



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## CONTINUOUS AND COMPREHENSIVE EVALUATION

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### **Abstract:**

The National Policy on Education, 1986 which states that Continuous and Comprehensive 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.

### **1.0.0 PRESENT EVALUATION SYSTEM**

Our existing system has largely ignored essential aspect of learning. Such as listening skill, cognitive skill, critical analysis, communication skills, data interpretation and data organization skills. And the focus so far had been on memorizing and accumulation of facts. It would be tremendous pity if children were merely taught a prescribed curriculum but not made to understand why they are being taught something and it is use full to their everyday lives.

The pattern of examination anywhere and everywhere follows and following from the pattern of teaching and the educational system is a reflection of the prevailing economic and social structure. The pattern of examination cannot be changed without changing the pattern of teaching and the educational structure.

Therefore, any attempts to change examination system having the pattern of teaching and educational system untouched is going to be futile. Similarly, to think the prevailing, social and economic structure will again be of not much avail. That is why any abiding improvement in examination and the educational system does not necessarily involve overhauling the entire social structure. But that is a long term and also beyond the preview of the educational and teachers. So much and so often has been said against the present educational systems that it is stand thoroughly condemned and has lost its creditability in everybody's eyes. We have lost confidence in the present system but no substitute seems to be emerging nor is it likely to do so in the immediate future. The defects of the existing evaluation system as subjective evaluation, the present examination systems lack objectivity and thus become undependable. The same answers scripter is evaluated differently by different examiner. The present examination system is pre-dominated essay type. So, the limited coverage affects the reliability and validity of test, the weigh tags are given to external examination only. But the child's participation in classroom discussion, co-curricular activities, study habits etc. are not taken into consideration. Chance of factors occurring for easy type test, the present evaluation system induces an in ordinate level of anxiety and stress. In additions to wide speared trauma, mass media and psychological counselors report that growing number of exams induced suicides and nervous break downs. The quality of questions paper is low they usually call for rote memorizing and fail to test higher order thinking like reasoning and analysis, let alone lateral thinking creativity and judgment. There is a lot of inter-examiner and intra-examiner variability in the marking and judgment.

The RTE Act-2009 has indicated that the government and the teachers should take responsibility to take care of the all -round development of the child. 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 give children to examination pressure, but to give them 'learning without burden', monitoring their progress for their all-round development. The evaluation practices carried out in schools aim to assess the knowledge and understanding outcomes of learners, neglecting the evaluation of skills and higher mental abilities. Whereas, holistic education emphasized over the development of each and every aspect of individual's personality including cognitive, affective and psychomotor domains, not much attention and emphasis is given to the development of interest, hobbies and passion of learners during evaluation. CCE is an overall assessment system aiming to develop skills of students in all areas in order to make children stress-free).

### 1.1.0 Continuous and Comprehensive Evaluation (CCE)

CCE refers to a system of school-based evaluation of a student that covers all aspects of students' development. It is a developmental process of student which emphasizes on two-fold objects. These objectives are continuity in evaluation and assessment of broad-based learning and behavioral outcomes on the other (CBSE, 2010:7).

#### Continuous Evaluation

To make the concept clear the 'continuous' aspect of CCE takes care of 'continual' and 'periodicity' aspect of evaluation. In this scheme the term 'continuous' is meant to emphasize 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. Continuity means assessment throughout the session.

#### Comprehensive evaluation

The second term comprehensive takes care of assessment of all round development of the child's personality. Comprehensive means assessment of all areas of learning. This encompasses all aspects of pupils' growth such as intellectual, physical, social personal qualities, interests, attitudes and values. The term comprehensive also means variety of evaluation tools and techniques employed for different learning areas. The CCE is multi-dimensional as it involves multiple techniques and different persons like teacher, pupils, peer, parent and community. It attempts to cover both the cognitive and the non-cognitive aspects of the pupil's growth. Cognitive aspects include curricular areas or subjects' specific areas, where as non-cognitive aspects include life skills, so-curricular, attitudes, and values. The CCE Scheme is thus a curricular initiative attempting to shift emphases from testing to holistic learning. It aims at creating good citizens possessing sound health, appropriate skills and desirable qualities besides academic excellence.

