

CCE- A Way towards All Round Development of Learners

Dr. Kartar Singh
Assistant Professor, IASE, F/O Education
Jamia Millia Islamia, New Delhi-110025.

Abstract

Continuous and Comprehensive Evaluation (CCE) is used for school based evaluation of pupils in which their assessment is done on a continuous basis throughout the year and which is also comprehensive in nature, in the sense that it is not confined to assessment in scholastic subjects but also covers co-scholastic areas such as performance in games/sports, physical education, creative education, art, music, dance, drama, personal and social qualities. CCE has led to a paradigm shift in teaching pedagogy to transform our young learners into critical thinkers. The implementation of a new practice in its real essence is a big challenge in a country like India which has more than 11,500 CBSE schools spread across all over Indian and 25 countries. This research paper is an attempt at highlight the understanding of CCE and its impact on teaching pedagogy and creative learning; the learning inferred from the study would further encourage other school boards to follow CCE pattern and overcome the challenges hampering its effective and successful implementation.

Historical view of various Recommendations and Reports on Evaluation

Examinations are an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning process and their internalization by learners. Various Commissions and Committees have felt the need for examination reforms. The Hunter Commission (1882), Calcutta University Commission or Sadler Commission (1917-1919), Hartog Committee Report (1929), the Report of Central Advisory Board or Sargeant Plan (1944), Secondary Education Commission or Mudaliar Commission (1952-53) have all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through Continuous and Comprehensive Evaluation.

The need for Continuous and Comprehensive School Based Evaluation has been reiterated over the last few decades. The Kothari Commission report (1966) observed, 'on the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school also giving the record of his internal assessment as contained in his cumulative record. This certificate may be attached to that given by the Board in connection with the external examination.' It further adds, 'This internal assessment or evaluation conducted by the schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students' growth that are measured by the external examination and also those personality traits, interests and attitudes which cannot be assessed by it'. Continuous and Comprehensive Evaluation

has been strongly taken care of in the National Policy on Education (1986) which states that 'Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time should be followed'. Report on the Committee for Review of NPE (1986) recommendation brought out by Government of India in 1991-92 lays down norms for 'continuous comprehensive internal evaluation and suggests safeguards against abuse of this evaluation system'. Report on the Central Advisory Board in Education (CABE) Committee on Policy brought out by Ministry of Human Resource Development (MHRD), Govt. of India in January, 1992 has also referred to the provisions of NPE with regard to evaluation process and examination reforms and also suggested 'continuous and comprehensive internal evaluation of the scholastic and non-scholastic achievement of the students'.

The Report of the Task Force on the Role and status of the Board of Secondary Education (1997) observed: In our scheme of things, it is the School Boards which are expected to play the central role in the academic renovation of the school system. In other words, leadership has to come from the Board. Once the Boards get committed to this vital and supplementary system of evaluation and push it vigorously, this innovation will come to be accepted by more and more schools. "Learning without Burden"- Report (1993) of the National Advisory Committee appointed by the MHRD, Department of Education, Govt. of India has stated - "Board examination, taken at the end of Class X and XII, have remained rigid, bureaucratic, and essentially uneducative...". Accordingly, National Curriculum Framework (2005), proposing Examination Reforms stated, "Indeed, boards should consider, as a long-term measure, making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a board certificate) to take an internal school examination instead" and continues, Continuous and Comprehensive Evaluation.

A Paradigm Shift in Evaluation

According to National Curriculum Framework (2005), the purpose of evaluation is not:

- ✓ To motivate children to study under threat.
- ✓ To identify or label children as 'slow learners', or 'bright students', or 'problem children'. Such categories segregate children, placing the onus for learning solely on them, and detract from the role and purpose of pedagogy.
- ✓ To identify children who need remediation (this need not wait for formal assessment; it can be detected by the teacher in the course of teaching and attended to as a part of pedagogic planning, through individualized attention).
- ✓ To diagnose learning difficulties and problem areas-while broad indications about conceptual difficulties can be identified via evaluation and formal testing. Diagnosis requires special testing instruments and

training. It is also specific to foundational areas of literacy and numeracy, and is not meant for subject areas.

In the Indian education system, the term evaluation is associated with examination, stress and anxiety. All efforts at curriculum definition and renewal come to naught if they cannot engage with the bulwark of the evaluation and examination system embedded in schooling. We are concerned about the ill effects that examinations have on efforts to make learning and teaching meaningful and joyous for children. Learning can be made more meaningful by adopting the continuous and comprehensive evaluation.

