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## A CRITICAL APPRAISAL OF CONTINUOUS AND COMPREHENSIVE EVALUATION IN THE LIGHT OF PRESENT SYSTEMIC EXAMINATION REFORMS

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### ABSTRACT:

Emotions, attitudes and values are an integral part of cognitive development of an individual, and are linked to the development of language, mental representations, concepts and reasoning. As children's meta-cognitive capabilities develop, they become aware of their own beliefs and are capable of regulating their own learning. Accordingly, the National Curriculum Framework (2005) emphasizes upon the need for plurality and standards of education. It also proposes changes within the examination system (examinations for classes X and XII) allowing reasoning and creative abilities so as to replace memorization. Even though, the programmes of examination reforms in India have made considerable progress, there is still a long way to go. Keeping all this in mind and to reform the existing examination system at school level, Continuous and Comprehensive Evaluation is a term currently being used in the context of educational reforms, particularly reforms in assessment and evaluation. In 2001, the then HRD Minister introduced CCE methodology for CBSE schools while making class X board examinations optional in 2008, but it took almost a year to get rolled out, and was actually implemented from September 2009 for IX standard and extended to class X. The present paper examines the concept of continuous and comprehensive evaluation, highlights its historical perspectives, its need and importance, its features and the role of the teacher in implementing continuous and comprehensive evaluation in the landscape of Indian schools.



**KEYWORDS:** Curriculum, Examination System, Evaluation, Teaching-Learning Process.

### INTRODUCTION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students' development. The concept of CCE has been embraced by the Indian educational system in the eighties with a view to improve the quality of education. In this scheme the

term "continuous" is meant to emphasize that evaluation of identified aspects of students' 'growth and development' is a continuous process. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and for their self evaluation. The second term "comprehensive" means that the

scheme attempts to cover both the scholastic and the co-scholastic aspects of student's growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of a variety of tools and techniques (both testing and non-testing) that aims at assessing a learner's development in areas of learning.

The scheme is thus a curricular initiative. It aims at creating good citizens possessing sound health, appropriate skills and desirable qualities besides academic excellence.

CCE helps in reducing stress of students through identifying learning progress of students at regular time intervals on small portions of content and employs a variety of remedial measures so as to improve the learning needs and potential of different students and thereby avoid using negative comments on the learners' performance. CCE works to bring about reforms in the existing system of school education through implementation of following objectives:

- To help in developing cognitive, affective and psychomotor skills among students.
- To lay emphasis on thought process while de-emphasizing the practice of memorization.
- To link evaluation as an integral part of teaching and learning process.
- To use evaluation for improvement of students' achievement and teaching-learning strategies.
- To enforce evaluation as a quality control device to maintain desired standard of performance in students.
- To ensure evaluation to determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment.

### **CONCEPT OF CONTINUOUS AND COMPREHENSIVE EVALUATION**

Continuous and comprehensive evaluation refers to a particular process of evaluation which is school based.

Continuous and Comprehensive Evaluation has three key words which need explanation. The term continuous refers to continuity and regularity of assessment during the whole session. The frequency of class tests, unit tests and terminal tests can make the evaluation regular. The tests may be followed by the diagnosis of the hard spots of learners and remedial interventions to correct them. Retesting and getting the feedback may help the teachers and learners for their self-evaluation. Besides periodicity of tests, the continuity of the evaluation can be achieved by making evaluation as an integral part of teaching-learning process. This continuity can be made feasible by employing both formal and informal methods of assessment.

The second key word is comprehensive. This refers to the areas of assessment which includes both scholastic and co-scholastic aspects of pupils growth helping the all round development of the child. In scholastic aspect, cognitive, affective and psychomotor areas are covered. The scholastic areas are meant for intellectual growth whereas co-scholastic areas are required to develop physical growth, development of social personal qualities, interests, attitudes and values. The term comprehensive also includes the variety of evaluation tools and techniques to be employed for the assessment of scholastic and co-scholastic areas. The scholastic areas can be tested through written and oral tests, whereas co-scholastic areas can be assessed basically through observation and similar techniques. The CCE is multi-dimensional as it involves multiple-techniques and different person like teacher, pupil, peer, parent and community, etc.