#### 1.1.1 Characteristics of continuous and comprehensive evaluation

CCE has the following characteristics

- Continual means assessment of students in the beginning of instructions (placements evaluation) and assessment during the instructional process (formative valuation) done informally using multiple techniques of evaluation.
- Periodicity means assessment of performance done frequently at the end of unit/term (formative and summative).
- The comprehensive component of CCE takes care of assessment at all round development of the child's personality.
- Assessment in co-scholastic areas is done using multiple techniques on the basic of identified criteria, while assessment in life skills done on the basic of indicators of assessment and check list.

- It is broader, more comprehensive and continuous than traditional system.

### 1.1.2 Purpose of continuous and comprehensive evaluation

CCE is intended to provide a holistic profile of the learner through assessment of both scholastic and co-scholastic aspects of education spread over the total span of instructional time in schools.

It helps to identify those positive attributes of the learner which are not usually assessed during the examination conducted by the Board.

- To integrate teaching and evaluation and to test those skills and abilities which are not tested through written examination at the end of the course? To encourage student to apply themselves rigorously to their learning.
- To enable the teacher to realize the effectiveness of teaching-learning process.
- It will reduce stress and anxiety which often build up during and after the exam, which could have an adverse impact on young students.
- It will reduce the dropout rate as there will be less fear and anxiety related to performance.
- In the part there was practice to often finish the entire syllabus much before time and follow it up with pre-Board and study leave.

### 1.1.3 Periodicity of Evaluation

It depends upon the purpose of evaluation whether it is formative or summative. In case of formative evaluation, the emphasis is on monitoring students' progress and improvement of teaching-learning process, so it should be frequent. It is to be conducted after the completion of a unit in the form of unit tests. The summative evaluation as we know is conducted at the end of the session in order to know the overall achievement of students. However, periodicity of the written tests should be decided on the basis of the school time table, total instructional time for curricular areas and also teacher's load. But for oral testing, the frequencies should be more as part of classroom teaching.

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 teacher and learner.

Summative Assessment 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 one-time mode of assessment and to exclusively rely on it to decide about the development of a child is not only unfair but also unscientific. Over emphasis on examination marks focusing on only scholastic aspects makes children 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. The main aim of much evaluation is to assess the final outcome by relating it to the original intentions and discarding how it varied with the differing circumstances in which it has been produced (Garrison and Ehringhaus, 2007)

#### **1.1.4 Areas of Learners Assessment**

CCE shall be carried out in the four of student progress. These are as follows:

- Curricular areas
- Other curricular areas
- Curricular activities
- Personal Social Qualities

##### **Curricular Areas**

Curricular Areas include all subjects of studies taught in the school, i.e. Language, Mathematics, General Science, Social Studies, and predominately cover the cognitive domain aiming at the intellectual development of children. The evaluation of curricular requires more inputs to make it more systematic. Hence, various dimensions have been identified for the assessment with variation from level to level.

Evaluation in curricular areas has to be continuous from the beginning of academic session. An academic session is divided into two phases: April to September and October to March. In each phase, there shall be three assessments at an interval of two month each. Each assessment shall cover the portion taught within that period only. Portions covered in one assessment shall not be repeated in another subsequent assessment. In curricular areas, there should be both formal and informal evaluation as a part of CCE. Assessment of students learning in the areas shall be done through teacher made unit tests. The answer papers shall be shown to students and parents for sharing and feedback. A variety of tools and techniques shall be used in assessment, such as written, oral, assignment, projects, observation etc. Further, peer evaluation and self-evaluation can also be used as a part of informal evaluation under CCE.

