under Classroom Assessment, and activities under Skill-Based Assessment. There will be six tests for each type, in each subject, and the best four performances will be taken into consideration for the final grade. Grades are given based on the performance of the students, and so are grade points. Technically, the grade points when multiplied by ten will give an indication of the marks in that area. But this is not always accurate.

Continuous Comprehensive Evaluation means a method adopted to evaluate various aspects of development of students personality from various dimensions. It is comprehensive because the evaluation is exhaustive and is done on many levels and since the evaluation is all year round, it is continuous. Continuous Comprehensive Evaluation is divided into 3 parallel parts:

**Part-1:** This part deals with performance in academic subjects like Science, Math and English instead of marks, grades are given based on the performance all through the year. The academic year is divided into two sessions, in each session; there are Formative and Summative Assessments. The school has liberty in deciding the number of Formative assessments and their percentage by weight, but at the end of the evaluation, the students get a grade for each subject instead of marks.

**Part-2:** This part deals with Co-scholastic areas such as life Skills, Attitude and Value. For each of the co-scholastic skills, teachers are again required to give a Grade and a descriptive indicator. Schools can expand these; for example, life skills can include Thinking skills, Social Skills and Emotional skills. Attitude can be judged towards teachers, peers and environment.

This part of the CCE aims to tell the students and parents that it is not just the education that is important for an overall development of a child during the schooling years.

**Part-3:** This part deals again deals with Co-scholastic activities. The idea behind this part is to give simple grades based on activities performed/participated in during the year. This part is divided in two sections a literary/Creative/Scientific/Aesthetic Skills, Performing Art, Clubs etc.) Health

and Physical Education. Teachers are expected to grades students on their involvement with these activities during the year. Students can sticks with areas like literary skills likedebates and Declamations or even showcase their talents in more creative fields like art, craftand drama. This way, this part again promotes development of a child in areas other thanacademics.The formativeAssessment is not constrained only to the pencil paper tests. It also has various quizzes, oraltesting, projects, assignments etc. The Summative assessment in the CCE is a way ofassessment of student's performance at the end of the teaching. The evaluation is of pen-papertest and is carried out by the schools themselves. This will be held at the end of each term.

There will be an evaluation of Co-Scholastic areas like students achievement, Attitudes,Creative and scientific skills, health and physical education and many more.

### Objectives of the Scheme

- 1) To develop cognitive, psychomotor and affective skills.
- 2) To lay emphasis on thought process and de-emphasis memorization.
- 3) To make evaluation an integral part of teaching-learning process.
- 4) To use evaluation for improvement of students' achievement and teaching learning strategieson the basis of regular diagnosis followed by remedial instruction.
- 5) To use evaluation as a quality control devise to maintain desired standard of performance.
- 6) To determine social utility, desirability or effectiveness of a programme and take appropriatedecisions about the learner, the process of learning and the learning environment.
- 7) To make the process of teaching and learning a learner-centered activity.
- 8) To continuous aspect of CCE takes care of continual and periodicity aspect of evaluation.Continual means assessment of students in the beginning of instructions (placement evaluationand assessment during the instructional process (formative evaluation) done informally usingmultiple techniques of evaluation.Periodicity means assessment of performance done frequently at the end of unit/term(summative)

### Functions of Continuous and Comprehensive Evaluation

- # It helps the teacher to organize effective teaching strategies.Continuous and comprehensive evaluation helps in regular assessment to the extent anddegree of learner's progress.Continuous and comprehensive evaluation serves to diagnose weaknesses and permits theteacher to ascertain in individual learner's strengths and weaknesses and her needs.
- # It providesimmediate feedback to the teacher, who can then decide whether a particular unit class orwhether a few individuals are in need of remedial instruction. By continuous evaluation, children can know their strengths and weaknesses.
- # It provides thechild a realistic self-assessment of how he/she studies. It can motivate children to develop goodstudy habits, to correct errors, and to direct their activities towards the achievement of desiredgoals.
- # It helps a learner to determine the areas of instruction in which more emphasis isrequired.Continuous and comprehensive evaluation identifies areas of aptitude and interest.
- # It helps inidentifying changes in attitudes, and value systems.

- # It helps in making decisions for the future regarding choice of subjects, courses and careers.It provides information/reports on the progress of students in scholastic and co-scholastic areasand thus helps in predicting the future success of the learner.
- # Continuous evaluation helps in bringing awareness of the achievement to the child, teachersand parents from time to time. They can look into the probable cause of the fall in achievementif any, and may take remedial measures of instruction in which more emphasis is required.

### Need of Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation is anenhancement to students. It helps in reducing stress ofstudents 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 ofdifferent students.
- ⊗ Avoiding 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 butperform well in other co-curricular areas.

### Advantages of Continuous and Comprehensive Evaluation

- There is no pressure for students to become highly academic because they aim to encourageindividuals to choose subjects based on their interests while retaining the importance ofacademia.
- They aim to make the students feel more related so they improve on their academicability without feeling under pressure.
- CCE system also focuses on holistic education which aims to develop various aspects of astudent's personality which ultimately helps them identify what they are better at and stronger atin terms of academics.
- CCE helps in dropping stress of students in different ways like, evaluating learningadvancement of students at expected time gaps on small portions of contents.Encourage learning through employing different teaching aids and techniques and involving captive activities in the learning process.

- The grading system will helps to give up the use of negative comments on the learner'sperformance.

### Obstacles in Continuous and Comprehensive Evaluation

- i. Lack of necessary knowledge and skill to implement continuous comprehensive evaluation.
- ii. Inadequacy of infrastructure and time.
- iii. Difficult to prepare and maintain records.
- iv. Lack of provisions I curriculum for continuous comprehensive evaluation.
- v. Student attendance and availability of resources.
- vi. Autonomy for colleges/institutions.
- vii. Difficult to pay individual attention towards individual student.
- viii. Minute observations are necessary as evaluation will be done by gradation method.

ix. TheMarking scheme will be a challenge.

#### Remedial Measures or Recommendations

- a) Orientation to teachers about continuous comprehensive evaluation.
- b) Provisions in curriculum
- c) Planning of activities
- d) Time and work planning
- e) Development of Question Banks
- f) Development of Multiple Choice Questions
- g) Development of Diagnostic and criterion referenced tests.

#### REFERENCE

1. Best and Khan (1999) Research in Education 7th Edition. India: Prentice Hall. | 2. Bloom B.S (ed.) 1956. Taxonomy of Educational Objectives: Handbook I, Cognitive | Domain David McKay Company, Inc. New York. | 3. NCERT (1971). Report of the committee on examination, CAGE, Ministry of Educationon Social welfare, India, New Delhi. | 4. NCERT (1988). National Curriculum for Elementary and Secondary Education: A | Framework, New Delhi. | 5. NCERT (2000) National Curriculum Framework for school education. Salient Featuresand Summary. New Delhi: National Council of Education Research and Training. | 6. NCERT (2001). Grading in Schools, New Delhi | 7. <http://www.unicef.org/education/files/QualityEducation.PDF> | 8. <http://expertscolumn.com/content/importance-examination> |