



Continuous and Comprehensive Evaluation (CCE) - A Reform in School Education

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ABSTRACT

Continuous comprehensive evaluation is a very effective new scheme of evaluation. CCE refers to a system of school based evaluation of the learner that covers all aspects of the learner development. CCE involves the process of assessing continuously and comprehensively through a variety of tools and techniques. It consists of both Scholastic & Co – Scholastic aspects. The Scholastic component of CCE conceptualizes evaluation of all academic subjects as spread over the entire span of the learning period. CCE is carried out through Formative Assessment (FA) and Summative Assessment (SA). FA is criterion based, diagnostic and remedial. It offers feedback to the teacher and learners. SA involves regular and norm-based assessment of all academic subjects at the end of a Term. Co – Scholastic Evaluation is the assessment of many informal and formal developmental areas such as life skills, attitude and values, wellness, service activities and work education. Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating in students. This is believed to help reduce the pressure on the child before examination. If we follow the footsteps of CCE in proper way the future students will surely become the master of the concepts.

KEYWORDS

Continuous comprehensive evaluation, Scholastic, Co – Scholastic, Formative Assessment, Summative Assessment.

Introduction

Continuous and comprehensive Evaluation refers to a system of school based evaluation of the learner that covers all aspects of the learner development. It means regular assessment of every student. It is more a process than an event. Such assessment would help to diagnose learning gaps and pave the way for remedial measures. Comprehensive acknowledges to the fact that learning can be both formal and informal. The Government has decided to introduce Continuous and Comprehensive Evaluation in all its schools at the Secondary level, commencing with Standard IX, from the academic year 2013-2014. The scheme will then be carried forward to Standard X in the academic year 2014-15. This decision is a logical continuation of its efforts to make the learning experiences in the classrooms interactive, collaborative, participative, contextual and learner-friendly from standard I to VIII. The assessment would be in tune with the Trimester system adopted by the Government and thus there will be Formative Assessment and Summative Assessment during each of the Trimesters.

Need of CCE

Continuous and Comprehensive Evaluation is a boost to students. It 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. Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas. It is non-threatening and helps in reducing learner's stress by assessing meaningful small portions of the curricular content. It is a school-based evaluation consisting of both Scholastic & Co – Scholastic aspects.

Scholastic Activities

Scholastic Activities is carried out through Formative Assessment (FA) and Summative Assessment (SA). Formative Assessment is an assessment that takes place during the course of learning. It is both diagnostic and remedial. Assessment for learning provides continuous feedback to teachers and learners. It helps to bridge learning gaps both at the individual level and at the group level. It includes within its scope, the assessment of learning activities and transactional procedures in the classroom. It provides scope for peer learning. FA has 3 components namely, Formative

Assessment (FA (a), Formative Assessment – (FA (b)) and Practical. Formative Assessment – FA (a)

Formative Assessment (a)

Formative Assessment is a broad-based measure of the learner's participation and involvement in learning activities. It reflects learner's initiative, interest, perseverance, regularity, and perfection in performing activities related to the content while learning. It is facilitated through activity - specific indicators explained in the general guidelines and subject specific guidelines. Organizing activities like Concept Mapping, Flow Chart, Graphical Representation, and Classification Games. The structures of associative activities like Conceptualizing & Preparing Models, Field Trip, Mock Presentation of Institutions / Organizations, Assignments.

Formative Assessment - FA (b)

Formative Assessment is intended to assess the learner's understanding of Subject specific concepts. It is carried out at the completion of each learning unit or group of concepts. It aims to diagnose learner's development in all areas of curricular learning such as knowledge, understanding comprehension, application, analysis, synthesis, evaluation, creativity etc., through written tests. It would be built around cognitive and thinking skills that have a definite possibility of quantification. It would be objective in nature. In FA (b) the focus of marking and grading would be on written work. FA (b) includes the following types of questions: Right/Wrong, True-false, Yes/No, Fill in the blanks, Matching Type, Matrix Type, Multiple Choice Questions, Quote from memory, Reasoning and Assertion, Odd one out, Sequencing or Rearranging statements, Filling Forms, Completing Picture or Graph or Map, Solving simple problem, Very Short Answer Questions, Short Answer Questions, Paragraph Questions

Formative Assessment – Practical

With regard to Practical, the teacher would assess the learner each Term, as per the guidelines provided in the subject specific guidelines. Practical could be conducted as suggested below and in the subject specific guidelines. Practical work in Science, Practical work/project in mathematics, Creative writing, Project work in languages, Presentations on contemporary developments in the study of geography or civic and environmental issues in the Social Sciences

Summative Assessment (SA)

Summative Assessment is an assessment of learning at the end of a definite time Period. It is time scheduled. It evaluates the extent and degree of the learner's progress in all areas of learning such as knowledge, understanding comprehension, application, analysis, synthesis, evaluation, creativity etc., through written tests. It is an individualistic, blue – print based, written test. Blue print would specify the weight age only for instructional objectives without specifying the number and type of questions in the particular content for them. While setting question paper, different types of questions viz., objectives type, Short answer type, Very Short answer type and Paragraph type would be given.