##### **Other Curricular Areas**

Subjects like Art Education, Health Education, Peace Education and Work Education come under other curricular areas. Students taking part in art education, work education, peace education and health and physical education should be observed and assessed by the teachers. Evaluation in these areas shall be made through project and performance etc. however, students' learning and progress in the above areas are to be internally evaluated by the teachers both inside and outside of the classroom, while the learners are doing project work in group, interacting in a group or learning collaborate and performing any task in the classroom. There shall be at least two assessments in each phase of the academic session it the help of three pint-scale (A, B and C) at the primary level; and five-point scale a (A, B, C, D and E) at the upper primary level. The result of evaluation shall be shared with student and parent through report cards.



### Curricular Activities

Every school organizes a variety of curricular activities to provide students with opportunities for participation, exposure, experience and building his/her her capabilities to promote various dimension of personality. The activities identified for different stages of education are as follows:

Prior to the NCF-2005, the activities such as debates, recitation, creative writing, music, drama, dance,

Curricular activities		
Classes I & II	Classes III & IV	Classes VI & VIII
i) Language Skill ii) Nature observation iii) Games and sports iv) Other skills	I) Language related skill II) Science skill III) Games and sports IV) Others	i) Literacy activities ii) Science and sports iii) Games and sports iv) Others

painting, games, sports and other indoor and outdoor activities were termed as non-scholastic, co-scholastic or co-curricular activities were mostly neglected in scholar. However, NCF-2005 has considered all activities being organized in the school are essentially A part of curricular activities.

### Personal and Social Qualities

Students through interaction with peers, teachers, and school environment develop many personal and social qualities. All such traits contribute to a student's personality. PSQ as suggested by NCF-2005 are to be observed as integral part of curricular areas and activities in each class; and as element of affective domain. Keeping in mind the maturity level of the students, the teacher shall observe and record PSQ using behavior indicators with the help of three-point scale for primary level and five-point scale for upper primary level so as to eliminate the unhealthy competition.

Evaluation of Personal and Social Qualities		
Classes I & II	Classes III & V	Classes VI & VII
i. <i>Cleanliness</i> ii. <i>Cooperation</i> iii. <i>Use of toilets</i> iv. <i>Punctuality</i> v. <i>Use of Dustbin</i> vi. <i>Washing of hands</i> vii. <i>Respect towards elders/superiors</i> viii. <i>Taking care of animals, birds and surroundings</i>	i. Truthfulness ii. Cooperation iii. Punctuality iv. Environmental awareness and protection v. Love for physical labor vi. Respect towards superiors vii. shouldering responsibility	i. Truthfulness ii. Cooperation iii. Emotional stability iv. Punctuality v. Environmental awareness vi. Love for physical work and labor vii. Respect towards elders viii. Protection of environment ix. Responsibility x. Leadership xi. Appreciation

Level	Classes	Techniques	Tools	Periodicity	Reporting
Primary	I to V	➤ <i>Organizing Activity</i>	<ul style="list-style-type: none"> <li>➤ <i>Observation</i></li> <li>➤ <i>Oral</i></li> <li>➤ <i>Questions</i></li> <li>➤ <i>Class Work</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Day-to –day observation by the teacher</i></li> <li>➤ <i>Overall Evolution at interval of two months</i></li> </ul>	➤ <i>Direct Grading (03 Point) or three levels Of Performance</i>
Upper Primary	VI to VIII	<ul style="list-style-type: none"> <li>➤ <i>Organizing activities</i></li> <li>➤ <i>Deliberating and Activities</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Observation</i></li> <li>➤ <i>Oral Questions</i></li> <li>➤ <i>Class Work</i></li> <li>➤ <i>Assignment</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Day-to –day observation by the teacher</i></li> <li>➤ <i>Overall Evolution at interval of two months</i></li> </ul>	➤ <i>Direct Grading (05 Point)</i>
				xii. Honesty	

