

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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INTRODUCTION

Long ago, India had such an education system which attracted foreigners. NALANDA AND TAKSHSHILA were famous educational spots where students of various countries awaited the entries. There used to answer the questionnaire which can enable pupils have an entrance into these universities. Now, in modern age, even though Indian education system is changing, examination system is not up to the mark.

1. The **Head of Scientific Advisory Council, C. N. Rao** has written a letter to the P. M. Shri Manmohan Singh drawing his attention towards the faulty education system. Rao told the P.M. that: "India is said to have an education system, but not an examination system."
2. The **Radha Krishnan Commission (1948)** on education stated about 30 years ago that: "The most important single reform in our educational system that it could suggest was the reform in the examination system."
3. Reviewing the defects of examination at the secondary stages, the **secondary education commission** noted: "The examination today dictate curriculum instead of following it, prevent any experimentation, hamper the proper treatment of subjects and sound methods of teaching, foster a dull uniformity rather than originality, encourage the average pupil to concentrate too rigidly upon too narrow field and thus help him to develop wrong values in education"
4. The **national policy on education** issued by the government of India 1968, mentioned that: "The major goal of examination reform should be to improve the reliability and validity of examinations and to make evaluation a continuous process aimed at helping the student to improve his level of achievement rather than certifying quality of his performance at a given moment of time."

DEFECTS IN PRESENT EXAMINATION SYSTEM IN INDIA

1. Examination—the dominant factor.
2. Ignores non –cognitive aspects.
3. Untrained paper setters.
4. Subjectivity.
5. Only test the level of memorization.
6. Fails to create questioning minds.
7. More theories, less practicals.
8. Not useful to real life.
9. Useful to rote memory students than analytical students.
10. Lowering of moral standards.
11. Heavy mental stress and strain.

"The present examinations cause unhealthy rivalries among the children. The fear of failure sometimes leads to extreme measures like suicide."

REMEDIES TO EXAMINATION SYSTEM IN INDIA

1. Giving priority to quality rather than quantity.

2. There should be analytical question which can make student use his brain properly and Indian examination system should be in such a way that it should encourage quick decision making and understanding the situation and broad thinking.
3. Half weightage should be given for practical and co- curricular activities are to be made mandatory and they should be given weightage.
4. Government should provide funding to schools and colleges to have equipment.
5. Examinations have to be related to the goals of education. These goals are to enable students to learn new facts, to understand and comprehend them and to develop the capacity to apply these facts to obtain more and more knowledge and to develop a capacity to analyze problem and to synthesize knowledge and acquire the ability to face new situations confidently.
6. Education system should change from theory systems to practical systems where students can show their talent and build some inner creativity. They should be given the chance to think logically and practically instead of mugging up and writing.
7. The examinations should also be utilized by teachers to improve their teaching methods. It is only then the examination will serve their real purpose. The results have to be utilized to provide remedial teaching for the weak students.
8. It should not be left to the paper setter to set any kind of question he likes. It is necessary that the setter could be given a clear cut policy statement for a particular paper which must specifically indicate the areas of abilities sought to be tested in the students through exams, the value of each major unit in terms of marks for setting questions, the different types of questions to be included in the paper and the proportion of marks allotted to them. The questions must be pointed and clear. The misleading answers should be chosen with great care.

C.C.E AND EXAMINATION REFORMS

In the context of CCE initiatives have been taken to introduce examination. The four aspects of examination reforms are internal evaluation, grading system, question banks and semesterization.