Continuous and Comprehensive Evaluation- An Introduction

According to Kothari Commission (1964-66), "Evaluation is a continuous process. It forms an integral part of the total system of education and is intimately related to educational objectives. It exercises a great influence on the pupil's study habits and teacher's methods of instruction and thus helps not only to measure educational achievement but also to improve it". Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of a student that covers all aspects of a student development. It is a developmental process of student which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioural outcomes on the other. The term 'continuous' is meant to emphasise that evaluation of identified aspects of students 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self-evaluation. The word continuous also refers continuous attempts.

The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of the students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning, like knowledge, understanding, applying, analysing, creating and evaluating. The features of continuous and comprehensive evaluation are as under:

- The 'continuous' aspect of CCE takes care of 'continual' and 'periodicity' aspect of evaluation.
- Continual means assessment of students in the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation.
- Periodicity means assessment of performance done frequently at the end of unit/term (summative evaluation).

- The 'comprehensive' component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in Scholastic as well as Co-Scholastic aspects of the pupil's growth.
- Scholastic aspects include curricular areas or subject specific areas, whereas Co-Scholastic aspects include Life Skills, Co-Curricular Activities, Attitudes and Values.
- Assessment in Scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/term test. The causes of poor performance in some units are generally diagnosed by using diagnostic tests. These are followed with appropriate interventions followed by retesting.
- Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in Life Skills is done on the basis of Indicators of Assessment and Checklists.

The objectives of continuous and comprehensive evaluation in the formal school system to enhance the learning of the pupils are as under:

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasise 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 instructions.
- To use evaluation as a quality control device to maintain desired standard 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-centred activity.

According to the National Council for Educational Research and Training, following are the aims of School Based CCE:

- Elimination of chance element and subjectivity (as far as possible), de-emphasis on memorization, encouraging comprehensive evaluation incorporating both Scholastic and Co-Scholastic aspects of learners' development.
- Continuous evaluation spread over the total span of the instructional time as an integral built-in aspect of the total teaching-learning process.
- Functional and meaningful declaration of results for effective use by teachers, students, parents and the society.
- Wider uses of test results for purposes not merely of the assessment of levels of pupils' achievements and proficiencies, but mainly for their improvement, thorough diagnosis and remedial/enrichment programmes.
- Improvement in the mechanics of conducting examinations for realizing a number of other allied purposes.

- Introduction of concomitant changes in instructional materials and methodology.
- The use of grades in place of marks in determining and declaring the level of pupil performance and proficiency.

Need of CCE in the formal school system

School Based Continuous and Comprehensive Evaluation system should be established to:

- Reduce stress on children
- Make evaluation comprehensive and regular
- Provide space for the teacher for creative teaching
- Provide a tool of diagnosis and remedial action
- Produce learners with greater skills

Following table 1, presents a comparison between traditional and continuous and comprehensive forms of evaluation in a more easiest way for understanding:

Table 1: Comparison between Traditional and CCE Forms of Evaluation

Sl. No.	Traditional form of Evaluation	CCE form of Evaluation
1.	Scholastic	Scholastic and Non-Scholastic
2.	Stress and Anxiety	Interest and Joy
3.	Examination Oriented	Examination and Projects Oriented
4.	Rigid in Nature	Flexible in Nature
5.	Percentage of Marks Oriented (Specific)	Range of Marks Oriented (Grading)
6.	Less Frequent	More Frequent
7.	Individuality	Individuality and Groups
8.	Focus on Course Completion	Focus on Learners
9.	Teacher Oriented Methods of Teaching	Learner Oriented Methods of Teaching
10.	Less Use of Technology	High Use of Technology

Scholastic and Co-Scholastic Assessment

In order to have Continuous and Comprehensive Evaluation, both Scholastic and Co-Scholastic aspects need to be given due recognition. Such a holistic assessment requires maintaining an on-going and comprehensive profile for each learner that is honest, encouraging and discreet. While teachers frequently reflect, plan and implement remedial strategies, the child's ability to retain and articulate what has been learned over a period of time also requires periodic assessment. These assessments can take many forms but all of them should be as comprehensive and discreet as possible. Weekly, fortnightly, or quarterly reviews (depending on the learning area), that do not openly compare one learner with another are generally recommended. The objective is to

promote and enhance not just learning and retention among children, but their soft skills as well. Now, let us understand each of the two components.

