

**CONTINUOUS COMPREHENSIVE EVALUATION IN SCHOOLS AND NCF
2005
- A STEP IN THE RIGHT DIRECTION**

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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 of syllabus 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, say due to an illness, he/she underperforms in the public examination, then an unsatisfactory tag is appended to his/her certificate.

In such cases the certificate is not a true representation of the student's personality. There is no way the certificate that he/she gets will reveal his or her above average performance through the year. 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 sometimes as high as 15 per cent. All these shortcomings leave deep scar on the students and parents, sometimes leading to desperation. One cannot blame the teachers for this imperfection subjectivity is one of the attributes humans have in God's world.

Further, we have so far evaluated only the cognitive areas of a young scholar neglecting other aspects of human personality such as leadership quality, sense of responsibility, attitude, etc which are as important as cognitive aspects. A person is much more than his/her stock of cognitive knowledge. He/She may turn out to be, in spite of very high academic knowledge, a diffident person, or a cruel individual who savour harming fellow human beings, or one with cowardice hidden in his/her inner being.

Evaluating the need for a functional and reliable system of School-Based Evaluation, **CBSE introduced the CCE Scheme** for doing a holistic assessment of a learner which also includes *co-scholastic area of Life Skills, Attitudes and Values, Sports and Games as well as Co Curricular activities*. The **CCE scheme** aims at addressing this in a holistic manner. A number of National Committees and Commissions in the past have consistently made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through **School-Based Continuous and Comprehensive Evaluation**. Therefore, the **CCE scheme** brings about a paradigm shift from examination to effective pedagogy.

The Continuous and comprehensive Evaluation is multi-dimensional as it involves multiple techniques and different persons like teacher, pupil, peer, parent and community. CCE takes care of students pace of learning in all aspects of personality growth with regular periodicity and timely addressing of the problems.

The essential principles for a planned scheme of CCE are flexibility, functionality, accountability, and economy. The learning environment such as conditions, persons and resources, which throw light on pupils' learning, must also be taken into consideration in assessing the students.

ESSENTIAL OBJECTIVES OF CCE:

1. To reduce stress on children.
2. To make evaluation comprehensive and regular.
3. To provide space for the teacher for creative teaching
4. To provide a tool for diagnosis and for producing learners with greater skills.
5. Helping children to their holistic development.
6. Helping teachers to determine child's strengths.
7. Identifying learning gaps during the process.
8. Helping teacher to review/modify teaching learning process to suits children's need.

IMPORTANCE OF FORMATIVE ASSESSMENT IN CCE:

The term continuous in the CCE is nothing but formative assessment. According to **Bell** and **Cowie**(2001) formative assessment is the process used by the teachers and students to recognize and respond to student learning in order to enhance that learning, during the learning.

Assessment becomes formative when the information is used to adapt teaching and learning to meet student needs. Feedback given as a part of formative assessment helps learners become aware of any gaps that exist between their desired goal and their current knowledge, understanding, or skill and guides them through actions necessary to obtain the goal.

PROCESS OF CCE:

Step 1: Identifying expected learning

Step 2: Creating learning situations to existing learning levels of children.

Step 3: Initiating teaching-learning process

Step 4: Record of one quarter of Assessment data

Step5: Reporting process

CCE and NCF-2005:

The National Curriculum Frame work-2005 also emphasized on internal assessment over that of public examinations, it does not however focus on frequent testing. It says, "Routine activities and exercises can be employed to assess learning". It assumes that process assessment is as important as product assessment. It does not ignore the influence of product assessment and the need for working towards set objectives as it says, "Well designed assessment and regular report cards provide learners with feedback, and set standards for them to strive towards".

Issues related to Student Assessment:

1. The ability for abstract reasoning and logical thinking emerges at this stage of education, allowing children the possibility of deep engagement with both understanding and generating knowledge beyond here and now.
2. The preoccupation with the examination, and its deleterious effect on learning need to be reviewed and challenged.
3. NCF-2005 recommended for shift towards school-based assessment, and devise ways in which to make such internal assessment more credible. Each school should evolve a flexible and implementable scheme of continuous and comprehensive evaluation.
4. Oral testing and group work evaluation should be encouraged.
5. Open-book exams and exams without time limits are worth introducing as small pilot projects across the country

GUIDING PRINCIPLES FOR CURRICULUM DEVELOPMENT TO REMOVE THE STRESS IN EVALUATION PROCEDURES:

1. Connecting knowledge to life outside the school.
2. Ensuring that learning shifts away from rote methods.
3. Enriching the curriculum so that it goes beyond text books.
4. Making examinations more flexible and integrating them with class room life
5. Nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

The above principles have implications for assessment. The first principle leads to learning and assessment, which has relation with immediate surroundings, rather than merely knowing the things abstractly. This makes the teaching easier, but assessment difficult, as the student has to be assessed in varied conditions and varied methods rather than the prescribed ones. The success of this kind of teaching learning depends on teachers who will now have to grapple with and mend their very attitude to learning and assessment procedures and practices.

The second principle requires that student should be equipped with the social understanding before he can embark on recreating his knowledge or student should be allowed to have his own construction of knowledge from the beginning.

The third principle of going beyond curriculum has been emphasized on worthy usage of text books and the creativity of the child and the teacher. It emphasizes the importance of twinning the classroom activities with life situations.

The fourth principle makes the examinations highly flexible and NCF-2005 comes out with certain concrete measures to realize this. Integrating assessment with classroom life means that assessment has to be internal assessment among parents and students etc.