The third important component is evaluation. Evaluation is the process that deals with the collection of evidences regarding the changes which occur in the pupil's behaviour during the instruction. Thus, evaluation involves four main sub-processes, i.e., gathering information, interpretation of information, making judgments and taking decisions. On the basis of the judgment the level of attainment is determined and the grades are awarded. The last sub-process involves taking a decision with regard to student's promotion to the next class or detention in the existing class, etc. The evaluation based on CCE has been accepted as school-based evaluation wherein the teachers are given the right to evaluate their pupils.

### **OBJECTIVES OF CONTINUOUS AND COMPREHENSIVE EVALUATION**

The CBSE Manual (2010) in one of its circulars asserts that--the objective of CCE is to shift the focus of academic activities towards enrichment of the total personality of the learners and to facilitate

learners to address the various facets of learning encompassing the cognitive, affective and psychomotor domains.

CCE has several objectives which are as following:

- (i) To make evaluation an integral part of the teaching-learning process.
- (ii) For improvement of students achievement through diagnosis and remediation.
- (iii) To take timely decisions on learner's growth, learning process, learning pace and learning environment.
- (iv) To maintain desired standard of attainment.
- (v) To provide scope for self- evaluation.

### **PRINCIPLES OF CONTINUOUS AND COMPREHENSIVE EVALUATION**

There are certain principles on which the CCE scheme has been based and developed. These principles are flexibility, functionality, accountability, economy and illumination.

Flexibility stands for the freedom of the school with respect to time schedule, needs, convenience to organize assessment, diagnosis and remediation. For functionality, it provides that the scheme should not be too technical and ambitious. It should be workable in the existing situations of the school. Regarding teacher's accountability it is inbuilt process. He is the one who is involved in assessment, diagnosis and remediation and, therefore his commitment is of utmost importance. Economy covers both the time devoted for assessment as well as teaching. Lastly, illumination implies taking into account all the conditions, persons and resources which throw light on pupil's learning. It should include both descriptive and participative evaluation. Instructional setting and learning environment should also be considered for passing judgment on the pupil's performance.

### **PROCESS OF CONTINUOUS AND COMPREHENSIVE EVALUATION**

CCE refers to a system of school-based evaluation of a student that covers all aspects of a student development. It was designed to reduce the student stress related to board exams, and to introduce a uniform and comprehensive pattern for student evaluation across the country. It is a developmental process of student which emphasizes on two-fold objectives: (a) Continuity in Evaluation and (b) Assessment of broad based learning and behavioural outcomes on the other. Clearly, it attempts to shift emphasis from 'testing' to 'holistic learning' with an aim of creating young adults, possessing appropriate skills and desirable qualities in addition to academic excellence.

CCE has scholastic and co-scholastic activities. The scholastic domains are to be assessed on a five-point scale, grades for which vary from A (9.1 to 10) to E (0 to 1.0). Assessment in Scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. There are two types of Assessments, in an academic year, to test the Scholastic areas: Formative Assessment (FA) and Summative Assessment (SA).

### **FORMATIVE ASSESSMENT:**

It is carried out as a part of the instruction methodology and provides continuous feedback to both the teachers and the learners. it comprises of assignments, quizzes, projects, debates, elocution, group discussions, class work, Homework, oral questions, etc. Main features of Formative Assessment are (CBSE, 2010):--

- (i) It is diagnostic and remedial.
- (ii) It makes the provision for effective feedback.
- (iii) It provides a platform for the active involvement of students in their own learning process.
- (iv) It enables teachers to adjust teaching to take account of the results of the assessment and to incorporate varied learning styles in deciding what and how to teach.
- (v) It recognizes the influence of the assessment on the motivation and self-esteem of students.
- (vi) It offers an opportunity to the students to improve their performance post the feedback is given.

