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## The Continuous and Comprehensive Evaluation (CCE)

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### ABSTRACT

The National Policy on Education, 1986 which states that Comprehensive and Continuous Evaluation (CCE) should include both scholastic-based and non-scholastic aspects of the evaluation a full classroom assessment system should put in place at National Curriculum Framework of 2005. The CCE refers to a school based assessment which covers aspects related to student's development. It emphasizes the two fold objectives such as continuity of evaluation and assessment of learning outcomes in a comprehensive manner. The CCE is an assessment procedure mandated by the RTE Act, 2009. An effort to reduce the stress and fear of the examination, Continuous and Comprehensive Evaluation (CCE) has been recommended by different policy documents from time-to-time at the national level. The Right of Children to Free and Compulsory RTE Act 2009 provided hope and vision to this Section 29(2) of the RTE Act-2009 requires that the guidelines of curriculum and evaluation procedures are laid down by the appropriate academic authorities. The CCE system was introduced in 2009 by the Central Board of Secondary Education (CBSE) with the enactment of the RTE Act, 2009 in order to achieve holistic development among students and helps teachers to systematize their strategies for effective teaching.

**Key Words:** NPE, CCE, CBSE, RTE Act, NCF, Curriculum, Assessment, Formatives Assessment, Summative Assessment, Grades, Competencies, Responses, Project work, Academic Standards

## 1. Introduction:

*“The destiny of India is shaped in her classrooms”*

*-Kothari*

The Kothari Commission wishing a bright future for India expressed indomitable faith in our school system saying that, architects of our constitution gave top priority to education with a strong belief that modern India can only be built through education. The RTE Act-2009 has indicated that the government and the teachers should take responsibility for providing children with such learning experiences at school. The teachers help children to improve their physical, cognitive, social, and emotional development; and to achieve the academic standards specified for their class. It has directed the teachers not to subject children to examination pressure, but to give them ‘*learning without burden*’, monitoring their progress through Continuous Comprehensive Evaluation, and thus work towards their all-round development. If the evaluation conducted in schools not only the children's ability to construct knowledge, but also their personality development and is done on a continuous basis throughout the year, it can be called Continuous Comprehensive Evaluation (CCE). The term ‘*Continuous*’ means: not limited to any particular teaching learning process or any event or any situation, but to observe all components of learning on continuous basis. This is to say that observing. The ‘*Comprehensive*’ means: all-round development in the children's physical, mental, ethical and cognitive domains. For this, equal importance should be given to scholastic and co-scholastic areas in the curriculum without looking at them as two separate areas. The ‘*Evaluation*’ means conducting examinations. These examinations have been conducted in the name of evaluation, instead of forming positive attitude towards learning and school, subject children to fear, anxiety and stress.

## 2. Objectives of CCE:

The State Curriculum framework - 2011 has indicated that all these components should be treated as curricular activities, erasing the divide between them. Therefore, it is decided to evaluate the children's physical, cognitive, emotional and social development giving equal importance to each of them. The following are the main objectives of CCE:

- a) The CCE encourages and motivate students to develop positive attitudes in learning process
- b) It emphasizes that the teachers evaluation should be made through an honest and objective appraisal without partiality
- c) The CCE encourages continuous interaction with parents with regard to their children progress and performance
- d) To make assessment an integral part of teaching-learning process
- e) It assess the improvement of students achievement and teaching-learning strategies, on the basis of regular diagnosis followed by remedial instructions
- f) To maintain desired standards of performance and
- g) To make the teaching learning process is children -centered activity

### 3. Examination Reforms related to CCE:

Through CCE, the following reforms are proposed in the examination system:

1. The students progress should be assessed in the classroom
2. The teaching learning processes through Formative and Summative Assessment
3. Ensuring that learning process is shifted away from rote methods and focusing on self-expression
4. To know the students level of achievement of academic standards
5. Examinations should be conducted using the question papers prepared by the teachers only
6. The given questions should be scope for children to think, analyze and detailed on their own
7. The students can express their opinions, intelligence and ability in their creative manner
8. All the teachers should maintain the CCE registers separately for students
9. The assessment tools such as oral expression, presentation, participation in activities and project work, portfolios, anecdotal records, diaries, reports etc
10. During the schools reopen in June, every teacher should conduct a baseline test in every subject to know the performance of the students
11. The CCE should be reviewed periodically and suitable changes should be made in the plan and
12. To assess the students without their notice that they are being observed through group assessment, assessment by co-students and self assessment

### 4. The method of assessment

The method of assessment of the student's in CCE system, basing on their interests, attitudes, emotions, special interests, physical growth and health related components should also be assessed along with knowledge, understanding, application, analysis and adjustment to new situations etc., The main purpose of the CCE is to continuously encourage student learning progress so that student progress in school can be assessed. There are two ways of assessment of students which are briefly explained below: a) The Formative Assessment (FA) and b) The Summative Assessment (SA).

