

Continuous and Comprehensive Evaluation: A Challenge before Teacher

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Abstract

The CCE or Continuous and Comprehensive Evaluation scheme refers to a school based evaluation of students that covers all the aspects of a student's development. It emphasizes two fold objectives of continuity in evaluation on the one hand and assessment of broad range of behavioural outcome on the other. Continuous means continuity and regularity of assessment during the whole session. Comprehensiveness means the areas of assessment which includes both scholastic and co-scholastic aspect of pupils growth helping the all round development of child. Therefore, the CCE scheme brings about a paradigm shift from examination to effective pedagogy.

Conventionally the teacher is seen as the information giver; knowledge flows only one way, from teacher to student. In a collaborative classroom (or the CCE method), emphasis is on shared knowledge and decision making. For some teachers finding time for planning collaborative instruction is a most difficult challenge. In a changed scenario, a teacher ought to maintain a number of records like child's portfolios, anecdotal records, prepare checklists, rubrics for assessment. Practicing modes and modalities of CCE is a challenge before traditional teachers. Therefore it is absolutely essential that teachers need to be provided with orientation about the CCE scheme incorporating both the scholastic and co-scholastic areas of learners' growth. In order to make CCE effective there has to be collective understanding among all concern *i.e.* child, teacher, parent and institutions of higher education about what is being evaluated.

Introduction

Education is concerned with preparing citizens for meaningful and productive work and evaluation should be a way of providing credible feedback on the extent to which we

have been successful in imparting such an education. Current processes of education which measures and assess a very limited range of faculties are highly inadequate and do not provide a complete picture of an individual abilities or progress towards fulfilling the aims of education.

Any meaningful report on a quality and extend of child's learning needs to be comprehensive and for fulfilling the aims of education we need to redefine and seek new parameters for and the ways of evaluation and feedback.

CCE has frequently been cited as the only meaningful kind of evaluation. This also requires more careful thinking about when it is to be employed in system effectively. Such evaluation plays a lot of demand on teachers' time and ability to maintain meticulous record if it is to be meaningfully executed and if it is to have any reliability as an assessment. A well design and regular report cards provide learners with feedback and set standards for them to strive towards.

Meaning of Continuous and Comprehensive Evaluation¹:

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students development. It emphasizes two fold objectives of **continuity in evaluation** on the one hand and **assessment of broad range** of behavioural out come on the other. The continual aspect of CCE takes care for 'continual' and 'periodicity' of evaluation. Continual means assessment of students during the instructional process (formative evaluation) carried throughout the year by the teacher formally and informally using variety of educational tools and techniques employed for assessment. It is diagnostic and remedial in nature. If used effectively it can improve student performance tremendously.

Periodicity means assessment of

performance done frequently at the end of unit/ term (summative) employing multiple techniques of evaluation. Summative assessment is the terminal assessment of performance at the end of instruction. It is in the form of a pen-paper test conducted by the schools themselves. It will be conducted at the end of each term.

The 'comprehensiveness' component of CCE includes assessment in scholastic as well as co- scholastic aspects of the pupil growth. The **scholastic** area is meant for intellectual development and includes subject specific areas like Academic, Work experience, Physical and Health Education and Art Education. Whereas **co-scholastic** areas are required to develop physical growth, development of social personal qualities, interest, attitudes and values.

In addition to the Scholastic areas, co-scholastic areas like Life Skills; Attitudes & Values; Participation & Achievement in activities involving Literary & Creative Skills, Scientific Skills, Aesthetic Skills and Performing Arts & Clubs; and Health & Physical Education is also evaluated. Then the gathered information in the scholastic areas and co-scholastic areas is to be interpreted in qualitative terms.

The Report Card reflects both Formative and Summative assessment in scholastic as well as co-scholastic areas. The Formative Assessment is a part of School Based Assessment and Summative Assessment is based on the Question Banks being sent by the Board.

Modes and modalities used for recording and reporting pupil's performance²:

¹cbse.nic.in/circulars/cir39-2009.pdf

CCE is multidimensional characterized by multiple techniques and different person like teacher, pupil, peer, parents and community etc. Modes of assessing Academics vary from subject to subject.

O For languages mode of assessment includes dialogue, conversations, speeches (debating recitation), quiz, essays, research projects, group work, assignments, question papers.

O In maths mode of assessment are home assignment, worksheets, seminar, symposium, group discussion / activity, project, survey, math lab activities, math events, written assignment, written test, assignment.

O Similarly modes used in assessing **science** are projects, survey, model and charts, group work, research, worksheets, seminar, group discussion / activity, symposium, science lab activities, written test.

O Mode of assessment in **social science** includes commentaries, project, model & charts, group work, research, worksheets, seminar, group discussion / activity, survey, written test, and assignments.

Co-scholastic skills include literary and creative skills, aesthetic skills and performing arts, scientific skills etc.

Operational **Modalities** for reporting pupil's performance according to CBSE guidelines are as:

- Grades on a 9 point scale will be awarded.

- Performance will be assessed using conventional numerical marking and same will be converted into grades.