### **SUMMATIVE ASSESSMENT:**

It is carried out at the end of a term. It measures how much a student has learnt from the course and is usually a graded test i.e. Examination. An academic year is divided into 2 terms and in each term there will be 2 FAs and 1 SA and weightage is allotted to each in the following manner: FA1 and FA2 carries 10% each in Term1 and Term 2 and 40% in the Final Assessment, while SA1 and SA2 carries 30% each in Term1 and Term2 and 60% in the Final SA. Therefore, Continuous and Comprehensive Evaluation is designed to measure continuous assessment in the form of Formative Assessment, along with the Summative Assessment.

The co-scholastic domains are to be assessed on a five point scale, grades for which vary from A1- (91-100) through E2-(0-20). Co-scholastic areas of evaluation include:

- (i) Life Skills i.e. Thinking, Social & Emotional Skills.
- (ii) Attitude & Values i.e towards teachers, School-mates, School Programmes, Environment and the Value System.
- (iii) Co-curricular Activities which are further divided into activities like---Literary & Creative Skills, Scientific Skills, Visual and Performing Arts, Leadership & Organization Skills etc.
- (iv) Health and Physical Education, that includes areas like Sports, NCC, Gardening etc.

Each of these domains has descriptive indicators against which the students are to be continuously observed and allotted marks. An average then needs to be calculated by dividing the total score obtained by a student by the number of items in that component. Finally, the average score in each domain has to be converted into its corresponding grade (CBSE, 2010).

### **CHALLENGES IN IMPLEMENTING CONTINUOUS AND COMPREHENSIVE EVALUATION**

According to Joshi (2013), the difference in standards of schools, roadblocks in communication with stakeholders and diversity of socio-economic backgrounds has been the biggest challenge in implementing CCE. The results of the research study of Singhal (2012) revealed that currently the perception of government school teachers about CCE is average which indicates moderate acceptability of CCE by the teachers. The teachers are not adequately prepared for the effective execution of CCE in government schools. Further the study of Rao (2001) revealed that the large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE. Lack of seriousness among the students towards academics was also reported as a serious concern of the teachers (Anuradha, 2014a).

There several challenges in the implementation of CCE which are as following:

- The success of CCE is largely hinged on the adoption of the model by the teachers.
- So far, our teachers have been conditioned to the traditional system of evaluation and will take time to understand, apply and realize the value of CCE.
- It is an evolving methodology which implies that teachers need to be continually educated so as to ensure that they are equipped with necessary knowledge and skills.
- Due to hasty implementation of CCE students are facing increased stress and pressure in the form of project work.
- Although the entire process of student evaluation is decentralized, CBSE holds control on issuing the final certificate of assessment to Class X students which requires schools to send student's performance data for Classes IX and X electronically to the board at the end of the academic session.
- No uniform model of recording the assessment has been followed anywhere so far.
- Personal attention for the students by the teachers.
- The CCE scheme does create the additional pressure of constantly requiring teachers to be on the lookout for those indicators against which relevant information on students has to be collected.

### **Impediments in Implementing Continuous and Comprehensive Evaluation**

The major obstacles in implementation of CCE are as following:

- (i) Poor readiness on part of the teachers..
- (ii) Teachers are not properly trained to shift from traditional evaluation to CCE.
- (iii) Inadequate infrastructure and not enough spared time on part of teachers.
- (iv) Curriculum is not designed as per the technicalities of CCE.
- (v) Poor student's presence in their classroom and inadequate resources in school.
- (vi) The institutions are having no/poor autonomy.
- (vii) CCE requires minute observation and well integrated planning so as to convert it to grading system.
- (ix) The problem of diagnosis and remediation in CCE pattern has also increased the liability of the teacher.
- (x) The lack of poor innovations in the burgeoning class of the teachers, and those having burn out attitude in their last lap of service cycle.