## 5. The Formative Assessment (FA)

The Formative Assessment is working towards improving the children's learning through observing and recording their performance while they are participating in teaching learning processes is called '*Formative Assessment*'. It is used by the teacher to continuously monitor children's progress in a nonthreatening, supportive environment. The teacher can estimate what the children have learnt and how they are learning based on the discussions in the classroom, their answers to questions in the middle and at the end of the lessons, their notebooks, class work and homework, group activities and project work, etc. The below indicated are the features of the Formative Assessment:

- a) Formative Assessment diagnostic the remedial teaching
- b) It makes the provision for effective feedback
- c) It provides the involvement of students in their own learning and recognizes the thoughtful influence assessment
- d) The FA builds on students prior knowledge and experience in designing what is taught
- e) To observe the progress of the student
- f) it enables teachers to adjust teaching by taking into account the results of evaluation
- g) Recognizes the need for students to be able to assess themselves and understand how to improve
- h) It builds the students prior knowledge and experience in designing what is taught
- i) Incorporates varied learning styles and encourages children to understand the subjects
- j) FA helps students to support their peers and expect to be supported by them and
- k) FA exams will be conducted in natural environment with free from stress and fear

### 5.1 Tools for Formative Assessment

There are four types of tools are mainly used in Formative Assessment. They are:

1. Children's participation - Responses
2. Written components (notebooks, homework etc.)
3. Project Work and
4. Slip Test

Table 1.1 Formative Assessment

Subject	Children Participation Responses (10 marks)	Written Work (10 marks)	Project Work (10 marks)	Slip Test (20 marks)	Marks Secure (50 marks)	Grade

## 6. Summative Assessment (SA)

The Summative Assessment conducted at the end of an instructional unit or year is called 'Summative Assessment'. It should be determined to what extent the teaching objectives have been achieved. The SA is usually used to assess course grades or certifications and two SAs will be conducted (100 marks) in one academic year. The following are the features of Summative Assessment:

- a) It is assessment of learning
- b) It is generally taken by students at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned and
- c) The Summative Assessment methods are the most traditional way of evaluating students work

The various competencies and skills of the students are identified by the school using a five-point grading system. The grading performance is given in below the table 1.2 and 1.3

Table: 1.2 The Grading system of the student in CCE

Grades	Level of performance
A	Excellent
B	Very good
C	Good
D	Average
E	Below Average

Source: NCF-2011

Table: 1.3 Grading System in CCE

Marks Range	Grade
91- 100	A1
81- 90	A2
71- 80	B1
61- 70	B2
51- 60	C1
41- 50	C2
33- 40	D
21- 32	E1
Less than 20	E2

Source: NCF-2011

## 6.1 Tools for Summative Assessment

Through Summative Assessment, the teacher tries to know the competencies of students are being done only through written examinations. At primary stage, while assessing competencies in languages, the teacher can use oral tests also along with the written tests. The questions in Summative Assessment should be given according to the academic standards. The written examination should be conducted at a predetermined or fixed time during the academic year keeping in view the syllabus and the academic standards. By marking the answer scripts of children, the teacher should evaluate their performance. The answer scripts are marked and the scores are tabulated as shown in below the table:1.4

Table: 1.4 The Marks allotted as per competencies

Details	Academic Standards						Total Marks	Grade
	1	2	3	4	5	6		
Competencies	1	2	3	4	5	6		
Total Marks	40	10	15	10	15	10	100	
Marks Secured								

The CCE adopted in primary education practically it brings the following changes: a) reduce stress for the children b) make a comprehensive and regular assessment and c) provide a tool to the teacher for creative teaching and for the advancement of learners with higher skills. The tools for assessing student performance in scholastic area and co-scholastic area are indicated in the following points:

- a) The scholastic areas include all academic activities that are associated with various subjects. The term 'scholastic' refers to those activities that are related to intellect/ the brain. It includes assignments, projects, practicals etc. The desirable behavior in terms of knowledge, understanding, application, evaluation, analysis and creation of the learner in subjects and the ability to apply it in an unfamiliar situation are some of the objectives in scholastic domain and
- b) The co-scholastic areas such as life skills, attitudes, values, sports and games as well as other co-curricular activities. The CCE efforts to address all these aspects in a holistic manner.

## 7. The CCE Implementation in Schools and Problems

The following are the main problems in implementing of CCE in schools:

- a) Teachers themselves are confused to award marks to their own favorites, i.e. getting partial
- b) In this CCE system of assessment non-scholastic areas are also treated as important but in old assessment/evaluation system it was ignored and was a fear of pass and fail in the minds of students
- c) Teachers are always busy with report submissions such as FA, SA marks, progress cards of the students etc.,
- d) A praiseworthy student cannot look beyond the syllabus
- e) The remedial instruction is not provided to teacher for CCE
- f) Students who are good in academics feel ignored and it tends to become an extra burden to the student
- g) Lack of time and excess of students strength
- h) Lack of knowledge regarding some evaluative tools like diary etc.
- i) The village poor students feel related to project work as financially burden
- j) Teachers are loaded with clerical work regarding the routine records maintenance with the Government/Department
- k) The discipline of the classes are affected while implementing the tools of CCE
- l) The syllabus is vast but the marks for the test are less so it is difficult to assess as per subject competencies and
- m) The most of the students have become relaxed due to 'no' exams and teachers have to conduct whenever students are present. So, it is very difficult for the teachers

## 9. Suggestions for better implementing the CCE System

The following are the suggestions as a part of implementation of CCE for overcome the problems and difficulties:

- a) Making examinations more flexible an integrated into classroom teaching through formative assessment
- b) Ensuring that learning is shifted away from rote methods and memory oriented and focus on self expression
- c) Grading in place of marks
- d) To assess the learning standard of learners and affect promotion and issue certificates
- e) To inform the public and win their reorganization on the progress
- f) Grading in place of marks.
- g) Assessment of subject specific academic standards / competencies rather than information.
- h) Assessment is school based through teacher made test papers
- i) Questions which are analytical and open ended which discriminate children of various abilities
- j) Teacher maintaining child wise, subject wise performance register
- k) The assessment tools are not only pen paper but also oral, projects, observations, portfolios, class work, activity reports etc.,
- l) Evaluation made comprehensive including co-curricular areas such as Art Education, Games And Sports, Work Experience, Value Education etc.,

- m) Evaluation made continuous and now become part of teaching through formative assessment.
- n) Progress report compresses with descriptive statement on children performance covering all curricular areas and
- o) Periodic sharing of children progress with SMCs and parents

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