The last principle paces greater responsibility in teacher and student community to deal with the current concerns, which are often debatable. While it is necessary to provide this kind of education to the students in a participative democracy, it should be seen how far they will be translated with true spirit, without biases and how they will be assessed.

EXAMINATION REFORMS – FOCUS GROUP REPORT:

1. Introduction of shorter exams helps in leave time for deliberations and periodic testing.
2. A shift in emphasis from ‘short answers’ to MCQs designed to test real understanding of core concepts would help reduce students anxiety.
3. A shift in emphasis to testing competencies and away from memory would certainly reduce stress in addition to aiding the validity of exams. Open-book exams will be helpful in this regard.

4. The tenth grade exam should be made optional for those not seeking admission to higher levels immediately.

ISSUES RELATED TO STUDENT ASSESSMENT:

1. The ability for abstract reasoning and logical thinking emerges at this stage of education, allowing children the possibility of deep engagement with both understanding and generating knowledge beyond here and now.
2. The preoccupation with the examination, and its deleterious effect on learning need to be reviewed and challenged.

CBSE ACADEMIC LAUNCHES NEW PORTAL

The [CBSE](#) chairman has announced the launch of a new website for the board's academic section. The [Central Board of Secondary Education](#) has launched a new academic website, www.cbseacademic.in. The Chair person writes that the **new website** will give the public an insight into its academic activities and educate them about its objectives, programmes which otherwise may not be easily accessible to all.

The CBSE results link on the website would announce [CBSE results](#) and students and parents need not look for other links and sites. Similarly, the **CTET (Central Teacher Eligibility Test)** tab will be a one-stop destination for information on question papers of CTET for the previous year, CTET bulletin and schedule for examination, results of CTET 2012 and various advertisement notices. It also has details on structure, content and syllabus of CTET exam, important information at a glance etc The academic website will be a source for the latest as well as old publications, including textbooks, support materials, **CBSE's** quarterly journal **CENBOSEC**, annual report and even a subsection where one can find the list of latest publications with their price and availability.

Central Board of Secondary Education (CBSE) has posted a circular on its [website](#) that they cannot force students to change their streams after their final scores are out.

Highlights of the CCE Scheme

1. Scheme of the Board

1.1 Senior Secondary Schools

- a) There will be **no Class X Board Examination w.e.f. 2011** for students studying in CBSE's Senior Secondary schools and who do not wish to move out of the CBSE system after Class X.
- b) However, such students of Senior Secondary Schools who wish to move out of the CBSE system after Class X (Pre-University, Vocational course, Change of Board, etc.) will be required to take the Board's External (pen and paper

written/online)Examination.

c) Further, those students who wish to assess themselves vis-à-vis their peers or for self assessment will be allowed to appear in an On Demand (pen and paper/ online) Proficiency test.

Secondary Schools

The students studying in CBSE's Secondary schools will however be required to appear in Board's External (pen and paper written/online) Examination because they will be leaving the secondary school after Class X.

1.2 All School

1.2.1 The Continuous and Comprehensive Evaluation (CCE) will be strengthened in all affiliated schools with effect from October, 2009 in Class IX.

1.2.2 An Optional Aptitude Test developed by the CBSE will also be available to students. The Aptitude Test along with other school records and CCE would help students, parents and teachers in deciding the choice of subjects in Class XI. All students of Class X in the current academic year will be taking the CBSE Board's Class X 2010 Examination. The CBSE will be conducting this Examination. The weightage of the school based assessment will remain the same as per past practice, i.e. 20% each in the subjects of Science, Social Science and Mathematics.

1.2.3 The new Grading system will be introduced at Secondary School level (for Classes IX & X) effective from 2009-10 Academic Session. The details of grading scheme are being circulated in a separate advisory to schools.

How would the CCE Scheme help?

The above steps would help the learners and parents, who are the primary stakeholders of school education, in the following manner:-

a) It will **reduce stress and anxiety** which often builds up during and after the examination which could have an adverse impact on young students especially in the age group of 13-15 years.

b) It will **reduce the dropout rate** as there will be less fear and anxiety related to performance.

c) In the past there was practice to often finish the entire syllabus much before time and follow it up with Pre-Board(s) and study leave. Now there will be *greater focus on learning rather than teaching to the test.*

d) The emphasis on **conceptual clarification through experiential learning** in the classroom will increase since there will be more time available for transaction of curriculum.

e) It will help the learners to **develop holistically in terms of personality** by also focussing on the co-scholastic aspects which will be assessed as part of the Continuous and Comprehensive Evaluation scheme.

f) It is expected to prepare the students for life by making **students physically fit, mentally alert and emotionally balanced**.

g) The students will have *more time on their hands to develop their interests, hobbies and personalities*.

h) It will enable the students, parents and teachers to make an **informed choice about subjects in Class XI**.

i) It will motivate learning in a friendly environment rather than in a fearful situation.

j) It will equip students with *Life Skills especially Creative and Critical thinking skills, social skills and coping skills* which will keep them in a good stead when they enter into a highly competitive environment later on.

CHALLENGES IN IMPLEMENTATION OF CCE:

1. Developing performance indicators.
2. Production of evidences for awarding grades.
3. Multiple class teaching.
4. The gap due to vacation.
5. Completion of syllabus in the initial months especially June and July.
6. Teacher and student absenteeism.
7. Assessment in English subject.
8. Frequent changes in procedures.

EXECUTIVE PERSPECTIVES OF CONTINUOUS AND COMPREHENSIVE EVALUATION

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