Scholastic Assessment

The objectives of the Scholastic Domain are:

- Desirable behaviour related to the learner's knowledge, understanding, application, analysis, synthesis, evaluation and the ability to apply it in an unfamiliar situation.
- To improve the teaching learning process.
- Assessment should be both Formative and Summative.

Formative and Summative Assessment

Formative Assessment is a tool used by the teacher to continuously monitor student progress in a non-threatening, supportive environment. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it. It involves the students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively, it can improve student performance tremendously while raising the self-esteem of the child and reducing the work load of the teacher.

Formative Assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners. It is also carried out for taking decisions regarding appropriate modifications in the transactional procedures and learning activities. Formative Evaluation often means no more than that the assessment is carried out frequently and is planned at the same time as teaching. It provides feedback which leads to students recognizing the (learning) gap and it is forward looking. It includes both feedback and self-monitoring. It is used essentially to get a feed back into the teaching and learning process. The teacher's job is to teach in the classroom and for effective performers of their learners he needs to know how well the students are performing. For this he evaluates their learning during the process of formal learning. This is known as 'Formative Evaluation' because it enables the teacher to modify the form of his teaching, if necessary.

Summative Assessment At the end of teaching a particular unit, the teacher carries out 'Summative Evaluation', summative because it concerns the sum total of students' learning on a particular unit. Unit tests, terminal tests, half-yearly tests and annual examination are various means of summative evaluation. It is carried out at the end of a course of learning. It measures or 'sums-up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades. Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the student. It, at best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a onetime mode of assessment and to exclusively rely on it to

decide about the development of a student is not only unfair but also unscientific.

Overemphasis on examination marks that focus on only scholastic aspects in turn makes student assume that assessment is different from learning, resulting in the 'learn and forget' syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners. Following table 2, presents detail of these two forms of evaluation:

Table 2: Table comparing Formative and Summative Assessment

Formative Assessment (Flexible Timing)		Summative Assessment (Written and Oral)
Tools	Techniques	Forms of Assessment
<ul style="list-style-type: none"> • Questioning • Observation schedule • Checklist • Rating scale • Responding • Initiative to complete assigned work • Initiative to work in a group 	<ul style="list-style-type: none"> • Short Examination • Assignments • Quizzes and competitions • Projects • Debates • Symposium • Group discussions • Club activities • Exhibition • Preparing charts 	<ul style="list-style-type: none"> • Objective type • Short answer • Long answer • Viva-Voce Examination

Co-Scholastic Assessment

The desirable behaviour related to learner's life skills, attitudes, interests, values, co-curricular activities and physical health are described as skills to be acquired in co-scholastic domain. The process of assessing the students' progress in achieving objectives related to scholastic and co-scholastic domain is called comprehensive evaluation. It has been observed that usually under the scholastic domain such as knowledge and understanding of the facts, concepts, principles etc. of a subject are assessed. The Co-Scholastic elements are either altogether excluded from the evaluation process or they are not given adequate attention. For making the evaluation comprehensive, both Scholastic and Co-Scholastic aspects should be given importance. Simple and manageable means of assessment of Co Scholastic aspects of growth must be included in the comprehensive evaluation scheme.

Evaluation of Scholastic aspects:

There are six assessments (four FA and two SA) are proposed as presented in following table 2:

Table 2: Table showing the Assessment Schedule

Type of assessment	Percentage of Weighting in academic session	Month	Term wise weighting
Formative Assessment-1	10%	April-May	FA1+ FA2=20%
Formative Assessment-2	10%	July-August	
Summative Assessment-1	30%	September	
	SECOND TERM		
Formative Assessment-3	10%	October-November	FA3+ FA4=20%
Formative Assessment-4	10%	January-February	
Summative Assessment-2	30%	March	

Total: Formative Assessments (FA) = FA1+FA2+ FA3+FA4 = 40%

Summative Assessments (SA) = SA1+SA2 = 60%

All across the schools, the most commonly used tools/techniques are those developed by teachers themselves. Among these are paper-pencil tests/tasks, written and oral tests, questions on pictures, simulated activities and discussion with students. Short class tests are used by most teachers as a quick and easy way of assessing the learning progress of children. As these are generally conducted at the end of a unit/month covering the specified content taught during that period, these are no doubt useful but they need to be used effectively.