(NCERT, 2012)

(Art and Aesthetic Education, Work Education, Physical and Health Education)

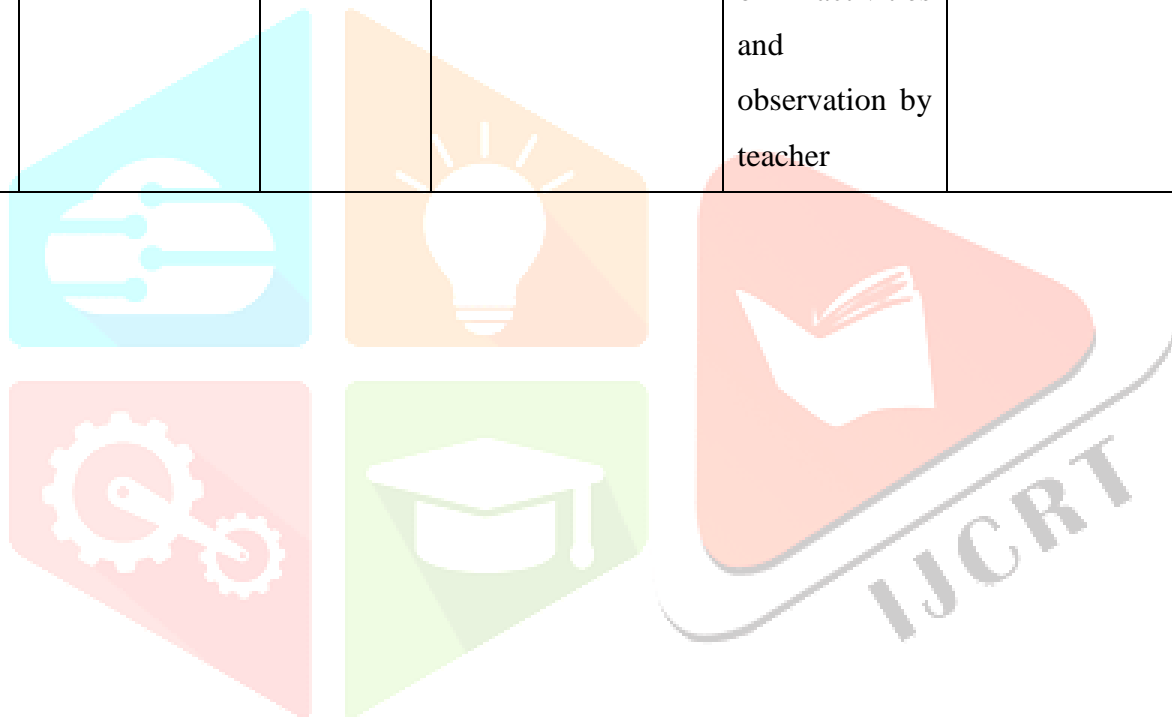
## C. Evaluation of Curricular Activities:

(Literary, Scientific, Cultural, Games and Sports)

Level	Areas	Techniques	Tools	Periodicity	Reporting
Primary Level	Activities <ul style="list-style-type: none"> <li>➤ Literacy</li> <li>➤ Scientific</li> <li>➤ Cultural</li> </ul>	Observation	Observations Schedule <ul style="list-style-type: none"> <li>➤ Peer Evaluation</li> </ul> Anecdotal Record	Organization of activities and observation by teacher	Direct Grading on 03 points Scale or three levels of performance
	Sports/Games	Observation	Observations Schedule <ul style="list-style-type: none"> <li>➤ Anecdotal Record</li> </ul>	<ul style="list-style-type: none"> <li>➤ Day-to-day Observation by the teacher</li> <li>➤ Organization of activities and observation by teacher</li> </ul>	<ul style="list-style-type: none"> <li>➤ Direct Grading of 03 Points scale or three levels of performance</li> </ul>
	Miscellaneous	<ul style="list-style-type: none"> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observations schedule</li> <li>➤ Anecdotal Record</li> </ul>	<ul style="list-style-type: none"> <li>➤ Day-to-Day Observation by the teacher</li> <li>➤ Organization of activities and observation by teacher</li> </ul>	<ul style="list-style-type: none"> <li>➤ Direct Grading on 03 point or three levels of performance</li> </ul>
	Activities <ul style="list-style-type: none"> <li>➤ Literary</li> <li>➤ Scientific</li> <li>➤ Cultural</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> </ul>	Observations Schedule <ul style="list-style-type: none"> <li>➤ Peer Evaluation</li> <li>➤ Anecdotal Record</li> </ul>	Organization of activities and observation by teacher	<ul style="list-style-type: none"> <li>➤ Direct Grading on 03/05 point scale</li> </ul>