### **ADVANTAGES OF CONTINUOUS AND COMPREHENSIVE EVALUATION**

The main advantages of Continuous and Comprehensive Evaluation can be summarized in the following points:

1. Continuous and Comprehensive Evaluation gives the complete picture of the learner and envisaging the spirit of holistic development.
2. It gives an opportunity to cooperating learning instead of competitive learning.
3. CCE clubs the extreme ends through grading bands that save learners from complexes.
4. It always keeps ready the learners for examination and testing thus it becomes the routine classroom practice.
5. It makes smooth learning, teaching and testing by keeping on track the learners.
6. It focuses on micro-details of the content to be absorbed and assimilated by the learners.
7. It does the regular screening and prepares a progressive chart of learners performance.
8. CCE keeps learners alert, punctual and physically and mentally prepared for advance, joyful learning.
9. CCE takes into account the potentialities and capacities of the learners in all fields whether they are physical, mental, moral and social.
10. CCE works as a stimulating agent not only for learners but also for teachers.

### **DISADVANTAGES OF CCE SYSTEM OF EVALUATION**

Continuous Comprehensive Evaluation has a number of disadvantages first and foremost, the "Continuous and Comprehensive Evaluation" of students often leads to students feeling under pressure and stressed out throughout their school years. The tests themselves will be set using a limited syllabus, meaning students do not receive a broad and varied education in the classroom. This can stunt learning development in later school years and result in pupils that are not well rounded.

Pupils themselves will become focused on tests rather than the actual learning, and may struggle to become interested in various academic subjects later in life, causing them to drop out in the middle of their education. Those students who achieve low grades may become saddened and discouraged. They will feel undervalued and worthless, which could lead to feelings of isolation. Pupils could be classed as stupid or unintelligent from a very early age, which is unfair as children develop at different rates. This will lead to many students focusing less on their studies, as they feel that can never succeed in the academic world, and more on the other aspects of life such as being social and having fun.

### **SUGGESTIONS FOR IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION**

For successful integration & implementation of CCE, in the schools and in classrooms, following strategies are to be adopted:

- 1.) The principle and the teachers should develop action plan indicating the scheme of evaluation, identifying the task and role of different teachers, different activities and their time schedule, mode of implementation and feed back mechanism along with remediation strategies.
- 2.) Orientation should be given in the conceptual and practical aspects of the scheme.
- 3.) Pool of items and question banks may be developed so as to assist the teachers in making tests for frequent testing.
- 4.) The intuitions like DIET, SCERTs, NCERT, NUEPA and NCTE may prepare diagnostic, remedial and criterion-reference test for different classes with the help of experienced teachers and evaluation experts.
- 5.) Proper monitoring and supervision is needed to manage this evaluation in schools.

CCE will thus help in drifting from banal and hackneyed approach of evaluation to a more progressive modern and trendy approach, if it is handled with proper planning, care and implemented with a missionary zeal.

## CONCLUSION

Continuous and Comprehensive Evaluation facilitates students' effective learning as well as their all round development of personality with its multiple evaluation tools and techniques and corrective measures. It is therefore important to make continuous and comprehensive evaluation an integral part of teaching and learning process to promote students of school education.

The implementation of CCE is a curricular initiative, attempting to shift emphasis from memorizing to holistic learning. It is taken as school based co-scholastic assessment so as to focus on holistic development of children. To make the process more comprehensive in nature, it is important that assessment of learning be done in a wider range of situations and environments both in and out of the classroom. The assessment process should provide information and feedback on the extent to which the school and teachers have been successful in realizing the expected outcomes of education.

CCE is an examination reform initiative which has the potential of removing almost all the ills of examinations improving learning through continuous feedback and brings in qualitative improvement in education at school level. The CCE model can be of immense significance in creating and institutionalizing a learner centric education system in India.

In successfully implementing CCE, Indian schools need reasonable teacher-student ratios and changes in the nature of the teacher-student relationship, from an unequal, hierarchical relationship to that of co-participants in a joint process of knowledge construction.

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