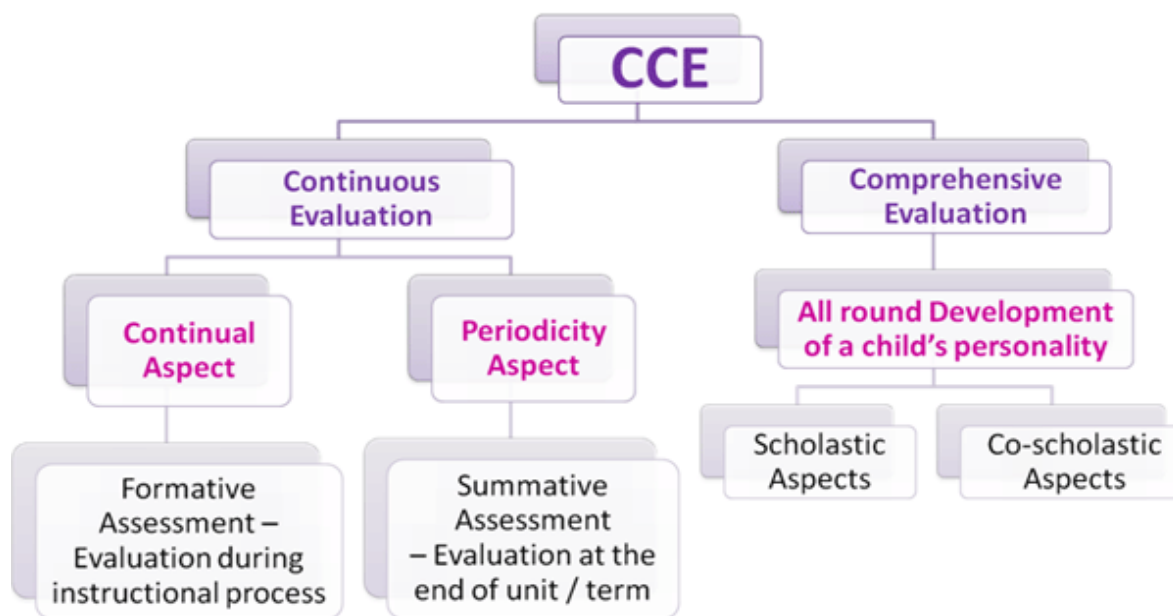
It became necessary to see the perception of Principals, Teachers, Students & Parents about CCE and how it is implementing in actual classroom teaching- learning situations and also to know that the present system of evaluation is achieving the objectives of teaching-learning process. This also requires much more careful thinking, when it is to be employed in a system effectively. Such evaluation places a lot of demand of understanding the grading system by Principal and teachers, their ability to maintain meticulous records if they are meaningfully executed and if to have any reliability as an assessment.

Unless a system is adequately geared for such assessment, it is better for teachers to engage in more limited forms of evaluation, but incorporating into

them more features that will make the assessment a meaningful record of learning.

Finally there is need to evolve and maintain credibility in assessment, so that they perform their function of providing feedback in a meaningful way.

CONTINUOUS AND COMPREHENSIVE EVALUATION



Continuous Evaluation

It is likely possible to obtain valuable data about the strengths and weaknesses of the children through continuous evaluation. Continuous evaluation helps in providing remedies and enriched instructions with a view to realize the objectives of education in the optimum growth and development of various aspects of child's personality. The feedback helps teachers in improving the level of achievement and proficiency among children. Moreover, the continuous evaluation will be a part of teacher's duty. The scheme of continuous evaluation can work only, when there is healthy teacher-taught relationship. Hence, continuous evaluation is not an end in itself. It provides opportunities for teachers to make suitable changes in their efforts. Continuous feedback also provides direction to children and parents in their efforts. The national policy on education (1986), has also accepted that assessment of performance is an integral part of any process of learning and teaching. As a part of sound educational strategy, examinations should be employed to bring about qualitative improvement in education. Evaluation will be streamlined and the predominance of external examinations will be reduced in education.

Comprehensive Evaluation

The several areas have been added to the curriculum, which facilitate the development of children in non-academic areas. These are: - work-experience

course, health-education, physical-education and other specially planned co-curricular activities. Child's growth in non-cognitive area should be evaluated and guided continuously and it may not be the part of a formal examination. In this context the concept of comprehensive evaluation covering different aspect of a child's growth had been conceived.

NEW GUIDELINES BY C.B.S.E REGARDING C.C.E

New Delhi has recently issued a teachers' manual on CCE for class 9 and class 10. From the current session 2009-2010, this new scheme of (CCE) continuous and comprehensive evaluation is being implemented in class 9th and the same will be implemented in class 10th too from next session i.e. 2010-2011. CCE is a continuous and comprehensive evaluation that aimed at evaluating performance on the basis of end term examinations and on academics, co-curricular sports etc on a regular basis. In this new grading system, CBSE board will not conduct board exams for **class 10** and the school authorities will be issued a certificate of school as per the guidelines given by CBSE board.