Upper Primary Level	Sport/Game	➤ O bservation	Observations Schedule Anecdotal Record	Day-to-Day Observation by the teacher Organization of activities and observation by teacher	➤ Direct Grading on 03/05 point scale
Upper Primary Level	Miscellaneous	➤ O bservation	Observations Schedule Anecdotal Record	Day-to-Day Observation by the teacher Organization of activities and observation by teacher	➤ Direct Grading on 03/05 point scale



## D. Evaluation of Personal Social Qualities (PSQs):

(Habits, Interest, Attitude and Values)

Level	Areas	Techniques	Tools	Periodicity	Reporting
Primary	Personal Social qualities	Interview	Check List ➤ Observation Schedule	Observation by the teacher	Statements
Upper Primary	Personal Social Qualities	➤ Observation ➤ Interview	➤ Observation Schedule	➤ Day-to-day observation by the teachers	➤ Direct grading on 03/05 points ➤ Once in every term

**1.1.5 Assessment tools for CEE:**

Tools and techniques are required to gather information. These should be valid, reliable. Interpretation of gather information needs to be given numerical scores, grades as well as in qualitative terms. Judgment should be made not just on scholastic aspects but also on co-scholastic aspects which depend to a large extent on the learning ambience and learning culture of an institution. An evaluation tool is means of appraises scientifically designed to evaluation or measure what is required to be evaluated or measured.

Following factors needs to be considered whole using a tool:

- Balance
- Discrimination
- Relevance
- Fairness
- Validity
- Speed
- Reliability
- Objectivity

Specific tools

Rating scales: By rating is meant the judgment of one person by another. It is a term applied to expression of opinion or judgment regarding some situation, object or character. Opinions are usually expressed on a scales or values. Rating teaching are devices by which such judgments may be quantified.

A rating scale is a method by which we systematize the expression of opinion concerning a trait. The ratings are done by parents, teachers, a broad of interviews and judge and by the sell as well.

Characteristics of rating scale:

- Description of the characteristics to be rated
- Some methods by which the quality, frequency or importance of each item to be rated may be given.

Observation: Information can be best collected about children in 'natural' settings. Some information is based on teachers' observations about learners in the course of teaching. Other information is based on planned and purposeful observation of students on activities.

Advantages of observation:

- Various aspects of personality development can be accessed through observation.
- Can be used to assess individuals as well as groups.
- Assessment can be made during time periods.
- Evidence of child's performance/knowledge is based on 'in-the-spot-record'.
- Overtime detailed observation of behavior as well as interests, challenges, patterns/trends emerge which allow teachers to create a comprehensive picture/view of the child.

A Checklist is similar in appearance and use to rating scale. The basic difference between them is in the type of judgment needed. Checklist calls for a simple yes-no judgment. It is basically a method of recording whether a characteristic is present or absent or whether an action was or was not taken.

The check list is especially useful at primary level where much of the classroom evolution depends on observation rather than testing. As with rating scales, the stated learning outcomes specify the performance to be evaluated and the checklist is merely a convenient means of recording judgments in the area of personal-social development. The checklist can be a convenient method of recording evidence of growth towards specific learning outcomes.