Co- Scholastic Activities

Co-scholastic activities are a series of informal learning activities which scaffolds learning through engagement and experience. It addresses both to the cognitive and affective domains of learning. The co-scholastic activities facilitate building the emotional profile of the learners and their personality to empower them as competent, confident and contributive citizens of the society and in this process they also enrich their own learning. (Bhattacharjee & Sarma, 2009).

1. Life Skills

Life skills include the following three categories like Thinking Skills, Social Skills and Emotional Skills. Thinking Skills include Self Awareness, Problem solving and Decision Making, Critical Thinking and Creative Thinking. Social Skills like Nurturing relationships, Effective Communication, Empathy and Assertion Skills. Emotional Skills include Coping with Stress and Coping with emotions.

2. Attitude & Values

Attitudes and Values reflect the core personality profile of the individual. These are assessed on the basis of observation and interaction with the learner in various contexts. This can be assessed both in the classroom and outside including on the occasion of several functions, celebrations, programs and meets. The components of attitude and values are Enhancing Citizenship Qualities, Respect to Culture & Heritage, Contributing to Societal Integrity & Communal Harmony, Gender Sensitivity and Being Humane.

3. Wellness

Wellness is considered to be an active process of becoming aware of and learning to make choices (healthy choices) that lead toward a longer and more successful existence. World Health organization(WHO) defines health as a physical, mental, and social well being and not mere absence of disease or ailments. A variety of activities may be undertaken in a school for developing the health of learners. Seven areas are included under wellness namely, Human Physiology, Responsibility & Health, Social Health, Safety Health, Environmental Health, Nutrition and Consumer Health.

4. Service Activities

It is necessary to develop social awareness and service to humanity among learners. This can be attained by involving them in any one of the activities available, in the school concerned National Cadet Corps (NCC), Scout & Guides, Junior Red Cross (JRC), National Green Corps (NGC) and Red Ribbon Club (RRC).

5. Art and Work Education

Art and Work Education is intended to provide hands on skills as relating to different work situations in life. This helps in promoting the self-esteem and confidence levels in learners. The school may involve the learners in any one of the following activities based on their interest and availability of local resources like Tailoring, Jewell making, Doll Making, Catering Skills, Preparation of Stationery Items, and Book Binding, Screen printing, Origami, Developing materials from waste paper, Hand embroidery, Running a book bank, Repair and maintenance of domestic electrical gadgets, Repair and maintenance of Cell Phone, Computer operation and maintenance and Photography

Alternative Assessment for Children with Special Needs

The curriculum prepares the child for life, which involves understanding oneself and relating to the world around in a meaningful and productive manner. It is crucial that children with disabilities participate and learn the curriculum to the extent possible. They have to be provided many opportunities to reach that potential. Limiting children's learning based on a disability should be avoided. Irrespective of disability all children will work on the class curriculum at own pace. An Individualized Educational Programme [IEP] will be drawn up by an appropriate person for every child who is diagnosed with disability. An IEP should reflect what, how and how much of the curriculum content the child needs to study. The assessment plan will be part of the IEP. The teacher should be part of the IEP process. The teacher should be part of the IEP process. A copy of the document / IEP will be shared with the Class and Subject Teachers. As a part of the CCE, the following documents have been provided for assessing Children with Disabilities.

Advantages of CCE

CCE encourages to learn without burden, avoids rote learning, reduces book load, reduces mental stress, involves activity based education, child centered Education, evaluation is continuous, individual and group evaluation is possible, performance is assessed throughout the year and possible to implement remedial measures. Minimize misclassification of students on the basis of marks. It eliminates unhealthy cut throat competition among high achievers. It reduces societal pressure and provides the learner with more flexibility. It leads to a better learning environment. It minimizes misclassification of students on the basis of marks.

Conclusion

The Innovations would not turn to be effective and successful until unless our teachers are not willing whole- heartedly to implement such evaluation system in right manner and spirit. The need is to bring a favourable change in teacher's attitude towards this scheme in means of training, orientation, incentives, and other alike. Parents also co-operate with students to get benefits of CCE. The curriculum developers also develop the curriculum keeping CCE strategy. The administrators also guide teachers about usage of CCE technique for improvement of teaching-learning process. If we follow the steps of CCE in proper way the future students will surely become the master of the concepts.

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