The proposed Certificate of School Based Assessment will be divided into three parts.

Part 1. Will consist of Scholastic areas- The academic performance of the learner in the classes 9th and 10th will reflect in the form of grades and percentile rank. During a year, two terms have been suggested, term 1 from April to September and term 2 from October to March for classes 9th and class 10th. Each term will carry two formative and one summative assessment. The grading scale for scholastic domain will be a nine point scale based on direct grading.

Part 2. Will comprise of co-scholastic areas which include Life-Skills and attitudes and values. A five point grading scale for assessment in Life-Skills and a three point scale for assessment in attitudes and values have been proposed.

Part 3. Consists of co-scholastic activities which include participation in Literary, Scientific, aesthetic and Club activities. Under this head, second sub-section includes Health and Physical Education. It is proposed that students will access on a three point scale in all these areas.

EVALUATION OF SCHOLASTIC AREAS

Each term will carry two Formative assessments and one Summative assessment for the evaluation of Scholastic areas.

Formative Assessment: Formative assessment is a tool that will be used by the teacher to continuously monitor student progress in a non-threatening as well as supportive environment. If used effectively, it can improve the performance of a student tremendously while raising the self esteem of the child and reducing the work load of the teacher. Some of the great features of

Formative assessment are that it is diagnostic and remedial that provides effective feedback to students and allows for the active involvement of students in their own learning, enables teachers for adjusting teaching to take account of the results of assessment and recognizes the profound influence that assessment has on the motivation and self-esteem of students, both of which are crucial influences in learning. It is advisable that the school should not restrict the Formative assessment to only a paper-pencil test. There are other means of testing for e.g. through quizzes, interviews, conversations, visual testing, oral testing, projects, practical and assignments. For the current year, there will be only two Formative assessments for **Class IX** for the (remaining) second term. **It is advised that the Schools may conduct more than two such assessments and take the best two out of those. Assessments done periodically will be shown to the students or parents for encour**

Summative Assessment: The Summative assessment is the terminal assessment of performance at the end of instruction. Under the end term Summative assessment, the students will be tested internally that will be based on the following criteria:-

- Curriculum and Syllabus for Classes IX will be the same as circulated by the **CBSE Board** earlier.
- The Summative assessment will be in the form of a pen-paper test that is conducted by the schools themselves. It will be conducted at the end of each term.
- In order to ensure standardization, and to ensure uniformity, the Question Banks in different subjects for generating question papers will be forwarded by the Board to schools in March 2010.
- In order to cater to difference in the pace of responding, the Schools will give flexible timing to the students during end term Summative assessment.
- For the current year, there will be only one term end Summative assessment for the (remaining) second term to be conducted in March 2010 for Class IX students.
- Evaluation of answer scripts will be done by the school Teachers themselves on the basis of the Marking Scheme provided by the Board.
- There will be random verification of the assessments procedures carried on by schools by the Board officials/nominees appointed by the Board.

Weightage of Continuous Evaluation i.e. Formative Assessment (FA) and Summative Assessment (SA) is as follows

Term	Type of Assessment	Percentage of Weightage in Academic Session	Term-Wise Weightage	Total
FIRST TERM (Apr.–Sept.)	Formative Assessment I	10%	Formative Assessment-1+2 =20%	Formative= 40% Summative= 60%
	Formative Assessment 2	10%		

	Summative Assessment 1	20%	Summative Assessment -1 =20%	Total 100%
SECOND TERM (Oct.– Mar.)	Formative Assessment 3	10%	Formative Assessment-3+4 =20%	
	Formative Assessment 4	10%		
	Summative Assessment 2	40%	Summative Assessment-2 =40%	

However, considering that CCE has been introduced in middle of the academic year, it will only be implemented for the second term for **Class IX**.

Evaluation Techniques for Comprehensive Evaluation i.e. Scholastic Aspects

Generally **cognitive abilities** are assessed with the help of achievement tests or question papers prepared for examination but non cognitive abilities are assessed with the help of a number of tools and techniques.