**Achievement Test:** Standardized achievement tests and carefully

Constructed classroom tests are used to measure attainment level of leanings in different subject areas. A standardized achievement test has a fixed set of test items designed to measure a clearly defined achievement domain, specific direction for administering and scoring the test, and norms based on representative group of individuals like those for whom the test was designed. The teacher-made tests are prepared by the classroom teachers to assess pupil-growth. The classroom tests are directly concerned with teaching learning process and its improvement. Both the tests serve the many worthwhile instructional purposes attributed to them only when they measure particular outcomes. The standardized achievement tests serve the following purposes:

- Evaluating student's general educational development in the basic skills and in those learning outcomes common to many courses of study.
- Evaluating student progress during the school year or over a period of years.
- Determining student's relative strength and weaknesses in broad subjects or skill areas.
- Comparing student's general level of achievement with their scholastic aptitude

The vast diversity among courses on the same subject and with identical titles, particularly at the high school level and beyond, is well known. Under these conditions, no external standardized test could suffice. The propositions of local classroom test or teacher-made test, however, can be substantially improved by application of the

techniques and accumulated experience of professional test constructors. The informal classroom test is most suitably used for the following purpose:

- Evaluating the learning outcomes and content unique to particular class or school
- Evaluating the student's day to day progress and their achievement on work units of varying sizes.
- Evaluating knowledge of current development in rapidly changing content areas

For evaluation of student performance in scholastic area, the following tests are used:

\* Oral test

\* Written test

**Oral test:** In continuous evaluation, oral testing plays an important role. Oral testing technique is essential to know the abilities of the students in oral, expression and other communication skills. It is used by the teachers to know the understanding of the concepts assimilated by students particularly during the teaching learning process. Needless to say that oral testing helps teacher for immediate corrective measures in the methods of teaching.

**Written test:** For the written test a systematic calendar of activities is to be planned in advance by the teacher. Not only, the teacher has to develop a balanced test paper for capturing the achievement of the student for which the former has to develop the design, blue print scoring key and question wise analysis.

**PROJECTS:** These are undertaken over a period of time and generally involve collection of analysis of data. Projects are useful in theme-based tasks to be completed or class work and or homework in groups. They can be open ended or structured and can be both individual and group of projects. They should be based on contexts outside the text books and related to the child environment cultural life style community based social programmer.

**RUBRICS:** Indication the word "rubric" means an assessment tool for 'communicating expectations of quality'. It actually means "a heading written or printed in red. Rubrics are supposed to support student self-reflection and self-assessment as well as communication between assessors and those being assessed. In this new sense a rubric is set of criteria and standards typically linked to learning objectives. A rubric is an attempt to communicate expectation of quality around a task.

In many cases, rubrics are used to delineate consistent criteria for grading. Because the criteria are public, a rubric allows teachers and students belief to evaluate criteria, which can be complex and subjective. A rubric can also provide a basis for self-evaluation, reflection and peer review. It is aimed at accurate and fair assessment, fostering understanding a way to proceed with subsequent learning / teaching.

Feature of rubric:

- . Focus on measuring a stated objective (quality behavior and performance).
- . Use a range to rate performance.
- . Contain specific performance characteristic arranged in levels indicating the degree to which a standard has been met.

**Portfolio:**

Portfolio assessment is a term used to describe a purposeful collection (Portfolio) of students work collected over time. So that teacher's school administrators and parents can view a student's progression in a given content area. Portfolios are sometimes described as portraits of a person's accomplishments. Students usually have some hand in choosing the work that goes in their portfolio, often choosing work that is most representative of their abilities. Portfolio assessment grew out of the desire to find another way to measure academic success other than standardized test can measure what a given student's cognitive process. Advocates of portfolio assessment can measure a student's cognitive process. Advocates of portfolio assessment of the point to be the disconcerting trend that gives the high stakes of standardized and more recently state testing curriculum is often more geared to the test rather than providing opportunities for broad educational experience. There advocates believe that portfolio assessment provides a more comprehensive adjunct to traditional forms of testing.