- The CBSE will issue a statement of Subject wise performance *i.e.* Grade Sheet (NO MARKS) for class X students studying in secondary schools.

- The CCE card will apply throughout the CBSE schools in the country for admission to class XI. In addition, schools can have their own criteria.

- Students will only be promoted on the basis of both Formative and Summative Assessments both of which are mandatory.

Different modes and modalities which are being used in CCE, leads to the effective assessment of the student.

Challenges faced by Teachers in implementing CCE:

- Time needs to be set aside for teachers to plan lessons collectively as they are required to put in more work in the new paradigm for designing formative activities and evolving additional teaching-learning materials. It augurs well for the teaching community that it is now a beginning to move away from the textbook oriented teaching to more creative ways of involving students in the learning process. Every class is a new experience, unique in its own way and hence repetitive and mechanical transaction has no place in the emerging classroom. Not only the same subject teachers, but also collaboration of resources ought to

happen with teachers taking up different subject areas.

- For effective implementation of the CCE it is essential to have a small class, with the teacher-student ratio practically limited to 1:30. In the changed scenario, a teacher ought to maintain a number of records like child's portfolios, anecdotal records, prepare checklists, rubrics for assessment. All this only becomes functional with a small class size³⁻⁵.

- There is a need for sustained school routine to promote reading amongst teachers. It is often seen that classroom issues remain the foremost responsibility of the class teacher and there is never an effort made to allocate time for helping teachers read on fundamental classroom issues, explore different research areas. Thus, they are not able to update themselves with the contemporary world.

- There is a paradigm shift of present classrooms from behaviourist to constructivist and giving way to a collaborative classroom. Conventionally the teacher is seen as the information giver; knowledge flows only one way, from teacher to student. In a constructivist classroom emphasis is on shared knowledge and decision making and teacher values the contribution of the students. The personal experiences, prior knowledge, and cultural backgrounds students bring to the learning experience are used as a basis for instruction. It is a challenge for teachers to share control of instruction with students¹⁻⁶.

- For creative assessment test items that promote thinking and analysis rather than recall of textbook material need to be included. The most commonly used traditional methods used

by the teachers are paper-pencil tests/tasks, written oral tests, questions on pictures, stimulated activities and conversations with students. No doubt these are useful but they need to be used carefully. The kind of questions and items used should have space to generate and express individual thoughts and ideas creatively.

- For the effective implementation of modes and modalities of CCE flexible timetable is required. It is difficult for a child's mind to switch on and off between different subjects one after the other, within the span of 30-40 minutes. Further, for a constructivist classroom every subject shall require block periods at least, to justify teaching, learning and simultaneous evaluation which should be extended for outdoor activities.

Training of Teachers:

No educational scheme can succeed unless the teachers are adequately prepared for executing it. This preparation will presume the visualization of a realistic scheme and the development of comprehensive procedures for its operational implementation.-The teachers should be trained according to the aim and objectives of CCE.

- Teachers should be oriented in such a way that they can efficiently participate in effective assessment of indoor and outdoor classroom activities of the students.

- For providing orientation trained resource persons need to be created. The content of such training/orientation programmes, has to incorporate both the scholastic and co-scholastic areas of learners' growth¹⁻⁶.

- The development of effective assessment tools and its practicality is an important aspect of CCE *i.e.* in scholastic areas, assessment could be done by preparing objective based questions and balanced question papers, scoring of scripts and analysis and declaration of results. In co-scholastic areas, assessment will need to cover the preparation and use of rating scales, inventories, checklists, schedules and the procedures of assessing different areas of skills through them.
- Training programme should include methods of collecting, recording, compiling and interpreting evidences of learner's growth. Teacher along with heads of their institutes should develop professional learning networks, mentoring and coaching³⁻⁶.

Problems in implementation of CCE:

CCE does not mean less emphasis on academic attainment. The aim of CCE is also to reduce stress and improve the personalities of the children.

- The increasing projects and presentations have put student and teacher under more pressure. The stress on students is increasing due to minute microscopic examination of behavior which also makes students behave artificially. No real time is being provided to students to participate in Co-Scholastic activities.
- Children concentrate on projects just for scoring the "grades" which in most cases lead to no real learning as they are either done by siblings or parents or conveniently outsourced to entrepreneurs who have set up shop.
- CCE demand more time for the process of evaluation and teacher are left with very little time for teaching. Here the burden of the teacher has increased a lot as they have to kept daily record of teaching as well of the student's progress. So it is burdensome for the teachers.
- Various modes used for recording pupil's performance in scholastic and co-scholastic areas demand talent and versatility in teachers. They must do their work honestly and diligently only then the real purpose of this evaluation system can be achieved.

Conclusion

In order to undertake a holistic assessment, all aspects of learning need to be given due recognition. The teacher evaluates the child's achievement in the subjects being taught through tests and exams. The manner and modalities however may vary. CCE demand skillful and versatile teachers to gather desired information and to provide correct assessment of the pupil's growth. The CCE should help to take sound judgment and timely decisions to maintain the desired standard of attainment. For successful implementation of CCE both training material and efficient training of teachers is earnestly required. No educational scheme can succeed unless the teachers are adequately prepared for executing it.

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