Non-Cognitive Categories	Specific areas to be measured
Habits	Study habits, Work habits
Interests	Literacy, Research, science, music, art, social service, classroom behaviour.
Personal Qualities	Perseverance, originality, initiative, open mindedness, keenness, imagination, persuasiveness, inventiveness, creativity, regularity, punctuality, cleanliness
Social Qualities	Cooperation, empathy, sympathy, maturity, leadership, sacrifice
Adjustments	Adjustment to individual classroom, institutions, curricular and co-curricular activities.
Attitude	Attitude towards self, teachers, friends, school and universities, activities, national activities, neighbourhood
Sociometric	Popular, isolated and neglected qualities
Appreciation	Social life, beauty of both natural and artificial forms, sense of aestheticism
Values	Personal, economic , social, national, moral, universal, spiritual

COMPONENTS OF CCE

Various tools and techniques such as observation of pupil's behavior in different situations, checklists, inventories, rating scales, records of interests,

initiatives, and creativity etc., may be used for evaluation in non-academic areas. Cumulative records will show growth charts of the children. The evaluation attempted on these lines will also be more revealing and are of better use for children, parents and teachers. Various components of comprehensive and continuous evaluation may be as follows:

- Quizzes: - scheduled or unscheduled.
- Assignments: - class-assignments and home-assignments.
- Written and oral tests: - objectives, short-answers, essay type, problem-solving.
- Practical/field/laboratory/project work.
- Term papers/dissertation/thesis/survey reports.
- Tutorial group activities/seminar/group discussion.
- Weightage to attendance: - distribution of marks on the basis of presence/absence.

BENEFITS OF CCE

- **End of Rote Learning-** When rote learning is applied as the main focus of learning, it is not considered higher-level thought or critical thinking. Opponents to rote learning argue that creativity in students is stunted and suppressed and students do not learn how to think, analyze or solve problems. These educators believe, instead, that a more associative or constructive learning should be applied in the classroom. Hence, CCE might be helpful to the students to acquire practical learning instead of rote learning.
- **Class X Board Optional-** The Class X board exam will become optional starting 2011 in CBSE schools up to the senior secondary level/Class XII.
- **Grading System replaces Marks- A nine-point** grading system, spread across A1 to E2 (100-20 marks) that is proposed to replace marking systems. However, it take off with the 2010 Class X board examination where grades will be awarded to students based on their performance instead of marks. The highest grade will be A1 (exceptional) with a grade point of 10 and a marks range of 91-100%. E1 (needs improvement) and E2 (unsatisfactory) are the last two grades. But since the grade system is being introduced in the middle of the academic session, students of Class IX — who will be the first batch not to take Class X board examination in 2011 will have to go through two formative and one summative assessment in the October-March term in schools. On the basis of these assessment grading will be done in the following manner.

The Nine Point Grading Scale for measuring Scholastic Achievements is reproduced below-

MARKS RANGE	GRADE	GRADE POINT
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40	D	4.0
21-32	E1	Needs Improvement
00-20	E2	Unsatisfactory

- **HOTS replaces MOTS-** There was a paradigm shift in the CBSE from **More Of The Same(MOTS)** system based on repetition and stereotypes to **Higher Order Thinking Skills (HOTS)** with the emphasis on interpretation and synthesis of knowledge. HOTS, as the name suggests focuses on thinking skills move beyond rote learning.

OBJECTIVES OF CCE

The main objectives of CCE are as follows-

1. To foster individual abilities of the children.
2. To help the children to realize their potentials and capacities.
3. To enable teachers to evaluate those attitudes, abilities and skills which are impossible to evaluate through traditional examinations.
4. To help teachers in improving the level of achievement.
5. To emphasize the development of non-scholastic areas.
6. The elimination of excessive element of chance and subjectivity.
7. The elimination on emphasis of memorization.
8. To help the children to have periodical feedback to judge their achievement.
9. To help teachers to continuously update their judgments in respect to the progress of the children in the cognitive, affective and psychomotor domains.
10. To provide remedial and enriched instructions.
11. To develop all the aspects of child's growth to his/her optional potential.
12. To motivate both the teachers and children to improve the teaching-learning process.
13. To evaluate comprehensively the more important abilities like: - affection, certain values, attitudes, interests, habits, etc.