Advantages of portfolio:

- . Provide a cumulative record.
- . The child becomes all active participants in learning and assessment.
- . It helps the teacher to examine the student's work and discuss ideas on possible next steps with students.
- . By observing portfolios, the teachers get a basis for ongoing planning and formative evaluation.
- . It provides an excellent means of communicating with parent. It gives them a more intimate basis for seeing the important aspects of their children's experience in the school.

**1.1.6 Peer Assessment sheet**

Peer evaluation is the evaluation of pupil by fellow pupil for the purpose of judging personality characteristics, social, relation skills and other forms of typical behavior. The Peer Assessment Sheet contains a list of all the pupils of class during a session. Each student is asked to write his/her observation let's say one good quality about each of these children. After analysis of all peer assessment sheets, identification of a prominent quality that a child possesses as perceived by his colleague may be recorded.

Role of All Stakeholders (Principal, Parents, Teachers, and Students)

CCE primarily aims at the holistic development of the child by improving learning and instructional process. Hence principals and the teachers owe greater responsibility and accountability in planning, organizing and implementing CCE in school and should maintain objectivity in evaluating students' performance in different areas. Teacher may remain in regular contact with the parents and apprise them of the progress of their children. The school management committee should take interest in school affairs and discuss CCE with parents and teachers in monthly meeting. The roles of stakeholders are given below.

- Positive attitude & open-mindedness
- Willingness to adapt to new changes
- Complete knowledge & understanding of the system
- Regular interaction and coordination
- Mutual trust & respect Fair & just approach
- Responsible behavior
- Being conscious & alert

- Clarity in communication
- Creativity & innovation
- Proper training & orientation
- Shift from subjectivity to objectivity

#### Capacity Building of teachers

The board has empaneled a number of agencies after due process for creating awareness and orienting teachers in CCE. This program is being done in the interactive as well as online mode. The training in the areas of CCE, life skills, Health and Wellness, Formative Assessment and physical Education Cards (PEC) will continue in 2012 as well.

**Role of Teacher** It is requested that the Heads continuously interact with the teachers and discuss with them about changed role of teachers in view of the implementation of CCE. the established notion that teachers have to do everything in terms of teacher talk, asking questions and often times answering them before students can think, needs to be reviewed. This mindset is also responsible for some teachers feeling over-burdened with introduction of reforms. The teacher has to appreciate that her role is now more as collaborator and facilitator rather than instructor.

The teachers will maintain a daily acne record of each student and notice behavior patterns keenly to assist him/her in the process of learning. We know that learning takes place in a holistic manner. Each child has a unique approach to acquiring knowledge, as learning extends beyond the classroom.

While assessing the children it is impotent to appreciate to differences amongst them and respect the fact that they will understand and respond in different ways while learning.

In sum, the CCE helps classroom teachers in the following ways-

- To identifying difficulties in mastering certain competences and the intensity of such learning difficulties.
- To improve students 'learning through diagnosis of their performance.
- To plan appropriate measure to enable the students who have learning difficulties in mastering the competency.
- To decide upon the selecting of various media and materials as a supportive system in mastering the competencies.

To strengthen evaluation procedure, Teacher should keep in mind:

- Use a variety of tools (oral, projects, presentation)
- Understand different learning styles and abilities.
- Share the assessment criteria with the students
- Allow peer and self-assessment.

Caution for teachers:

. Not too much homework, assignment or class work should be given which is currently the practice.

Assignment should be such that they can be managed by students on their own.



- Text should not be the only method of assessment.
  - Don't make comparisons with friends or siblings.
  - Help your child get organized-Break down assignments into smaller, more manageable parts.
  - Please ensure that your child is well behaved and is regular.