Similarly, tests can be formal, informal, written or oral, based on specified content desired to be tested. They are diagnostic in nature as they enable the teacher to identify or reveal the strength and weaknesses of students. A test should not create any fear among students and it should be administered in an informal way.

Grading Scale

Assessment of Scholastic attainments will be reported twice in a year. The nine point grading scale for measuring scholastic achievements is given below in table 3:

Table 3: Table showing the Nine Point Grading system in Scholastic Areas

Grade	Marks Range	Grade Point
A1	91 -100	10.0
A2	81 -90	9.0

B1	71 -80	8.0
B2	61 -70	7.0
C1	51 -60	6.0
C2	41 -50	5.0
D	33 -40	4.0
E1	21-32	3.0
E2	00 -20	2.0

Minimum qualifying grade in all the subjects under Scholastic Domain is D.

Note: All assessment with regard to the academic status of the students shall be done in marks and the assessment will be given in grades. Co-Scholastic attainments 2(A, B, C and D) and 3(A, B) will be done on 5 point Scale (shown in the table 5 below). *It will be done once in a session.*

Evaluation of Co-Scholastic aspect:

- Each student will be graded on each of the 10 Life Skills, Work Education, Visual and Performing Arts, 03 Attitudes, Values, 02 Co-curricular Activities and 02 Health and Physical Education (HPE) Activities.
- Maximum score for each Life Skill is 25, for Work Education, Visual and Performing Arts and Attitudes are 50, for Values are 200 and for Co-curricular Activities and HPE is 50.
- Before assigning the Grades on each component using the conversion table, please calculate the average or grade points by dividing the total score obtained by a student by number of items in that component. For example, for a student who has a score of 15 in Self-awareness; you need to divide it by the number of descriptors, i.e. 5; the average or grade point is 3.0; hence grade is C.
- A Sample Sheet to calculate grades in Co-Scholastic Areas is given after the discussion of the indicators.

Following table 4 presents grading system of co-scholastic areas:

Table 4: Table showing the Grading System in Co- Scholastic areas

Grades	Grade Points
A	4.1-5.0
B	3.1-4.0
C	2.1-3.0
D	1.1-2.0
E	0-1.0

Note: Minimum qualifying grade in Co-Scholastic Domain is D.

Hindrances in the way of CCE

As it was observed by me in the schools and informally interacted with the teachers on implementation of CCE in schools. Following facts came into my notice:

- Teachers appreciated the assessment pattern but said it is 'NOT' suitable for Indian context as it cannot be implemented in the way it should be implemented. It is NOT working in the field or ground reality.
- Student- teacher ratio is higher in classes which creates difficulty in real life situations.
- Syllabus load is higher and lack of time.
- Increased burden on both students and teachers as learners not only need to study the contents but also asked to do assignments and projects as homework because of lack of time at school.
- Learners are just downloading materials from the internet and presenting it in a creative manner.
- Quality of knowledge may fall reason being that learners don not have time for extra reading because of activities.
- Co-scholastic areas sometimes convey more stress to some of learners as they are aware that they are constantly under teacher's observation.
- Importance is given to paper works and inspection. Hence, paper work is more importance for teachers. They are more concerned about maintaining records and evidences as marks are converted into grades and enter in the computer then rechecking of computer generated list and pasting the sheets in the final record.

Conclusion

The purpose of assessment is necessarily to improve the teaching-learning process and study materials, and to be able to review the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learners have been developed.

In addition to judging the quality of students' achievements, a teacher would also need to collect, analyse and interpret their performances on various measures of assessment to come to an understanding of the extent and nature of the students' learning in different domains. Children can be assessed for their development in these areas. Participation, interest, and level of involvement, and the extent to which abilities and skills have been honed, are some markers that can help teachers to gauge the benefits of what children learn and gain through such activities. Continuous and comprehensive evaluation has frequently been cited as the only meaningful kind of evaluation. This also requires much more careful thinking through about when it is to be employed in a system effectively. This also requires much more careful thinking throughout about when it is to be employed in a system effectively.

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 helps the child in making informed choice of subjects 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 students will take up the competitive examinations in right earnest. The introduction of CCE does not mean less emphasis on academic attainment, Students still require hard work in studies as well. However due to acquisition of additional life skills, like thinking and emotional skills, they are expected to meet different life situations with greater maturity.

Hence, 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.

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