14. To obtain valuable data about the strengths and weaknesses of the children regularly.
15. To provide opportunities for teachers to make suitable changes in their efforts.
16. The continuous feedback also provides direction to children and parents in their efforts.

SCOPES/AREAS OF CCE

The scheme of continuous and comprehensive evaluation covers the following aspects and areas of personality of a child: -

1. Academic achievement of the child.
2. Personal and social qualities such as: - regularity, responsibility, punctuality, habit of cleanliness, co-operation, initiative, sense of social service etc.
3. Desirable attitude such as: - socialism, secularism, democracy, attitudes towards teachers, school, studies, national integration etc.
4. Interests such as: - cultural, artistic, literary, scientific etc.
5. Proficiency in co-curricular activities such as: - games, sports, scouting-guiding, first-aid, red-cross etc.
6. Health status (height, weight, chest-expansion, cleanliness, freedom from disease etc.) which a teacher can observe and record.

ADVANTAGES OF CCE

1. The abilities and capacities of children are evaluated continuously at every stage.
2. It develops the habit of library consultation.
3. It develops the habit of self study as well as regular study.
4. It helps to develop confidence in the child.
5. It provides the opportunity for mutual consultation.
6. It also helps to develop the habit of advance preparation of the lesson/topic.
7. Seminars, group discussion, tutorials etc., lead to a matter of interaction between the teacher and pupil and also between students and students.
8. It helps to remove the weaknesses or deficiencies in teaching-learning process.
9. With the remedial programmes and projects and foundation of concrete and constructive teaching-learning may be laid down.
10. CCE incorporates both cognitive and non-cognitive aspect of the child's personality.
11. It eliminates the excessive element of chance and subjectivity.
12. It provides periodical feedback to the child and teacher both.
13. It provides valuable data about the strengths and weaknesses of the children regularly.
14. It provides opportunities for teachers and children to make suitable change in their efforts.

15. It provides opportunities for remedial teaching and enriched instructions.
16. It develops all the aspects of child's growth for his/her optimal potential.
17. It also helps teachers to continuously and comprehensively update their judgments in respect of the progress of the children in all the three domains of behavior.
18. CCE motivates both the teachers and children to improve teaching and learning process.
19. CCE fosters individual abilities of the children.

LIMITATIONS OF CCE

1. The CCE may work only when there is happy and healthy teacher-pupil relationship.
2. Some teachers and examiners threaten their students and make them insecure as well as mutinous.
3. It is not possible for a teacher to do CCE without knowing his students and their background.
4. Favoritism, biases and prejudices of teacher can make the CCE subjective rather than objective.
5. The CCE may not be successful in a crowded class-room.
6. It is more laborious and time consuming.
7. This can be done by a true and devoted teacher.
8. The observations and judgments of teacher may be free from favorites, prejudices and partiality, i.e. teachers may fail to maintain objectivity in their role.
9. If teachers fail to demonstrate integrity, sense of impartiality and resistance to pressures, CCE may become a mockery.

CONCLUSIONS

There is no doubt that the present examination system of India suffers from many shortcomings. There has been a persistence demand for reforming the examination system. Present examination system does not evaluate students fairly. Even the teachers don't recognize the inherent talents, abilities and interest of students. Whereas it is necessary to find out their needs and requirement. If we can take care of the basic needs of students, productivity of all organizations will rise tremendously.

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CONTINUOUS COMPREHENSIVE EVALUATION: CHALLENGES AND OPPORTUNITIES

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ABSTRACT

It is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standard of Education. It becomes essential for the teachers to adopt a scheme of continuous evaluation that helps in confirming whether or not his learners have mastered or not. Evaluation is done to measure the knowledge and understanding outcomes, the evaluation of non-cognitive aspects like attitudes, appreciation, interests, personal and social qualities of students are seldom carried out evaluation practices carried out in schools are still conventional in their nature and purposes. Selection of the most appropriate techniques for a situation and development the necessary tools as well as making decision upon the periodicity for the same is must in the challenging scenario of Education.

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

CCE refers to a system of school-based evaluation of students that covers all aspects of students' development. The 'continuous' aspect of CCE takes care for continual and periodicity of evaluation. Continual means assessment of