### 1.1.7 Role of school by CBSE

The CBSE had entitled the scheme of CCE at the secondary stage in all schools affiliated to it from the session 2009-2010 in class-IX. However, as part of the formal and informal feedback from the students, principals and teachers a few concerns have been by a few stakeholders which recorded below.

- Too many tests, assignments, projects, homework and review tests are being taken.
- The stress on students is increasing due to play or examination of behavior which also makes behave artificially.
- No real time is being provided to students to play or participate in co scholastic activities.
- There is an element of subjectivity in assessing skills especially, the co scholastic skills

Major initiative taken by implementing Agencies of CCE CBSE

CBSE has introduced a number of steps to bring about reforms in the school education sector. The creation of an assessment paradigm that is diagnostic in nature, provides essential feedback about each student and helps in the all-round growth of the Lerner constitutes the major purpose of the Continuous and Comprehensive Evaluation System. It requires changes in the ways in which school have been assessing their students. There are many issues that can come in the way of its effective and efficient implementation. CBSE has made an attempt to perpetrate the CCE system in all its affiliated school with effects from 2009. The main objectives of the schemes are to:

- Help develop cognitive, psychomotor and affective skills
- Lay emphasis on though process
- Make evaluation an integral part of teaching-learning process
- Use evaluation for improvement of student achievement and teaching learning strategies on the basis of regular diagnosis followed by remedial instructions
- Use evaluation as a quality control device to maintain desired standard of performance
- Determine social utility, desirability of effectiveness of a pregame and take appropriate decisions about the learner, the process of learning and the learning environment
- Make the process of teaching and learning a learner-centered activity.

### 1.1.8 NCERT Projects

In view of existing evaluation practice in schools and based on the recommendation of NPE 1986 followed by the national Curriculum Framework for school education 2000 and 2005. It was considered necessary to develop a scheme of evaluation in order to improve the existing evaluation system. A school Based Evaluation Scheme was conceived for implementing the idea of continuous and compressive evaluation in school situation by the department of educational Measurement and Evaluation, NCERT in Demonstration Multipurpose School Attached

to all the RIEs with effect from the year 2001. The project aimed at developing students' achievement through continuous assessment, diagnosis and remediation, assessment in co-scholastic areas and personal and social qualities. Monitoring and supervision were another component of the scheme that aimed at effective implementation the scheme as well as for providing timely interventions for its smooth functioning. The head teachers and the teachers were expected to assume more responsibility and power to take initiatives to improve evaluation. The scheme was aimed at the involvement of parent in the improvement of learner's progress in both scholastic and co-scholastic areas. The scheme had s positive impact on learners especially in the improvement of personal and social qualities and life-skills etc. the teachers were found to have improved their evaluation competencies.

### **1.1.7 Need for examination reform**

The question of changing the pattern of examination along with changing the educational system, in the country has been engaging the attention of the government teacher, and researchers ever since India attained independence. The unsuitable and inadequacies of the educational system to meet the Indian society have been highlighted by commissions and commission from time to time.

Initiatives to improve the examination system has begun long back, but has not resulted any tangible achievement. The observation of different commission, policies and frameworks are worth quoting to know the background of examination reforms:

Radhakrishnan commission (1948-49) emphasized that examination, as they have been functioning, have been recognized as one of the worst features of Indian education and if we to suggest to dingle reform in education, it should be that of examination

Mudaliar commission (1952-54) recommended regarding reducing emphasis on external examination and encouraging internal assessment through continuous and comprehensive Evaluation. The Commission has reported that a proper system of school records should be maintained for every pupil indicating the work done by him\her in the school from day to day, month to month, and year to year. Such a school record will present a clear and continuous statement of the child in different stages of his education.

### **Conclusion**

Continuous comprehensive evaluation is not an end itself rather it is a means to an end. It facilitates the teacher to make necessary modifications in teaching as well as in testing for the all-round development of the learner.

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